

ANNUAL REPORT

2018-19



TAKE
TEN

A life without bullying
would be
AWESOME!



ROBINSON
COMMUNITY
LEARNING
CENTER

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Take Ten

Take Ten is a violence prevention/conflict resolution curriculum with a school-based program 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 more than 19 years.

Vision Statement

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

Take Ten Team

Ellen Kyes, Take Ten Director
Jennifer Knapp Beudert, Robinson
Community Learning Center Manager
Ashley Uphoff, Take Ten Deputy
Director/AmeriCorps Member
Leslie Omeeboh, Take Ten Deputy
Director/AmeriCorps Member

Lizzie Cummings
AmeriCorps Member
Nick Dolan,
AmeriCorps Member
Da'Qwan Docker,
Indiana University Intern

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

TALK IT OUT. WALK IT OUT. WAIT IT OUT.

Dear Friends of Take Ten,

I hope that 2018 was a year in which you were able to join us in making our motto, "Talk it Out, Walk it Out, Wait it Out" come to a peaceful reality in your lives! My team and I were blessed to have many opportunities to take our work into our community and touch lives in transformative ways.

This life-changing work we do teaches students in grades K-12 as well as adults in their lives the conflict resolution skills needed to make peaceful choices and resolve conflicts before they escalate into problems that seem so large as to be insurmountable. Take Ten helps all participants (and staff!) realize that we all have the skills needed to work through what life throws our way. Take Ten helps participants look within and pull out those resources they already possess; they carry away from the program the knowledge that they are well-equipped to resolve conflict peacefully.

The past year was one of a great deal of change within the South Bend schools, and since the majority of the schools that Take Ten serves are in South Bend, the changes inevitably impacted our program. We saw some schools close, many schools change leadership, all the schools change their daily hours, and countless other details evolve as a result of those changes. How those things impacted our program was variable. There were some buildings that closed that had been long-term Take Ten sites but other schools brought in Take Ten that had

never adopted the program in the past. Yet other buildings brought Take Ten from an after-school program serving a fairly small number of students to be a program that served all students in grades three and four. The next year will also be one of changes in the South Bend schools as the district continues to work to improve and better serve students. Take Ten will continue to evolve and adapt as we work with our largest partner to bring key life skills to South Bend students.

This year also saw a second pilot of our video curriculum with both elementary and middle school students. Much anecdotal success is the result, with students reveling in the opportunity to tell their own stories of using Take Ten skills in a video context. They are able to participate fully in the development of their stories: story boarding, script-writing, scene and costume choices and the final video creation. Because the pilot went so well at our partner fine arts schools, it will spread to other schools in the upcoming school year.

Take Ten's role in the South Bend Community School's District Leadership Team for Restorative Justice in Education (RJE) has grown as that group has brought national trainers in the field to this community several times. I have been blessed to be part of this team and to help conduct circles training multiple times. It is a joy to bring the dynamics of RJE to the local area and see adults and youth transformed by it. I am blessed with a fantastic team to carry out our work. The teams that served during the 2017-2018 and the 2018-2019

school years were amazing in countless ways. They handled numerous changes to schedules, to volunteer recruitment, and to their responsibilities and did so with grace, style and amicability. Thank you to every person on these teams for making it a joy to come in every day and know that Take Ten is doing our work and doing it well!

Remember that we are on social media. Follow what we do and please feel free to contribute ideas for ongoing projects and improvements. We are always open to growth, peace and ways to work better in our endeavors.

Take care and Take Ten,



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

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Take Ten in
our schools

**SPOTLIGHT ON THE
NUNER ELEMENTARY
FINE ARTS ACADEMY**



Above: Detail from poster by Nuner Fine Arts Academy poster contest winner Louisa Obregon.

As of the 2018-2019 school year, Take Ten is in 12 classrooms and reaches about 300 children at Nuner.

