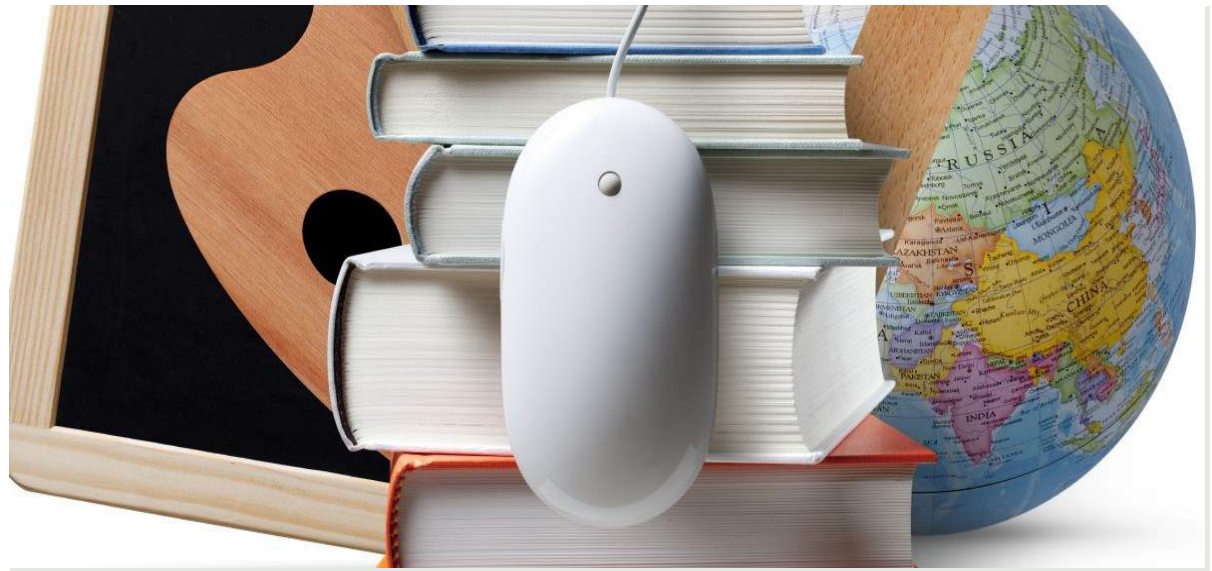


A monthly newsletter
filled with practical,
research-based
articles for K-12
educators across the
North American
Division



March
2015

the **crae**
Connection



A Note from the Editor

My husband and I spent some recent years teaching at a boarding academy. While he grew up on boarding school grounds, this was my first foray into campus living. Before we moved, I did some research, speaking with friends and families who'd worked for boarding academies. I'll be honest – the stories I heard elicited a small amount of concern: students knocking on your door, asking to use your bathroom, offhand comments from the neighbor about the company you had over the evening before, and nightmarish supervision schedules that involved umpteenth hours of vespers, cafeteria and gym duty. But much to my delight and surprise, I *loved* living on a boarding school campus. I never experienced any of the negatives that had been loudly voiced, and instead, felt only the joys of being a part of a close-knit and warm family. For four years, the students and staff on that boarding school campus were my community; they babysat my two small girls, invited us over for Sabbath dinners and Rook nights and shared countless conversations over meals, laughter and tears.

Having a community, being part of a community, learning to engage in a community – these are all important aspects in the context of education. This month, we'd like to explore the concept of "community" from a number of different angles. To start with, we're very excited to share with you a brand new, volunteer-based initiative that will serve as an extension of the Adventist education community – Ambassadors for Adventist Christian Education (AACE).

In *The Chalkboard*, we look at ways to strengthen your classroom community through a process of genuine apology and reconciliation. In *The Locker Room*, we touch on the mission and outreach experience as an expansion of a student's community. And finally, in *The Desk*, we highlight some resources and ideas that can be utilized in connecting with your municipal community and creating networks with individuals and businesses in your locale.

Blessings to you as you continue serving your community, both small and large.

THE CHALKBOARD

"I'm Sorry: the Art of Apologizing"
The classroom is the perfect setting in which to practice and model being an engaged kind member of the community
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"Your Words" Featured responses from February
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THE LOCKER ROOM

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THE DESK

"Community Connections" Several ways to cultivate a connection between your school and community.
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This Month's Question:

“Name and describe a teacher that has had a profound and significant impact on your life.”

Selected responses will be featured on our website and future newsletters. Please email your response, along with your position and school name, to: crae@lasierra.edu.



