

Annual
Report
2014

TAKE TEN



TALK IT OUT
WALK IT OUT
WAIT IT OUT



Take Ten is a violence prevention/ conflict resolution program with a school-based curriculum that focuses on teaching skills to handle conflict in a peaceful way. Take Ten provides participants with the tools to “Talk it Out, Walk it Out, or Wait it Out” as alternatives to violence, and builds their capacity to make better, more positive choices. The Take Ten curriculum was developed at the University of Notre Dame, and the program is based at the Robinson Community Learning Center. Take Ten has been serving the South Bend Community for over fourteen years.

Vision Statement

Youth, when faced with conflict, will use the skills acquired from Take Ten to successfully resolve conflict nonviolently.

Founding Quote

“Many who live with violence day in and day out assume that it is an intrinsic part of the human condition. But this is not so. Violence can be prevented.”
–Nelson Mandela

Take Ten Team Members

Ellen Kyes, Take Ten Director
Jennifer Knapp Beudert, Robinson Community Learning Center Manager
Rachael Foster, Take Ten Deputy Director/AmeriCorps Member 2013-2014
Torey Tokarski, Take Ten Deputy Director/AmeriCorps Member 2014-2015

AmeriCorps Members:

Justin Koselke Dan Martin
Terena Love Claire Roboski
Ryan Nichols Kwame Nuako

Work Study Students, Interns and Volunteers Too Numerous to List!

Take Ten Local Schools and Agency Sites 2014

HIGH SCHOOLS

Adams High School, Clay High School, Riley High School, Washington High School

MIDDLE SCHOOLS

Brown Intermediate Center, Edison Intermediate Center, Jefferson Intermediate Traditional Center, LaSalle Intermediate Academy, Marshall Intermediate Center, Navarre Intermediate Center

ELEMENTARY SCHOOLS

Battell Elementary School, Coquillard Primary Center, Madison Primary Center, Marquette Primary Montessori Academy, McKinley Primary Center, Nuner Primary Center, Perley Primary Fine Arts Academy

AGENCIES

Boys and Girls Clubs of St. Joseph County, Center for the Homeless, El Campito, Notre Dame Center for Arts and Culture, Robinson Community Learning Center, YWCA

Take Ten at a Distance

St. Ann’s Catholic School, Chicago, IL
Linton-Stockton School Corporation, Linton, IN
Marquette Diocese Catholic Schools, Bellevue, IA
Boys and Girls Club Alliance-30 sites across Indiana

Take Ten for Adults

Center for the Homeless, Hope Ministries, Indiana Department of Corrections South Bend Re-Entry Center, St. Margaret’s House, Women’s Care Center

LETTER FROM THE DIRECTOR

When I realized that it was time once again to put fingers to keyboard and write the director's letter for the 2014 Take Ten annual report, my first thought was, "No, that can't be right. There is no way it's been a year since I wrote the last one." A friend of mine has an email tagline that says, "Dates on calendar are closer than they appear." She couldn't be more correct with regard to 2014.

During that intervening year, the Take Ten Team has once more changed due to AmeriCorps members making transitions in and out, student staff graduating, and life moving forward. The current team includes a former student staff member who graduated and then dedicated a year of her life to AmeriCorps service before graduate school. That testament to the Take Ten program and our outreach is indicative of the program's impact on staff as well as on the students and adults in the community we serve.

Throughout 2014, Take Ten continued to work in a large number of local schools, and a growing list of community agencies partnered with us to bring our programming to both their resident children and adults. Take Ten's message was spread to a large and far-reaching audience when presentations were given at regional, national, and international conferences. The use of restorative justice principles and peacemaking circles in our work has brought a new dimension to our message.

2014 highlights include:

- Serving seventeen local schools at all grade levels, including a stronger high school presence in peer mentor programs.
- Teaching "Take Ten Circles" for the Department of Corrections, enabling inmates to use Take Ten principles to bring elements of restorative justice to their release plans.
- Collaborating with the South Bend Community School Corporation on grants, including 21st Century Community Learning Centers and the Safe Haven program.
- Evaluating program delivery to 3rd through 8th graders and realizing strong outcomes and meaningful impacts.
- Developing updated Take Ten curriculum across all grade levels.