Nuner Fine Arts Academy has been operational in South Bend since February 1923. Take Ten began in Nuner in 2013 and since then have been part of both the day time curriculum and after-school program. Nuner has continued to use Take Ten, both during the day and after school, because it "helps build a universal language/vocabulary for helping students resolve issues and conflicts in their everyday lives. It is a great addition to Responsive Classroom and the already established PBIS (Positive Behavior Intervention and Supports) programs that South Bend

Schools use with all students," said then principal Ms. Elizabeth Wilkom. She continued to say that "Take Ten, when supported by classroom teachers and building administrators as well as brought into the students' homes, has an empowering effect on children as well as the adults that are around these children. It is demonstrated by the actions of students and teachers to resolve conflict in a positive way and in a manner that is not escalated or heightened by adrenaline or emotion. This program can be measured by the positive relationships that develop

between peers and between students and their teachers that are built on respect and appropriate conflict-resolution skills."

Ms. Wilkom considers herself a tremendous advocate of Take Ten because she has "seen students actively use the Take Ten skills to make appropriate choices within a conflict at recess, in the hallways, or in the cafeteria. It is a positive program that has made a lifelong impact on so many students and teachers.

SPOTLIGHT ON

TAKE TEN SCHOOL PRINCIPAL DEB CYRIER



Our spotlight principal for the 2018-2019 year is [Mrs. Deb Cyrier](#), principal of Marquette Primary Montessori Academy. Mrs. Cryier has been at Marquette for the past eight years, and has been principal for the last five. She has been working in education for over 20 years, with a Master's Degree in Education from Xavier University and has certifications in Montessori education. Principal Cyrier is particularly passionate about, "creating

environments that meet children where they are at and helping them go forward--whether that be socially, academically, or emotionally." Take Ten has been working with Marquette Montessori for over 6 years and has taken a variety of formats. Over the years, Take Ten has been provided weekly in the classrooms or has been a part of after-school enrichment. When asked how Take Ten has positively impacted her students at Marquette,

Principal Cyrier said, "[Students can use the language of Talk it out, Walk it out, Wait it out, when problem-solving.](#)"

This slogan is a tool used to remind and redirect students' thoughts and actions when faced with conflict. Principal Cyrier added that as staff and administration guide students through problem-solving, they have seen the students utilize the skills of Take Ten to process and move forward from a conflict.



SPOTLIGHT ON ASHLEY UPHOFF

Ashley Uphoff served as the Deputy Director of Take Ten and full-time AmeriCorps member for the program. She studied at the College of St. Benedict / St. John's University, where a Take Ten initiative began as a result of a collaboration with the University of Notre Dame and the Take Ten Director, Ellen Kyes. Ashley majored in Social Sciences and studied in Education, Political Science, and Psychology. Following her graduation in 2018, Ashley began searching for jobs related to education policy and was immediately attracted to the Take Ten program. Ashley describes Take Ten as "the ideal opportunity for me to continue teaching students of all ages."

Throughout her time as a Take Ten AmeriCorps member, Ashley has made a powerful impact in the lives of her students by developing close relationships with them, granting her the opportunity to learn from their stories and perspectives. Reflecting back on her time with Take Ten, Ashley believes, *"The most meaningful component of Take Ten is it demonstrates to our students that our volunteers care about them. Our volunteers' intentional interactions with their students as they listen to their stories and engage in meaningful dialogue about peace and conflict resolution has a long term impact on our students and community."*

Following her AmeriCorps year, Ashley will continue her education at the University of Chicago to pursue a Master of Arts Program in the Social Sciences to study Education and Society. Ashley believes her involvement with Take Ten will provide her with the skills necessary to consider a greater diversity of student experiences as she explores educational policy solutions.



SPOTLIGHT ON LESLIE OMEEBOH

Leslie Omeeboh served as the Deputy Director of Take Ten as part of the full-time AmeriCorps cohort. She graduated from the University of Notre Dame where she studied Neuroscience, French and premedical studies. Upon graduation, her mentor recommended the program, believing it a great fit for her interests and passions. Thus, Leslie accepted the position as a gap year before med school as it "presented a unique opportunity for me to learn compassion, humility, patience and an embrace of diversity, as a teacher."

