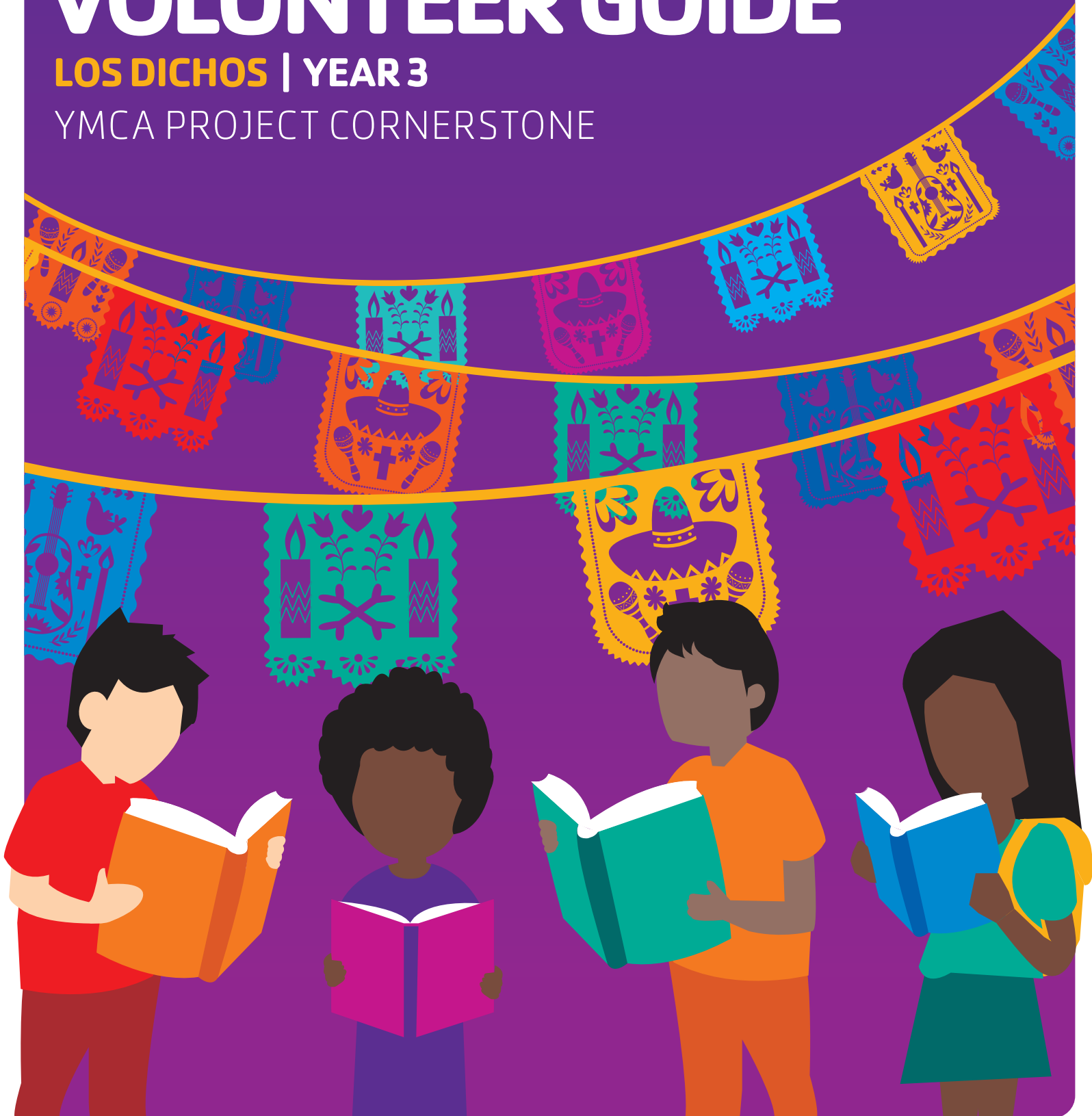




VOLUNTEER GUIDE

LOS DICHOS | YEAR 3

YMCA PROJECT CORNERSTONE



Contents

Resources and Contact Information 2

Overview of Los Dichos Program 4

Los Dichos Volunteer Description 6

The Impact of Your Volunteer Work in Los Dichos 7

Benefits of Being a Los Dichos Volunteer..... 7

Courtesies and Preparation 8

Project Cornerstone-Trained Volunteer Expectations & Requirements10

Developmental Asset List (Ages 3-5)13

Developmental Asset List (Ages 5-9)14

Developmental Asset List (Ages 8-12)15

Social Emotional Learning and Developmental Assets16

Developmental Relationships18

TK/Kindergarten Book List, Dicho & Asset Category 2026-202719

Elementary Book List, Dicho & Asset Category 2026-202720

Have You Filled a Bucket Today? by Carol McCloud21

Los Dichos Training Dates 2026-2723

Save the Date – Celebrating YOU!.....24

Read Aloud Tips.....26

Classroom Management.....27

10-Second Appreciations / Interventions.....28

Resources and Contact Information

Online Resources

www.projectcornerstone.org

- Complete our volunteer application
Go to www.projectcornerstone.org, *VOLUNTEERS*
- Access Lesson Plans & Materials
Sign up for volunteer trainings
Report your School Snapshot
www.projectcornerstone.org, *MATERIALS*

The password for the Los Dichos materials pages is Assets4LD26!
(Password is case sensitive)

Project Cornerstone Team Contacts

Diana Hernandez
Los Dichos Coordinator
diana@projectcornerstone.org
(408) 351-6426

Angie Hansen
Middle School Services Coordinator
angie@projectcornerstone.org
(408) 351-6455

Kavita Mahtaney
Support Specialist
kavita@projectcornerstone.org
(408) 351-6497

Leticia Madeiros
Youth Services Coordinator
leticia@projectcornerstone.org
(408) 351-6486

Lisa Smith
Workshop Specialist
lisa@projectcornerstone.org
(408) 351-6434

Stephanie Bjørnn
ABC & Preschool Program Coordinator
stephanie@projectcornerstone.org
(408) 351-6457

