

The GIFT of Music.....



Chris Campbell, children's songwriter and recording artist, along with his father, Pete, visited the Charlottesville Hospital Education Program (HEP) on October 6. Chris and Pete brought music to the children and families on the pediatric acute care units and outpatient clinic waiting areas. They filled the classroom with joyful music and encouraged everyone to sing along. For those who could not come to the classroom, Chris and Pete visited children in their rooms bringing the same level of enthusiasm. Additionally, each child received a free CD of Chris' recordings.



The Campbell's visit was sponsored by Pickleberry Pie whose mission is to provide quality entertainment for hospitalized children.

Pickleberry Pie is generously funded by individuals and corporations, such as the Bama Works Fund of Dave Matthews Band, who understand that music provides its own healing power. With no music therapist on staff, the HEP is especially grateful to be awarded this grant for its second year.

Submitted By :

Glenda Thomas
Assistant Director
Charlottesville Hospital Education
Program



Merilee's Message

Welcome 2016

We have just come through a time of year when we had a chance to spend time with family and friends. This festive time of year allows us to renew relationships and strengthen bonds. We are all fortunate to be given this opportunity. As you return to work in the new year, keep in mind that many of our students did not have this chance to solidify the connections with their loved ones. They were in an environment where it could not occur. Beginning with this new year, be aware of the compassion within you that will allow you to understand the loneliness some of our students experienced. You will then be better able to provide the support our students need as we return to our education programs in 2016.

Charlottesville Hospital Education

Some people would tell you that a fish does not make a good pet. Obviously, those people have not met Norman. On Thursday, October 22 the Charlottesville Hospital Education Program and eighty-seven children and adults participated in Jumpstart's: Read for the Record "worldwide shared reading experience". *Not Norman: A Goldfish Story* by Kelly Bennett was this year's story selection. Students, volunteers and staff members enjoyed listening to and reading this delightful story. It was a fun day and a wonderful opportunity to remind everyone of the importance of early literacy opportunities for all children.

Denise Meyer, Library Media Specialist
Charlottesville Hospital Education Program



Oil, Water, and YOU

Beautiful caverns and ugly sinkholes litter the valleys of Virginia. Added to that phenomena is the issue that our students need to learn about Karst topography, pollution, the fractures in the rocks, the limestone, and the precious aquifers below. How do you bring it together? At Roanoke Valley Juvenile Detention Center the teachers get help from the Clean Valley Council. The Clean Valley

Council sends, free of charge, an environmental educator and a comprehensive model to demonstrate what is happening below our feet. Although we cannot see what is below the model allows the students to experiment with what happens with pollution, the effects of floods,



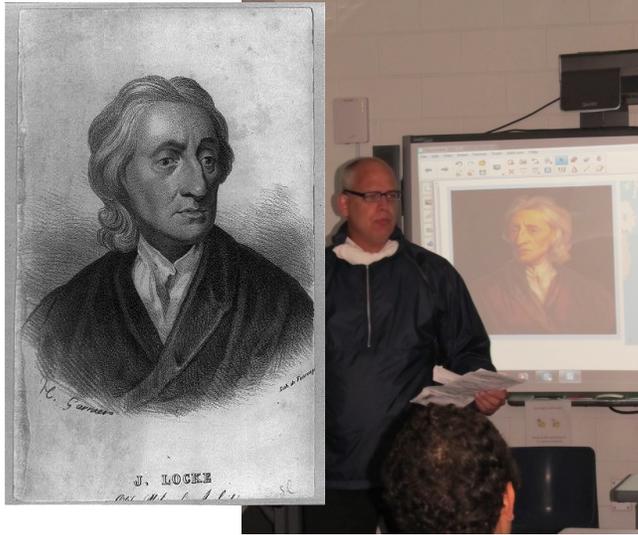
what happens with pollution, the effects of floods, draughts, the water table, runoff, and the interconnection with all these items.

Erin O'Donnell explained how one quart of oil can contaminate one million gallons of fresh water. The students shared their surprise how dumping oil from their car can do so much harm. And they shared both their observations of seeing it done in the past and their new understanding of the damage their actions may inflict.

