

ANNUAL REPORT

2017

TAKE
TENS


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 17 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*
Abigail Johnson, *Take Ten Deputy Director/AmeriCorps Member*
Lindsay Wilson, *Take Ten Deputy Director/AmeriCorps Member*

Josephine Wikelski, *AmeriCorps Member*
Valentina Marquez-Montero, *AmeriCorps Member*
Ashley Hammond, *IUSB 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.

Greetings, Friends of Take Ten!

"Talk it Out, Walk it Out, Wait it Out" has been the motto of the Take Ten program since its inception, and those words are just as powerful 17 years later. While the slogan has remained unchanged, the Take Ten program has evolved significantly since those early days. This past year continued the trend, as 2017 brought new partnerships, new outreach to families, and new conversations about the future.

Originally conceived as a curriculum for youth, Take Ten expanded its focus in 2013 to teach adults. Since then, Take Ten for Adults has been taught in multiple agencies, including to homeless adults, victims of domestic violence, and incarcerated men. More than 200 adults were enrolled in Take Ten classes this past year. The next logical step was a program that worked with children and their parents at the same time.

The Strong Families program is a collaboration between Take Ten and the Youth Development Program at the Robinson Community Learning Center. Strong Families was the brainchild of both program directors, who wished to teach about family development, communication, conflict resolution, and problem solving to parents while their children were learning the same concepts. Monthly Strong Families sessions included shared meals, creative projects, and topics related to self-care. This program served 20 RCLC families this year, and is now offered at the Center for the Homeless, Hope Ministries, the YWCA, and the South Bend Re-entry Center, reaching more than 30 additional families.

Restorative justice has always been an important focus of Take Ten. Efforts in this area have strengthened during 2017, beginning last summer with a presentation to the 1,200 person National Community and Restorative Justice Association conference. Take Ten has also been asked to join the national network of restorative justice practitioners on Catholic campuses, and is represented on the South Bend Community Schools Corporation Restorative Justice Task Force, which is working on implementation of Restorative Justice Education.

Finally, no director's letter would be complete without giving thanks to the team of creative, dependable, and energetic people who perform the countless tasks that make this program not only possible but fun, effective, and of great value to those served. Thank you, everyone, for making my job an amazing one!

Please, check us out on social media, share new ideas for partnership and growth, and continue the good work for a peaceful community!

Take care and Take Ten,



Ellen

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

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School Spotlight—Clay High School

The Take Ten team was honored and excited to have a presence in all four South Bend Community School Corporation high schools this year!

Clay High School has been a longtime partner of Take Ten through its competitive Peer Mentorship program. During 2017, Take Ten volunteers worked directly with 80 of Clay’s “peer mentor” upperclassmen, teaching them conflict-resolution skills which they then pass on to the underclassmen they mentor.

Classroom teachers Darcia King-O’Blenis and Gregory Harris were the sponsors for this program. “My students absolutely adore their Take Ten mentors!” Ms. King-O’Blenis says, noting that in addition to the conflict-resolution skills that Take Ten lessons impart, there is also great value in the relationships between her students and their college-aged Take Ten volunteers, especially as so many of the upperclassman high schoolers are looking into their own options for attending college in the near future.

**2,000 CHILDREN, GRADES K-12,
PARTICIPATED IN TAKE TEN AT 15 SOUTH BEND
SCHOOLS AND EIGHT NONPROFIT AGENCIES!**

Take Ten Local Schools 2017

High Schools

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

Middle Schools

Brown Intermediate Center
Clay Intermediate Center
Dickinson Fine Arts Academy
Greene Intermediate Center
Jefferson Intermediate Traditional Center
Marshall Intermediate Center

Elementary Schools

Coquillard Primary Center
Marquette Primary Montessori Academy
McKinley Primary Center
Nuner Primary Center
Perley Primary Fine Arts Academy

**2017-18
Poster
Contest
Winner**



Noah Horban
Clay High School

SPOTLIGHT ON

TAKE TEN

SCHOOL PRINCIPAL

MANSOUR EID



Take Ten teaches conflict resolution skills to youth in grades K-12. Many people assume, however, that Take Ten works primarily with younger children in elementary grades, often because of the belief that it is much more difficult to teach nonviolence to teenagers. Clay High School Principal **Mansour Eid** has always known better!

Take Ten first came to Clay High School more than a decade ago, based on the belief that high school students were in fact eager to learn a better way to resolve conflict with their peers. Mansour Eid has been instrumental in setting up a Take Ten peer mentorship program at Clay High School, in which upperclassmen are taught Take Ten by program volunteers, and then go on to teach those skills to the freshmen whom they mentor.

For his efforts, Mansour Eid was awarded the 2017 James M. Kapsa Award, which is given to “a school leader whose commitment to increasing resiliency and hope among youth is demonstrated by unsurpassed support of teaching and modeling the peaceful conflict resolution skills of Take Ten.”