Rona Brodrick
Development and Communications
Coordinator
rona@projectcornerstone.org
(408) 351-6425

Sarah Moore
Administrative Coordinator
sarah@projectcornerstone.org
(408) 351-6482

Ziem Nguyen Neubert
Executive Director
ziem@projectcornerstone.org
(408) 351-6419

Social Media Resources

Facebook:

Project Cornerstone Page	http://www.facebook.com/projectcornerstone
Los Dichos Volunteers Group	www.facebook.com/groups/LosDichos
All Kids: Volunteering with Special Needs Youth Group	www.facebook.com/groups/ProjectCornerstoneAllKids/

Pinterest:

Los Dichos	www.pinterest.com/pcornerstone
------------	--

Instagram:

projcornerstone	https://www.instagram.com/projcornerstone/
-----------------	---

YouTube:

Project Cornerstone	www.youtube.com/projectcornerstone
---------------------	--

Overview of Los Dichos Program

Goals of Los Dichos

1. **Increase developmental relationships** and **developmental assets** for all children and adults in the school community.
2. **Increase the number of caring adult role models** with whom students interact at school, so they feel supported, valued, respected and known.
3. **Create a common language of respect**, promoting shared vocabulary that fosters harmony and collaboration throughout the school.
4. **Use children's literature to share Latin American culture** with all elementary students, with the goal of strengthening their positive cultural identity, self-esteem, academic performance, engagement in learning, and sense of belonging at school.
5. **Promote cultural competence** among students from all backgrounds to foster inclusion, empathy, and a positive school climate.
6. **Increase family participation and strengthen leadership skills**, especially among Spanish-speaking parents, by providing meaningful opportunities for active involvement in their children's school and the wider community.

Program Description

Los Dichos is a literature-based program. The books come from Latin American culture and include fiction, nonfiction, and poetry. Each book has been carefully selected to teach valuable lessons about cultural pride, respect, healthy decision-making, goal setting, self-esteem, and friendship. The book selection reflects the goals of the program, as well as the results of the local Search Institute survey *Me and My World*.

Los Dichos is implemented directly in schools and began during the 2004–2005 school year. Volunteers receive training in the core frameworks of **developmental assets**, **developmental relationships**, and **social-emotional learning**, as well as in reading books aloud effectively. Each month, volunteers visit the classroom for approximately 45 minutes to share the book of the month, engage in a brief discussion, and lead a hands-on activity that reinforces the lesson.

All books used in the program are bilingual, allowing volunteers to read in Spanish while the teacher or another volunteer reads in English. This ensures that all students fully understand the story. A lesson script is also provided in both Spanish and English so that volunteers and school staff can work together as a team each month.

There is a large body of research noting the importance of parent involvement in school. Yet, for parents who do not speak English, school involvement does not seem possible. Los Dichos was created with those parents in mind; with the intent of giving them the opportunity to have an authentic, meaningful volunteer experience that could make a difference in the lives of children without seeing language as a barrier.

The inspiration for this program grew out of **Developmental Asset #41 – *Positive Cultural Identity***. At Project Cornerstone, we believe that recognizing language and culture is a powerful strategy for helping to close the academic achievement gap. When students feel that their culture is honored and respected at school, they are more likely to pay attention in class, do their homework, and work cooperatively with their classmates. Los Dichos program addresses these needs while promoting asset development among all students, parents, and teachers.

Los Dichos Volunteer Description

Los Dichos volunteers receive training on the Developmental Asset, Developmental Relationship, and Social-Emotional Learning Frameworks that guide the work of Project Cornerstone. Asset 41—Positive Cultural Identity is a special interest for this program. Los Dichos volunteers interpret this asset through the use of bilingual children's literature and the lessons that comprise the curriculum of this program.

Volunteer Goals

The primary goals of Los Dichos volunteers are to:

- Build a relationship with students by reading specially selected bilingual children's books and leading classroom activities.
- Lead meaningful discussions that focus on Positive Cultural Identity and other important issues such as respect, honesty, integrity, and friendship.
- Increase involvement in schooling and enhance leadership skills.

Responsibilities

- Attend monthly trainings to receive and review the lesson and book details for the following month, as well as debrief on the previous month.
- Read the selected Los Dichos book to the class, lead students in a discussion, and complete an activity based on the provided lesson plan, if possible.
- Prepare the needed materials for the activity and rehearse the scripted lesson and story.
- Remind the classroom teacher of the upcoming monthly visit – either directly with the teacher or through the Los Dichos Lead.
- Record your volunteer hours on the Los Dichos Volunteer Log. Ask your Los Dichos Lead where to register your reading hours.

Commitment

- The volunteer commitment for the Los Dichos program is from September through May of the current school year. The time investment consists of 4+ hours per month.
- If for some unforeseen reason this commitment cannot be kept, it is hoped the volunteer would take the time to replace her/himself so there is no lapse in classroom reading for the students.

Qualifications

- Enjoy working with children.
- Enjoy reading books aloud and/or conducting hands-on activities with children.
- Communicate well with adults and children.

Requirements to Become a Los Dichos Volunteer

- Complete the online YMCA Project Cornerstone volunteer application, including the *Assets 101* training module.
- Complete all school site volunteer requirements.

The Impact of Your Volunteer Work in Los Dichos

Being a Los Dichos volunteer is about more than just reading a book in the classroom. You are part of a movement that promotes inclusion, empathy, and respect in your school community. Thanks to your involvement, students feel heard, valued, and connected to their school.

Your presence shows students that there are caring adults who support them and believe in their potential. You also help introduce and celebrate the richness of Latin American culture, fostering pride in diversity and encouraging a sense of belonging for all.

Your commitment has a lasting impact. Each lesson, each conversation, and every shared moment leaves a mark on the hearts and minds of the children.

Thank you for being an essential part of Los Dichos! Your volunteer work makes a difference.

Benefits of Being a Los Dichos Volunteer

You connect with students

You create meaningful moments that strengthen students' self-esteem and sense of belonging.

