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Providing Hope after Trauma: Educating in a Juvenile Residential Center

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Abstract

The field of integrated language arts is an ideal forum for sharing stories, discussing perspectives, expressing emotions in a healthy way, and challenging the systems that govern and shape our lives. To accomplish this goal in a traditional classroom can sometimes be difficult, but for a moment, consider the physical space of a classroom within a juvenile residential center (JRC). This space brings many obstacles that traditional classrooms, teachers, and students do not have to address. To thrive, students need to be in a safe environment of trust. Trust is both critical and challenging to build in a space with so many limitations. By centering student agency, identity, and awareness of structural barriers, teachers may be able to make a positive difference in the lives of incarcerated students, especially those impacted by trauma. This could help students gain a new perspective on their own recidivism and cycles underneath a systemic context, hopefully forging a path toward freedom and healing. This qualitative case study focuses on two novice teachers' journeys as they navigate their instructional decisions and practice within a JRC.

Key words: Juvenile Residential Center, instructional practices, student choice, reflection, trauma-informed instruction, recidivism, educational change, teacher perceptions, student agency, student rapport, and student trust

Introduction

The field of integrated language arts is an ideal forum for sharing stories, discussing perspectives, expressing emotions in a healthy way, and challenging the systems that govern and shape our lives. This is especially true for incarcerated students. The physical space of a classroom within a juvenile residential center (JRC) brings many obstacles that traditional classrooms, teachers, and students do not have to address. For example, trust is especially crucial yet challenging within incarcerated classrooms. For students to feel comfortable sharing their writing or creating a classroom community, there needs to be a safe environment of trust. Trust is both critical and challenging to build in a space with so many limitations.

By centering student agency, identity, and awareness of structural barriers, teachers may be able to make a positive difference in the lives of incarcerated students, especially those impacted by trauma. In addition, a critical theoretical framework can help students become self-aware about their individual circumstances and behaviors, as well as the systems that govern them collectively. This could help students gain a new perspective on their own recidivism and cycles underneath a systemic context, hopefully forging a path toward freedom and healing. This article focuses on two novice teachers' journeys as they navigate their instructional decisions and practice within a JRC.

Teacher Introduction to the JRC and Philosophies Grounded in Instructional Practice

Teacher 1

After becoming an officially licensed educator, I opted to volunteer at a local JRC, teaching English and Life Skills on Fridays. Prior to this experience, my only teaching experience was within a vocational career center. My colleague and I co-taught grades six to twelve at the JRC. The stated restrictions regarding content, disclosure, contact, technology,

approved materials, and possible worst-case scenarios originally made me hesitant regarding what was even possible within the classroom, or what the staff's expectations were. I went into this experience with my eyes open for change in my own thinking. I was placing empathy at the forefront of my instructional practices, which requires me to be aware that there are gaps in my language and understanding around incarceration due to the fact that the experience is so drastically different than my own.

As someone who strives to deconstruct social conditioning and question the ways of the world, I also went into this experience knowing that I disagree with the existence and usage of carceral punishment and that it will likely be difficult for me to work within this space. However, it would not be as difficult as it is for incarcerated youth to live in these spaces. From this point, I decided to go "all in" and see what was even possible. At the very least, I wanted to make connections and work in the role of 'advocate' for and with these students and see how it shaped my teaching philosophy.

My teaching philosophy of education is existential and student-centered in the way that students construct their own meaning and purpose. While my educational philosophy does not look like the world that currently exists, it's rooted in a hopeful future. This allows me to find alleys where I can connect and empower students to actualize themselves and their collective power in order to encourage them to also envision and create a better world. My educational philosophy requires a restorative set of questions to guide our actions and instruction, which ultimately branches into trauma-informed practices and care. This is what I tried to do with the eight weeks we had together at the JRC.

Teacher 2

I am the other newly licensed teacher who participated in the summer teaching program for the JRC. I spent my time student teaching in a public school system that was able to afford computers for all their students, had a well-known reputation, and earned many accolades for their commitment to success. My experience during student teaching was much different than my time at the JRC. The JRC had different policies, much smaller class sizes, and no technology for their students. During the time spent teaching residents in the summer, I was able to face head-on my preconceived notions, biases, and educational knowledge to develop as an effective educator. Through this experience, I solidified and modified my teaching philosophy.