Thank you for your support, and please take a few moments to read in more detail about our work during 2014!

Take care and Take Ten,



Ellen G. Kyes, J.D.
Take Ten Director

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SPOTLIGHT ON Dan Martin

Dan Martin graduated from Holy Cross College in 2012 with a degree in Communications. After working for a year in business, Dan decided to move back to South Bend when he heard about open AmeriCorps positions for the 2014-2015 academic year. Dan is currently the half-time AmeriCorps member for the Take Ten program. Ultimately, he chose to apply for the position after reflecting on the impact of violent incidents near his hometown and on his volunteer experiences at the South Bend Juvenile Correctional Facility. Dan believes strongly in the mission of Take Ten, and has noted, "Even if all of my AmeriCorps service hours help save one student from going to jail, it'll be worth it."

Through his experience with Take Ten, Dan has come to understand the importance of building relationships with the people he serves. He is impressed with, and surprised by, the strength of the connection that grows between Take Ten participants and volunteers during the year. He now also understands that this trust and connection are essential for the successful implementation of the Take Ten curriculum.

This year of service has allowed Dan to explore new career options that he had not previously considered. He now plans to pursue a position in law enforcement or the military. Most importantly, Dan hopes the result of his future efforts will create positive change within his community.



AMERICORPS AND TAKE TEN

Take Ten once again benefitted from the dedication and creativity of eight AmeriCorps members in 2014. Over the course of the year, these individuals contributed to the continuing expansion and success of the program through both everyday tasks and larger projects. Thanks to the committed team of AmeriCorps members, Take Ten was able to accomplish many goals, including updating and revising the curriculum, developing and implementing an adult curriculum, expanding to new sites for both adults and children, and improving the accuracy and efficiency of volunteer scheduling. AmeriCorps members also created and presented a discussion panel on the documentary film *Bully* to students in grades 5-8. Take Ten continues to thrive and reach new milestones with the assistance of an enthusiastic and compassionate team of AmeriCorps members who strive to make a difference in the community.



SPOTLIGHT ON Terena Love

Terena Love has a demanding schedule—she is a single mom, college student, and employee—but she also takes time every week to teach Take Ten. She was first introduced to the Take Ten program by her advisor at IUSB in the beginning of the 2013-2014 academic year. Through this connection, Terena had the opportunity to serve as a half-time AmeriCorps member. In this capacity, she taught the program's curriculum to both adults and children in the Michiana area. She also worked with other members of the Take Ten Team to create the first adult version of the curriculum.

Terena completed her AmeriCorps term in Summer 2014, but she has continued her relationship with Take Ten as a volunteer for adult classes at the Indiana Department of Corrections South Bend Re-Entry Center. She says that Take Ten has helped her improve her conflict resolution skills, which has enabled her to enhance many of her own personal relationships. Additionally, her time with the Take Ten program and AmeriCorps has influenced Terena's career plans, as she is now considering a career in social work.

SPOTLIGHT ON Megan Fuerst

As a Science Preprofessional and Peace Studies double major and Anthropology minor, Notre Dame senior Megan Fuerst has a busy schedule, but she always makes time for Take Ten. Megan began volunteering with the program during her freshman year as a part of her Introduction to Peace Studies class. She has continued to serve Take Ten throughout her undergraduate career, and now serves as a team manager for all middle school and high school sites. Megan has learned many lessons from her experiences with Take Ten, but she believes that the most important lesson has been to never underestimate the intelligence and insightfulness of students. As a result of her time with Take Ten, Megan says she always aims high in her teaching goals because students often meet, or even surpass, her expectations.

While Megan plans to attend medical school in two years, she has accepted a development fellowship in South Africa for the upcoming year. Take Ten has helped her realize the importance of relationship-building in the process of community development. Megan hopes to apply this idea to her work in South Africa and in her future career as a medical professional.



“I really enjoyed the program, especially the freedom and responsibility we had to plan our own lessons. It was great seeing the same kids throughout a semester and really getting to know them.”