You enrich your own experience

You enjoy the rewarding process of teaching, sharing, and learning alongside students and your school community.

You promote cultural pride

You help foster positive identity and celebrate Latin American culture at your school.

You become part of the school community

You build relationships with families, school staff, and fellow committed volunteers.

You receive support and training

You join a network of volunteers supported by Project Cornerstone through resources, guidance, and training.

You make a real difference

Your time and dedication contribute directly to the emotional, social, and academic well-being of students.

Courtesies and Preparation

Introduce Yourself to your Teacher and/or Partner

- Exchange phone numbers and emails.
- Determine the best form of communication.
- Ask how much classroom time you will have (no more than 30 mins).
- Confirm that the teacher will be present at all times and will host all/any virtual meetings.

Schedule Readings in Advance

- Schedule dates and times in advance. It works well to have all lessons scheduled at the beginning of the year, with the understanding that you or the teacher may need to reschedule.
- Be flexible to accommodate the teacher's schedule.
- If there is more than one volunteer in a class, choose one volunteer to be the main contact with the teacher and other volunteers.

Ongoing Communication with Teacher

- Be mindful that the teacher's time is limited.
- Send the teacher an email about what you plan to do during the virtual lesson.
- Ask the teacher if they would like to receive a hard or soft copy of the lesson each month and when they would like to receive it.
- Let the teacher know in advance of any school supplies students may need for the activity.
- Ask the teacher to provide feedback on:
 - what went well / what could be done differently.
 - how to deal with challenging student behaviors.
- Discuss the best way to send home the parent letter:
 - Email / newsletter / hard copy in weekly folders.

Prepare to Read

- Take time to read the book and reading guide well in advance of your reading date.
- Lesson plans are on the website, www.projectcornerstone.org. Click on the MATERIALS tab, then select your program. Enter the password **Assets4LD26!** (it is case sensitive).
- Attend the training for each lesson to help prepare you for the classroom. It's a good opportunity to get questions answered, share ideas, and build community.
- Consider shadowing an experienced reader. New volunteers benefit from watching experienced readers model a lesson.

Show Up on Time

- Teachers rely on you and adjust their lesson plans to accommodate you.
- Send a reminder email to the teacher a few days before your scheduled reading day.

- Prove your dependability and strong work ethic by being well prepared.
- Connect to any virtual meeting early to avoid technical difficulties.

Give Ample Notice to Reschedule

- Give the teacher ample notice if you need to reschedule, teachers need time to modify their lesson plans.
- If an emergency prevents you from showing up or you are going to be late, call ahead or ask someone to call for you.

Sign In When You Volunteer

1. When you do any volunteer activity for Project Cornerstone, record it on the sign in sheet for your school.
2. Record each activity on your school's Project Cornerstone Volunteer Log:
 - In case someone needs to locate books or materials.
 - To provide data for PTA/HSC/LCAP reports.
 - Project Cornerstone needs the data for their grant reports.

Qualities of Caring Adult

- Role model all the behaviors and tools taught to the students.
- Use the Project Cornerstone language.
- Do not give out your personal email or phone number to students.
- Listen and be interested in what the students say.
- Support the students.
- Look for the positive in every child.
- Report all concerns to the teacher or appropriate school personnel.
- Follow all school rules. They are there for your protection and the protection of the students.

Respect Student Privacy

- Do not share what the students say.
- What happens in the classroom (or virtual session) stays in the classroom.
- Remind students that their stories are important.
- Create a safe environment for students to share.
- Ask students to not identify or name the person(s) in the story.
- This will avoid blaming or hurt feelings.

Asking for Help/Requesting to be Relieved from the Program

- We understand that some months are busier than others. If you begin to fall behind, temporary help is available to ensure that program needs are met. Contact your school site lead to ask for help.
- If you are unable to follow through with your commitment, please advise your teacher and site lead so that a replacement volunteer can be arranged. No questions will be asked.

Project Cornerstone-Trained Volunteer Expectations & Requirements

Listed below are Project Cornerstone's policies for adults who volunteer in schools. In addition to these important policies, please become informed about and adhere to requirements specific to your school site.

Why Volunteer?

We believe that "All kids are *our* kids."

- Volunteers intentionally invite relationships with staff, students, and families that support the mission to help youth thrive.
- Volunteers intentionally seek to empower youth by providing opportunities for voice and choice in classrooms and on campus.
- Volunteers partner with school staff to create safe and caring spaces for youth to be themselves and have a sense of belonging; to learn about themselves and others; to connect; to explore and discover their interests.

Positive Role Model

In your role as a school volunteer, Project Cornerstone-trained volunteers will intentionally portray a positive role model for youth by maintaining an attitude of caring, honesty, respect, responsibility, and patience.

- Project Cornerstone-trained volunteers will be deliberately inclusive when working with all children, by considering factors including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race and sexual orientation.
- Project Cornerstone-trained volunteers will refrain from using profanity, telling inappropriate jokes, sharing intimate details of one's personal life, or any kind of harassment in the presence of children, parents, or staff.

Support School Faculty and Administration

Project Cornerstone is a partner with your school and district. As a representative of Project Cornerstone and your school, build a trusting relationship with members of your school community.

- Seek to understand and promote school policies and procedures.
- Follow your school's rules for the use of all school facilities and equipment.
- Be aware of school policy on privacy, including but not limited to technology, phone, camera, and social media use.

Confidentiality Policy

Everything that you see and do concerning children at school is **private and confidential**.

- Student interactions and information is the exclusive domain of the school's professional staff and are confidential. Do not share information about students, including but not limited to family situations, grades, behaviors, etc. Student information is not to be shared with parents, other students, or community members. Even good news is confidential.

- If you suspect a student is in danger, either through observation or something a student shared with you, you are **mandated** to share this concern with the teacher and administration. If a student's health or well-being is in jeopardy (including suspicion of abuse of any kind or self-harm), this information must be reported to the appropriate person.

