



Adapting a Strengths and Hope-Based Program for Schools Within a Changing Economic and Public-Health Context



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Research Problem and Rationale



Mental health supports are needed in schools

(Canadian Institute for Health Information, 2010; Mental Health Commission of Canada, 2013; Waddell et al., 2013)



Hope is an essential resource in educational contexts

(Murdoch & Larsen, 2018; Nolan & Stizlein, 2011; Pedrotti, 2018)

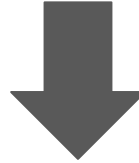


COVID-19 has increased stress and challenges for teachers

(Canadian Teachers Federation, 2020; Sokal et al., 2020)



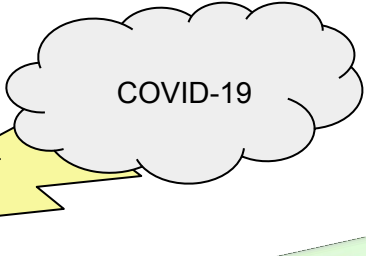
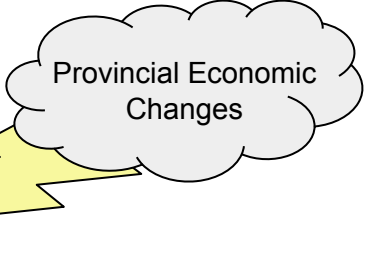
**Concurrent Nested
(embedded)
Mixed Method Design**



**Participatory Action
Research
(PAR)**



Remote Delivery



"HOPE IS ..."	
Time: 15 minutes	Target Grades/Division: Grade 2
Materials: <ul style="list-style-type: none">Chart Paper (Keep this for future reference)	Purpose: Setting the Tone for a Hopeful Year Together (Opening Activity to gauge current student understanding of the term and how they see hope in their own lives; Prerequisite for following activities)

Process:

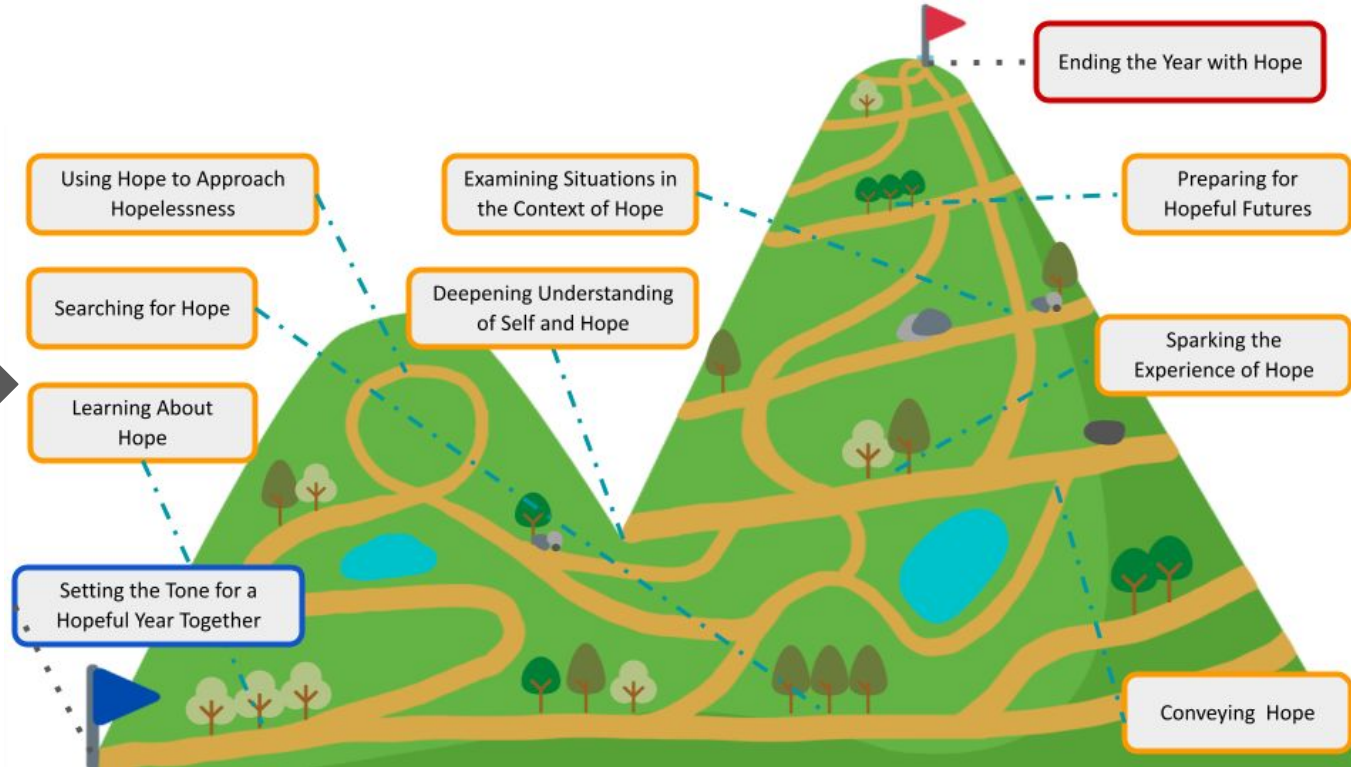
- Write Hope is... on chart paper.
- Without leading students in any particular direction, ask students how they would finish this sentence. What is hope? This activity is exploratory, so any answers will do and will serve to provide information about how that child views hope at that time.
- Give students a moment to think about their answer and provide open prompts if needed like: "Where have you heard this word before?" "When might you use this word?" or "When have you felt hope before?" Be patient and let students answer before writing your own answers. Accept all answers and give students time to explain their understanding of hope.
- to further conceptualize their understanding of hope?