My teaching philosophy focuses on a student-centered approach. I believe that the best teaching happens when considering the students. This can include their background, various identities, and areas they need help with the most. The student should always be put first. After considering the student, I approach teaching with a Vygotsky and Bandura theoretical mindset. I believe that Vygotsky's hierarchy of needs must be met for students to be successful. Additionally, I believe that students learn best when collaborating and working together. Students are capable of helping each other and by grouping students, in purposeful ways, more learning can take place.

This qualitative study answers the research question: How did the perceptions of newly licensed teachers inform their instructional practices within the culture of an incarcerated classroom?

Review of Literature

Integrated language arts teachers have a unique opportunity to approach education within incarcerated contexts through the examination and analysis of literature and texts, writing, and discussion. According to Williamson et al. (2013), "Perhaps one of the most heartbreaking

aspects of working in a juvenile justice center is watching an estimated 86% of our students recidivate and knowing that this pattern may lead to most of their lives being inextricably bound to the prison industrial complex" (p. 32). To improve the quality of life for incarcerated youth, the ultimate goal is to provide opportunities for students to consider texts focused on recidivism, prevention, reparation, and good decision-making.

Unfortunately, teachers in a residential center may lack the strategies and pedagogical content knowledge to meet the residents where they are academically because teachers may lack the self-efficacy to explore student-centered lessons (Santoyo & Zhang, 2016) that interest students, causing barriers to high quality instruction (Troia & Graham, 2016). In this study, self-efficacy is defined as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect our lives" (Bandura, 1997, p. 71).

People with strong self-efficacy engage difficult tasks and work to master the skills rather than avoiding them (Bandura, 1997). Tschannen-Moran and Johnson (2011) argue that a teacher with strong self-efficacy is "more likely to try different instructional approaches, texts, or grouping strategies" (p. 752). Furthermore, teachers with strong self-efficacy tend to use more innovation in the classroom, trying approaches they have researched or heard through professional development, and provide more feedback--whether verbal, nonverbal, or written (Cantrell & Hughes, 2008; Troia & Graham, 2016; Troia et al., 2011). Self-efficacy proves to be positively correlated with achievement, indicating that the more students believes in themselves, the more that they will achieve (Schunk & Zimmerman, 2007). This same idea can be transferred to teachers as well. According to Ness (2008), teachers who lack training in literacy integration feel less comfortable teaching comprehension strategies. As a result, professional

development (PD) needs to take place in order to have teachers build their own confidence in teaching strategies (Bandura, 1977; Massey & Lewis, 2011; Murnen et al., 2018; Ness, 2008).

To build self-efficacy, teachers need opportunities to practice effective, high-quality best practices while completing their teacher preparation program. It is essential teacher candidates have opportunities to practice the instructional strategies learned. This can be practiced through their methods or practicum experiences. When an instructor uses scaffolding to help a teacher candidate successfully implement a new strategy or when a teacher gives detailed, constructive feedback, a student's sense of self-efficacy and comprehension increase (Schunk & Rice, 1993).

Realities within a JRC

Davey (2017) explored the purpose of education as an act of *becoming* that is viewed as a process of becoming part of a socialized world outside of the self and shaping identity, perspectives, and behaviors around experiences that build on each other. For instance, Davey (2017) stated, "A word like *criminal* carries with it a loaded and negating power, a power that works to stunt an incarcerated youth's process of 'becoming' as it continues to take shape in the midst of their arrested life" (p. 395). When incarcerated youths are *becoming* part of a socialized world, they are doing so from within an institution that functions to remove them from that environment.