Child Abuse Prevention Policy

YMCA and Project Cornerstone are advocates for children and their rights.

Prevention of child abuse is a special concern.

- California law requires employees of a public or private youth-serving organization to report known or reasonably suspected child abuse.
- As a volunteer, if you know or reasonably suspect that a child has been abused, **you must:**
 - Report what you have observed to the classroom teacher and principal.
 - Ask them to file a report with Child Protective Services.
- Project Cornerstone-trained volunteers should **always** be supervised by a school/district employee when working with students.
- Project Cornerstone-trained volunteers will respect children's rights to not be touched in inappropriate ways and/or any way that makes them feel uncomfortable. Volunteers will respect a child's right to say no.

Responding to Student Concerns

Students may discuss problems or concerns.

If there is no immediate danger, you, as a caring adult, may:

- Respond to the student by listening to their worry.
- Use your body language to show empathy.
- Listen to understand.
- Provide reassurance.
- Be honest; don't promise to keep the problem a secret.
- Trust your gut. Report your concerns to a designated school contact. Allow school staff to decide if immediate intervention is needed. Document for yourself that you made a report to school staff. Your responsibility is to make an initial report of a concern.

Dress Code

Project Cornerstone-trained volunteers will appear neat, clean, and appropriately attired within the parameters of the school dress code.

- Clothing must cover undergarments.
- Clothing must avoid depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech.

Zero Tolerance

Project Cornerstone supports schools' weapon-free and drug-free policies.

- Using or possessing firearms or other weapons on school campus is prohibited.
- Volunteers may not smoke, vape, or be under the influence of alcohol or drugs on campus.

Emergencies

- Follow direction of school staff.
- Be aware of school protocols for fire, earthquake, shelter in place, and lockdown procedures.
- Participate in safety drills while on campus.

Developmental Asset List (Ages 3-5)



41 DEVELOPMENTAL ASSETS® FOR EARLY CHILDHOOD (AGES 3 TO 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young children grow up healthy, caring, and responsible.



EXTERNAL ASSETS

SUPPORT

- 1. Family support:** Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
- 2. Positive family communication:** Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.
- 3. Other adult relationships:** With the family's support, the child experiences consistent, caring relationships with adults outside the family.
- 4. Caring neighbors:** The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.
- 5. Caring climate in child-care and educational settings:** Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
- 6. Parent involvement in child-care and education:** Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

EMPOWERMENT

- 7. Community cherishes and values young children:** Children are welcomed and included throughout community life.
- 8. Children seen as resources:** The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.
- 9. Service to others:** The child has opportunities to perform simple but meaningful and caring actions for others.
- 10. Safety:** Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.

BOUNDARIES & EXPECTATIONS

- 11. Family boundaries:** The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.
- 12. Boundaries in child-care and educational settings:** Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.
- 13. Neighborhood boundaries:** Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.
- 14. Adult role models:** Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.
- 15. Positive peer relationships:** Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.
- 16. Positive expectations:** Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

CONSTRUCTIVE USE OF TIME

- 17. Play and creative activities:** The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
- 18. Out-of-home and community programs:** The child experiences well-designed programs led by competent, caring adults in well-maintained settings.
- 19. Religious community:** The child participates in age-appropriate religious activities and caring relationships that nurture his or her spiritual development.
- 20. Time at home:** The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

INTERNAL ASSETS

COMMITMENT TO LEARNING

- 21. Motivation to mastery:** The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
- 22. Engagement in learning experiences:** The child fully participates in a variety of activities that offer opportunities for learning.
- 23. Home-program connection:** The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
- 24. Bonding to programs:** The child forms meaningful connections with out-of-home care and educational programs.
- 25. Early literacy:** The child enjoys a variety of pre-reading activities, including adults reading to him or her daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

POSITIVE VALUES

- 26. Caring:** The child begins to show empathy, understanding, and awareness of others' feelings.
- 27. Equality and social justice:** The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
- 28. Integrity:** The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.
- 29. Honesty:** The child begins to understand the difference between truth and lies, and is truthful to the extent of his or her understanding.
- 30. Responsibility:** The child begins to follow through on simple tasks to take care of her- or himself and to help others.
- 31. Self-regulation:** The child increasingly can identify, regulate, and control his or her behaviors in healthy ways, using adult support constructively in particularly stressful situations.

SOCIAL COMPETENCIES

- 32. Planning and decision making:** The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
- 33. Interpersonal skills:** The child cooperates, shares, plays harmoniously, and comforts others in distress.
- 34. Cultural awareness and sensitivity:** The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.
- 35. Resistance skills:** The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.
- 36. Peaceful conflict resolution:** The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

POSITIVE IDENTITY

- 37. Personal power:** The child can make choices that give a sense of having some influence over things that happen in his or her life.
- 38. Self-esteem:** The child likes her- or himself and has a growing sense of being valued by others.
- 39. Sense of purpose:** The child anticipates new opportunities, experiences, and milestones in growing up.
- 40. Positive view of personal future:** The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.
- 41. Positive cultural identity*:** Youth feels comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation.

*Project Cornerstone established this asset through local community input.

© 2017 YMCA Project Cornerstone | www.projectcornerstone.org | info@projectcornerstone.org

This handout may be reproduced for educational, noncommercial uses only. Copyright © 2006 by Search Institute® | 800-888-7828 | www.search-institute.org | Revised August 2017

Developmental Asset List (Ages 5-9)



41 DEVELOPMENTAL ASSETS® FOR CHILDREN GRADES K-3 (AGES 5 TO 9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.



EXTERNAL ASSETS

SUPPORT

- 1. Family support:** Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.
- 2. Positive family communication:** Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
- 3. Other adult relationships:** Child receives support from adults other than his or her parent(s), with the child sometimes experiencing relationships with a nonparent adult.
- 4. Caring neighborhood:** Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
- 5. Caring school climate:** Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
- 6. Parent involvement in schooling:** Parent(s) talk about the importance of education and are actively involved in the child's school success.