Although Leslie has had visible positive impacts on her students, she believes she has gained even more. In her words, *"Take Ten and my interactions with the students have taught me what true advocacy entails. I have learned the importance of representation and ceaseless support. I have learned what true empathy and compassion looks like. My kids have taught me to always find a reason to smile, to be unapologetic and to always listen to understand and not to reply."*

After Take Ten, Leslie plans to finish her Masters in Psychology, in which she is currently enrolled. She also plans to matriculate into med school, where she believes the lessons from Take Ten will aid her remarkably.



AmeriCorps and Take Ten

Each year AmeriCorps, a program of the Corporation for National and Community Service, engages 7,500 members to serve communities across the country. These individuals give a year of their lives in service, receiving a modest stipend and an education award upon completion of their terms. Six AmeriCorps members serve with Take Ten each year. Take Ten AmeriCorps members teach Take Ten classes, develop curriculum, assist with program evaluation, and recruit, schedule, observe, and coach volunteers. They are passionate about teaching nonviolent conflict resolution and making a difference!

**TAKE TEN AMERICORPS MEMBERS HAVE
PROVIDED MORE THAN 28,000 HOURS OF SERVICE TO
THE SOUTH BEND COMMUNITY SINCE 2011.**



SPOTLIGHT ON MARIA D'AMBROSE

Maria is a two year Take Ten volunteer from the University of Notre Dame, studying Neuroscience with minors in Education, Schooling, and Society and Poverty Studies. For the last semester, Maria has served as our Elementary School Student Manager for the Take Ten Team. Maria's service has taken her to Nuner Fine Arts Academy, Coquillard Elementary, Jefferson Intermediate Center, and McKinley Primary Center, where she has taught over 170 students.

She always speaks highly of her students, and has been touched by their character stating: "Many of my students have had experiences many will be fortunate enough to never have to experience. To be a witness to their resilience, perseverance, and determination....to watch them constantly work to put their best foot forward despite the difficulties they face day in and day out is truly a privilege."

However, the most impactful part of Take Ten for Maria has been its influence on her career aspirations:

Take Ten Volunteers

Take Ten runs on its volunteers! During 2018, more than 160 volunteers taught the Take Ten curriculum at 25 sites to more than 2,200 children and adults! These volunteers came from the University of Notre Dame, Saint Mary's College, Holy Cross College, IUSB, Ivy Tech, and Bethel College, and many received college credit for their service.

"Take Ten has influenced my life in many different ways, but the greatest impact it has had is the way in which it ultimately changed my career path. I came into this year planning on going to medical school; I am ending this year planning on going into education."

Maria will continue both her teaching and role on the Take Ten Team this coming academic year, and we could not be more excited about her leadership!



Take Ten in
the Community

SPOTLIGHT ON THE JUVENILE JUSTICE CENTER

The Juvenile Justice Center (JJC) opened in 1997 as a detention center for youth in the north Indiana and east Illinois area. Their founding principles of Influence, Courage, Accountability, Respect, and Empathy permeate the JJC curriculum and coincide directly with Take Ten's mission. After years of coordination, Take Ten has had the opportunity to teach their students for the last year through the Take Ten summer program and throughout this academic year. Due to the unique challenges these students face, through Take Ten they have the opportunity to think critically about their past and future decision making as well as their encounters with conflict.

The relationship between the JJC and Take Ten has allowed students to develop relationships with college mentors and encourage our volunteers to expand their understanding of the experience and circumstances of

incarcerated individuals. The Take Ten sessions have been a meaningful and impactful experience for volunteers, students, and JJC staff, involving approximately 20 volunteers and reaching over 100 students since May 2018-2019. We look forward to continuing our relationship with the JJC to spread peace and shed light on the hope we have for these students.

