



“All the diversity, all the charm, and all the beauty in life are made up of light and shade.”

Leo Tolstoy, *Anna Karenina*



Issue SEVEN

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Restoring Bonds of Respect

Martin Brokenleg, Reclaiming Youth

Let us put our minds together and see what kind of life we can make for our children. ~Sitting Bull



In writing about the Circle of Courage, my co-authors and I brought together different professions, racial backgrounds, and upbringing (Brendtro, Brokenleg, & Van Bockern, 2002). While the Circle of Courage philosophy transcends culture, we initially used Native American images and stories to express these ideas. Because Belonging, Mastery, Independence, and Generosity are universal needs and values, we have found broad acceptance from those who care deeply about children and youth in many parts of the world.

In my own childhood, I knew Lakota elders who were at the Battle of the Little Big Horn when Custer was killed. My grandfather was 50 years old when he first saw white people. He was a medicine man and a horse trainer who gave us our family name—Brokenleg. [Click here to read the full article at Reclaiming Youth](#)

Understanding Cognitive Demands of Poverty on Our Students

Sam Chaltain, November 15, 2013, *Education Week*

"Being poor, in other words, results in worrying about being poor, and that leads to folks not having as much room to worry or think about other things."

- . . .When triggered to consider a "hard" situation and then complete two different cognitive tests, poor participants performed significantly worse than their richer counterparts. In the face of the easy, \$150 scenario, there was no significant difference between the results of rich and poor participants.

For teachers, this could have interesting implications. Students who are living with persistent poverty or experiencing temporary poverty could exhibit similar results when asked to complete academic work.

[Full article](#)

Student-Centered Learning Approaches Are Effective in Closing the Opportunity Gap

Scope (Stanford Center for Opportunity in Education)
January 2014

STANFORD, CA — While, nationally, students of color and low-income students continue to achieve at far lower levels than their more advantaged peers, some schools are breaking that trend. A new set of case studies, released today, looks at four of these schools in Northern California in which traditionally underserved students are achieving above state and district averages.

The Student-Centered Schools Study — funded by the [Nellie Mae Education Foundation](#) — focuses on schools using student-centered practices through either the Linked Learning or Envision Schools model. [Linked Learning](#), a state-wide initiative, integrates rigorous academics with career-based learning and real-world workplace experiences. [Envision Schools](#) is a small charter network that creates personalized learning environments for students to develop 21st century skills such as critical thinking, problem solving, and collaboration.

These student-centered environments emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research shows that this is the type of setting necessary for students to develop the skills to succeed in college, career, and life. [Click here to read entire article and case studies.](#)

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Social Smiles

Infancy

You smile, she smiles; you look sad, she looks sad. The earliest form of empathy includes noticing and mirroring others' physical signals of emotion.



Reaching Out

Late Childhood (ages 8-11)

Most children develop the ability to recognize others' feelings and try to respond, for instance, by comforting a friend who is sad.



In On the Joke

Early Teens (around 12-14)

As teens' ability to understand others' perspective grows, they work hard to gain acceptance from peers by sharing the same opinions and humor.



5 Trends in Education 2014

Norene Wiesen, January 7, 2014, *Scientific Learning*

1. Explicit Instruction in How to Listen
2. Evolution of the Teacher-Student Relationship
3. Increased Responsibility for Students
4. A Move toward Project-Based Learning
5. K-12 Will Get Serious About Coding

<http://www.scilearn.com/blog/5-trends-in-education-2014.php>

Teens are still developing empathy skills

Sue Shellenbarger

The teen years are often fraught with door-slamming, eye-rolling and seeming insensitivity, even by kids who behaved kindly before. Some parents worry that they're doing something wrong, or that their children will never think of anyone but themselves.

New research shows that biology, not parenting, is to blame.

In adolescence, critical social skills that are needed to feel concern for other people and understand how they think are undergoing major changes. Adolescence

has long been known as prime time for developing cognitive skills for self-control, or executive function.

"Cognitive empathy," or the mental ability to take others' perspective, begins rising steadily in girls at age 13, according to a six-year study published recently in *Developmental Psychology*. But boys don't begin until age 15 to show gains in perspective-taking, which helps in problem-solving and avoiding conflict.

Full article and video on [The Wall Street Journal](#)



[Click here for NeBooks Project](#)

Why Your Child or Teen Needs an Emotion Coach

Dr. Dave Mind Positive Parenting February/March Newsletter 2014

Erin Walsh, February 27, 2014,

. . You no doubt feel proud if your child makes the honor roll or sinks the winning basket in an important game. These are indeed accomplishments. Sometimes, however, our children's greatest growth is revealed in the less obvious and less heralded moments.