EMPOWERMENT

- 7. Community values children:** Children are welcomed and included throughout community life.
- 8. Children as resources:** Child contributes to family decisions and has opportunities to participate in positive community events.
- 9. Service to others:** Child has opportunities to serve in the community with adult support and approval.
- 10. Safety:** Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.

BOUNDARIES & EXPECTATIONS

- 11. Family boundaries:** The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
- 12. School boundaries:** Schools have clear, consistent rules and consequences and use a positive approach to discipline.
- 13. Neighborhood boundaries:** Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).
- 14. Adult role models:** Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
- 15. Positive peer influence:** Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
- 16. High expectations:** Parent(s), teachers, and other influential adults encourage the child to do his or her best in all tasks and celebrate their successes.

CONSTRUCTIVE USE OF TIME

- 17. Creative activities:** Child participates weekly in music, dance, or other form of artistic expression outside of school.
- 18. Child programs:** Child participates weekly in at least one sport, club, or organization within the school or community.
- 19. Religious community:** Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- 20. Time at home:** Child spends time at home playing and doing positive activities with the family.

INTERNAL ASSETS

COMMITMENT TO LEARNING

- 21. Achievement motivation:** Child is encouraged to remain curious and demonstrates an interest in doing well at school.
- 22. Learning engagement:** Child is enthused about learning and enjoys going to school.
- 23. Homework:** With appropriate parental support, child completes assigned homework.
- 24. Bonding to school:** Child is encouraged to have and feels a sense of belonging at school.
- 25. Reading for pleasure:** Child listens to and/or reads books outside of school daily.

POSITIVE VALUES

- 26. Caring:** Parent(s) help child grow in empathy, understanding, and helping others.
- 27. Equality and social justice:** Parent(s) encourage child to be concerned about rules and being fair to everyone.
- 28. Integrity:** Parent(s) help child develop his or her own sense of right and wrong behavior.
- 29. Honesty:** Parent(s) encourage child's development in recognizing and telling the truth.
- 30. Responsibility:** Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
- 31. Self-regulation:** Parents encourage child's growth in regulating his or her own emotions and behaviors and in understanding the importance of healthy habits and choices.

SOCIAL COMPETENCIES

- 32. Planning and decision making:** Parent(s) help child think through and plan school and play activities.
- 33. Interpersonal competence:** Child seeks to build friendships and is learning about self-control.
- 34. Cultural competence:** Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.
- 35. Resistance skills:** Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
- 36. Peaceful conflict resolution:** Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.

POSITIVE IDENTITY

- 37. Personal power:** Child has a growing sense of having influence over some of the things that happen in his or her life.
- 38. Self-esteem:** Child likes herself or himself and feels valued by others.
- 39. Sense of purpose:** Child welcomes new experiences and imagines what he or she might do or be in the future.
- 40. Positive view of personal future:** Child has a growing curiosity about the world and finding her or his place in it.
- 41. Positive cultural identity*:** Youth feels comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation.

*Project Cornerstone established this asset through local community input.

© 2017 YMCA Project Cornerstone | www.projectcornerstone.org | info@projectcornerstone.org

This handout may be reproduced for educational, noncommercial uses only. Copyright © 2006 by Search Institute® | 800-888-7828 | www.search-institute.org | Revised August 2017

Developmental Asset List (Ages 8-12)



41 DEVELOPMENTAL ASSETS® FOR MIDDLE CHILDHOOD (AGES 8 TO 12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.



EXTERNAL ASSETS

SUPPORT

- 1. Family support:** Family life provides high levels of love and support.
- 2. Positive family communication:** Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
- 3. Other adult relationships:** Child receives support from adults other than her or his parent(s).
- 4. Caring neighborhood:** Child experiences caring neighbors.
- 5. Caring school climate:** Relationships with teachers and peers provide a caring, encouraging environment.
- 6. Parent involvement in schooling:** Parent(s) are actively involved in helping the child succeed in school.

EMPOWERMENT

- 7. Community values youth:** Child feels valued and appreciated by adults in the community.
- 8. Children as resources:** Child is included in decisions at home and in the community.
- 9. Service to others:** Child has opportunities to help others in the community.
- 10. Safety:** Child feels safe at home, at school, and in his or her neighborhood.

BOUNDARIES & EXPECTATIONS

- 11. Family boundaries:** Family has clear and consistent rules and consequences and monitors the child's whereabouts.
- 12. School boundaries:** School provides clear rules and consequences.
- 13. Neighborhood boundaries:** Neighbors take responsibility for monitoring the child's behavior.
- 14. Adult role models:** Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- 15. Positive peer influence:** Child's closest friends model positive, responsible behavior.
- 16. High expectations:** Parent(s) and teachers expect the child to do her or his best at school and in other activities.

CONSTRUCTIVE USE OF TIME

- 17. Creative activities:** Child participates in music, art, drama, or creative writing two or more times per week.
- 18. Child programs:** Child participates two or more times per week in co-curricular school activities or structured community programs for children.
- 19. Religious community:** Child attends religious programs or services one or more times per week.
- 20. Time at home:** Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

INTERNAL ASSETS

COMMITMENT TO LEARNING

- 21. Achievement motivation:** Child is motivated and strives to do well in school.
- 22. Learning engagement:** Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- 23. Homework:** Child usually hands in homework on time.
- 24. Bonding to school:** Child cares about teachers and other adults at school.
- 25. Reading for pleasure:** Child enjoys and engages in reading for fun most days of the week.

POSITIVE VALUES

- 26. Caring:** Parent(s) tell the child it is important to help other people.
- 27. Equality and social justice:** Parent(s) tell the child it is important to speak up for equal rights for all people.
- 28. Integrity:** Parent(s) tell the child it is important to stand up for one's beliefs.
- 29. Honesty:** Parent(s) tell the child it is important to tell the truth.
- 30. Responsibility:** Parent(s) tell the child it is important to accept personal responsibility for behavior.
- 31. Healthy lifestyle:** Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

SOCIAL COMPETENCIES

- 32. Planning and decision making:** Child thinks about decisions and is usually happy with results of his or her decisions.
- 33. Interpersonal competence:** Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
- 34. Cultural competence:** Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with his or her own cultural identity.
- 35. Resistance skills:** Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
- 36. Peaceful conflict resolution:** Child seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

- 37. Personal power:** Child feels he or she has some influence over things that happen in his or her life.
- 38. Self-esteem:** Child likes and is proud to be the person that she or he is.
- 39. Sense of purpose:** Child sometimes thinks about what life means and whether there is a purpose for his or her life.
- 40. Positive view of personal future:** Child is optimistic about her or his personal future.
- 41. Positive cultural identity*:** Youth feels comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation.