"Although initially I was hesitant when asked to teach at the JJC, as it's very different from any site I'd previously taught at, it very quickly became my favorite place to teach, as well as something I looked forward to each week. The JJC is among the most welcoming places; our presence is always met with smiles, both from the girls and the Corrections Officers. The group of girls we teach changes more than at any other site, which, although it can be challenging, allows us to connect with such a large number of individuals. From the two semesters I've spent working with the girls there, I can attest to the positive impact Take Ten has had at the center. Each week I am amazed as I witness the girls opening up to the group, voicing their opinions confidently, and allowing Take Ten to make a difference in their lives. However, I could never have anticipated the effect that the JJC would have on me, or the other volunteers. The JJC has allowed me to gain a better understanding of what it really means to "Take Ten" and what that looks like from a wide range of perspectives. I am truly touched by the kindness, open-mindedness, and honesty that I am met with every time I walk through the door. I couldn't think of a more deserving place to have earned this spotlight."

Madison Kuehl
University of Notre Dame
Non-Profit Student Manager

Take Ten Agency Sites 2018

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

Take Ten for Adults

Center for the Homeless
Indiana Department of Correction
South Bend Community Re-Entry Center
Robinson Community Learning Center

SPOTLIGHT ON ND FACULTY MEMBER DR. NANCY MICHAEL



Dr. Nancy Michael is an Assistant Teaching Professor in Neuroscience and Behavior in the Department of Biological Sciences here at the University of Notre Dame. She received her Bachelor of Science degree from Western Michigan University and earned her Ph.D. at the University of Minnesota. As director of the Neuroscience and Behavior Program, Dr. Michael is dedicated to improving pedagogical approaches that connect neuroscience research with challenges within the community. In the first three years of her developmental neuroscience class, she worked with the Take Ten Team to place students at various Take Ten sites as part of their community-based learning. Today, she is heavily involved in helping Take Ten with volunteer recruitment. She comments on student experiences with Take Ten:

"Students loved it, but the most powerful part is that they get to know people within the community and learn from them. This way, they don't just focus on getting 'A's in class and are able to put the neuroscience they learn into context. The community learning model provided [an] experience that allows students to have functional learning."

Dr. Michael also works in programs that focus on "trauma-informed care" within the community. These programs focus on strength building with specific attention to the impact of physical, psychological, and emotional trauma. She cites similarities between Take Ten and trauma-informed care, stating,

"[Children and other people] within the community often do not have the support structure to learn the appropriate [social] skills. Take Ten offers them an opportunity to build such skills that intervene in transgenerational trauma."

Finally, Dr. Michael comments on the value of Take Ten and its role within the community: "There is often a gap between our expectations for development within the community and what actually happens. Take Ten recognizes community needs and bridges this gap by providing the opportunity for children and young adolescents to learn key skills that will allow them to excel!"



Take Ten Evaluation

In last year's annual report, new survey instruments were discussed that brought to the overall Take Ten evaluation a better determination of the impact of Take Ten in areas concerning school safety, a sense of agency among students to create change when facing conflict, and a new way to assess how students believe they would behave in scenarios where violence is a possibility. Over the past 12+ years, Take Ten has evaluated its curriculum, its methods of program administration and its methodology. Now, this foundation coupled with these new measures, have brought a new type of analysis and findings for the 2017-2018 school year. Because the program is continually striving to improve, to replicate success and to improve in all needed areas, these measures have been key in program success.

Program success and gains on evaluation measures are made possible through the team of staff, Americorps members and college student volunteers who spend their time each week delivering the Take Ten curriculum with enthusiasm and fidelity. The school year brought 139 separate volunteers to the program. These dedicated individuals served 12-15 area schools (depending on the school years covered during 2018) and another 10 community agencies, working with both youth in all grades and with adults, some of whom are parents of the children served and some of whom are individuals who participated. These volunteers and Americorps members contributed over 4500 hours of their time to teach Take Ten's lessons to youth and to adults. Finally, 97% of these volunteers reported, via a Qualtrics survey, that they believed participating in Take Ten had a positive impact on their collegiate experience.

The '17-'18 school year was the second one in which the new instruments were used. The faculty involvement of Jen Burke-LeFevre, Ph.D. has graciously continued as she serves Take Ten voluntarily and aids the team in not only creating the most effective survey instruments, but guides the implementation and serves as a resource for countless questions and implementation.