-Megan Fuerst

Take Ten Volunteers

Over 1,800 students in the South Bend area received the Take Ten program each week in 2014 thanks to the efforts of more than 125 volunteers. These volunteers consisted of students from Notre Dame, Saint Mary's College, Holy Cross College, IUSB, and Bethel College, as well as individuals from the community. Volunteers are an essential part of the Take Ten program, and we are so thankful for all those who dedicate their time each week to teach program participants about peaceful and constructive conflict resolution techniques.

Many of our volunteers are first introduced to Take Ten through a community-based learning class at their university. This is how senior Nicole Sganga began her time with the program. Nicole is a Class of 2015 Hesburgh-Yusko Scholar at the University of Notre Dame majoring in Political Science and Film, Television, and Theatre with a minor in the Gallivan Program of Journalism, Ethics & Democracy. As a student in the American Documentary class in Fall 2014, Nicole completed a research project that focused on overcoming violence in the classroom and the power of mentorship in the South Bend Community School Corporation. She was able to document her interactions with students for her project while teaching Take Ten at Coquillard Traditional School and the Notre Dame Center for Arts and Culture. Nicole's experience is a great example of how students can incorporate Take Ten into their studies.

CAMPUS CONNECTIONS

COLLEGE AND UNIVERSITY PARTNERSHIPS

Historically, Take Ten has had a strong relationship with a number of local colleges and universities. The program's original curriculum was created at the University of Notre Dame, and faculty and graduate students in various departments contributed to the early growth and development of the program.



Professor Elizabeth McLaughlin, chair of Bethel College's Communication & Media Arts department and a Take Ten connection

Throughout the past 14 years, Take Ten has strengthened existing relationships while building new ones at Notre Dame and other colleges and universities. Professors in various departments at Notre Dame, including Peace Studies, Sociology, Business, Psychology, and the ESS (Education, Schooling, and Society) minor, have incorporated a service aspect into their classes, encouraging students to volunteer with Take Ten as a part of their educational experience.

Additionally, institutions such as Holy Cross College, Saint Mary's College, Indiana University-South Bend, and Bethel College have also begun to offer credit to students who serve as Take Ten volunteers.

The number of schools and sites served by Take Ten has increased over the years, and we would not be able to maintain this growth without so many dedicated volunteers. Many of these volunteers are recruited from the abovementioned colleges and universities through career fairs, activities nights, service fairs, and the Student Peace Conference at the University of Notre Dame. One of the most effective ways, however, that Take Ten recruits volunteers is through classroom visits, where we speak directly to students about the program. This form of recruitment is possible because faculty at local colleges and universities believe in Take Ten's message and vision. These professors spread our message to their students and provide opportunities for their students to take action within the community.

FACULTY SPOTLIGHT

Through teaching non-violent ways to resolve conflict, the Take Ten program has provided South Bend youth with healthy life strategies and meaningful principles that will extend throughout their educational careers. The college student volunteers that deliver the Take Ten curriculum also serve as mentors for the youth they serve. Youth are therefore exposed to leaders within the young adult community willing to go above and beyond rigorous classroom obligations.



Reinforcing the idea of service beyond the classroom is Notre Dame professor Brian Collier. Dr. Collier's professional title is extensive, as he is not only a member of the affiliate faculty in Poverty Studies, American Studies, and Education, Schooling and Society, but also the coordinator of Supervision for the Alliance for Catholic Education (ACE). Dr. Collier teaches courses that broaden the discussion on Native American identity, the American educational system, and the West, and he regularly promotes the Robinson Community Learning Center, especially the Take Ten program.

At the start of every semester, Dr. Collier asks Take Ten Program Director Ellen Kyes to discuss Take Ten with his classes of Notre Dame students and urges them to try participating in the program for at least one semester. Dr. Collier points out that Take Ten is important because it "teaches students to talk not fight." Using words and phrases rather than fists is the underlying concept of the Take Ten program, and schools that adopt Take Ten choose to accept this concept and support the young volunteers in their efforts.