The Chalkboard: *notes for the elementary educator*

I'm Sorry: the Art of Apologizing

“One is a member of a country, a profession, a civilization, a religion. One is not just a man.” – Antoine de Saint-Exupery

“The ability of a person to atone has always been the most remarkable of human features.” – Leon Uris

The classroom is the perfect setting in which to practice and model being an engaged, kind and contributing member of a community. After their home – the original “community” – the classroom is the next expansion of a child’s world and where he/she begins to learn how to participate in a setting outside of their immediate family. We know that in addition to the standard curriculum of reading and math and social studies, students learn so much about collaboration and cooperation amongst their peers – both keys to being a part of a community.

One of the most important lessons that we can teach our students – especially in the context of community relationships – is the art of apologizing graciously, kindly and genuinely. How many times have we heard students mumble resentful apologies under their breath or snap, “I’m sorry,” while rolling their eyes?

In a recent post on her blog Cuppacocoa, blogger JoEllen shared the method for apologizing that she taught her students, which includes four steps:

- “I’m sorry for. . .”
- “This is wrong because. . .”
- “In the future, I will. . .”
- “Will you forgive me?”



After hearing about this process through a professional development seminar, she was intrigued by this apology “script” and began implementing it in her classroom. She made sure to clearly define and discuss each step with her students, encouraging the use of specific and positive language. The effect it had on her students and the dynamic of their community was significant and profound. JoEllen shared examples of the transformed communication that began taking place between her students as they began apologizing to each other and intentionally using all four phrases. The script pushed them to take ownership of their wrongdoing, empathize with the offended, and seek ways to change their behavior.

Teaching your students to articulate a sincere and heartfelt apology is an important aspect in your continued work of cultivating a positive and warm classroom community.



The
Bulletin
Board

Your
Words

Your Words Featured responses from February: "Describe one tried-and-true tool you use in your classroom management."

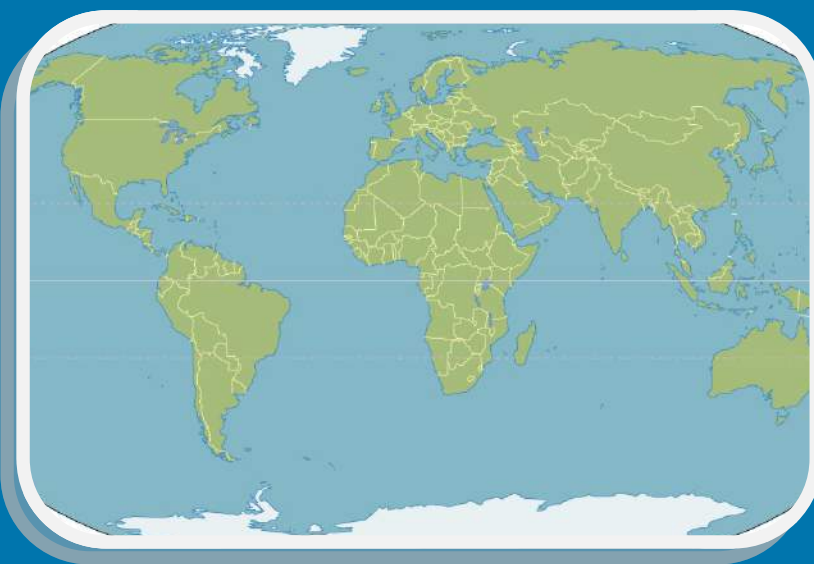
The Locker Room: notes for the academy educator

Exploring Communities Far and Wide

One of the best and most well-known facets of Adventist education is our emphasis on mission and outreach. I would wager that a high percentage of those reading this have participated in and/or conducted a mission trip experience of some sort – whether it was a weeklong summer event hosted through the local Adventist church or a year spent during college as a student missionary. Most of our academies explore some type of venue for their students to engage in outreach – some to locales as exotic as South Africa and Belize, while others look for opportunities closer to home. Our universities and colleges have whole offices dedicated to missions – both long and short-term.

Why do we feel so strongly about outreach? Why should we continue encouraging our students to go on mission trips, to skip their Thanksgiving or Christmas or Spring Break for a volunteer experience, to try to make an impact on the lives of strangers in another city, state or country?

