Promoting School Connectedness among High School Students in Stressful, Accelerated Curricula

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22nd Annual Conference on Advancing School Mental Health
Washington, DC; October, 19, 2017

The research reported here was supported by the Institute of Education Sciences, U.S. Dept. of Education, through grant R305A150543 to the University of South Florida. The opinions expressed are those of the authors and do not represent views of the Institute or the US DOE.

Session Objectives

1. Participants will be able to identify the importance of student engagement to students’ academic and emotional success.
2. Participants will learn how to support the development of student’s affective engagement through positive student-teacher relationships.
3. Participants will understand how extracurricular involvement can increase student behavioral engagement.

School Engagement as a Multidimensional Construct

Forms of Engagement

- **Behavioral (e.g., participation in school-related activities, such as extracurricular clubs and athletics, and on-task behavior in the classroom)**
- **Affective (e.g., positive emotions at school, and feelings of belongingness to one’s school and teachers)**
- **Cognitive (e.g., goal setting, self-regulation, and strategizing)**

Environmental Facilitators of Engagement

- Safe Home
- Positive Peer group
- Connection to School

Personal Facilitators of Engagement

- **Active Involvement on a Task**
- **Motivation and Intent**

Motivation supports engagement which, in turn, can lead to achievement (Zimmerman, 2002). Positive outcomes of behavioral (activity participation) and affective engagement (strong student-teacher relationships) lead to school-based success experiences which increase motivation (Eresin & Weng, 2013)

Student Engagement and Student Mental Health

- Subjective Well-being
- Internalizing and Externalizing Mental Health Symptoms
- Positive Relationship
- Negative Relationship
- Affective Engagement
- Behavioral Engagement
- Cognitive Engagement

Bond et al., 2007; Copen & Pope, 2013; Lewis et al., 2016; Hether & Anastopoulos, 2016; McHerny & Field, 2004; Schachter et al., 2006
Student Engagement among High Schoolers in Accelerated Curricula

- High achieving youth tend to have more personal facilitators of engagement, which are also linked to greater academic performance, such as:
  - Positive attitudes towards learning and motivation for academic success (McCoach & Siegle, 2003; Reis et al., 2003)
  - Increased self-discipline (Peterson et al., 2009)
  - Higher levels of grit (Duckworth & Seligman, 2005)

- High-achieving students tend to have more environmental supports compared to underachieving youth (Reis et al., 2005; Ryan, 2001):
  - Tend to have friendships with high-achieving peers
  - More likely to have relationships with supportive adults at school and at home
  - Participate in multiple extracurricular activities, thus allowing them to structure their free time productively
  - Tend to have less stressful home environments

What Factors Appear to Matter to AP/IB Student Success?

<table>
<thead>
<tr>
<th>Student Success</th>
<th>Family Relationships and Support for Learning</th>
<th>Student Motivation &amp; Engagement (Behavioral, Cognitive)</th>
<th>Strassors at School, Home, Financial, Stress</th>
</tr>
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What is a Successful Student?

- Grades in Courses (Semester GPA)
- Average Score on AP and/or IB End-of-Course Exams
- Psychological Well-Being (High life satisfaction)
- Psychopathology (Few symptoms of emotional distress)
- School Burnout (Minimal)

Prior Research on AP/IB Students: Study Design

- Surveyed over 2300 high school students in AP and IB classes
- Diverse sample
  - Grades 9 – 12
  - > 50% from a racial or ethnic minority group
- 19 large public high schools across Florida
- 10 IB + 10 AP Programs

Key Research Findings:

Predictors of Student Success

<table>
<thead>
<tr>
<th>Promotive Factors</th>
<th>Risk Factors</th>
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<tr>
<td></td>
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<tr>
<td>Coping with Stress through Problem-Focused Strategies</td>
<td>Coping with Stress through Avoidance and Withdrawal and Relying on Self</td>
</tr>
<tr>
<td>Connections to Teachers, Schools, and Program</td>
<td>Minimal Connections to School, Program, Teachers</td>
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<tr>
<td>Parenting (Supportive, Encourage Independence)</td>
<td>Low Involvement in Extracurricular Activities</td>
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<tr>
<td></td>
<td>Parenting (Overinvolved or Not Understanding)</td>
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Suldo & Shaunessy-Dedrick, 2010
Purpose of the ACE Program

