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Learning Objectives

Objective: To learn how to interact, understand, and develop connections with children/people from different backgrounds than my own.
Resources/Activities:
1. Talk to the students in group sharing situations.
2. Build individual relationships with each student.
3. Share my personal testimony of growing up in a Christian home: Parents have a strong marriage, I had a happy childhood, religion was important in our home, attended a Christian school, and attend a Christian college. Even though my background might be the complete opposite, the purpose is to promote the same happy life for the students and their future children.
4. Read 3 articles on challenges faced by the ethnic and socioeconomic backgrounds of the children.

Evaluation/Verification:
1. Write down 4 things I learn about each student:
   - culture of the student (75% are first generation immigrants from Djibouti, Ethiopia, and Somalia)
   - religion that is taught in the home and the degree to which it is implemented (100% of the immigrants are Muslim and the other 25% of the students in program are from non-practicing Christian backgrounds)
   - family unit (many of the students are from single-parent homes or from parents who are remarried and have step-siblings)
   - socioeconomic status (some of the students' parents are attending the GED program, going through college, working full-time/part-time, or looking for employment).

   These may be factors that will help me to understand the student and be better able to guide them.
2. Include a case study of a student who shares and with whom I have built a relationship.
3. Summarize research articles and include an annotated bibliography of resources.

Reflection

During my internship I was able to get to know each of the children. On my first day, I had a Kindergartener tell me his name and then hug my legs. There were other students that it took until the beginning of April for me to have a solid relationship with them. It was a challenge at the beginning to find a way to connect with the students. I have many experiences working with children, but this was the closest I have worked with "at risk" youth on a regular basis. I quickly learned techniques that I had used in the past to get students to be quiet did not work with these kids. So there were many situations that I had to come up with another way to get the children to behave. Since New Hope Ministries is a Christian organization, so I was able to begin the relationships with conversations about God and Jesus which truly was a blessing.

I reviewed some literature regarding challenges that are faced by families from minority backgrounds and the "at risk" youth population. According to an article by Keating, Tomishima, Foster and Alessandri (2002), "The term 'at risk' is generally used to describe youth who come from single-parent homes, who show signs of emotional or behavioral problems, and who lack the support to navigate developmental tasks successfully." There has been a rise in the number

of mentoring programs designed for at-risk youth, programs similar to the after school program at New Hope Ministries. Due to the typically unstable home life, these children are at an increased risk to partake in illegal activities such as drugs, alcohol, theft, and violence. Mentoring programs provide the children with a safe environment, healthy role models, healthy social influences, and academic assistance. Based on my research, mentoring programs are not always effective, but if there is even one person that each program benefits, then it was worth it. A document regarding immigration and the No Child Left Behind Act mentions that the demographics of American schools have changed to include more non-English speaking students. The article suggested that No Child Left Behind could potentially improve the educational experience of these children. However, it can be challenging for schools and educators to cater to students who are from an immigrant family. Also, lower income families tend to live in the same area; therefore children attend primarily lower income schools with fewer resources.

   To show my accomplishments for this objective, I have included a PDF document in the "Work Samples" section describing the background of each student that was useful in understanding each student's home situation. Names have not been included to protect the identities of the students and their families. I also included an excerpt from one of the case studies I created.

<div align="center">References</div>

Keating, L. M., Tomishima, M. A., Foster, S., & Alessandri, M. (2002). The effects of a
   mentoring program on at-risk youth. *Adolescence, 37,* 717-734. Retrieved from
   http://worthmotorcycles.org/wp-content/uploads/2013/07/The-Effects-of-a-Mentoring-
   Program-on-At-risk-Youth.pdf
Capps, R., Fix, M., Murray, J., Ost, J., Passel, J. S., & Herwantoro, S. (2005). The new
   demography of America's schools: Immigration and the No Child Left Behind Act.
   Retrieved from http://files.eric.ed.gov/fulltext/ED490924.pdf

Objective: Observe and learn how to present homework and other skills in a variety of ways to best reach the learning style of the student to ensure that each child has the best chance to succeed. Implement a learning discussion using a survey to determine if a student learns best through visual learning styles, auditory learning styles, kinesthetic learning styles, or other learning styles. This can be used to motivate the student with study skills and also with group discussion lesson plans.

Resources/Activities:
1. Quiz students with math flash cards on a regular basis. It is important for each student to build a strong foundation with multiplication, division, estimating large numbers, and subtracting large numbers where borrowing is required. The math homework that the students are required to complete is more complex and the foundations for these math problems are holding the student back from wanting to complete the homework at all. The student feels more confident in their homework and quizzes if their math skills foundations are stronger and implemented faster. This will, not only, increase the math grade of the student but it will also motivate the student to work independently and that is the key objective here.
2. Research different learning styles.
3. Identify the student's learning style and teach or assist them according to that learning style. Include activities that work for each learning style in portfolio.
4. Determine what subject(s) each student struggles with the most and spend more time helping them learn those subjects.