Mission outreach – in any shape or form – encourages students to *think outside of themselves*. We all have heard the common laments about self-centered teenagers or the materialistic focus of some children. The very act of service draws an individual out of oneself and lifts his/her eyes to the needs of those around. Mission experiences engage students in another community, an-



other culture. Those of you who are well-traveled recognize the benefits of being in an unfamiliar land and acquainting oneself with new customs, traditions and way of living. Guiding students to explore another community outside of their own is an educational opportunity in and of itself. Mission trips have the ability to deeply impact one's perspective and way of thinking. I recently

**Stephen Doss, principal,
Desmond T. Doss Academy**

"Build the Relationship!. I have found over the last 17 years or so that if a student knows you value them and are vested in their success the classroom manages itself. I know that sounds simplistic, but in my experience and the culture of my classroom suggests it is a formula for success."

had a conversation over dinner with a religion professor about the internships he held early in his career and education. He spoke passionately about the work he did in rural areas of the Midwest with underprivileged youth and talked about how much those experiences really shaped his theology and paradigm of God.

I realize that I'm probably "preaching to the choir" a bit and that some of you might actually even be in the throes of last minute preparation for your annual academy or youth group mission trip!

But for those of you who are on a campus that does not regularly engage in mission outreach or perhaps have been thinking of chaperoning a mission trip, we'd encourage you to push ahead! If this is a passion of yours and you want to help offer your students this opportunity, collaborate with your school's chaplain or constituent church's youth pastor and see what you can do to help. There are only things to be gained by expanding our students' communities and compassion for others.

The Desk

notes for the administrator



Submission Guidelines

The *CRAE Connection* seeks to publish research-based and research-driven articles that have practical applications in the classroom and on campus.

Article submissions

Please submit a complete manuscript, between 300-600 words. Include full contact information: phone, email, and mailing address.

Manuscript should be submitted as a .doc, .docx, .txt., or .rtf file to crae@lasierra.edu, subject title: *Connection* Article Submission

Please allow up to 1-2 months response time for *Connection* editors to review your submission. If we accept your article, you will receive an acceptance letter detailing your rights information as well as any revisions we'd like you to make.

Topic submissions

Connection editors welcome all topic suggestions. We are always looking for relevant topics that appeal to our readers and will carefully consider all recommendations.

Please submit topic suggestions to crae@lasierra.edu, subject title: *Connection* Topic Submission

Community Connections

I recently heard a sermon preached on the topic of sharing Jesus with those immediately around you – in the neighborhood and community. The pastor told of how when he first moved into the town years ago, he happened to strike up a conversation with a passing neighbor who volunteered to help him move boxes into his new home. The man had lived in his home across the street for decades and was very knowledgeable on the goings-on of the community. After a complete catalogue of the best places to shop and instructions on how to avoid the worst traffic, the neighbor added off-handedly, “And there are a *lot* of Seventh-day Adventists who live in town. But don't worry – they don't bother anybody. In fact, you hardly know they're around.” Amid chuckles from the congregation, the pastor continued discussing what it means to be an active member of a community and how we don't *want* to be known as an unknown, uninterested, uncommitted group.

As educators in a private school system, our first inclination might not be to make connections within our local community and city government. After all, the focus of tax dollars and government workers is generally on local public schools. However, despite our private-sector and religious affiliations, we should still be networking with government entities and forging relationships within our community.

There are several ways to cultivate a connection between your school and community:

Approach the local Chamber of Commerce about sponsoring an essay or poster contest for students at your school and other local Adventist campuses. Topics could involve the city government and a panel of judges could be derived from city employees.

Ask teachers to implement a “city government” unit in their Social Studies curriculum.

Explore partnership programs with various departments of city government such as mock city council meetings, mock code enforcement hearings, government career day, etc.

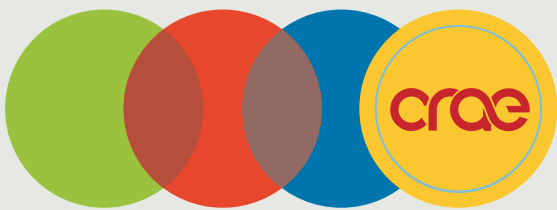
Find out what resources are available to familiarize your staff with the city government and opportunities for school engagement. Some counties offer localized teaching materials, lists of mentoring opportunities and available speakers from city personnel, and special projects related to the classroom.

Develop a teacher's packet for your staff with a letter from the mayor, a fact sheet about the city, specific resources for the classroom, field trip opportunities, etc.

Send annual school reports or newsletters to the city government along with a personalized cover letter, introducing yourself and your school.

-- adapted from *Florida Government Week Resources* (<http://www.floridaleagueofcities.com/Resources.aspx?CNID=873>)

Forming these ties will go a long way to creating a reputable name for your campus and establishing your school as a positive, contributing member in the community.



4500 Riverwalk Pkwy,
Riverside, Ca 92505
951.785.2997
www.crae.lasierra.edu