BUILDING DREAMS

PRESENTED BY FIGHT FOR LIFE FOUNDATION
FOR INDIANAPOLIS PUBLIC SCHOOLS
PILOT PROGRAM

Our Mission

- The Fight for Life Foundation was founded by former NFL player Marlin Jackson to help deserving but underserved youth develop the social and emotional qualities needed to be successful in life. Through incentive-based programming, we encourage students to reach their full potential both in the classroom and in life. We use education, athletics and wellness activities as the foundation for youth development.

Our Goal

The overarching goal of the Fight for Life Foundation is to develop within underserved youth the social and emotional capabilities needed to build healthy families, communities, and contribute to the economy in a positive way. By partnering with school systems and structured summer programs, we will implement comprehensive programming that not only utilizes the educational skills of K-12 student's, but also develops their social and self-awareness capabilities. We want to positively affect the way students think and act; if we succeed, our families, communities, and economy will become stronger and grow--because schools will produce more students that contribute to society in a positive way.

This is why we say, "Dream...Believe...You can Achieve!"

MARLIN JACKSON

FOUNDER

60 SECOND CAPSULE
ON LIFE EXPERIENCES

BUILDING DREAMS

Building Dreams is…

- an in-school or after school program that *teaches* students positive *social* and *emotional* qualities while *incentivizing education and behavior.* This is achieved by utilizing academic skills like reading, writing, speaking and listening.

- aimed at helping underserved but deserving youth discover and practice the necessary characteristics needed to be successful in life.

The Purpose of Building Dreams is to…

- teach students core values
- spark reflection within students for social and emotional growth
- enhance intra- and inter- personal skills
- strengthen the family/community bond
- strengthen the student-teacher bond which creates a better environment for learning
- create culture and community

Topics Covered in Six Week Pilot Program

Social Emotional

- WEEK 1- Responsibility
- WEEK 2- Perseverance
- WEEK 3- Volunteerism
- WEEK 4- Discipline
- WEEK 5- Dreams
- Review Essay

Economics

- Work Readiness
- Entrepreneurship
- Philanthropy
- Financial literacy
- Work Readiness
- Review Essay

Building Dreams Program Weekly Schedule

5 Days a Week 20-30 minute sessions:

- Day 1 – Intro, definition, scenario, discussion
- Day 2 – Short story or Picture Book
- Day 3 –Integrative Activity and Video
- Day 4- Artistic Activity (Express Yourself)
- Day 5- Top 5 Fridays (Solutions)

Students are rewarded for classroom participation and behavior.

Materials Included

Instructors

- Facilitators Guide
- Facilitator Itinerary
- Facilitator Survey
- Book List
- Book Set Optional

Students

- 1 workbook
- Student Survey
- Incentives

Classroom & School

- Signage and Posters
- Field Markers

Academic Standards Addressed

Building Dreams addresses a variety of Indiana Language Arts Standards:

- Literature (RL 2.1, 2.3, 4.1, 4.2)
- Nonfiction (RN 2.1, 2.2, 2.3, 3.3)
- Vocabulary (RV 2.1, 3.1, 3.2)
- Writing (W1, 3.2, 6.1e)
- Speaking & Listening (SL 1, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2)

Academic Engagement

The myriad of Building Dreams activities allow students to engage in:

- making inferences and connections in both fiction & nonfiction literature
- constructing meaning from text, comparing & contrasting texts, characters
- creating strategies to clarify meaning and build vocabulary
- expressing ideas through poems, songs, stories, & dialogues
- participating in collaborative conversations
- developing active listening skills and reciprocal communication skills

Our Future is At Risk

Today, a majority of U.S. students who live in low-income urban and rural school districts are significantly underperforming. The Indianapolis Public School (IPS) district is no exception:

- 55% of IPS students are below grade level
- 58% of IPS students graduate from high school on time
- 37% of black males graduate from IPS
- Nationally, 1 in 8 males aged 20-34 without a high school diploma or GED are in prison
- 8% of low-income students graduate from college
- Nationally, 63% of new jobs require workers with at least some college

Felker-Kantor, Dr. Max. (2015). Trends in Crime: Does Perception Match Reality? A report of the *Polis Center at IUPUI* for the *SAVI Community Information System*, September 2015, 7-8.