*Project Cornerstone established this asset through local community input.

© 2017 YMCA Project Cornerstone | www.projectcornerstone.org | info@projectcornerstone.org

This handout may be reproduced for educational, noncommercial uses only. Copyright © 2006 by Search Institute® | 800-888-7828 | www.search-institute.org | Revised August 2017

Social Emotional Learning and Developmental Assets

CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas
and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



©2020 CASEL. ALL RIGHTS RESERVED.



Learn more: www.case.org/what-is-SEL



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.caseL.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Developmental Relationships



DEVELOPMENTAL RELATIONSHIPS

The Framework

Developmental relationships are the roots of thriving and resilience for young people, regardless of their background or circumstances. Through these relationships, young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Just as trees rely on a system of roots to support and nourish them, young people need to experience developmental relationships in their families, schools, programs, and communities. However, too many young people miss these opportunities due to bias, prejudice, and systemic exclusion based on their race, ethnicity, income, gender, sexual orientation, abilities, or other differences. Ensuring that every young person experiences the developmental relationships they need is a vital challenge for the 21st century.

The Developmental Relationships Framework was developed by Search Institute, Minneapolis, MN. 800-888-7828. www.searchinstitute.org

Copyright © 2020. It may be reproduced with attribution and without alteration for educational, noncommercial uses only.



EXPRESS CARE

Show me that I matter to you.

Be dependable

Be someone I can trust

Be warm

Show me you enjoy being with me

Listen

Really pay attention when we are together

Encourage

Praise me for my efforts and achievements

Believe in me

Make me feel known and valued



CHALLENGE GROWTH

Push me to keep getting better.

Expect my best

Expect me to live up to my potential

Hold me accountable

Insist I take responsibility for my actions

Stretch

Push me to go further

Reflect on failures

Help me learn from mistakes and setbacks



PROVIDE SUPPORT

Help me complete tasks and achieve goals.

Navigate

Guide me through hard situations and systems

Advocate

Stand up for me when I need it

Empower

Build my confidence to take charge of my life

Set boundaries

Put limits in place that keep me on track



SHARE POWER

Treat me with respect and give me a say.

Respect me

Take me seriously and treat me fairly

Collaborate

Work with me to solve problems and reach goals

Include me

Involve me in decisions that affect me

Let me lead

Create opportunities for me to take action and lead



EXPAND POSSIBILITIES

Connect me with people and places that broaden my world.

Inspire

Inspire me to see possibilities for my future

Connect

Introduce me to people who can help me grow

Broaden horizons

Expose me to new ideas, experiences, and places

TK/Kindergarten Book List, Dicho & Asset Category 2026-2027

1. **Have You Filled a Bucket Today?**

By Carol McCloud

Asset Category: Support, Social Competencies

Proverb/Dicho: "Do good and don't worry to whom."

2. **Gustavo The Shy Ghost**

By Flavia Z. Drago

Asset Category: Social Competencies

Proverb/Dicho: "Friend in adversity, true friend."

3. **Adela's Mariachi Band**

By Denise Vega

Asset Category: Positive Identity, Social Competencies

Proverb/Dicho: "Seek and you shall find."

4. **Giraffes Can't Dance**

By Giles Andreae

Asset Category: Positive Identity

Proverb/Dicho: "You can do anything if you believe in yourself."

5. **Sana, Sana Colita de Rana**

By Citlali Reyes

Asset Category: Positive Identity, Support

Proverb/Dicho: "After the storm comes the calm."

6. **Cuckoo**

By Lois Ehlert

Asset Category: Positive Values

Proverb/Dicho: "True beauty is found within."

7. **Accept and Value Each Person**

By Cheri J. Meiners

Asset Category: Positive Values

Proverb/Dicho: "Wealth without companionship is not joy."

Elementary Book List, Dicho & Asset Category 2026-2027

1. The Interpreter

By Olivia Abtahi

Asset Category: Support, Positive Identity, Social Competencies

Proverb/Dicho: "By talking, people understand each other."

2. I Wish You Knew

By Jackie Azúa Kramer

Asset Category: Positive Values, Positive Identity

Proverb/Dicho: "We see people's faces, but we don't know their hearts."

3. Frida Kahlo and her Animalitos

By Monica Brown

Asset Category: Positive Identity

Proverb/Dicho: "Feet what do I need you for when I have wings to fly?"

4. Clara and la Curandera

By Monica Brown

Asset Category: Positive Identity

Proverb/Dicho: "It's better to give than to receive."

5. Lucha Libre: The Man in the Silver Mask

De Xavier Garza

Asset Category: Support

Proverb/Dicho: "Slow and steady wins the race."

6. New Shoes for Leo

By Lauren Agra Deedy

Asset Category: Positive Values, Positive Identity, Social Competencies

Proverb/Dicho: "Love is shown through actions, not words."

7. Waiting for the Biblioburro

By Monica Brown

Asset Category: Commitment to Learning

Proverb/Dicho: "The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Have You Filled a Bucket Today? by Carol McCloud

Book Summary

Focus: Building friendship skills and campus wide respect.

Goal: Empower students to intentionally fill their buckets and the buckets of others with kind words and thoughtful actions.

Summary: This book uses a simple childhood toy, a bucket, to symbolize our need to “be filled every day” with positive experiences. The power of affirming words is captured by the simple concept of *bucket filling*. By intentionally expressing kindness and appreciation, we create *warm fuzzies* that fill our bucket and the buckets of our peers. *Bucket dippers* behave in ways that remove *warm fuzzies* from the buckets of others.