For Dr. Collier, the Take Ten program itself is unique because it preaches a form of communication that is often lost amongst youth. Rather than resorting to harmful words and actions, something increasingly prevalent with the rise of social media, Take Ten asks students to talk about the conflict, and also to know that simply walking away from an issue is perfectly acceptable. He notes that "Our world could benefit from this kind of wisdom." Through his classes and active voice, Dr. Collier has become an invaluable cog within the Take Ten machine; he hopes that with the continued help of his students there will be a constant rise in the positive influence that Take Ten can provide.

To Dr. Collier, the Take Ten program is bigger than the Robinson Center or its volunteers. It is "at the nexus of a good start to further civility and acceptance in our world."

EVALUATION RESULTS

Take Ten's vision is focused on the core belief that youth are capable of making positive changes in their lives, based on the concepts taught in the curriculum. Students who participate in Take Ten demonstrate, both quantitatively and qualitatively, that they learn skills which enable them to make positive changes and peaceful choices.

Take Ten is in the midst of its eighth year of ongoing program evaluation. Data analysis for the 2013-2014 school year has been completed. The evaluation for 2014-2015 is scrutinizing certain areas of analysis more thoroughly, through the use of updated survey instruments and a midyear data collection. All evaluation reflects Take Ten's ongoing effort to assess effectiveness of the program and the curriculum as it applies to children in third through eighth grade.

The 2013-2014 school year was the seventh successive year in which Take Ten conducted its annual evaluation to determine program effectiveness. The evaluation team surveyed 472 students at the beginning of the school year and again at the end (pre- and post-tests) to ascertain changes both in individual students and in the students as compared to several other groups. Students in third through eighth grade were included in the evaluation at all the schools that participated in Take Ten during the school year.

KNOWLEDGE

In the Knowledge section, the first area explored is "Constructive Thoughts." These questions gather information about whether the students' knowledge of the curriculum boosts their ability to use Take Ten's tenets to think of positive ways to handle a potentially violent situation. In this area, the Constructive Thoughts scores increased significantly for both the younger cohort (Form A, grades 3-4) and the older cohort (Form B, grades 5-8). Questions are also included that assess students' agreement with destructive thoughts contrary to Take Ten principles. In this area, Take Ten participants in both cohorts made gains; those of the older group were significant. Some examples of questions from the constructive and destructive thought groupings include:

- One way to solve conflict is for everyone to share his or her perspective (constructive)
- Anyone can learn to handle conflict in a good way (constructive)
- The way I act can make conflict better or worse (constructive)
- It is okay to hit someone who hits me first (destructive)
- If I'm angry and break something, it's okay because I didn't hit anyone (destructive)
- If someone walks away from a bully, s/he deserves to be called a chicken (destructive)

The three main areas of analysis on which Take Ten has reported for the past six years include knowledge of the curriculum (Knowledge), feelings and attitudes toward all types of violence (Feelings), and behaviors when faced with conflict and potential violence (Behaviors). Recently, two other areas of significance also became evident from the research findings. These were in regard to witnessing violence (Take Ten teaches students to be more aware of violence in their surroundings and of different types of violence in addition to physical violence) and in perpetrating violence (Take Ten strives to teach students to have a greater understanding of their actions and how they may commit violence of many types).

During the most recent year, these three areas of analysis were more closely examined in order to see the specific details within question groupings attributable to each area of analysis. The Knowledge area breaks into destructive and constructive thoughts, the Feelings area falls into specific feelings about perceptions of safety and security at school. Finally, the Behaviors area more closely focuses on anti-bullying behaviors, and can be grouped into intervening behaviors, prudential behaviors, and respectful behaviors. These closer looks at survey questions and how they fit into the three main groupings have helped Take Ten better understand which elements of the curriculum are best suited to specific outcomes.

This article for the annual report is a brief summary of the data analysis performed by Ryan Woodbury, Ph.D. candidate at the University of Notre Dame. The full analysis of these data is available at www.taketen.nd.edu/evaluation.