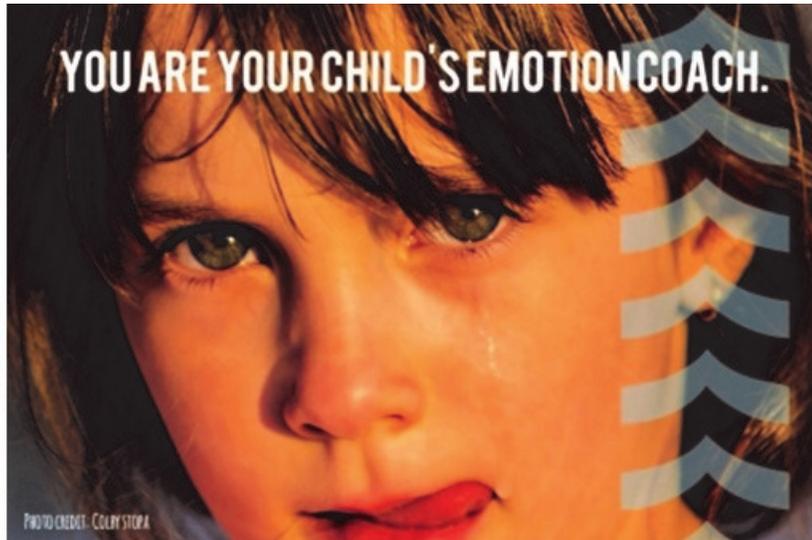
"Sometimes my son tells me he hates me when he flies off the handle," a parent shared. "As you can imagine, it's really hard to hear."

She went on to say that it has been hard to know what to do. She had to do the work of sifting through her own intensely emotional responses to get to the place where she could communicate an important message to her son. "Your anger isn't the problem, but how you are expressing it is hurtful." They worked on it. And worked on it.

You are your child's emotional coach.

Whether you knew it or not, you became your child's emotional coach the moment he or she was born. Teaching children how to manage intense emotions is an important-and challenging- parenting responsibility. It entails helping them understand their own emotions *and* those of others in order to make good choices.

Impulse control and emotional regulation are core [executive function](#) skills that improve as their prefrontal cortex matures. But children don't learn these skills on their own. They require practice from early childhood all the way through adolescence and they look to caregivers



and other adults as their guides--their coaches.

University of Washington professor [John Gottman](#), coined the term "emotion coaching" when he found that children whose parents help them regulate their emotional worlds were more confident, happy, and successful. He argues that it can be easy to address misbehavior without attending to the underlying emotions. When we do this, we miss an important opportunity to build our children's emotional regulation, a skill that ultimately helps them make better choices in the future.

Mary Sheedy Kurcinka also emphasizes the importance of emotion coaching in

her book [Kids, Parents, and Power Struggles](#). (Put this practical book on your reading list!) In her years of experience as a parent educator, she has found that when parents claim their roles as emotion coaches they are able to turn would-be power struggles into learning opportunities.

So what does emotion coaching look like? Check out our [5 tips for emotion coaching](#) to get you started (and get tips for regulating your own emotions too!).

Have you tried emotion coaching with your child or teen? How is it going?

[Read more](#) and review the audio book



Want to Set Up A Screening in Your Area? Titles Are Now Available for Rental

By popular demand, we are now allowing institutions or tribes that want to screen our films to rent them for public screenings. Take a look at the 40+ titles we have to offer and see if there is one that would be wonderful to show in your community.

<http://www.visionmakermedia.org/vision-maker-media-rental-request>





PBS. Education

Take a Virtual Trip to China with the First Lady

Grab your passport and travel across the globe to learn about China's unique history & culture. **PLUS:** Find out how international trips help foster global diplomacy by previewing the First Lady's travel blog. [Link to this awesome collection.](#)



Digital Resources

Did you know that March is National Nutrition Month? Use these featured activities and videos to enhance your students' understanding of healthy eating, exercise, and the science of nutrition:

Fizzy's Lunch Lab

Grades 1-4 | Collection | Healthy Eating

Invite young learners to join Fizzy and his crew as they investigate nutrition info, healthy munchables, and activities that get the blood pumping!

Move It!

Grades 2-5 | Collection | Health and Physical Education

Use this jam-packed resource collection to teach students about label reading, sugary drinks, exercise, and to show them how to fuel-up after school with their own homemade creations.