The second year of the "new" measures being in use has seen the elimination of the ceiling effect that had troubled the Take Ten evaluation process in several years past. The new measures are able to collect responses that are not "polluted" by this problem. Further, these newer tools continue to look at the knowledge, attitudes, and behaviors of the youth who participate but add the ability to look at school climate and safety, the agency of youth to impact conflict situations and give insight into how youth view their use of Take Ten skills in scenarios in their lives.

A definitional part of how Take Ten has always evaluated its participants is whether they can define the foundational words "violence" and "conflict" according to the first chapter of the Take Ten curriculum. It is important to how all the rest of the lessons are delivered and perceived that participants know that conflict is an inevitable part of daily life but that violence does not have to be as well as the knowledge that violence is any harm caused to others, oneself or one's surroundings and that this applies to physical as well as nonphysical harm. This year's participants in all surveyed grades (3-12) experienced significant growth in understanding these definitions and how they relate to peaceful resolution of conflicts.

One of Take Ten's guiding principles has been to teach youth participants that they can impact school safety by learning and practicing the tenets of the Take Ten curriculum. Early on in evaluation, it was noticed that youth, even those who participated in Take Ten for multiple school years did not see that what they learned impacted their school in any meaningful way. Changes in curriculum that included more scenarios and opportunities for practicing the lessons in practical ways taught participants the practical skills they needed to impact school safety and climate. Now both cohorts of those assessed (both students in grades 3 and 4 as well as the older group in grades 5-12) demonstrated significant growth on the questions that evaluate whether learning about conflict and how to handle it can make school a safer place.

One of the areas in which growth was noted in several key ways was with regard to the agency youth experience concerning their thoughts and actions when faced with situations that may become violent. In years past, the tools used for assessment did not definitively determine whether youth felt their own agency in impacting conflict. Anecdotally, it was suspected that youth might have felt some empowerment, but other accounts created the perception that teens, particularly, were sure they were powerless to impact the conflicts around them. Some adjustments to the curriculum were implemented and the new evaluation measures were put in place. Now evaluation results demonstrate that youth do understand their own agency in handling themselves in ways that directly impact those conflicts in their lives. They clearly see the connections between their words and deeds and the outcomes of conflicts. All children who participated showed growth, and that growth was significant for youth in grades 3 and 4 while approaching significance for their older counterparts.

Another aspect of the question regarding agency of participating youth focuses specifically on whether youth understand that their chosen actions can and do escalate or de-escalate conflicts. This includes their perceptions and definitions of escalation and de-escalation and their agency within those concepts. In this more focused area of evaluation, the younger cohort (grades 3-4) approached significance while the older youth (grades 5-12) achieved significant growth. This finding's importance cannot be over-emphasized. Teaching young people that what they do and say impacts conflicts, can resolve them, worsen or improve them, and make their schools safer places is at the heart of Take Ten's mission to have youth understand that they can reduce violence and lesson its presence in conflicts by learning what Take Ten teaches.

The complete 2017-2018 Take Ten Evaluation Analysis Report can be found at rclc.nd.edu.

Take Ten has received generous grants from the Jessie Ball duPont Fund and from the El-Hibri Foundation to fund improved and robust program evaluation.

JESSIE BALL
DU PONT
FUND

 EL-HIBRI
FOUNDATION



A College Student's Reflection on Take Ten

Each spring, the Take Ten director, also a concurrent special professional faculty member, teaches a seminar at ND's Center for Social Concerns. As the service learning component of the class, students serve as Take Ten volunteers. Students read, discuss, and reflect on issues relating to youth violence, restorative justice, the local community, and their own place in the world. One student contributed these thoughts:

"Here at Notre Dame, we are taught to "be a force for good in the world." Every time I stopped to reflect after a Take Ten seminar, discussion, training, or teaching session, it became increasingly apparent that Take Ten was providing both its participants and teachers the opportunity to be such a force. In a world where violence is arguably all too present, teaching methods of restorative justice to South Bend students was highly rewarding, but most importantly, also humbling.

You learn so much about yourself with causes like Take Ten, and you learn that while you may have the title of "teacher," there is always something you can learn from the situations life brings your way."

Harmony Zweber-Langer
University of Notre Dame Student
Participant in 2018 Take Ten Seminar