Karl Elsea, Teacher

Important Visitor at SVJC!!

John Locke, philosopher, recently visited SVJC. He enlightened students on his philosophy and influence on history. Students then simulated a British courtroom, trying Thomas Paine (student) and Locke (teacher) for treason.



writings were simple statements of truth. Locke argued that no one should be punished for stating the truth.

Classes went different directions with the case. One jury decided that **both** Locke and Paine were guilty. The judge gave Locke the death penalty, while Paine received life in prison.

Opening statement—
“Gentlemen of the jury, the evidence... will prove beyond any reasonable doubt that ... Locke and ... Paine are guilty of ‘inciting a rebellion’—an act of treason.”

Student reactions:

Jury member: **“I learned how courts work. I... felt in charge. I wanted to make a smart decision.”**

Closing argument—**“Locke could be accused of writing the Declaration of Independence... Locke [is] guilty of inciting rebellion!”**

The real John Locke?
 LOC Washington, D.C.

Prosecutor: **“They did the crime, so they’ve got to do the time.”**

Arguing in their own defense, Paine and Locke claimed that their

Judge: **“We found both ... guilty. It might not have been the best decision, but they deserved it.”**

Stock Market Crashes at Blue Ridge Detention!

Mrs. Crouch, History instructor, and Mr. Truitt, Math instructor, decided to try new careers! They opened their own stock market at Blue Ridge! The stock market began in 1920 and students were given a \$1000 nest egg to invest in stocks such as Kroger, Mammoth Oil, and Tel-Tone. As the years progressed, students continued buying and selling stocks, competing to make the most profit. There were several bumps along the way, such as the panic caused when President Harding dies.

As the students reached October 23, 1929, a real panic set in among the stock traders, and many began selling their stocks, which drove the prices down for everyone. On October 29, 1929, only those investors savvy enough to have cashed in early were left with money to pay the mortgage!

After completing the Stock Market activity, students were then introduced to the realities of the Great Depression. All of the students were assigned a career and family and were required to create a budget based on their income in 1928. Then comes the Crash and the Great Depression. Students again had to create a budget, but this time in 1933. Income was greatly reduced, savings were wiped out, and many students had to add other family members to their households. All of a sudden, there was no extra money for clothes and entertainment and corners had to be cut. This was an eye opening experience for many of our students.



Submitted by: Tomacine Crouch, Blue Ridge Juvenile Detention Center

Literacy at Prince William JDC

As part of the Literacy program at the Prince William County Juvenile Detention Center our Literacy Coach, Kelly Johnson, selects books to be read by all detainees.

This year the first book read was *Seedfolks* by Paul Fleischman. This quick read was enjoyed by all, offering the opportunity for the integration of curriculum. As part of the subject matter, students were introduced to the city of Cleveland where the story took place. This gave way to discussions about the geography and history of Cleveland.

The first character introduced was a Vietnamese girl who

planted beans in what would become the neighborhood garden. To give students the experience of planting and growing beans, each student planted five bean seeds and followed their growth. Our science teacher along with a student from El Salvador used the planting method from that country, which is the use of cotton and light, instead of soil. This method of planting increased the germination of the seeds by days over the soil method.

As part of math class, students charted the percentage of seeds that grew from the five planted, time it took for seeds to

germinate, along with measurement and physical changes of the plants.

There were written exercises that offered students the opportunity to write and chart about feelings and personal experiences using the *Seedfolks Character Chart*. Vocabulary was introduced and displayed in both English and Spanish as part of "Walls that Teach" located in the hallway for all to enjoy!

~Anne Washington, GED® Teacher, PWC JDC

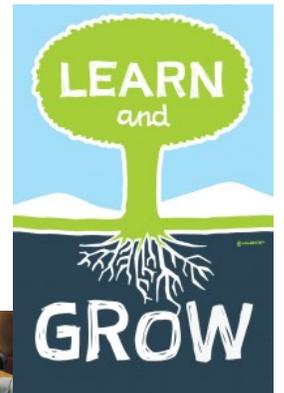


Project Based Learning!!