1. Teach 9th grade AP/IB students how to use effective coping strategies when stressed.
2. Educate students on the importance of school engagement, which includes:
   - Forming positive feelings towards their school, program, and teachers
   - Involvement in extracurricular activities

Enhancing Student Engagement in the ACE Program

Module 3

Student: Increasing Pride in your School and AP/IB Program
Teacher: Connecting Students to School

What is School Connectedness?

School connectedness is positive attitudes and feelings (such as appreciation, pride, respect, satisfaction) towards....

AP/IB Teachers
Academic Program and Classes
Whole School

School connectedness is important for both academic AND emotional success.
Liking and Respecting Your AP/IB Teachers ("Student-Teacher Relationships")

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<tbody>
<tr>
<td>Stress Level</td>
<td>Students with more positive attitudes towards AP or IB teachers had lower stress</td>
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Program Satisfaction

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School Pride

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Sample Activity (Student module)

Positive Feelings about their School and AP/IB Program

One way to increase school pride is recognizing the positive things you like about your school!

Why is Your AP/IB Program Important to You?

<table>
<thead>
<tr>
<th>Area</th>
<th>Personal Short-Term Goals in Progress</th>
<th>Personal Long-Term Goals</th>
<th>How will AP/IB classes help me reach my personal goals?</th>
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<tbody>
<tr>
<td>Social</td>
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<tr>
<td>Academic</td>
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<td>Career</td>
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<tr>
<td>Life</td>
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</table>
Make Learning Relevant and Interesting

- Give students choices
- Incorporate students' interests into lessons when possible
- Emphasize connection between the AP/IB program and students' long-term goals

**Teacher Facilitated Portions**

**Step 1:** Find your copy of the ACE Program Student Curriculum.

**Step 2:** Find the Teacher facilitation portions denoted with an apple in the "Module Steps."
Example of teacher led section:
Slide 3.13: Discussion on School Pride

~3 minutes to facilitate

Set up:
- Show the slide and ask students to think about the question posed
- Share your examples of how you have seen school pride expressed.

Slide 3.13 Sample Delivery

TEACHER LED Facilitation: Please consider and share your responses aloud.
What does “school pride” look like at [insert school name]? For example, what types of things do students who are particularly proud of their school do or say? [Allow 15 minutes of discussion; ask students to write their answers on a whiteboard or flipchart]

Slide 3.14: Activity on School Pride

~3 minutes to facilitate

Set up:
- Read script from facilitator guide
- Observe students’ responses

Slide 3.14 Sample Delivery

TEACHER LED Facilitation: I am going to read several statements aloud. When I read each statement, put your thumb up if you think it conveys a statement that a student with high school pride might say, and put your thumb down if you think it conveys a statement that a student with low school pride might say.
1. Choosing to attend this school was a great decision!
2. I like the people at the other high school more than the people at my school.
3. This school is a good match for me.
4. I really wish my mom would let me transfer to another school.
5. I am glad that I go to this school.
6. I am not going to tell my middle school classmates which high school I attend, because I’m embarrassed about being a student here.
7. I am proud of this school.

Slide 3.15: Activity: Positive Things About My School

~10 minutes to facilitate

Set up:
- Guide student to Handout S3.3
- Adopt Option 1 or 2

Slide 3.15 Sample Delivery
Module 4

Student: Relationships with Teachers, Peers, and Others at School

Teacher: Forming Connections to Students

Initiating and Maintaining Relationships

- Initiating and maintaining relationships at school is an important aspect of school connectedness
- Some important things to consider when initiating relationships are the:
  - **Who**
    - Who can you develop relationships with at school?
    - AP/IB Teachers
    - Counselors and Psychologists
    - Peers, including AP/IB classmates
    - Administrators, like Assistant Principals
  - **When**
    - When can you share information about yourself and learn about others?
    - During and after Class
    - In between classes
    - During a school-wide event
    - Through a club or activity
  - **What**
    - What might you share about yourself and learn about others?
    - Interests and Hobbies
    - The AP/IB program and school in general
    - Thoughts about class materials
    - Future goals
Initiating Relationships - HOW

Think back to a time when you initiated a new relationship. How might you overcome feeling uncomfortable or intimidated? Remind yourself that it might not be as hard as it seems. Think about the benefits of starting the new relationship.