FEELINGS

When analyzing the Feelings category, the questions explored relate to feeling safe and secure at school. In this area, both cohorts of students made statistically significant gains both against themselves during the course of the school year and against similar students at a control school. The sample questions in the Feelings grouping include:

- I feel safe at school
- I respect my classmates
- I feel respected by my teachers
- I respect my teachers
- I feel respected by my classmates



BEHAVIORS

The Behaviors questions reveal more of the outward impact of Take Ten. The faculty and graduate student performing the analysis grouped these as “anti-bullying” questions. These questions were then split into intervening, prudential, and respectful behaviors that students may use to prevent or discourage bullying. Cohort A (grades 3-4) showed statistical significance on this measure, and gains were also made by the older cohort, though their gains fell just short of statistical significance. A sampling of these questions include:

- When I hear someone calling other people names, I tell them to stop
- I try to stop my friends from fighting
- I can help other kids when they get into trouble
- When I am angry, I find adults to talk to
- I encourage people to talk their problems out with each other
- I encourage my peers to be respectful to others
- When I hurt someone’s feelings, I apologize

WITNESSING AND PERPETRATING VIOLENCE

Take Ten teaches youth to recognize violence and to realize their own perpetration of it in words and deeds. In 2013-2014, the younger and the older cohort showed statistically significant improvements in both of these areas.

SCHOOL SPOTLIGHT

McKinley Primary Center

McKinley Primary Center has only recently become a Take Ten partner. Two years ago, Principal Darice Austin-Phillips moved from her previous position at Perley Primary Fine Arts Academy, a school at which Take Ten had already been a fixture for years. It was only natural that Mrs. Austin-Phillips chose to bring the Take Ten program with her to McKinley Primary.

She has a strong appreciation for the positive effect Take Ten has had on the children at McKinley, saying that, “Take Ten is a simple, single strategy for conflict resolution. It uses ambassadors the kids listen to and respect. It’s very kid friendly.”

A Volunteer’s Perspective

Notre Dame freshman Lauren O’Connell had the opportunity to volunteer at McKinley this year. She heard about Take Ten through another volunteer and immediately knew she wanted to be involved. Lauren stated, “Helping out with Take Ten has been an incredible experience, and I am so thankful I get the chance to share values that mean so much to me. It is a great program not only because it makes the school day different and exciting, but also because it shows students why and how an open, peaceful, and compassionate mind can have a positive impact. The students are so eager to learn, and each week I look forward to seeing their eyes brighten when they know it is Take Ten time. When I leave the classroom and receive a hug or a genuine smile from a student in the class, I know I have made a difference and it constantly serves as a source of inspiration for me to lead the life of a Take Ten role model.”

Though Take Ten hasn’t been with McKinley as long as some other schools, it has already grown strong roots. Take Ten teaches six third and fourth grade classes at the end of the McKinley school day. Mrs. Austin-Phillips would like to see it expanded even further. “I am impressed by the language the children have been using to help resolve their dilemmas,” she explained. “I would like to be able to show the other grades what it’s all about. This is not come and go. This is a program that sticks with the kids. I want to get others involved.”



ADMINISTRATOR SPOTLIGHT

Dr. Gene Hollenberg started his career in education as an elementary school teacher, and taught eighth grade English and Drama for much of his career. He went on to be principal of a theater and arts magnet elementary school in Fort Wayne, Indiana, and later worked at Grissom Middle School in the Penn-Harris-Madison School Corporation. He served as Director of High Schools for the South Bend Community School Corporation, and is now principal of Nuner Primary Center. His doctoral degree is in education policy and leadership.



Dr. Hollenberg first became acquainted with Take Ten and its mission when he supervised all high schools in his position as Director of High Schools and worked directly with Andy Kostielney, Assistant Manager of the Robinson Community Learning Center, on bringing restorative justice practices to these schools. When he became principal of Nuner Primary Center, Dr. Hollenberg was aware of existing bullying issues within the school and decided to bring in Take Ten, first conducting baseline research for a year before initiating the program in classrooms.