Techniques

Use the 3 laws of *bucket filling*:

- *Be a bucket filler.* Fill your own or another’s bucket with good feelings/affirming words. *Bucket fillers* do this with kind words and actions.
- *Don’t dip.* When feeling grumpy or upset, remember *not to dip into someone else’s bucket to fill your own*. This will not make you feel better.
- *Use your lid.* This is a temporary way to protect your bucket when someone tries *to dip into your bucket*. Take control of how you react! *Stop, think, and choose how to react* to the situation. *Try to understand* why the other person is acting this way. You can choose to react by protecting the good feelings you have about YOU!

Use the language to teach *bucket filling*:

- Tell the children what *fills your bucket* and let them tell you what fills theirs.
- Tell students often: “*You really filled my bucket by listening, helping, etc.*”
- To correct, ask the children “Are you *filling* or are you *dipping* right now?”
- Help children understand why others bucket dip, i.e. empty buckets.
- Talk about ways to *have a lid* for your bucket and *how to be a lid* for others.

Word Definitions

- ❖ **Bucket Dipper** – The person or the action of using behaviors to hurt another person. When people feel that their own bucket is empty, they often make the mistake of trying to fill their bucket up by dipping into the good feelings of others.
- ❖ **Bucket Dipping** – The action of using behaviors or words to hurt another person with the mistaken belief that removing good feelings from the buckets of others will fill his/her own bucket. Bully behaviors are bucket dipping behaviors.

- ❖ **Bucket Filler** – A person who fills their buckets and the buckets of others with kind words and acts.
- ❖ **Bully** – A person or behavior by a person who has power over another and repeatedly tries to commit a physical, verbal, or relational action against them.
- ❖ **Bully behavior** – Behavior(s) a person uses to repeatedly inflict hurt on others when their bucket feels empty. Examples of bully behavior include calling someone a name, excluding someone, spreading a rumor, pushing or tripping, or physically hurting someone.
- ❖ **Caring Adult** – Adults who are champions for all kids. Adults who care about kids, listen to kids, encourage them to do their best, and support them when they struggle.
- ❖ **Don't Dip** – The second law of *bucket filling*. Do not make the common mistake of trying to fill your own bucket by dipping (doing mean things to others).
- ❖ **Long-handled dippers** – People who *dip into your bucket* in the digital world and/or using technology. They practice bully behaviors with text, email, blog, or in other online activities.
- ❖ **Say and do something** – Phrase that illustrates how a bystander can choose to take action verbally or physically to become an *UPstander*.
- ❖ **Stop, think, and choose how to react** – Pause and think before you speak or act. Remind yourself of the many positive and peaceful options you can choose from in response. Ask yourself, "Which tool is the best tool to use in this situation?" Choose a course of action.
- ❖ **UPstander** – A hero who stands up for what is right WITHOUT putting themselves in harm's way. This is the person that says or does something to positively influence either the target or the person doing the bully behavior, so that the bullying is interrupted. They stand up to bully behaviors and advocate for targets. They make everyone feel like they belong.
- ❖ **Use Your Lid:** The lid represents a mental shield against anything that would dip into your bucket. When you consciously train yourself to *stop and think* through a situation as soon as you feel the hurt, pain, or anger from a painful, embarrassing, or otherwise unpleasant situation you will be able to prevent your bucket from being dipped.

Los Dichos Training Dates 2026-27

To sign up for book trainings, go to:

Los Dichos Annual Kickoff and New Lead Training: <https://tinyurl.com/LDLeads26-27>

Los Dichos Book Trainings – Virtual – <https://tinyurl.com/LDVirtual26-27>

Los Dichos Book Trainings – In Person – <https://tinyurl.com/LosDichosLive2627>

New Lead Training			
Leading with Purpose: Los Dichos Annual Kickoff <i>This training is mandatory for All Los Dichos Leads.</i>	F	August 21	9:30am-11:00am
New Lead Training How to be a lead, report, recruit, and run a school meeting. New leads should attend.	F	August 21	11:00am – 1:00pm

Transitional Kindergarten/Kindergarten Training Dates

Association Office 550 S Winchester Blvd, Ste 250, San Jose, CA 95128 In person & <i>Virtual</i>* Book Training Schedule				
	Book Title		Dates	Times
1	Have You Filled a Bucket Today?	Th F	September 3* September 4	9:30am-10:00am
2	Gustavo the Shy Ghost	Th F	October 1* October 2	9:30am-10:00am
3	Adela's Mariachi Band	Th F	November 5* November 6	9:30am-10:00am
	EoY Celebration/Posada	Th F	December 3* December 4	9:30am-10:00am
4	Giraffes Can't Dance	Th F	January 7* January 8	9:30am-11:00am
5	Sana, Sana, Colita de Rana	Th F	February 4* February 5	9:30am-10:00am
6	Cuckoo	Th F	March 4* March 5	9:30am-10:00am
7	Accept and Value Each Person	Th F	April 1* April 2	9:30am-10:00am
	EoY Celebration/Wrap Up-Coffee Collaboration	Th F	May 6* May 7	9:30am-11:00am

Elementary Training Dates

Association Office 550 S Winchester Blvd, Ste 250, San Jose, CA 95128 In Person & <i>Virtual</i>* Book Training Schedule				
	Book Title		Dates	Times
1	The Interpreter	Th F	<i>September 3*</i> September 4	10:00am-11:00am
2	I Wish You Knew	Th F	<i>October 1*</i> October 2	10:00am-11:00am
3	Frida Kahlo and Her Animalitos	Th F	<i>November 5*</i> November 6	10:00am-11:00am
	EoY Celebration/Posada	Th F	<i>December 3*</i> December 4	10:00am-11:00am
4	Clara and the Curandera	Th F	<i>January 7*</i> January 8	9:30am-11:00am
5	Lucha Libre: The Man in the Silver Mask	Th F	<i>February 4*</i> February 5	10:00am-11:00am
6	New Shoes for Leo	Th F	<i>March 4*</i> March 5	10:00am-11:00am
7	Waiting for the Biblioburro	Th F	<i>April 1*</i> April 2	10:00am-11:00am
	EoY Celebration/Wrap Up-Coffee Collaboration	Th F	<i>May 6*</i> May 7	9:30am-11:00am

In-Person Events			
Meetings		Dates	Times
Asset Champion Awards	F	March 19	Morning
Volunteer Celebration	F	December 11	Morning

EoY=End of the Year

**=Virtual Training*

Save the Date – Celebrating YOU!