Food is Fuel

Grades 6-12 | Video | Body Needs

What can you learn about nutrition from a cupcake and a rat? Follow tech columnist David Pogue as he investigates this question and learns about the potential energy found in food.

Vision Maker Film Festival Features Over 40 Works by Native American Filmmakers

Vision Maker Media is proud to announce its biggest film festival yet--the [Fifth Biennial Vision Maker Film Festival](#). Being held Friday, March 14 through Thursday, March 20 in the Nebraska cities of Lincoln, Omaha, and Kearney, the Festival will showcase over 40 works by Native filmmakers.

To open the Festival, a special screening of [Injunuity](#) with director/producer Adrian Baker will be taking place at [KANEKO](#) in Omaha on Thursday, March 13 at 6:30 p.m. and is open to the public with free admission ([register now to attend](#)).

The opening reception is on Friday, March 14 and will be held at the University of Nebraska-Lincoln's Van Brunt Visitors Center (313 N. 13th St.) at 5 p.m. A music performance by [The Delbert Anderson Trio](#) and hors d'oeuvres sponsored by [NET \(Nebraska Educational Telecommunications\)](#) will give way to two highly anticipated screenings followed by Q&A's at [The Ross--Injunuity](#), 7 p.m., with director/producer Adrian Baker, and [Winter in the Blood](#), 8 p.m., with actor Chaske Spencer of *Twilight*-saga fame and director Alex Smith.



We're excited to announce that this year's Festival will feature two special film blocks: **Young Warriors** (ages 12-25) and **Women Warriors** (in honor of Women's History Month). A special children and families' screening will feature films for grades K-6. Native filmmakers and leaders will present their films and conduct workshops that will provide both educational opportunities that will benefit teachers, students, the general public, and Natives in the community.

Throughout the week-long screenings in Lincoln, more than a dozen Native guest speakers who were involved with the films being showcased will be in attendance including:

- * Adrian Baker (Hopi) | [INJUNUITY](#)
- * Chaske Spencer (Lakota) | [WINTER IN THE BLOOD & SHOUTING SECRETS](#)
- * Robin Poor Bear (Oglala Lakota) | [KIND HEARTED WOMAN](#)
- * Jeremy & Jerome Thompson (Onandaga) | [THE MEDICINE GAME](#)
- * Princella Parker (Omaha) | [NATIVE DAUGHTERS II](#)
- * Rebekka Schlichting (Iowa Tribe of KS & NE) | [VARIOUS SHORTS](#)
- * Valerie Red-Horse (Cherokee/Sioux) | [WILMA MANKILLER](#)
- * Tina Garnanez (Navajo) | [YELLOW FEVER](#)
- * Sydney Freeland (Navajo) | [DRUNKTOWN'S FINEST](#)
- * Cecilia Fire Thunder (Oglala Lakota) | [YOUNG LAKOTA](#)
- * Florentine Blue Thunder (Sicangu Lakota) | [ACROSS THE CREEK](#)

For ticket pricing and Festival passes, visit [theross.org](#). For a complete Festival schedule, visit [visionmakermedia.org/festival](#).

**Some Inside/
Outside
Humor**



"There aren't any icons to click. It's a chalk board."

Q: What do you say when you are comforting the grammar police?

A: There, their, they're

Gloria Barron Prize for Young Heroes

The Gloria Barron Prize for Young Heroes honors outstanding young leaders who have focused on helping their communities and fellow beings and/or on protecting the health and sustainability of the environment. Maximum award: \$2,500. Eligibility: youth 8-18. Deadline: April 15, 2014. <http://barronprize.org/>

Writers in the Schools: Sarah Mook Memorial Poetry Contest

The Sarah Mook Memorial Poetry Contest acknowledges, encourages, and rewards the efforts of student poets. Maximum award: \$100. Eligibility: students K-12. Deadline: March 31, 2014. <http://www.a2pwebdesign.com/poetrywits/poetrycontest/sarahmook.htm>

State Farm Grants to Help Local Communities

State Farm announces two grant opportunities for the first quarter of 2014

State Farm Neighborhood Assist Post causes until March 23

A youth-led Facebook-based philanthropic program that empowers people to identify and address issues in their community. Four thousand causes will be accepted. The top 200 will be announced on Facebook on April 28. In voting via Facebook until May 16, anyone with the free Facebook app can support their favorite causes with up to 10 votes per day.



Youth Advisory Board Service Learning Grants Applications accepted until April 28

Grants must be submitted online and address one of the following issue areas: community safety, accessing higher education/closing the achievement gap; financial literacy & economic inclusion; environmental responsibility; and health & wellness. Grants range from \$25,000 to \$100,000.