This process of *becoming* shapes their identity with experiences such as physical containment and lack of autonomy or power. "The detention center referred to these young people as 'residents' but a more apt term would have been 'occupants' because they were contained by and then remanded to relegated spaces, moved about on the orders of faceless judges whose office windows faced a patch of untouchable green lawn that separated the detention center from the courts" (Davey, 2017, p. 392). Within a juvenile justice center

classroom, this can present itself as missed learning opportunities and limited options in the classroom. Davey (2017) suggested, "This 'educational' notion of 'passing time' differs from the activity of 'doing time' for a youth in detention as the latter relates to the sentence they are completing, certainly a different view of incarceration than one that suggests a focus on rehabilitation for re-entry into society" (p. 398). Additional research regarding low literacy rates, disability, poor academic outcomes, and negative life-long trajectories are a statistical probability for incarcerated youth (Archwamety & Katsiyannis, 2000; Foley, 2001; Harris et al., 2006; Kollhoff, 2002; Leone et al., 2002). If the goal is rehabilitation outside of jail and reduced recidivism, this calls into question the purpose of incarcerated education.

In the United States, there is a high number of incarcerated youth from minority backgrounds. With this in mind, Harris et al. (2006) analyzed the empirical studies on reading interventions for incarcerated minority youth to discover the degree that culture was considered. They concluded that "while culture is critical to consider in designing interventions for at-risk youth regardless of whether or not they are incarcerated, it is largely ignored" (p. 751).

Traditional Juvenile Residential Classrooms

In traditional criminal justice classrooms, a common objective is to reduce recidivism or the frequency of offenses. Robinson and Shapland (2008) discussed the culture of traditional criminal justice systems when they stated, "In many of these formulations, retributive criminal justice has been criticized for the dominance of its focus upon establishing guilt and apportioning blame; for the socially excluding stigma of guilt and many forms of criminal justice punishments; and for its failure to meet the needs of victims of crime" (p. 339). Ultimately, this framework may hinder student growth (personal and academic) through the

process of being incarcerated. Robinson and Shapland (2008) argued that this system of change is counterproductive to the end goal of recidivism.

Providing Hope after Trauma

Within the context of a revised justice system that is focused on restoration and reparation, offenders would take an active role in analyzing their behavior, as well as taking an active part in attempting to rectify the victim's trauma, "...the performance of reparation enables offenders to see themselves—and to be seen by others—as valuable resources with something to offer the community, rather than passive recipients" (Robinson & Shapland, 2008, p. 344-345). We might be better advised to re-frame restorative justice as an opportunity to facilitate a desire, or consolidate a decision, to desist. Desistance, by definition, implies crime reduction" (Robinson & Shapland, 2008, p. 352).

Incarcerated youth are prone to experiences of trauma prior to containment. However, it is important to consider the state of incarceration itself as another form of trauma (Desai, 2019; Ryan et al., 1993). Trauma can take many various forms depending on the context, but in this study, the definition of *trauma* is the inability to cope with an event or series of events. Desai (2019) stated that faculty and educators can help incarcerated youth who have experienced trauma by offering a sense of hope and purpose. When the framework of the criminal justice system is revised to encompass broader transformative goals, the concept of criminalization is altered to invoke agency and healing (Robinson & Shapland, 2008).

Methodology

This qualitative study examines the perceptions of two novice teachers who recently graduated from their undergraduate program in Adolescent to Young Adult-Integrated

Language Arts. In addition, the teachers were beginning their Masters of Education in Reading degree.

Prior to the summer teaching experience, the two novice teachers attended an orientation at the JRC that identified specific topics such as: dress code, curriculum, and topics that should not be taught or addressed. Additionally, they were instructed to stay at the front of the classroom and not walk down the aisles or share personal information. They were to teach six hours on Fridays, with three different age groups of students (grades 6-8; 9-10; 11-12). Three of the hours focused on English, and the other three emphasized life skills based on the text *7 Habits of a Highly Effective Teen*.

Data Sources

The data sources included daily reflections, lesson logs (Appendix A), and three debriefing sessions with university faculty (the researchers). The initial meeting was at the orientation at the JRC, the second was during an informal debriefing session midway through, and the third meeting was at the conclusion of summer.