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 LINDSAY WILSON

A South Bend native and Riley High School graduate, Lindsay has an insider's perspective on Take Ten's positive impact. Lindsay graduated from Indiana University South Bend in 2016, and her first experience with Take Ten occurred during her freshman year when she taught Take Ten at Brown Intermediate Center for a psychology course. Given her investment in the South Bend community and her passion for addressing violence in schools, Lindsay decided to become a full-time Take Ten AmeriCorps member. She has since taught many age groups, but her most meaningful Take Ten experience was teaching the men at the re-entry facility and the mothers at the Center for the Homeless. Lindsay believes that:

"Teaching adults about conflict resolution truly sheds a new light on who you are and changes your perspective on other people's life experiences. I always left the lesson feeling like I learned something new and felt accomplished."



SPOTLIGHT ON JOSEPHINE "JOEY" WIKELSKI

Josephine "Joey" Wikelski began her four-year journey with Take Ten even before she started classes at Notre Dame. From her first day in South Bend, Joey knew that she wanted to step outside the campus bubble to serve her new community. This led Joey to the Robinson Community Learning Center and Take Ten, where she began as a student employee and later became an AmeriCorps member.

Joey taught peacemaking skills in resolving conflict at nine schools and agencies to students ranging from 4-year-olds to seniors in high school. As she served her way through the community, Joey learned what it takes to create a positive shift toward peace, and she learned that she wanted to contribute to that movement.

Joey graduates from the University of Notre Dame in May 2018 and plans to continue her work in community engagement in Washington, DC. She recognizes that her time with AmeriCorps and Take Ten has given her the strength and skills to help others in different parts of the country.

Take Ten Volunteers

Take Ten runs on its volunteers! During 2017, 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 the service.



SPOTLIGHT

ON ADAM

UPPENDAHL

Four-year volunteer **Adam Uppendahl** started his involvement with Take Ten teaching at Marquette Montessori. He soon took on the duties of student manager for all Take Ten elementary schools.

Adam expresses continuous amazement at his students' ability to surprise him, noting that:

"They are able to think on a very deep level, developing creative ways to mitigate conflict and help

those around them... I find this very inspiring."

One of his favorite Take Ten moments occurred when he regretfully informed his class that it would be his last day with them, at which point students immediately ordered the teacher to lock the door so that Adam couldn't leave!

Adam is aware that the Take Ten program has had a lasting impact on him as well as the children, and that:

"This experience has brought many incredible connections with students in the South Bend area, which I will take with me as I get involved with new communities after graduation."

Adam was the recipient of the Anne Parry award, named for the creator of Take Ten and granted yearly to a volunteer who has displayed exceptional dedication, leadership, and enthusiasm for service.



Take Ten in
the Community

**SPOTLIGHT ON THE
NOTRE DAME CENTER FOR
ARTS AND CULTURE**



Take Ten Agency Sites 2017

Agencies

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

Take Ten for Adults

- Center for the Homeless
- Hope Ministries
- Indiana Department of Correction
- South Bend Community Re-Entry Center
- Robinson Community Learning Center
- Women's Care Center

The Notre Dame Center for Arts and Culture (NDCAC) first opened its doors to the public five years ago, and Take Ten has been a valuable part of the NDCAC's programming ever since. The Take Ten Program is offered weekly to students from first through fifth grades as a part of the NDCAC Afterschool Program.

The NDCAC provides educational programs for children with many different economic, educational, and linguistic backgrounds. This diversity contributes to the rich learning environment that the NDCAC offers its students, but can also create situations that require problem-solving tools to navigate. This is where Take Ten comes in. Tuesdays are Take Ten days at the NDCAC. On these days, children use art and creative activities

to learn to Talk it Out, Walk it Out, and Wait it Out when they face conflict. The tools that Take Ten provides help children effectively diffuse challenging situations and prevent conflicts from escalating.

Jennifer Wittenbrink Ortega, NDCAC educational program director, speaks highly of the NDCAC's experience with Take Ten:

"As the world becomes more and more divided, we find it more and more important to share ways to bring us back together in a peaceful and respectful way. Take Ten does that. We love that it gives our children the skills to effectively cooperate and communicate with each other."

SPOTLIGHT ON

ND FACULTY MEMBER

DR. LAURA

MILLER-GRAFF



Dr. Laura Miller-Graff, a professor with the University of Notre Dame's psychology department, has dedicated her research and clinical experience to assisting those whose lives have been impacted by violence. Dr. Miller-Graff's goal is:

"To inform the development and evaluation of interventions that promote resilience in contexts that are characterized by chronic violence."

Dr. Miller-Graff studied at the University of Notre Dame, where she majored in psychology and also minored in Mediterranean and Middle Eastern studies. She then studied at the University of Michigan where she earned her Ph.D. in psychology (clinical science).

In her efforts to provide assistance to those who suffer from violence in their lives, Dr. Miller-Graff is currently in the middle of a pilot of a program in the South Bend community that aims to reduce women's exposure to intimate partner violence and to improve their mental health as well as their children's development. Additionally, she works with individuals exposed to violence in international conflict settings in order to better understand how to best structure psychological interventions.