Our Future is At Risk

(continued)

Rate of violent crime continues to increase in Indianapolis and is highest in geographical regions served by the IPS school system:

- Crime rate 6x higher
- Poverty rate 4x higher
- Unemployment rate 3x higher
- 3x as many people without a high school diploma than in other crime areas in the city

Felker-Kantor, Dr. Max. (2015). Trends in Crime: Does Perception Match Reality? A report of the *Polis Center at IUPUI* for the *SAVI Community Information System*, September 2015, 7-8.

SEL – Social Emotional Learning

Social Emotional Learning

Social and Emotional Learning (SEL) is designed to help students gain the knowledge, attitudes and skills to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

Benefits of SEL

Good Science links **Social and Emotional Learning** to the following:

STUDENT GAINS

- Improved social-emotional skills
- Improved attitudes about self, others & school
- Positive classroom behavior
- 11% point gain on standardized achievement tests

REDUCED RISKS OF FAILURE

- Conduct problems
- Aggressive behavior
- Emotional distress

Helps young people to be healthier and more successful in school and life

A Unique Approach to Youth Development

SEL	Indiana Academic Language and Arts	Building Dreams Activity
Self-Awareness	Reading, Writing, Vocabulary, Speaking and Listening	Day 1, Day 4, Day 5, Essay, Incentives
Self-Management	Reading, Writing, Vocabulary, Speaking and Listening	Day 1, Day 3, Day 5, Essay, Incentives
Social-Awareness	Reading, Writing, Vocabulary, Speaking and Listening	Day 1, Day 2, Day 3, Day 4, Day 5, Essay, Incentives
Relationship Skills	Writing, Vocabulary, Speaking and Listening	Day 1, Day 2, Day 3, Day 5, Incentives
Decision Making	Reading, Writing, Vocabulary, Speaking and Listening	Day 1, Day 2, Day3, Day 4, Day 5, Essay, Incentives

Indiana Academic Language and Arts Standards:
Reading
Writing,
Vocabulary
Speaking and Listening

Building Dreams Activities:
Day 1- Introduction, Definition, Scenario, Discussion
Day 2- Short Story, Reflection, and Discussion
Day 3- Integrative Activity, Video and Reflection
Day 4- Artistic Activity (Express Yourself)
Day 5- Top 5 Fridays (Solutions)
Incentives/Gamification
End of Program- Essay

Stats

Students completed post-program surveys.

Statements they Agree/Strongly Agree:

- 91% caused me to think about my future and what I want to achieve in life
- 82% motivate me to complete more responsibilities at home
- 68% I've become more confident in who I am and what I believe in
- 65% helped me enjoy reading more

Two pilots from January to May 2013, 60 Students
In-class: Sharon, PA Musser Elementary
After School: Indianapolis YMCA

Student Quotes

- “It helped in life because now I respect my Mom”
- “…how conflict affects somebody’s life”
- “..it makes us better people.”
- “I think it has helped me be a better person.”
- “It taught me I can achieve my dreams.”

Teacher Feedback

"Hi Marlin, I just wanted to let you know how much my students and I are enjoying the program. It has led to so many wonderful conversations! They are completely engrossed by the topics because like you said they don't talk about these things at home, and some of them certainly never see them.

I also love it, it is so organized and easy to follow. The scenarios are fabulous, the read alouds are great! It allows me to talk about my family more and different things I do with my own kids. The students just sit there and take everything in. I thought they would be embarrassed to discuss some of the topics, but they are not. We could probably do the program ALL DAY LONG, and they would be happy!!! And sometimes I sit here and think, this is so much more important to these kids than let's say the circumference of a circle...just sayin' :)"

- Mrs. Gharm, 6th Grade teacher, Musser Elementary

Building Dreams

We help children see the possibilities of a future. If we can get them to Dream and Believe, we know they can Achieve! This program influenced 91% of participants to think about their future and what they want to achieve in life.

Dream, believe, Achieve!