

# Culturally Responsive Education-High School

**Lesson Title:** *A Posting Fit for Everyone*

**Grade Level:** High School

**Main Character:** Guadalupe

**SEL Competencies:** Self-management, Social Awareness

## Introduction

Guadalupe has grown up in two countries and two cultures. Her family frequently moved back and forth between the United States and Mexico, often times these moves occurred during the school year. Despite the academic difficulties caused by these frequent school changes she will attend a selective public university on scholarship.

## Activity 1

Watch the video: *A Posting Fit for Everyone* featuring Guadalupe  
Watch additional support video featuring Bonnie Benard  
Watch additional support video featuring Dave Alpert

## Activity 2

If you are working with a team each person should take time to reflect individually before discussing with a partner or the group.

Despite frequently having a difficult time in school, Guadalupe has found a way to overcome obstacles and achieve academically. To what do you attribute Guadalupe's success (there may be more than one thing)? Think about a student you know who is like Guadalupe. Are there any additional attributes or assets that this student possesses beyond what you have already listed for Guadalupe?

Now think about a student you know who has not achieved like Guadalupe. What attributes or assets is this student missing?

Watch the video of Dave Alpert again.

What are the things that you believe he did to support Guadalupe's success? Why do you believe his actions were effective?

## Activity 3

Watch the video of Bonnie Benard again.

Think about the two students you know that you considered in Activity 2. Make a list of actions that you believe teachers take that helps develop resiliency within students. Now

make a list of actions that you see educators make that you believe interferes with resilience development in students.

Think about your two lists. What actions do you regularly take that develop resiliency? Why do you believe these to be effective? Are there any actions you regularly take that might interfere with resiliency development in students? What actions would you like to learn more about or practice more often?

Develop an action plan for improving your professional practice to develop greater resiliency in students. Think about how your actions could improve outcomes for the students you considered in Activity 2.

#### **Activity 4**

Consider your school context.

Developing resiliency in students is not done by one program or one person, but happens as a result of many interventions and practices implemented by an entire school staff. Assess holistically the actions across your entire school context. Are intentional practices that foster social competence, problem solving, autonomy and future purpose present (these four areas were identified in Dr. Benard's book *Resiliency: What We Have Learned*).

What do you believe to be your school's strengths? Challenges? What should an action plan look like? What data is collected or should be collected to determine effectiveness?

#### **Additional Resources for Growth**

Search Institute

<https://www.search-institute.org/>