Strengths, Hope and Resourcefulness Program for School Mental Health (SHARP-SMH) - Hope Practices Framework

Hope is

“a process of anticipation that involves an interaction of thinking, acting, feeling and relating, and is directed toward a future fulfillment that is personally meaningful”

(Stephenson, 1991)

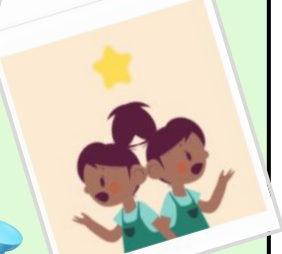


SHARP-SMH Website

1. Setting the Tone for a Hopeful Year Together



2. Searching for Hope

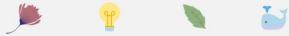


EVERYDAY HOPE IN THE CLASSROOM

What are "Everyday Hope in the Classroom" Cards?"

What are "Everyday Hope in the Classroom" Cards? Teacher well-being is essential in creating a positive learning community and teachers play a central role in supporting children's development, including mental health, learning, and emerging citizenship (Alberta Education, 2018). Hope serves as an essential and sustaining factor when facing stressful workplace conditions (Fleaker & Larsen, 2010), and is especially necessary in overcoming difficulties and challenges in educational contexts (Bolan & Stutzin, 2011). Hope is an important resource for adults working with young people, in terms of holding perspectives of hope for those they work with, as well as in experiencing a sense of purpose in their work (Murdoch & Larsen, 2018).

Hope is also linked to a number of positive outcomes for children. Research evidence suggests that hope is the strongest predictor of positive affect and grades (Ciarrochi, Heaven, and Davies, 2007), and has been linked to positive coping, career goals, and improved ability to overcome obstacles (Petrotti, 2018).



Lessons and Activities

Hope Walk

Adapted from Lantieri, L. M., Eddy, W., & Larson, D. (2008). *Nurturing hopeful youth: Practices and activities for working with adolescents*. Youth Hope Foundation of Alberta.

Time: 45 minutes	Target Grades/Division: Any Grade
Materials: • Vinyl/Plastic/Crosswalks • Paper	Purpose: To help students and pay attention to hope in our physical environments.
Objectives:	
Skills:	To notice physical things in our environment that sustain our hope.
Knowledge:	To understand the importance of noticing and paying attention to things which sustain our hope.
Attitudes:	To appreciate that hope changes, but that there are things written to each of us that sustain or enhance our hope.
Process:	
1.	Introduce the site of a hope walk by asking students to look around the room from where they are sitting and identify one or two physical things they can see that represent hope to them.
2.	Provide a simple map of the physical area in which students will be walking as they search for hope. Organize students into pairs, small groups, or individuals to search for hope.
3.	Students will have to complete their hope walk (generally 10-15 minutes) and then share what they saw and what they learned about hope on their walk. Each group may find a unique message (a list of what they see and do) using pictures. The walk can be done silently or with music playing in the background. The hope walk will utilize the following questions in small groups to discuss their observations for the class and your of hope? • "What words or phrases stand out as hopeful to you?" • "What messages do you see between your choices and others?"

Hope Soundtrack

NAME: _____

Your task:

- Choose a song that you find motivating or really resonates with you
- Answer the questions below using the lyrics to support your choice

Song Name and Artist

What words or phrases stand out as hopeful to you?

What is the hopeful message of your song?

Created by Ann Bekker

#TeachersGrowHope

#Teachers
grow
Hope

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TEACHERS
grow
HOPE

"Hope is the
ability to envision a
future in which we
wish to
participate"

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