NNJDC students have delved into an array of learning experiences through original Project Based Learning Activities. From visiting local college campuses, participating in community service projects, learning how to sew both on hand and a machine, and touring three tactical fire stations in our city, our Newport News program started our year off to in great expectations!

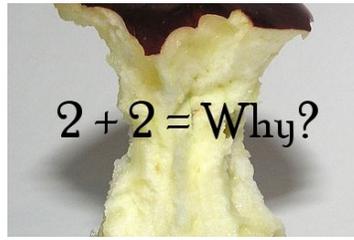
During our enrichment session, the residents explored careers with public service with the Bomb Squad, Marine Incident Response Team, Bomb Team and Technical Rescue Team based with the Newport News Fire and Emergency Departments. The experience was very rewarding for all of our students. They learned a wealth of information, and many thought about pursuing future careers in the fire industry. Students explored their Post-Secondary opportunities when we went to visit Hampton University for their Inclusion program and Norfolk State University for a wonderful college tour. Our students met with

admission counselors, learned about college affordability, and added attending college to their exit plan. Repairing clothing as we reflect on ways to repair our lives and the lives of the children we service every day. Teaching can be a rewarding experience!



Students are also working hard trying to revamp our greenhouse. We are in the process of building new planters, replanting, weeding and changing the overall appearance of our greenhouse. Many of my students have planted a seed in kindergarten, and that's all they can remember about caring for a garden. When I explained that we would be taking care of a greenhouse I encountered a lot of opposition. As I worked with my students I've noticed they are a lot like the plants we are trying to grow! Just need a little bit of sunlight, nurturing, love, care and direction.

But Why?



Steven Leinwand, in his book Accessible Mathematics, reminds us how important it is to ask our students, “Why? Can you explain that? How do you know?” when engaging in class discussions. In fact, he calls on math teachers to make those questions part of their daily practice. Taking the time to listen to student explanations allows teachers an opportunity to “see inside” students’ thinking. Student responses might also help other students see an alternative way of solving a problem. When teachers stop at a correct answer

by saying, “You’re right!” or at an incorrect answer by saying, “No, that’s wrong the correct answer is.....” they miss out on encouraging students to think critically. By asking students to talk about their thinking and reasoning, teachers also support a language-rich environment that encourages all students to use content vocabulary and make personal connections. Chuck Foster, principal of the Virginia Beach Juvenile Detention Center,

recently shared this article in his weekly newsletter. (<http://www.edutopia.org/blog/five-powerful-questions-teachers-ask-students-rebecca-alber>) This was another great reflection on the importance of planned and purposeful questioning during instruction.



-Submitted by Laurie Cooper

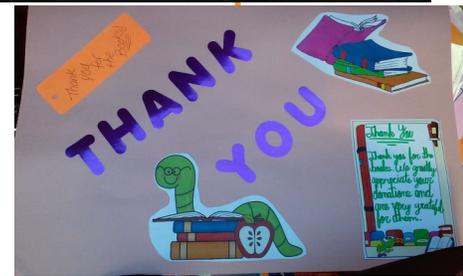
W.W. Moore Appreciates Librarians

The students at W.W. Moore created Thank You cards for the librarians at the Danville Public Library. The librarians have been donating books that they have withdrawn from their library shelves to the Detention Home. Gratefully, the Detention Home has been accepting these wonderful books and adding them to the shelves of their

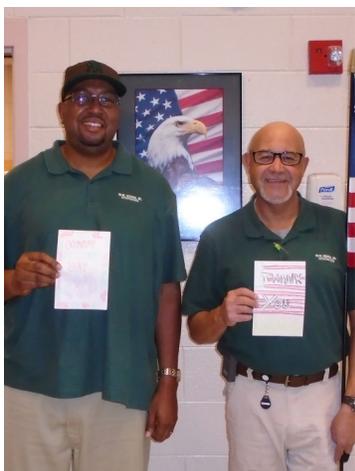
new library. This partnership has made everyone grateful because books are getting read by students! It is a win-win situation! The students eagerly await the next donation from the library every month. Not only has this increased reading at the Detention Home, but students are becoming aware of the plethora of resources a library

has to offer as well as becoming hooked to various authors and book series. Read on!