Now it's your turn to get to know your teacher better!

Pass out slips of paper with the following interview questions:
1. What is your favorite memory from this past summer?
2. What activities, clubs, or sports were you involved with when you were in high school?
3. What led you to become an AP/IB (course title) teacher?
4. If you weren't a teacher, what type of career would you have instead?
5. If you could go anywhere in the world, where would you go?

Maintaining Relationships

In any relationship, there may be conflicts or barriers along the way. Learning how to solve problems in relationships is an important skill not only in your AP/IB program, but life!

"The Steps for Resolving Interpersonal Conflict" handout include suggested steps for resolving social conflict.

Maintaining Relationships

Step 1: Identify the problem. "What is the conflict or difference?"
Step 2: Identify the perspectives of all parties. "What do I feel? What do you feel? What might others think or feel about the situation?"
Step 3: Identify a possible solution. "This solution will leave behind a positive outcome and will likely cause more harmony."
Step 4: Reflect on the outcome. "Was this solution effective and can it be improved?"
Step 5: Choose an appropriate solution. "This solution will leave behind a positive outcome and will likely cause more harmony."
Step 6: Resolve the issue and move forward. "How can we resolve this situation?"

Module 4
Maintaining Relationships: Video Example

Teacher Module 4 Activities/Content
Why are Student-Teacher Relationships Important for Students?

Research studies find strong links between students’ belief that their teachers care about them and students’ positive well-being.

Roorda, Koomen, Spilt, & Oort (2011)

Check Your Knowledge!

<table>
<thead>
<tr>
<th>Research Finding (Roorda et al. 2011, meta-analysis)</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater student engagement was found among students who • Experienced more positive student-teacher relationships, and/or • Experienced less negative student-teacher relationships</td>
<td>☑️</td>
<td></td>
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<tr>
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<tr>
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<td>☑️</td>
<td></td>
</tr>
<tr>
<td>Effects of negative student-teacher relationships on engagement and achievement are stronger for elementary school students than high school students.</td>
<td>☑️</td>
<td></td>
</tr>
<tr>
<td>Effects of positive student-teacher relationships and achievement are stronger for boys and White students</td>
<td>☑️</td>
<td></td>
</tr>
<tr>
<td>Effects of positive and negative student-teacher relationships on engagement were stronger for boys</td>
<td>☑️</td>
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</table>

Research on Student-Teacher Relationships

Meta-analysis of study findings on student-teacher relationships
- Research from 99 studies published from 1990-2011
- Students in preschool through high school
- World-wide sample:
  - USA (77 of studies), Europe (9), Asia (6), Australia (4), Canada (2), and Africa (1)

Types of student-teacher relationships examined:
- Positive student-teacher relationships — close, supportive, empathic
- Negative student-teacher relationships — conflict in relationship

Student outcomes:
- School engagement — interest in class, class participation, involved in extracurriculars
- Achievement — grades and test scores

Roorda et al. 2011

Greater student engagement was found among students who
• Experienced more positive student-teacher relationships, and/or
• Experienced less negative student-teacher relationships

Greater achievement was found among students who
• Experienced more positive student-teacher relationships, and/or
• Experienced less negative student-teacher relationships

Effects of positive student-teacher relationships on engagement and achievement are stronger for high school students than elementary school students.

Effects of negative student-teacher relationships on engagement and achievement are stronger for elementary school students than high school students.

Effects of positive student-teacher relationships and achievement are stronger for boys and White students.