Chief Standing Bear Essay Contest



Essay Guidelines:

- Elementary School (4th, 5th Grade)-100 words
- Middle School (6th-8th Grade)-200 words
- High School (9th-12th Grade)-300 words
- College-500 words
- All essays must show original thinking and own opinions
- Topic choice reflected in the essay

Topic Choices:

1. Please choose one of the following topics for your essay:
2. What can you do today to carry on Chief Standing Bear's vision of equality?
3. What would Chief Standing Bear do if he was alive today?

Visit the Nebraska Commission on Indian Affairs for the application, release forms, contact information and prizes/awards outline.

<http://www.indianaffairs.state.ne.us/essay/>



Parental perceptions of their children's weight play an important role in obesity prevention and treatment.

A new study shows that about half of parents with overweight or obese children may be in denial when it comes to their kids' weight.



"Parents who underestimate their kids' weight may not take action to encourage

healthy behaviors that would improve their child's weight and reduce their risk of future health conditions," says lead author Alyssa Lundahl, a graduate student in the clinical psychology program at the University of Nebraska, Lincoln.

A meta-analysis conducted by UNL graduate student Alyssa Lundahl and her adviser, Timothy Nelson, an assistant professor of psychology, found that more than 50 percent of parents underestimated their children's weight when their kids were overweight or obese.

Lundahl and colleagues reviewed 69 studies involving almost 16,000 children, ages 2 to 18. Among findings in the March issue of *Pediatrics*:

- 51% of parents with overweight or obese children thought their kids were a normal weight.

- About 14% of parents with normal-weight kids considered their child underweight.
- Parents of kids ages 2 to 5 were more likely to underestimate the weight of heavy children than parents of heavy kids in elementary school or older. "As kids get older, parents realize it's not just baby fat any more, and the kids are not going to grow out of it," Lundahl says.
- Parents were less accurate in judging the size of their sons, thinking that normal weight boys were actually underweight. "There is a belief that boys are supposed to be big, strong and muscular, so normal-weight sons are sometimes perceived as too small," she says.

Children are classified as overweight or obese based on where they fall on body mass index (BMI) growth charts: Those at the 85th to 95th percentile are considered overweight; those at or above the 95th percentile are considered obese.

Understand hypertension risk factors

Your blood pressure is regulated by your genes, diet and lifestyle. Genetic factors play a big role in predisposing you to a certain degree of risk for hypertension. People with a family member who has high blood pressure have a higher risk, as do people with Type A or Type D personality who become stressed easily. Common risk variants have been identified in genes including ACE, AGTR1, ATP2B1, NOS3 and ADRB2, all of which are involved in blood volume control, vascular resistance and stress response.

Carrying a risk gene variant doesn't mean you will have high blood pressure. However, if you have a diet or live a lifestyle that is incompatible with your genes, your chances of having high blood pressure increase dramatically. About **33%** of adult Americans have hypertension and **28%** have prehypertension. Diets high in sodium and saturated fat and low in calcium, magnesium and potassium are the most common dietary risk factors. Stress, sedentary lifestyle, smoking, excessive alcohol consumption, diabetes and being overweight also increase risk.

To mitigate your risk of hypertension, effective prevention is the priority:

1. Use [GB Health 360](#) to track your diet and lifestyle, and discover how they correlate with your blood pressure.
2. Eat [foods that lowers blood pressure](#) and avoid [high-sodium foods](#).
3. Live an active lifestyle, avoid smoking, and limit alcohol.
4. Manage stress well.

For those who already have hypertension, blood pressure management with medication is the priority, in addition to the dietary and lifestyle practices mentioned above.





Native American Achievement Symposium
October 6, Wayne State College, Wayne

Hispanic/Latino Summit
October 20, Cornhusker Hotel, Lincoln

Oral History: Stories for the Generations

John G. Neihardt
Spring Conference
April 26, 2014

<http://www.neihardtcenter.org/Events.html#Spring>



PBS Professional Development Courses Start March 26

Promoting Digital Media Literacy in Students
Grades K-12, 0 hours
[Course description link](#)

Project Based Learning in the Connected Classroom
Grades K-12, 30 hours [Course description link](#)

PBS TeacherLine offers 3, 15, 30, and 45-hour online, professional development courses in science, reading, STEM, social studies, math, and instructional strategies/technology. For course details and additional information, us today at www.pbs.org/teacherline