Data Analysis

Using Erickson's (1986) open-coding method, themes were identified (Strauss & Corbin, 1990). The researchers read and coded all reflections and lesson logs. They also took field notes of the debriefing sessions. They analyzed the notes independently and then collaborated to identify the common themes. This analysis required an inductive, open-coding approach (Strauss & Corbin, 2008).

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Findings

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The findings will be presented under the following three themes: purpose for education, the role of the educator, and developing rapport and trust to engage learning. Under each theme, probing

questions were raised by the two teachers throughout their written and verbal comments in their reflections and debriefing sessions. We begin with the teachers' overall perceptions of their experiences and then address each of the themes and questions that emerged from the gathered data.

Teacher 1

After having spent eight Fridays teaching at the JRC, I learned about myself as a teacher, learned about my students, and learned about what it is like to teach in an incarcerated environment. I discovered how to work around the policies in a positive way, how to be creative with lessons when I normally would use technology, and how amazing the students were. By the end of this experience, I was able to build rapport with the students which increased my passion for teaching and allowed me to discern how to work toward change in small amounts which will be beneficial in my future educational career. The biggest accomplishment of this experience was creating the reflection cycle sheet with my co-teacher. I think the reflection cycle sheet allowed the students to work toward conceptualizing their feelings and working through those feelings in a low-risk format that allowed them to process situations that may appear out of their control. Providing time to reflect with clear cut steps of how to reflect led the students to identify barriers and possible solutions or action steps to take when experiencing different situations. I also solidified my philosophy that the students need to be put first. Having only gone in to teach on Friday's led to different barriers such as building rapport. I was new and the students needed to trust me. Once the students realized I was there for them and not a paycheck they were more likely to open up which led to a learning environment. Overall, I am grateful for this experience and learned about myself as a teacher, new techniques to use while

teaching, and that every student needs someone to be there for them, especially those who are incarcerated.

Teacher 2

The first day I began teaching, I must admit I was nervous and had formed some assumptions. I assumed that the majority of students would be people of color based on statistics and preconceived notions from prior articles I had read as well as documentaries. I do want to state that I do not believe people of color commit more crimes but rather the system is stacked against them. Having this notion going into the teaching experience, I was surprised on the first day when I discovered that the majority of students were white.

Our role as new teachers was to teach incarcerated residents each week during Friday school. The hours took place between 8 am-1:45 pm. I was paired with another teacher from my subject-area to teach three sections of English Language Arts and one section of Life Skills. The grades of the students varied in three separate tracks: Track A (youngest, 7-8), Track B (middle, 9-10), Track C (oldest, 11-12).

We were led through an orientation that introduced us to the policies and procedures of the facility. Content was at our discretion, but we were told not to engage students in content that glorifies or reminds them of triggering topics, events, or gang-related tags and ideologies. Discipline is primarily handled by the JRC staff, though we did hold positions of power and weight regarding discipline. For example, a staff member mentioned to me at the beginning, "If you feel that someone simply looked at you wrong, let me know." The classroom layout was traditional with rows and columns of chairs and facing the teacher's desk in the front of the room. We were instructed not to go in between the rows, avoid contact (report if contact was made), and avoid talking about our personal lives. Student behaviors were observed, monitored,

and evaluated around the clock by staff members. Residents received point cards that staff members marked with designated code-letters and attached points. The point system was designed in a way that students could gain, or lose, more privileges inside and outside the facility. The staff members did not physically impede classroom activities but were always present and simply marked student behaviors quietly. Students could not stand or speak without raising their hands and receiving permission, and they could not touch another resident. Classroom disruptions happened frequently, either through behavior, case reviews, counseling, parent meetings, or facility drills. A staff member described the facility as a jail but with an emphasis on mental health, as the color-scheme was meant to look like a psychiatric ward.

There was a lack of technology, as all phones and Apple watches were required to be contained. The classroom had a whiteboard and a projector that was likely connected to the internet for the weekly teachers. We did not utilize this as we were asked to keep technology to a minimum. We were provided with copies of an educational magazine called Science World and it was suggested that we use this for English Language Arts due to the vocabulary and reading skills that could be engaged. For Life Skills, we were asked to use the text 7 Habits of Highly Effective Teens by Sean Covey. We were asked to assign one 10-point assignment in our content-area each week.