Effects of positive and negative student-teacher relationships on engagement were stronger for boys.

Research Finding (Roorda et al. 2011, meta-analysis)

Yes!

More Positive Student Outcomes

Less Negative Student Outcomes

More satisfied with life (happier)
Higher GPAs
Higher AP/IB exam scores
Less overwhelming stress
Fewer emotional problems
Less school burnout
Fewer absences

-Suldo & Shaunessy, 2010

Are Student-Teacher Relationships Important for AP/IB Students?

Thinking Back...

Who was your favorite high school teacher growing up?

Who was your least favorite high school teacher?

What do students have to say about their favorite teachers?

She cares about my future... even pointed out a scholarship she thought I would be perfect for. She printed the information about the application, and wrote a letter of recommendation for me! — Ana, 12th grade IB student

He listens and takes the time to understand what I am going through even when I'm really stressed out. — Shannon, 9th grade AP student
What do students have to say about their favorite teachers?

He has a good sense of humor, will crack a joke here and there and make us smile... cheesy jokes sometimes, but we appreciate it because it helps relieve tension and stress. Jokes help me learn!

— Samuel, 9th grade AP student

She is energetic and enthusiastic, and had a sense of positivity like she wants to be there. She teaches me more than I would learn in another class... (she) is challenging and pushes me academically more than the other teachers.

— Jasmine, 9th grade AP student

What do students have to say?

“I feel closest with my AP Chemistry teacher because she asks me how my day is going. She talks to all the students. She talks about what’s going on in our life and connects more with us on a student level. She understands that we’re going through a lot and she lets us deal with that before she assigns us more work. The workload in this class is probably the most extensive of my day, but I like going to this teacher the best.” — Sonali, 11th grade AP student

Component 1: Getting to Know Your Students

Important considerations when initiating and maintaining relationships with students:

Who

When

What

How

Component 2: Fostering Positive Classroom Climate

Positive Climate
The degree to which students experience warm caring relationships and enjoy the time they spend in the classroom.

Negative Climate
The degree to which students experience cold interactions, and do not feel comfortable, welcome, or emotionally safe.

What do students have to say?

“My favorite teacher greets our class at the door, says hello to everyone and asks us how we’re doing. Teachers that are harder to connect with are usually behind the desk when you walk in to their class. If they’re at the door, it’s to hand us a worksheet as we walk in, or a book or something.” — Tyler, 12th grade AP student
Examples of Positive and Negative Classroom Climates

**Positive Climate**
- Listen to students and ask students about their lives
- Highlight students’ unique skills
- Praise students for their effort
- Greet students at the door
- Recognize positive behaviors

**Negative Climate**
- Express excessive criticism
- Provide criticism without any corrective feedback
- Socialize with a select group of students more than others
- Raise voice
- Repeatedly ask a student WHY a negative behavior occurred

Component 3:
Give Students Opportunities to Share Their Perspectives

- Are there classroom topics you ask for student input on?
- How do you gather students’ input?

Component 4:
Be Transparent With Students

- Demonstrate a healthy degree of transparency by sharing own personal experiences.

What do students have to say?

“I think it’s hard to connect with teachers when they don’t want to listen to your ideas. We had one teacher freshman year that used to refuse to accept any student ideas, even if it was just a suggestion about an assignment. I like when teachers let us have a say about certain aspects of an assignment – like when we can choose the group or topic we have to work on.”

-Ami, 12th grade IB student

Putting Transparency into Action

- Minor personal difficulties you experienced as a teen or one’s you are currently experiencing
- Coping strategies you used as a teen and one’s you use now to overcome difficulties
- Personal interests (movies, music, food, local attractions)
- Fun family stories
- Other ideas?

What do students have to say?

“I like teachers who won’t only just stick to academic things. Those teachers will add little stories that helps you relate to them. When teachers talk about their life it shows they’re more comfortable around you, which makes you feel more comfortable around them.”