Since the start of the program at Nuner, the school has remained committed to bringing Take Ten to more and more of its students, largely thanks to its principal's belief in the power of the program. Dr. Hollenberg has seen how the curriculum brings positive change to his students, and hopes that one day all children will have the skills and knowledge to successfully apply the teachings of Take Ten in their daily lives. With each passing year, he believes more students are not only verbalizing what Take Ten teaches, but internalizing that knowledge as well.

BULLY DISCUSSION PANEL

In November, Take Ten AmeriCorps members and volunteers led several panel discussions at LaSalle Intermediate Academy. These discussions centered on the movie *Bully*, a 2011 documentary that follows the lives of several youth across the country who experience different forms of bullying. This film provides insight into the pained lives of bullied kids, revealing a problem that transcends geographic, racial, ethnic, and economic borders. The members of Take Ten held different grade-wide discussions for students in grades 5-8, screening portions of the film and opening up the floor to questions. This conversation included teachers and administrators, offering different perspectives on how to counter bullying. The panel discussion fostered healthy conversation and allowed students to voice their opinions and pose questions in a safe space. The LaSalle *Bully* presentation was another positive step toward changing the way bullying is handled in schools, communities, and society.

Peacemaking Circles and Take Ten

Take Ten was born out of restorative justice principles over 15 years ago, and has revisited those principles through its work in helping adults learn to resolve conflict and authentically deal with the world in which they live. An effective way to achieve these ends is to hold Take Ten peacemaking circles with adult participants. Peacemaking circles are an important component of restorative justice.

The Take Ten Director, as well as other program staff and volunteers, were trained as “circle-keepers” and have developed an eleven-week Take Ten program incorporating peacemaking circles. This new course delivers messages of strength and resilience. It emphasizes focusing on one’s best self, healing loss and trauma, understanding individual roots, and identifying sources of strength and support. This new course has been offered several times with good response among the inmate population served by Take Ten, and has recently gained attention and interest from parent and college student groups.

Circles can also be used to hold contentious conversations, sustain key dialogues on campus and in other settings, and as part of school discipline. Take Ten has been involved with all of this work in the local community.

Rise Up Academy is bringing circles into its disciplinary repertoire, and Take Ten is becoming a part of that process. The Notre Dame Hesburgh-Yusko Scholars held campus conversations concerning race and leadership; Take Ten was involved in the circles that facilitated the conversation.

Take Ten has come full circle in this work!

TAKE TEN: USEFUL AT ANY AGE

Take Ten is not just for children. The program is active at the Center for the Homeless, Hope Ministries, St. Margaret’s House, Women’s Care Center, and the Indiana Department of Corrections South Bend Re-Entry Center. At the Center for the Homeless, volunteers meet with a group of mothers several times a month to teach Take Ten concepts and discuss everyday conflicts in the women’s lives. The Re-Entry Center houses adult male inmates who are near the end of significant prison sentences and who enroll in the Take Ten program to successfully re-enter society. At Hope Ministries, AmeriCorps members teach Take Ten to the parents residing there, while volunteers teach the program to the children at a separate meeting. AmeriCorps members and volunteers alike provide a safe, secure environment where participants are invited to share difficult emotions and conflicts that arise within community living.



A circular quilt used in peacemaking circles

Across the board, from first grade to high school, from teachers to volunteers to AmeriCorps members, everyone involved in the Take Ten program benefits from the concepts and strategies taught. From the initial lesson, which builds community, to the final emotionally challenging lessons, which require reflection on personal anger triggers and obstacles from the past, students and volunteers demonstrate ongoing growth and are able to discuss their progress on a weekly basis.

Take Ten introduces the idea that conflict is a normal part of life, prompting one teacher to comment, “I used to think that conflict was a negative thing. The way people typically refer to it gives it that negative connotation. The Take Ten program makes you think about your current behaviors and attitudes toward conflict and provides helpful strategies to personally improve the way you handle it in the future. Conflict doesn’t have to be a bad thing. It’s all about the way you react to a situation.” Program Director, Ellen Kyes said, “There’s no one that CAN’T improve the way they handle conflict. Everyone can always get better at it.”

“I really like coming to this class. We are able to talk differently when you are here. We can bond.”
-Adult Participant at the Center for the Homeless