Evaluation/Verification:
1. Quicker responses and more correct answers from students on flash cards.
2. Define the different learning styles with references. Identify the different learning styles of each student and implement strategies on teaching study skills, group discussions, and application to life goals according to each style and include in portfolio. For the study skills, each student will be divided according to learning styles and given multiple approaches to use that are specifically tailored for them. Visual learning styles will be given worksheets for study skills, DVD for life goals, and You Tube documentary for group discussion. Auditory learning styles will be listening to me speak about study skills, PodCast for life goals, and music tracks for group discussion. Kinestetic learning style students will write out notes for study skills, community service projects for life goals, and interactive games for group discussion.
3. Create a document with each child's learning style and subjects to work on.

Reflection

 Nearly every day at my internship I helped at least one student with homework. The middle and high school students generally needed less help than the elementary school students, but most of the students still struggle in school. Therefore, we work with the elementary school students to build a firm foundation with addition, subtraction, multiplication, division, and estimating large numbers. By fifth grade, the typical student should be fairly efficient at these mathematical tasks. Unfortunately, many of the students in the program have changed school several times and do not get much academic support at home and are performing well below grade level. After a few weeks of consistently quizzing the students with flash cards, I noticed several students answering the questions more quickly and with more confidence. When quizzing, I hold up the flash card, say the problem out loud, and I also allow the student to write the problem down before answering. It was amazing how just a small amount of encouragement,

many of the students' grades improved quickly. Every time I worked with a student, I would make sure to say at least one positive thing about the student's abilities to complete his or her homework.

In order to provide each child with the best learning environment possible, I researched the various learning styles. The idea of different learning styles is based on Howard Gardner's theory of multiple intelligences. The forms of intelligence are broken into the following learning domains according to Antoniou and Kalinoglou (2013): Cognitive which includes the verbal/linguistic, logical/mathematical, and spatial intelligences; psychomotor which includes the bodily-kinesthetic and musical intelligences; and affective referring to the interpersonal and intrapersonal intelligences. Descriptions of each learning style that I used to determine which style applies to each student are the following (Advanogy.com, 2014):

- o Visual - related to spatial intelligence: "You prefer using pictures, images, and spatial understanding."
- o Aural- related to musical intelligence: "You prefer using sound and music."
- o Verbal – related to linguistic intelligence: "You prefer using words, both in speech and writing."
- o Physical – related to bodily-kinesthetic intelligence: "You prefer using your body, hands, and sense of touch."
- o Logical – related to mathematical: "You prefer using your body, hands, and sense of touch."
- o Social – related to interpersonal: "You prefer to learn in groups or with other people.
- o Solitary – related to intrapersonal: "You prefer to work alone and use self-study."

I have included a document with the learning style identified for each student as well as the subjects on which each student needs to work hardest.

References

Antoniou, F., & Kalinoglou, F. (2013). Teaching style: Is it measurable and changeable? Procedia – Social and Behavioral Sciences, 93, 1618-1623. doi: 10.1016/j.sbspro.2013.10.090

Advanogy.com. (2014). Overview of Learning Styles. Retrieved from http://www.learning-styles-online.com/overview/

Objective: To learn how to appropriately develop lesson plans for bible study, life skills, and tutoring that are catered to the needs of the population and to learning disabilities.

Resources/Activities:
1. Talk to site supervisor about current lesson plans and/or themes in order to best plan lessons.
2. Determine which age group(s) I will be teaching.
3. Identify needs of the population (ethnic, socioeconomic, and religious) and learning disabilities before planning lessons.
4. Research characteristics and ways to teach the population and plan lessons accordingly.
5. Teach lessons.

Evaluation/Verification:
1. Summarize research on population and disability needs with resources.
2. Include copies of lesson plans in portfolio.

Reflection

I developed many lesson plans and activities throughout my internship. However, I think that the preparation and development of lesson plans is still one of my weaker areas. I like to be prepared with more than enough materials for the time we have, however it is a very time consuming process to gather everything that is needed. There were times when I had trouble finding a Bible study lesson that was simple enough to present to elementary school students as well as gym activities. I have discovered that I would much rather use a premade lesson plan and modify it to fit my needs. Unfortunately, that also usually requires a significant amount of research.

My supervisor was a great help in guiding me through the process of compiling lesson plans. I still need to develop this skill further, but I think that comes with practice. I used some of the lesson plans that my supervisor had already created and I adapted some lesson plans to fit the needs of the program. For example, I found PDF documents of words to use for easy, medium, and hard Charades (included under "Work Samples" the PDF called "Games and Activities"). Since New Hope Ministries receives funding from United Way, there are life skills activities that we are required to complete in order to continue receiving that funding. The requirements are included in the "Work Samples" section with titles beginning with "Life Skills". Sometimes I was given a topic for which to create a lesson plan, I then had to use various resources in order to create a new lesson plan for the program. I spent a few weeks looking for activities to do in the gym for each of the four age groups: K- 1st Grade, 2nd -5th Grade, 6th – 8th Grade, and 9th – 11th Grade. It was challenging to find activities that could be performed with the limited amount of equipment that we have to use from the church. Many of the activities I did find needed a larger group of students in order to have two teams.