-James, 12th grade IB student
TEACHER-LED COMPONENTS OF ACE PROGRAM STUDENT MODULES
Facilitating Student Module 4: Student Engagement - Relationships with Teachers, Peers, and Others at School

Organization of the Student Module
Facilitator Script

Slide 4.8: Activity - Getting to Know Your Teacher Better (6 minutes)

HANDOUT S4.1
Facilitation: Let’s practice sharing and getting information from your teacher! If you look on Handout S4.1, you will see 5 questions to ask (Teacher’s Name). Can I have 3 volunteers who will serve as the “interviewers” for this activity? [Select 3 students who will read questions aloud]

The rest of the class will be listening attentively and writing down (Teacher’s Name)’s answers on your handout.

Set up:
- Direct students to Handout S4.1
- Let your students interview you!

HANDOUT S4.2
Facilitation: Let’s practice sharing and getting information from your teacher! If you look on Handout S4.2, you will see 5 questions to ask (Teacher’s Name). Can I have 3 volunteers who will serve as the “interviewers” for this activity? [Select 3 students who will read questions aloud]

The rest of the class will be listening attentively and writing down (Teacher’s Name)’s answers on your handout.

Set up:
- Direct students to Handout S4.2
- Let your students interview you!

Slide 4.9: Role Play - Initiating Relationships

~6 minutes to facilitate

Set up:
- Pick students to role play
- Play the role of “teacher”

Slide 4.8 Modeled

HANDOUT S4.1
Facilitation: Let’s practice sharing and getting information from your teacher! If you look on Handout S4.1, you will see 5 questions to ask (Teacher’s Name). Can I have 3 volunteers who will serve as the “interviewers” for this activity? [Select 3 students who will read questions aloud]

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Set up:
- Direct students to Handout S4.2
- Let your students interview you!

Slide 4.9 Modeled

HANDOUT S4.2
Facilitation: Let’s practice sharing and getting information from your teacher! If you look on Handout S4.2, you will see 5 questions to ask (Teacher’s Name). Can I have 3 volunteers who will serve as the “interviewers” for this activity? [Select 3 students who will read questions aloud]

The rest of the class will be listening attentively and writing down (Teacher’s Name)’s answers on your handout.

Set up:
- Direct students to Handout S4.2
- Let your students interview you!

~6 minutes to participate

Set up:
- Direct students to Handout S4.1
- Let your students interview you!

Teacher Facilitated Portions

Step 1: Find your copy of the ACE Program Student Curriculum.

Step 2: Find the Teacher facilitation portions denoted with an apple in the “Module Steps.”

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<thead>
<tr>
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<th>Estimated Time</th>
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<tbody>
<tr>
<td>A. Welcome and Module Overview</td>
<td>1 min</td>
</tr>
<tr>
<td>B. Initiating Relationships</td>
<td>4 mins</td>
</tr>
<tr>
<td>C. Activity - Getting to Know Your Teacher Better</td>
<td>5 mins</td>
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<tr>
<td>D. Role Play - Initiating Relationships</td>
<td>10 mins</td>
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<tr>
<td>E. Independent Exercise: Making Connections</td>
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<td>F. Maintaining Relationships: Introduction and Rationale</td>
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<td>G. Activity: Resolving Interpersonal Conflict #1</td>
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ACE: AMERICAN CENTER FOR ELECTIONS AND DEMOCRACY

MINIMUM COPING AND HEALTHY RELATIONSHIP SKILLS
**Slide 4.9 Modeled**

**Module 5**

**Student:** Investing in Extracurricular Activities

**Teacher:** Fostering Students’ Involvement in Extracurricular Activities

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**Think Back to Your High School Experience**

**Conceptualization of Extracurricular Activity Involvement**

**Introduction to Range and Intensity**

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**Investing in Extracurricular Activities**

**Range**
- Different types of activities that students are involved in

**Intensity**
- Total number of hours a week of extracurricular involvement

---

**How many types?**

I play football for the school and have a job on the side; I’m also involved in some non-profit stuff like dance marathon through the Children’s Miracle Network and Relay for Life. I also do some stuff in the area I live in as well. I also attend the History club and Math Honors Society.