Submitted by: Laura Graser, English Teacher



Showing Appreciation for Veteran's Day

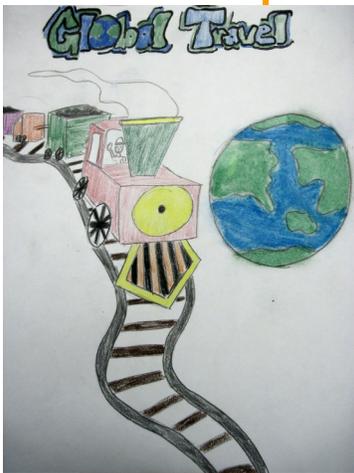


The students created handwritten thank-you cards for all veterans employed at W. W. Moore Jr. Detention Home in honor of their dedication, commitment, and courage for serving in the military service. It was a day to say “Thank You” to our veterans. The students also created a poster board and sent additional cards to the Danville VFW Post. The cards

were very much appreciated by the VFW and in return, they thanked the students for remembering them on Veteran’s Day.



Global Citizens



In keeping with the SOP mission to prepare students for global citizenship, science students at Piedmont Juvenile Detention recently undertook a unit of study on the interconnectedness and interdependence of the world's trade, travel, and communication. Using the educational video, *Humanity from Space*, as the basis, they embarked on this trek with a

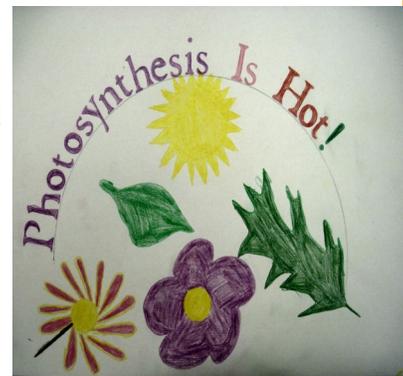
first look at early hunter-gatherer civilizations and explored some of the critical innovations that moved humanity to the modern world.

- Planting seeds began the era of farming and trade.
- Improvements to the steam en-

gine ushered in the industrial age.

- Improving the light bulb led to electricity for the masses.
- Upgrades to the printing press brought literacy to the people.
- Inventing the telegraph, telephone, and internet gave the world nearly instantaneous communication.

The students also studied the population explosion and its impact on the world's resources. They discussed and debated challenges to the world: providing enough food, clean water, and power to meet the rapidly increasing demand. In addition to these potential shortages, they also noted global warming, climate change and pollution as possible



selected assessment activities relevant to Biology, Earth Science, Physical Science, or Ecology and shared their presentations with the class.

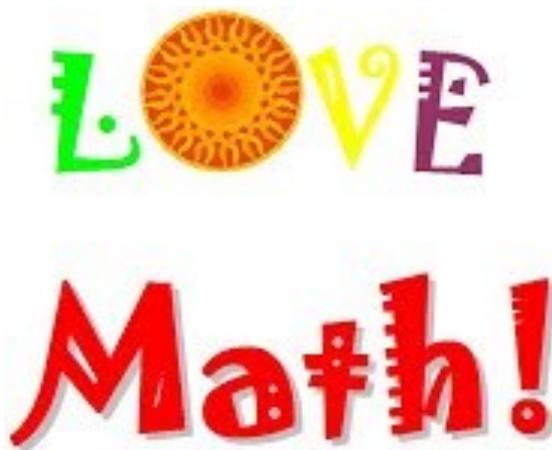
Submitted by:

Nancy Walker

Piedmont JDC

Students Enjoying Place Based Learning Activities

After attending a math conference where one of the topics centered on place based learning, I thought bringing this idea to the detention center would be extremely beneficial to our students. Place based learning in mathematics centers around constructing mathematical questions in areas that students frequently visit. These areas are normal places that students visit where they usually are not thinking about math or education at all. Since our students are not free to leave the detention center, I thought it would work out great if we took math students to different parts of the detention center and posed these place based math questions to them. Once the questions have been asked and all



materials provided to solve the questions, teachers take more of a guiding role in helping students solve the question. The questions are designed to allow students to move, think critically, take measurements, and work together with members of a team. At Highlands Juvenile Detention Center (HJDC), we currently set aside two Fridays a month in Math class as

place based learning days. The students at HJDC really look forward to these days and the questions that are asked. Below is an example of a question that has been asked:

You need to tile your room with the same floor tiles that are located in the POD area. What is the minimum number of tiles that you will need to purchase in order to complete this project? Each tile costs \$2.38, how much money will you need to complete this project? Estimate your answers before taking measurements.

Adam K. Smith
Highlands Juvenile Detention
Center



A Great Poem.....

A great poem has transformative powers. Moreover, a great poet creates a work that is universal; transcending the boundaries of race, religion, time, and culture. When pondering the question of how I could incorporate social-emotional learning into our lessons, I thought about the point where English and Social-Emotional Learning collide, and I was reminded of all the great poems to which my father, teachers, mentors, and professors had introduced me. I asked myself "What are the poems that have impacted my students the most?", and then I reflected on the poems that I go to for inspiration; the poems that have given me direction in some of the most difficult times in my life.

I decided to begin our year long journey with a message from Langston Hughes: "Hold fast to dreams..."

As our journey continues, the students will be introduced to a different poem each week. Many of these selected poems are didactic in nature and not only give instruction on how to deal with life's obstacles and challenges, but also serve as a tool to motivate, inspire, and instill character development.

Along the way, students will come and students will go, but it is my hope they will take with them at least one great poem.

Submitted by: Alicia Myrick, VBJDC



RECOMMENDED POEMS

Langston Hughes
"Mother to Son"
"Dreams"
"What happens to a Dream Deferred?"

Emily Dickinson
"Hope is a thing with Feathers"

Albert Guest
"Equipment"
"See it Through"

Tupac Shakur
"The Rose that Grew from Concrete"

Rudyard Kipling
"If"

William Ernest Henley
"Invictus"

Maya Angelou
"Still I rise"

Marianne Williamson
"Our Greatest Fear"

Christmas Tree Lot

Chesapeake's PD students opened their own tree lot making table decorations. With everyone pining for seasonal sentiment, the students measured and scaled five different size cardboard templates. Each template was used to cut pine boards to create the rough tree shape and bases. Working as teams under a team leader, they prepared blanks and then painted the trees traditional colors. Employing various hand tools, the students, prepared the rough blanks working with various grits of sandpaper and sanders to shape and smooth the trees and their bases. The paint team then transformed the finished pieces with red, green, and red/green stripes. Assembly was completed by attaching the "tree stand" to the tree. Quality assurance was the responsibility of the team leader.



The students developed a sense of pride and accomplishment in creating these artful seasonal table decorations. These attractive trees could stand by themselves or could be personalized by the owner. The great part is that there are no needles to pick up and the trees will last forever. Latex paint is recommended! --- Ho! Ho! Ho!



Oh
Christmas
Tree, Oh
Christmas
Tree....





State Operated Programs

A Friendly Reminder to All:
Articles must be submitted the **15th day of the month before the publication.**

Sharingourprogress@gmail.com is for Newsletter submissions ONLY

SOPwebsite@gmail.com is for:

- **Website Submissions**
- **Lesson Plans (submitted only by the Chairperson)**
- **Personnel List & Resources**

Submit articles in MSWord format to:

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A few guidelines for articles:

1. Provide articles that are 75-200 words in length.
2. Provide author's name at the end of the article.
3. Submit graphics as JPGs or GIFs.
4. Submitted articles written by you or your staff.
5. Indicate the Title of your article
6. Proof your article.
7. Send articles any time.

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