Webinar

Registration Discounts until March 31



May 28-29, Hastings Middle School, Hastings

\$50 before March 31 \$75 after March 31

<https://nmla.shutterfly.com>

**2014 Webinar Series
Improving the Mental and Emotional Well-Being of communities through the National prevention Strategy.
Region VII Federal Partners**

- Recognizing and Responding to Trauma: The ACE Study and Trauma-Informed Care (March 20)
- Reducing Stigma and Misunderstanding of Mental Health (May 22)
- Prescription Drug Abuse (July 17)

Register begins one month prior to event.

http://hrsa.connectsolutions.com/nsp_webinar/event/registration.html

Webinar

Registration is now open for the 2014 Black Hills Seminars!



Black Hills Seminars
June 16-23, 2014

Our 21st Annual Black Hills Seminars will be held June 16-23, 2014. We will be offering the following training courses:

[Life Space Crisis Intervention](#) - Monday-Friday, June 16-20

[Deep Brain Learning](#) - Wednesday, June 18

Choice of 2-day courses on Thursday & Friday, June 19-20:

[Response Ability Pathways \(RAP\)](#)

[Developmental Audit](#)

[Effective Leadership & Supervision](#)

[Circle of Courage 1/2 Day Workshop](#) - Saturday, June 21 (morning)

[Reclaiming Youth Conference](#) - Begins Saturday, June 21 at 2pm and ends Monday, June 23 at 10 pm

Register at Reclaiming Youth <http://www.reclaiming.com>

**Data Conference
Nebraska Department of Education**

April 14-15, 2014
Younes Center-Kearney NE

Watch the department's website for registration

LIED CENTER 2013-2014 SPRING TEACHER WORKSHOPS



THE SCIENCE OF SOUND: BUILDING MUSICAL INSTRUMENTS FROM RECYCLED MATERIALS

LED BY JOHN BERTLES, KENNEDY CENTER TEACHING ARTIST
SATURDAY, MARCH 15, 2014 | 10:00 AM – 3:00 PM
DAWES MIDDLE SCHOOL, LINCOLN PUBLIC SCHOOLS

In this workshop, teachers explore how to guide students in creating musical instruments inexpensively from recycled materials and use the instruments to make direct connections to science (STEM) and literacy. First, participants build instruments (such as an oboe from a straw, maracas and drums from tin cans, a guitar from a tube and fishing line) while also learning the science behind how these instruments work. Next, the sounds of the instruments become the inspiration for writing and composing musical stories to be performed. This workshop provides a novel way to integrate the arts and science, teaching physics, engineering, and the science of sound. No musical or science background is required!



USING VOICE AND MOVEMENT TO ILLUMINATE SHAKESPEARE

LED BY TAMMY MENEGHINI
SATURDAY, APRIL 26, 2014 | 10:00 AM – 2:00 PM
HENZLIK HALL ROOM 45, UNIVERSITY OF NEBRASKA-LINCOLN

In this 3-hour workshop, teachers learn new strategies for integrating voice and movement (kinesthetic approaches) into their instructional repertoire, specifically to develop middle and high school student's understanding of character, choice/consequence and archetypes in Shakespeare's *The Tempest* and excerpts from *Much Ado About Nothing*. Meneghini crafts learning experiences that are designed to help students make bold choices and build confidence around their ideas. These exercises were inspired by concepts outlined in Patsy Rodenburg's book entitled *The Second Circle*. All participants will learn new approaches to enhance students' understanding of Shakespeare and develop literacy skills.



REFLECTIVE PRACTICE: WORKING TOGETHER TO STRENGTHEN CURRICULUM AND INSTRUCTION THROUGH THE ARTS

LED BY DEB BRZOSKA, KENNEDY CENTER TEACHING ARTIST
FRIDAY, JUNE 13, 2014 | 9:30 AM – 3:30 PM
HENZLIK HALL ROOM 45, UNIVERSITY OF NEBRASKA-LINCOLN

The arts can strengthen and unify curriculum in today's schools, bringing previously isolated information together, into rich interdisciplinary learning. Using examples of arts integration from schools across the nation, Deb Brzoska leads participants on a path of discovery—exploring the importance and value of teacher-artist teams, arts-based interdisciplinary or thematic instruction, and community resources. Brzoska facilitates active conversations among teachers and teaching artists, in order to look deeply, share openly, and gain important reflective skills to plan, schedule, and transform schools through the arts.

REGISTRATION FEE: \$20 EACH

FOR MORE INFORMATION OR TO REGISTER CONTACT:

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