Purpose for Education

Questions were raised throughout the teachers' logs and during debriefing meetings with the novice teachers as they grappled with the purpose of education. Responses to the following three questions emerged through these reflections.

Can we adopt educational pedagogies that foster our purpose for education (social justice)?

Both teachers raised this question at the beginning of the experience, and it was revisited throughout the summer. Teacher 2 responded stating, "We might not be able to break down the system as individuals, but we can empower students and teach in a way that centers their agency and makes them reflect on their own behaviors, trauma, and the structures that affect their lives, including the carceral state."

Can we envision a new framework of justice that fosters our purpose for education (social justice)?

Teacher 2 stated, "Many of the Life Skills units were focused on healing and restoration. Not simply stopping a behavior. Students won't stop if they don't see why they should, or how it hurts them, or how to cope/why they can't cope." Teacher 1 chimed in, "The reflection cycle sheet, individual, and group-activities that built communication helped students. (e.g. Blowing off steam Game; Discussions on coping techniques: I-Statements; Team Building Cup Activity; Self-Care Assessment; Stress Indicators; listening activity)."

How can we implement trauma-informed practices by reflecting on our interpersonal behaviors and building community to enact social justice and empower students?

Teacher 2 shared, "I feel we did this with Life Skills, the reflective cycle sheet, and group activities. When modeling, I specifically discussed my own mental health obstacles and why I might act a certain way. We discussed how trauma impacts our behaviors and brains. We encouraged others to work together. One student who has definitely experienced trauma and frequently acts out of control went out of his way to help calm down a student who was doing the same; he helped him do his work and reflect. This was happening WHILE they were doing a reflective cycle sheet about the anger he was experiencing. They were literally talking about

what's going on in the moment and why, and they were building a community as they did it. This also happened when we practiced I-Statements. One student became angry while we discussed healthy anger coping mechanisms. The class helped him formulate his I-Statement and why he feels angry and how to express it. He felt better. I fully believe that they work together to co-regulate with each other, co-regulate with teachers, and they can eventually get to a place where they self-regulate themselves."

Teacher 1 stated, "Individual teachers can adopt a critical pedagogy that sets a purpose for teaching individuals to reflect and deconstruct their individual behaviors and interpersonal skills and trauma/coping mechanisms, as well as foster a group atmosphere where this is the expectation and norm. The next step during discussions is making positive social action as a collective. Otherwise, what is this all for if not to make the world a better place?"

Teacher 2 followed with, "Incarcerated students are likely traumatized students. They carry baggage and pain with them into the classroom. We need to adopt practices that are mindful of this, do not retraumatize, do not shame, and do not victim blame. We are looking to heal ourselves, heal each other, and create a community for the sake of changing the world. Individual teachers need to adjust their practices to involve trauma-informed practices."

The Role of the Educators and Instructional Practices

The following two questions were asked by the teachers as they made sense of their new role as teachers in the JRC. They contemplated the dichotomy of their roles as teachers in different learning environments and classroom settings (e.g. public schools vs. JRC) and how these settings impacted their instructional practice.

How do we analyze ourselves and our roles as educators?

Teacher 2 initially responded to this question, reflecting on their metacognitive awareness, "We must do the work to figure out what we know, what we think we know, what we don't know, what we don't know that we don't know." Teacher 1 continued with additional questions, "We never know how our normalized power structures are impacting students. Are we hurting or helping? We did this in reflections and discussions with each other constantly. What is our role there, and how is our power either helping or hurting?" Teacher 2 asked questions that were challenging her beliefs. It enabled her to delve and examine more deeply her philosophy of teaching. For example, during our debriefing session, she asked additional questions, "What are the realities of these students' lives, before/during/after their stay? How many will come back because they have been conditioned to feel more comfortable there? How many do not know another way? What are we trying to get them to learn or do? How are they surviving and navigating this place? I wonder what our goal as a teacher is. Our goal is to educate purposefully and meaningfully, not just to pass time because these students deserve more. Did we achieve our goal as teachers?"