With the high school students, we played an eye-contact, concentration, and team-building game called "Yes". To play, the group stands in a circle. The first person makes eye-contact with someone (the second person) in the circle. The second person says "yes" and then attempts to make eye-contact with another person. Once the second person says "yes", the first person begins to move across the circle to take the second person's spot. The trick is that you are not allowed to move from your spot until you get someone else to say "yes". After a few rounds, the students realize that the game works best when everyone looks that the person who just said "yes". After a few more rounds, the students were pros at the game when they were able to concentrate on it.

Another game we play on a regular basis with the elementary school students is called "Ships and Sailors". This is an activity similar to "Simon Says" but the commands are related to sailing. For example, when the "Captain" (equivalent of Simon) gives the command "Ships" the students must run to their right. When the Captain says "Captain's coming" the students much stand in a salute, but they cannot move from this position until the captain says, "at ease!" If they do move, they are eliminated from this round. Another type of command involves a group of people; if someone does not get in a group with the proper number they are eliminated. For example, "Four men rowing", they must sit in a line with four people, swing their arms as if they are rowing, and sing "Row, row, row your boat". I found the explanation and commands for Ships and Sailors online, but modified some of the commands to make them consistent with what the children knew. I have included the version we play as well as brief descriptions of several other games and activities we used under the "Work Samples" section.

My supervisor and I had several meetings to discuss the needs of the students. The primary need we identified was help with homework. If a student struggled with a particular subject or concept, we worked with the student one-on-one during the tutoring time to help him or her better understand the topic. We have several children who have been diagnosed with Autism Spectrum Disorder. I have had previous experience with other ASD children and used the knowledge and skills I gained to help these students. I also read a book by Janet Tubbs called Creative Therapy for Children with Autism, ADD, and Asperger's: Using Artistic Creativity to Reach, Teach, and Touch our Children. There is a summary and application of what I learned from the book under the "Work Samples" section. I also included several of the lessons that I created for this internship as well as student responses to the lessons.

Objective: To create an environment that centers on Christ and builds character in children who do not hear about Christ on a regular basis.

Resources/Activities:
1. Research ways to teach children about God.
2. Use books and internet resources to find meaningful lessons for each age group.
3. Share my faith journey and invite questions from the students.
4. Develop a relationship with each child that centers on Christ.
5. Encourage participation and participate myself in group sharing, prayer requests, and prayer.
6. Strive to be a good Christian role model for the students in the program.

Evaluation/Verification:
1. Summarize research findings with resources.
2. Include lessons in portfolio.

Reflection

I am very thankful that I was able to intern with a Christian based organization. It was very inspirational to be able to talk to the students about God whether it was a student's relationship with God, my relationship with God, or my supervisor's relationship with God. I hoped that I would be able to show Christ to the students through my actions, but it was also a rewarding experience to see the students showing Christ to each other, including me.

We begin our time together every day with prayer requests and a student generally volunteers to pray for us. When we ask for prayer requests and a difficult topic comes up, my supervisor and I take the time to talk about the issue. For example, a middle school student found out that her 13 year old friend is pregnant. When she mentioned this, we talked about the difficulties that come with teenage pregnancy. We mentioned that it is a lot of responsibility for the parents as well, not just the teens. We do not know if the girl was thinking about abortion, however we did bring up another student in the program who was raped at 15 and kept her son. She is now in her senior year of high school and he son is 2 ½ years old. We talked about how she had to change her social activities and get a better job in order to care for her son. Luckily she has been able to stay in school and is hoping to attend a community college next year.

My supervisor shared the resources she already had with me to help prepare Bible study lessons. I have included several examples of what we have used for Bible study lessons in the "Work Samples" section. We decided to use a Bible lesson series called "Journey with Jesus" for the elementary school students. Each lesson includes a map, coloring page with a saying about Jesus, and the story follows his ministry. We used the "Connect" Bible study series to minister to the middle school and high school students. These lessons include several passages from the Bible and activities related to the themes. I have included a few lessons from each series under the "Work Samples" section.

I shared some of my faith journey with the students. I told them that I grew up in a Christian home but did not always go to church. After graduating from high school, I have realized how important it is to have God in my life. I shared aspects of my faith that have helped me through challenging times such as a break up with a boyfriend, death in the family, troubles with friends, and dealing with sadness. I think I could have done a better job of sharing my story with the students. However, I was difficult to address each students concerns or doubts while in a large group. I wish I had more individual time with each student to be able to delve deeper into any questions the students have about a relationship with God.