– 11th grade IB student

**How many hours?**

I’m president of the Spanish Honors Society which takes up 3 hours of my time every week. I’m in the Seeds of Hope club and we fill backpacks with food on a biweekly basis, which takes about an hour and a half. In the Red Cross club we teach elementary school kids emergency procedures every Friday for about 2 hours. I also work at a part time job for about eight hours a week on Sundays (12-8pm). On Saturdays I volunteer at a nursing home as well.

– 12th grade IB student
**Self-Assessment:**

<table>
<thead>
<tr>
<th>Types of Extracurricular Activities</th>
<th>Have you Been Involved this Year?</th>
<th>If yes, how many hours a week do you spend participating in this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports and athletic teams (basketball, cheerleading, tennis, golf, track, cross, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Performing arts and music (chorus, drama, band, orchestral, theater, flag troops, majorettes, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Art and hobby clubs (photography, model building, electronics, robotics, crafts, art clubs, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic team/clubs and honor societies (science, history, math, foreign languages, debate/speech, Mu Alpha Theta, Model UN, National Honor Society, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Career-related clubs (Future Educators, FBLA - Future Business Leaders of America, FCCLA, FFA - Future Farmers of America, JA - Junior Achievement, HOSA)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Community youth clubs (Girl/Boy Scouts, YMCA, 4-H, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Religious or spiritual activities at school or in community (religious youth groups, FCA or FCS, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Publications (school newspaper, magazine, yearbook)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Student government (student council, student government, class organizations)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Service/volunteering clubs or other community service activities not included in the above clubs (Key Club, Interact, mentoring, tutoring, service to a community organization, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Special interest or diversity clubs (International Club, SADD, Young Democratic Republicans, Gay/Straight Alliance, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>ROTC</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Other activity: ___________________________________________</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Sample Activity**

**Guessing Game: Range**

- How many activities would you guess...
  - The average 9th grade AP/IB student is involved in?
  - Are associated with...
    - the highest GPAs?
    - the highest life satisfaction?
    - fewest mental health problems?

<table>
<thead>
<tr>
<th>Number of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8+</td>
</tr>
</tbody>
</table>

**Research Findings:**

**Number of Extracurricular Activity Types**

- 9th Grade Students
- 9th-12th Grade Students

- N = 2379; Suldo & Shearness-Deckrick, 2010

**Types and GPA**

(AP/IB Students in Grade 9 and Across All Grades)

- Student GPA
- Number of Activities Involved in Throughout the Year

**Types and Life Satisfaction**

(AP/IB Students Grades 9-12)

- Positive Life Satisfaction
- Number of Activities Involved in Throughout the Year

**Types and Mental Health Problems**

(AP/IB Students Grades 9-12)

- Symptoms of Mental Health Problems
- Number of Activity Types Involved in Throughout the Year
How many hours in extracurricular activities would you guess…

- The average 9th grade AP/IB student spends each week?
- Are associated with…
  - the highest GPAs?
  - the highest scores on AP/IB exams?
  - the highest life satisfaction?

### Number of Hours (category options)

<table>
<thead>
<tr>
<th>Hours (category)</th>
<th>0 hours</th>
<th>1 hour</th>
<th>1-4 hours</th>
<th>5-9 hours</th>
<th>10-19 hours</th>
<th>20+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Grade</strong></td>
<td>7%</td>
<td>5%</td>
<td>19%</td>
<td>22%</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>9th-12th Grade</strong></td>
<td>13%</td>
<td>6%</td>
<td>21%</td>
<td>21%</td>
<td>27%</td>
<td>12%</td>
</tr>
</tbody>
</table>

### Research Findings: Time AP/IB Students Spend in Extracurriculars per Week

- **9th Grade Students**
  - 20+ Hrs: 12%
  - 10-19 Hrs: 13%
  - 5-9 Hrs: 6%
  - 1-4 Hrs: 4%
  - 0 Hrs: 4%
- **9th-12th Grade Students**
  - 20+ Hrs: 14%
  - 10-19 Hrs: 19%
  - 5-9 Hrs: 31%
  - 1-4 Hrs: 22%
  - 0 Hrs: 7%

*N = 2379, Suldo & Shaunessy-Dedrick, 2010*
Considering Potential Roadblocks to Extracurricular Involvement

Access Barriers
Logistical issues that interfere between desire and actual participation.