Additionally, Dr. Miller-Graff teaches an Introduction to Peace Studies course at Notre Dame and encourages her students to participate in the Take Ten Program through the community-based-learning component of this course. Dr. Miller-Graff states:

"I've been extremely impressed with the Take Ten Program, and my students have felt that it really resonates with what we learn in class about nonviolence, conflict resolution, and restorative justice. It's also a great way for students to engage in the life of the South Bend community."

Dr. Miller-Graff has heard many success stories from her students in

their work with the Take Ten program. She further comments on the value of the Take Ten program, stating that:

"For participants, I think that early exposure to these concepts is an exciting way to start building a better future for our relationships and schools."

In closing, Dr. Miller-Graff states:

"In general, I hope—from courses to community-based learning to participation in our research lab—that I can model for students how scholarly interests can be community-engaged and meaningfully contribute to social justice and the public good."



These new evaluation measures address:

- Students' responses to situations they encounter on a regular basis as well as strategies they believe they would use when in conflict.
- Students' beliefs concerning aggression (their own aggression and the aggression of others) and their own agency in handling an aggressor.
- Students' recognition of physical/non-physical actions and words as being violent, and their reaction based on their perceptions.
- Students' feelings about bullying, based on responses to the Illinois Bullying Scale, which asks about times they have encountered bullies, observed bullies, or committed bullying actions.

Take Ten Evaluation

For a decade, the Take Ten program has annually evaluated its curriculum, administration, and methodology, using a pre-post survey given to Take Ten participants, grades 3-8. Results have guided curriculum updates, implementation improvements, and volunteer training.

Historically the Take Ten evaluation has identified statistically significant positive pre-post increases in the following areas: knowledge of the curriculum, attitudes of participants, and behaviors of participants. Additional analysis over the past two years has also revealed that students with higher levels of Take Ten knowledge bullied less, fought less, and were more aware of violence.

Last year this report discussed a "ceiling effect" that had become evident in the past several years. Students were scoring so high on the pre-test that it was impossible to demonstrate significant growth on the post-test.

During 2016-2017 Notre Dame faculty member Jennifer Burke LeFever, Ph.D., and ND doctoral candidate Ryan Woodbury redesigned the Take Ten survey instrument to incorporate new measures to explore outcomes through a different lens in order to determine if Take Ten impacted students' sense of school safety and sense of agency to create change when facing conflict. Students' beliefs about their actions in potentially violent scenarios as well as their views on aggression, hitting, and use of violence to resolve problems were assessed.

These new measures were all adopted from model research protocols at the Center for Disease Control, the US Department of Juvenile Justice, and several respected universities, and were included in the 2016–2017 Take Ten surveys. Surveys were distributed at the beginning, middle, and end of the school year at Take Ten middle and elementary schools, and two control schools. Analysis of the survey data yielded the following results:

Take Ten students demonstrated positive change in their beliefs about their responses to situations they encounter on a regular basis as well as in their beliefs about strategies they would use when in conflict. Students made statistically significant positive changes over the course of the year in the area of strategies to use when in conflict.

Take Ten students increased their scores for recognizing aggression in others, and identified fewer situations in which they felt they had no choice but to react violently. The improvement in scores regarding recognizing conflict and engaging in strategies designed to reduce bullying or physical aggression was statistically significant.

Take Ten students demonstrated a statistically significant pre-post gain in recognition of violence in physical as well as non-physical forms.

Take Ten students demonstrated positive pre-post gains on the Illinois Bullying Scale. This growth was statistically significant on items that focused on ability to self-report when being bullied.

The complete 2016–2017 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.





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:

One of my teachers recently told me,

"If you want to be a good teacher, invest in relationships before content."

At first, I thought this sounded slightly ridiculous... The point of being a teacher is to teach the subject content, right? But then, my experience this semester with Take Ten came to mind—both my own experience as a student in the seminar and then as a volunteer at Marshall Intermediate Center.

I chose to enroll in the Take Ten seminar because it struck my interest as an individual who is teaching high school next year. At the start of the seminar, I was slightly concerned that my own experience with Notre Dame's Women's Boxing Club would make me seem hypocritical. However, I believe that my connection with boxing helped me more deeply understand the necessary relationships and mentality that allow you to view a person as one who has the potential to do great things, be harmed, and everything in between.

After participating in this seminar and visiting Marshall Intermediate Center, I have found that violence used in a vindictive manner is often used because of a lack of a positive relationship—one that would help the individual on the giving end view the receiving individual as a person worthy not of violence, but of respect. I can teach these middle schoolers all the principles and Take Ten ground rules I want, but, at the end of the day, they aren't going to listen to a word I say if I don't first take the time to form a relationship of mutual respect, one that would create what we call a "Circle of Trust" where we can discuss real-life situations and issues and find more peaceful solutions together.

Madeline Hagan
University of Notre Dame Senior
Participant in 2018 Take Ten Seminar