With limitations at the JRC, how do we exercise expression, creativity, and exposure to ideas through English?

Teacher 2 responded, "We did this through creative writing, topics, and pieces that we chose; although this didn't happen much due to the JRC limitations. We did use drawings and literature circles, and we let the students choose what they could do and who they could work with within the boundaries of the system. Some strategies we used during this time were, Figurative Language TPCASTT (Title, Paraphrase, Connotation, Attitude/tone, Shifts, Title, Theme) (*The Rose that Grew from Concrete*), creative writing based on *Perils of Indifference*

by Elie Wiesel." Teacher 1 followed with, "English teachers can utilize their field, literature, skills, writing, discussion, and literacy to bring these topics to light as well as means for expression and reflection among their students, even in the JRC."

Developing Rapport and Trust to Engage Learning

Additional questions were raised and explored by the novice teachers regarding building rapport and trust to engage the students at the JRC in learning. The following two questions were raised by the teachers.

How can we incorporate practices that take all of a student's background into account, such as culture, trauma, identity, and societal factors like race/class/gender?

Teacher 2 responded, "We did this through the reflective cycle sheet. In addition, we used Mindfulness & Guided Imagery, helping students to be aware and mindful of their own behaviors and the consequences of their choices. Furthermore, we used Stress Indicators/Self-Care Assessments to encourage student reflection." Teacher 2 responded, "Teachers need to become more aware of their own identity, as well as how identity and social barriers are constantly at odds and impact students. Incarcerated students are likely marginalized. They're also more likely to not receive the services and education they need or deserve. This is not a coincidence, this is the achievement gap. This is how people fall through the cracks and how inequitable education is perpetuated----ultimately, how poor life outcomes are perpetuated. Teaching with culture in mind, especially as academia perpetuates dominant culture, is more than just accepting or learning about cultures. It ultimately requires teachers to understand how cultures are marginalized, how some are more privileged than others, how cultures become colonized, how to break down the system of privilege and oppression and how those ideas impact their culture. These ARE those students it impacts."

How can we instill hope by creating trustworthy and safe spaces and empowerment?

Teacher 2 stated, "I feel strongly that we did this through discussions, building rapport, letting them write creatively about themselves, being transparent with them about our status and purpose there, letting them decide how conferences will be led, and asking them for their expectations and opinions."

Teacher 1 responded, "Individual teachers can create spaces of trust. While the classroom must follow physical procedures, any space where a critical teacher and incarcerated student is present can become a safe and trustworthy space once the educator realizes their power differential and vows not to use it for harm, only empowerment and advocacy, and does the work to make it so." Teacher 1 began reflecting using her questions after making her statement, "Individual teachers can instill hope. We have to be teaching for a purpose and they need to be learning for a purpose. Is that purpose to stop doing crime or create a community of learners who understand their pain and have learned to regulate in healthy ways/instill empathy/foster empowerment/showing them that you are a valuable member of society and that you are capable of enacting change if we work together and grow? Could that prevent/heal incidents of crime as well as the parties affected? Being critical is hopeful."

Teacher 2 shared her final sentiment, "Individual teachers and the system at large should approach students to help them help themselves. We need to get them to a place where they want to stop enacting harm. We need that light to come through so that we can help them get there. What will help recidivism (lowering more offenses) is working alongside students to give them the opportunity to enact their own agency to stop inflicting harm. Focusing only on stopping is reactionary. Focusing on prevention and healing is revolutionary, and stopping is something that comes along with it."

Implications

Based on the findings, both novice teachers affirmed Williamson's et al. (2013) research that the goal in teaching in a JRC is to focus on literature that helps students consider and reflect on their own individual behaviors, including recidivism, prevention, reparation, and the impact of their choices. Instead of shying away from discussions, group work, and reflections inside a classroom in a JRC, the teachers built trust and rapport with their students and embraced the opportunities to encourage students to be aware of their choices even if this meant students becoming uncomfortable through their reflection. The discomfort opened up additional opportunities for students to deconstruct their behaviors and develop coping mechanisms to empower them to enact change.