You and your volunteer team have earned it!

Project Cornerstone's **Annual Volunteer Celebration** will take place in the **morning of Friday, December 11, 2026**, at the **Campbell Community Center**. This **free, in-person event is open to ALL Project Cornerstone volunteers**. It's the perfect opportunity to recognize your team's hard work, connect with other volunteers, and recharge as we reach the halfway point of the school year.

Why attend?

- Celebrate the incredible work that leads like you and your team are doing.
- Hear inspiring stories and important updates from Project Cornerstone.
- Build connection, energy, and a deeper sense of purpose.

Leader Tip: Invite and attend as a team

As Los Dichos lead, we encourage you to **invite your volunteers to attend with you**. Celebrating together strengthens team spirit and keeps everyone motivated for the months ahead.

Mark your calendar — and help your team mark theirs!

More information and a registration link will be shared in the weeks prior to the event.

We can't wait to celebrate everything we've accomplished — together!

Read Aloud Tips

Reading aloud is a key part of **building a positive and engaging connection** with students. Here are some essential tips to help make your reading experience successful and enjoyable for everyone.

1. **Preview the book.** Before you even step into the classroom, read the book from cover to cover. Reading the book in advance allows you to spot material you may wish to shorten, eliminate, or elaborate on. *Note:* Reading the book in two languages will double the length of the reading time; be aware and be prepared.
2. **Prepare a comfy and roomy read-aloud area.** It's important that your area is large enough that everyone can sit and see comfortably. Ask the classroom teacher for ideas. He or she may have a "special carpet" for the children to sit upon during story-time.
3. **Introduce the book.** Look at the book cover together and ask children to guess what they think the book might be about. Name the author and illustrator to reinforce the concept that people write and illustrate books.
4. **Notice how you hold the book.** Children like to see the illustrations—be sure that the book is wide open and held to your side so that you can read the story and share the illustrations at the same time. Do a "sweep" of the room before you turn each page by slowly moving the book/your arms across from one side of the room to the other side with the illustrations facing the students.
5. **Involve your listeners.** While reading the book, stop to ask open-ended questions or answer questions that the children may have. Ask open-ended questions such as:
 - What is happening in the story so far?
 - What do you think will happen next?
 - Why do you think the character did that?
 - What do you think is happening in the picture?
 - Has anything like this ever happened to you?
 - What would you do if you were the main character?

In an "interactive" read-aloud, the teacher reads aloud but stops periodically to ask a question or give a prompt. The students can jot down a response, turn and talk to a partner or small group, or share thoughts with the whole class. It's also OK (in fact, it's great) if the child asks questions while you read. Pay attention to the time and flow of the story and respectfully ask the children to hold their questions if you need to keep reading.

6. **Read aloud with EXPRESSION and ENTHUSIASM!** Give it all you've got! Dramatic and fun sound effects, hand motions, facial expressions, and changes in

tone bring the story to life for the children! They will love it when you put your heart into it!

7. Take time for discussion. Children love to talk about a book that you've just read. Talk about the book and whether it reminds the child of other books they have read. Ask the child for his or her opinion. Did the child have a favorite page? If so, feel free to read it again. Seek to draw connections between the child and the story, the story and the world.

Created by Rocketship Public Schools and edited by Project Cornerstone.

Classroom Management

Classroom Management Minute Video Series

Project Cornerstone has created a series of short videos to help volunteers learn tips and strategies to be successful in the classroom. You can find these here:

<https://tinyurl.com/ClassroomManagementMinute>.

10-Second Appreciations / Interventions

A key assumption of the 10-second appreciation/intervention is that we can prevent negative behavior by promoting intentional, positive, and respectful behaviors.

Research tells us that it takes 5 positive interventions to balance 1 negative intervention. When every adult at school consistently gives 10-second appreciations, it gets the attention of students, gives adults a clear policy to guide and support them, and changes the norms and behavior of the school's culture.

10-Second Appreciation for Positive Behaviors

We would like to encourage you to begin using the 10-second appreciation. This is a simple process that will *fill buckets*. **Commit to six 10-second appreciations a day - just one minute of your time!**

- Notice when someone *says or does* something positive.
- Turn calmly to whoever said or did the action.
- Smile and look the student in the eye.
- Use the person's name and name the specific words or action.
 - "John, thanks for helping Susan bring in the balls from recess."
 - "Sam, *swimming free* is a great way to be an *UPstander*."
 - "Tom, high-five to you for including everyone in the game."
- Report positive activities to school personnel.

10-Second Intervention for Minor Negative Behaviors

Frequent use of the 10-second intervention sends a consistent and strong message to youth about what adults will permit at our school. Remember the wisdom of, "What we permit, we promote."

- Stop when you hear something inappropriate being said.
- Turn calmly to whoever said the inappropriate statement.
- Name the specific words or action. Say something like:
 - "We don't talk like that at this school. Please don't say it again."
 - "That's inappropriate language for school. Please don't say it again."
- Then move on. No lecture or full teachable moment.
- Report repeated activities to yard duty, teachers, or principal for follow up.

The 10-second appreciation/intervention shows that caring adults on campus are trying to *fill buckets* and make school a more caring place for ALL kids. We hope you will join us in this effort. Take a couple minutes each day to make a difference in the lives of the students at your school as you set boundaries and expectations that improve school culture. Thank you for all you do for children and young people every day!

From: Kansas Association of School Psychologists – Adapted from Steve Wessler's The Respectful School