



Hope in the Classroom During COVID-19: Knowledge Mobilization in the Strengths, Hope and Resourcefulness Program for Student Mental Health (SHARP-SMH)

Chelsea Hobbs, M.Ed.¹; Kenneth Murdoch, M.Ed.²; Rebecca Hudson Breen, Ph.D., R. Psych.³; Denise J. Larsen, Ph.D., R. Psych.⁴; Cass Thorpe, BA.⁵; Ji Won Lee, M.Ed.⁶; Amy Badger, B.Ed.⁷; Natalie Kuhn, B.Ed.⁸; Averi Iwaniuk, B.Ed.⁹; Kate Holmlund, B.Ed.¹⁰; Najla Rahall, B.Ed.¹¹; Wendy Edey, M.Ed., R.Psych.¹²; Regan Holt, M.Ed.¹³

Knowledge Mobilization (KMb)

- Knowledge mobilization (KMb) is a process by which researchers, knowledge brokers, and stakeholders collaborate to build valuable and context-sensitive bridges between knowledge and practice (Appleby et al., 2020).
- Effective KMb practice involves establishing relationships aimed at creating and translating research into community action (Chia-Kangata et al., 2020).

Addressing the “Know-Do” Gap

- With the aim of developing evidence-informed, accessible, and practical resources to address the “know-do” gap”, KMb has been a focus since the inception of SHARP-SMH.
- Working collaboratively with teacher-researchers, we have developed a variety of KMb outputs in response to changing contexts and demands.
- Website:** In response to the COVID-19 pandemic and the shift to online learning the SHARP-SMH team created a website for teachers as a central hub for freely available hope-focused activities and lessons.
- Lessons and Activities:** The website contains downloadable activities, lesson plans, and resources that have been created by the SHARP-SMH team and continue to be updated in collaboration with teachers.

"HOPE IS ..."	
Time: 15 minutes	Target Grades/Division: 4-6
Materials: <ul style="list-style-type: none"> Cardstock (for future reference) 	Purpose: <ul style="list-style-type: none"> Develop a plan for a hopeful future together Develop a plan to give current students a sense of hope and future goals Develop a plan to give current students a sense of hope and future goals
Process: <ol style="list-style-type: none"> Write "HOPE IS..." on cardstock. Without looking at the other's card, ask students how they would finish the sentence. When finished, ask if anyone would like to read and write down a possible definition about how they would finish the sentence. Give students a moment to think about their answer and provide open prompts if needed. Ask "Would you like to read your definition?" "What might you see the world of in 10 years? How do you feel about it?" "Do you and let students answer before writing your own." Write other students' hopes for the future on their cards to explore their hopes. This helps other students have a better understanding of their understanding of hope. Display all cards. Did any hopes overlap? How do students' hopes for the future differ? Do you see any commonalities? How do you think about hope? 	Extension Ideas: <ul style="list-style-type: none"> Make a class hope poster where each student contributes the sentence "Hope is..." using words or drawings. Posters can be displayed in the classroom or hallway. Ask students how looking at these hopeful changes might make them feel on a day when they are feeling less hopeful and if they are experiencing this in class when it might be helpful to have these cards and words like this poster.
Curricular Outcomes: <ul style="list-style-type: none"> English Language Arts 1.1 Discover and Explore connect personal ideas and information from personal experiences to group language activities ask about their own ideas and information have changed previous understanding 	

Hope Scavenger Hunt	
Time: 20 minutes	Target Grades/Division: 4-6
Materials: <ul style="list-style-type: none"> Print or pencil Scissors Camera (optional) 	Purpose: <ul style="list-style-type: none"> To build awareness that hope exists all around us in our physical environments and we are more likely to find it if we pay it some attention
Objectives: <ul style="list-style-type: none"> To recognize and identify hope in everyday places. 	Skills: <ul style="list-style-type: none"> To understand that hope can come in many forms, and may be closer at hand than we think.
Knowledge: <ul style="list-style-type: none"> To realize that we can find hope in many forms and places. 	Attitudes: <ul style="list-style-type: none"> To realize that we can find hope in many forms and places.
Process: <ol style="list-style-type: none"> Ask students to walk around the classroom/hallway to search for hope. Their task is to identify three things that represent hope that they can photograph. Depending on resources available, students can take pictures of what they find or simply create a list using a pencil and paper. Once the students have returned their scavenger hunt, ask students to reflect on the things associated with the objects they found. You could ask students to write these reflections down, share with a partner, or discuss as a class. 	Extension Ideas: <ul style="list-style-type: none"> Students can also do the activity in pairs or groups. If possible, in a group, students should be encouraged to find three representations for each person in their group (i.e., if there are 3 group members, the group would be required to collectively find 9 representations of hope).

- #TeachersGrowHope:** The COVID-19 pandemic has had a continued impact on the work lives of educators (Sokal et al., 2020). The SHARP-SMH team decided to respond by launching an awareness building social media campaign in support of teachers (#TeachersGrowHope).

Affiliations

1. Doctoral Student, Department of Educational Psychology, University of Alberta: Research Coordinator
2. Doctoral Student, Department of Educational Psychology, University of Alberta: Research Assistant
3. Assistant Professor, Department of Educational Psychology, University of Alberta: Principal Investigator
4. Professor, Department of Educational Psychology, University of Alberta; Associate Dean Research, Faculty of Education, University of Alberta; Director of Hope Studies Central: Principal Investigator
5. Master's Student, Department of Educational Psychology, University of Alberta: Research Assistant
6. Provisional Psychologist, Research Volunteer.
7. Teacher, Edmonton Public Schools: Co-Investigator
8. Teacher, Edmonton Catholic Schools: Co-Investigator
9. - 11. Teacher, Edmonton Public Schools: Co-Investigator
12. Adjunct Professor, Department of Educational Psychology, University of Alberta: Co-Investigator
13. Program Coordinator, Comprehensive School Health, Inclusive Learning Services, Edmonton Public School Board: Co-Investigator

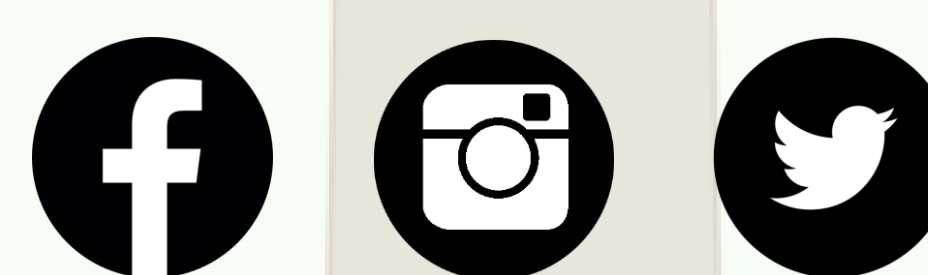


Participatory Action Research (PAR)

- The SHARP-SMH project employs a Participatory Action Research (PAR) methodology (Pant, 2014) and has recruited teachers (from both Edmonton Public Schools and Edmonton Catholic schools) as members of the research team.
- Active collaboration and participation has been identified as the primary core principle of PAR, and the SHARP-SMH team actively engages stakeholders in all aspects of the research process (i.e., from design to knowledge mobilization).

SHARP-SMH Project

SHARP-SMH is a positive psychology, strengths- focused program for fostering student and teacher mental health and wellbeing. SHARP-SMH is an empirically supported program of intervention practices with the goal of providing sustainable, effective mental health programming in schools.



Contact us by [email](#) or visit our [website!](#)

Hope Studies Central



References