Both teachers realized the importance of trauma-informed practices and how these practices should be included in undergraduate coursework. They realized how trauma truly impacts student behavior and choices (Desai, 2019; Ryan et al., 1993). The work both teachers engaged in over the summer included offering a sense of hope and purpose to the students (Desai, 2019; Robinson & Shapland, 2008).

The limitations to this study include the number of participating teachers, but this should not negate the power of their experiences and the impact of the learning these novice teachers had during the summer that can influence the instructional decision-making of other educators in a JRC. The questions that the teachers proposed challenged their belief systems and philosophies of teaching with at-risk youth. Furthermore, it opened up their minds and desire to advocate for students in residential centers---to empower them to make better choices and consider a hopeful future.

Conclusion

The educational pedagogies utilized within the JRC should be those that focus on reflection, choice, and empowerment, encouraging students to reflect on their own behavior and enact change to achieve a hopeful future. Therefore, if the practices within juvenile justice centers are contributing to the trauma of offenders, then these practices are contradictory to the supposed end goal of recidivism. Within juvenile residential classrooms, it is crucial that faculty members engage in trauma-informed practices when working with incarcerated youth. This can translate in a practical setting by revisioning a criminal justice framework that encourages offenders to find purpose in their restorative process, which ultimately gleans hope for the future.

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Appendix A: Lesson Logs

Week	English Lessons Topic	Materials	Purpose
One	Science World Compare and Contrast	• Science World Magazines • Venn Diagram	• Introductions • Students' interests • Gauge skills
Two	Poetry	• Rose that grew from concrete poem • Figurative Language List • TPCASTT Guidelines	• Meet students' interests • Power of Language • Visualization
Three	The Raven	• Figurative Language (Review) • Textual evidence worksheet	• Meet student interests • Build upon prior week • Art of storytelling
Four	Creative Writing	• Writing prompts • Plot diagram	• Provide autonomy • Freedom • Meet students' needs
Five	Peer Review	• PASTE guidelines	• Constructive feedback • Revision
Six	One-on-One Conferencing	• Editing and Reflection guidelines	• Mentor writing through guidance • Empowerment through student-led conference (what are student expectations for me as a teacher and someone providing feedback?"
Seven	The Perils of Indifference	• Holocaust and WWII review questions • Discussion Questions	• Student interest • Why is it necessary to advocate and act when others are in need? • What does it mean when we don't?
Eight	Mindfulness	• Guided reading script • Drawing Paper	• Co-regulation as a class and visualization • The chance to reflect • Farewell

Week	Life Skills Topic	Materials	Purpose
One	Introduction to the 7 habits	• 7 habits of a highly effective teen book • Drawing Paper	• Discuss daily habits • Why habits are important • Why habits are easy to pick up and hard to break.
Two	Managing Emotions (Anger)	• "Blowing -off Steam" game (plastic bag, cups, and tape) • I-Message statements • Exit-Slips	• How can we manage emotions like anger? • Why is it important to manage emotions? • How can we identify difficult emotions?
Three	Habit 2: Begin with the end in mind	• Goal setting worksheet	• Future life • Building hope for the future • Empowerment
Four	Habit 3: Priorities	• Cedar point scheduling activity worksheet • Priorities questions	• Time management and executive functioning • Life application
Five	Habit 4: Think Win-win	• Role play scenarios • Key phrases list	• Life application and Self-reflection • Conflict resolution
Six	Habit 5: Seek first to understand and then to be understood	• Listening Activity Directions • Reflection Cycle Sheet	• Tools to cope • Foster empathy toward others and self • Build reflection skills • Life application
Seven	Synergy	• Cup activity materials (cups, rubber bands and yarn) • Reflection Cycle Sheet	• Build community and collaborate with others • Tackle obstacles as a group
Eight	Habit 7: Sharpening the Saw	• Self-Care Assessment • Reflection Cycle Sheet • Coping Techniques/Activities discussion categories • Stress indicators review	• Coping mechanisms • What have you learned about yourself overall? • What do you want to know more about?