Examples:
* No transportation to or from activity
* Too expensive
* Activity not offered at school or in community

Personal Barriers
Internal beliefs that interfere with your desire to participate.

Examples:
* Lack of confidence in ability related to activity
* Nervous to try out
* Believe you don’t have enough time

Social Barriers
Relationships with others that reduce your likelihood of participating.

Examples:
* I won’t fit in
* My friends will make fun of me for joining
* My family won’t support my involvement

Sample Activity
Finding Activities that Fit YOU

<table>
<thead>
<tr>
<th>My Interests</th>
<th>Possible Clubs and Activities</th>
<th>Available at My School?</th>
<th>Available in My Community?</th>
<th>Name of Sponsor or Coach</th>
<th>Time Commitment</th>
<th>Next Meeting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Journalism Yearbook</td>
<td>Yes</td>
<td>N/A</td>
<td>Ms. Jackson (9th grade AP teacher)</td>
<td>2 hours per week</td>
<td>Tues, Dec 3rd</td>
</tr>
</tbody>
</table>

Preventing for the Teacher Facilitated Portions

Step 1: Find your copy of the ACE Program Student Curriculum.

Step 2: Find the Teacher facilitation portions denoted with an apple in the “Module Steps.”

Organization of the Student Module Facilitator Script

1. Finding Extracurricular Activities that Fit YOU (4 mins)

   TEACHER LED Facilitation:
   
   Note: We’ve established the potential benefits of extracurricular activities and now we are going to spend a few minutes brainstorming extracurricular activities that fit your personal interests. As you review Module 5.3, I will jot notes on the board for you to complete. We’ll work through each one as an example.

   Optional: If you sponsor a club (or you can use this as an example for the class instead of the example listed on Module 5.3).

   1. Think about things that interest you. For some of you, that interest might be writing.
   2. For each individual whose interest is writing, a possible club or activity he or she might be interested in would be journalism club or yearbook.
   3. Next, determine if the club is available at your school.
   4. You will then need to determine what the club is and the club sponsor.

   As you complete the club leader, then complete the weekly time commitment and when the next meeting will be held.

   Spend a few moments filling out the first 2 columns on your interests and possible club ideas. Complete the rest of the table after this session.

Slides 5.2-5.3: Different Types of Extracurricular Activities

~6 minutes to facilitate

Set up:
- Show slide 5.2 and talk about the different types of activities
- Then, present slide 5.3 and ask students the discussion question
- Secure flip chart or a white-board to record responses
Slide 5.2 and 5.3 Sample Delivery

Slide 5.33: Finding Extracurricular Activities that Fit You

~4 minutes to facilitate

Set up:
- Refer students to Handout S5.4 for the activity.
- Encourage students to fill out the first 2 columns

ACE Parent Program

Relaying this Information to Families of AP/IB Students

Student Engagement: Relationships with Teachers, Peers, and Others at School

What Students Learn: Tips to Form New Relationships

Think about who you may want to build a relationship with in your school.

Try to be the first one to initiate a relationship with others (devote time to lunch, extracurricular activities).

Discuss ways to build relationships with others to share your interests or activities.

Think about the other person’s interests, and most importantly listen to their responses!


What might you share about yourself that could initiate a conversation?

Who do you want to share your interests or activities with?

When do you think is the best time to share your interests?

What does it take to initiate a conversation successfully?

How could you approach a conversation about your interests or activities?
The ACE Program is being developed in collaboration with our wonderful research team at USF, which also includes: Shannon Suldo, Elizabeth Shaunessy-Dedrick, Robert Dedrick, John Ferron, Elizabeth Storey, Amanda Moseley, and Joy Wang.