SPAVA

SOCIETY FOR THE PREVENTION OF AGGRESSIVENESS AND VIOLENCE AMONG ADOLESCENTS

Our Mission

The mission of SPAVA is to produce a non-violent society by being mentors and role models for our youth.

Our Goals

The goals for SPAVA are to help our youth:

- To be successful through nonviolent methods
- To build personal assets such as respect, honor and integrity
- To learn to channel anger and use aggressiveness in a productive manner
- To become mentors for their brothers and sisters
- To form SPAVA Clubs in schools where they discuss the lives of Nobel peace Laureates
- To learn tolerance and acceptance despite differences
- To promote brotherhood/sisterhood, participate in random acts of honor and to be educated with the help of SPAVA scholarships while wearing the badge of 'Gandhi and King Scholar.'

Schools SPAVA Has Served

Farnsley Middle (Not Title 1)	1	Jessica Green
Kennedy Elementary Montessori (Title 1)	1	
Newburg Middle School ((Not Title 1)	2	Barbara Shanklin
Thomas Jefferson Middle (Title 1)	2	
Brown School (Not Title 1)	4	Barbara Sexton Smith
Brown School (Not Title 1)	4	
Byck Elementary(Title 1)	4	
Coleridge-Taylor Elementary (Not Title 1)	4	
Louisville Metro Youth Center (Not Title 1)	4	
Meyzeek Middle School (Not Title 1)	4	
Atkinson Academy (Title 1)	5	Cheri Bryant Hamilton
Portland Boys and Girls Club	5	
Portland Elementary (Title 1)	5	
Young Elementary (Title 1)	5	
Cochran Elementary (Title 1)	6	David James
Engelhard Elementary (Title 1)	6	
Noe Middle (Title 1)	6	
Wheatley Elementary (Title 1)	6	
Audubon Youth Development Center (Not Title 1)	7	Angela Leet
Ballard (Not Title 1)	7	
Kammerer Middle (Not Title 1)	7	
Atherton High School (Not Title 1)	8	Brandon Coan
Bloom Elementary (Not Title 1)	8	
Camp Taylor Elementary (Title 1)	10	Pat Mulvihill
St. Stephen Martyr	10	
Johnsontown Road Elementary (Not Title 1)	12	Rick Blackwell
NotreDame Academy	12	
Minors Lane Elementary (Title 1)	13	Vicki Aubrey Welch
St. Nicholas	13	

Eisenhower Elementary School (Not Title 1)	14	Cindi Fowler
St. Andrews	14	
Hazelwood Elementary (Title 1)	15	Marianne Butler
Semple Elementary (Title 1)	15	
Norton Elementary (Not Title 1)	16	Scott Reed
Crosby Middle School (Not Title 1)	19	Julie Denton
Frederick Olmsted North (Title 1)	21	Vitalis Lanshima
Moore Traditional School (Title 1)	23	James Peden
St. Bernard	23	
Smyrna Elementary (Not Title 1)	23	
St. Anthanasius	24	Madonna Flood
Kenwood Elementary (Title 1)	25	David Yates
Robert Frost (Title 1)	25	
Stonestreet Elementary (Title 1)	25	
Stuart Middle (Title 1)	25	
Boys Haven (Not Title 1)	26	Brent Ackerson
Goldsmith Elementary (Title 1)	26	
Seneca High (Title 1)	26	

SPAVA

SOCIETY FOR THE PREVENTION OF AGGRESSIVENESS AND VIOLENCE AMONG ADOLESCENTS

Executive Board of Directors

Officers:
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Tim O'Mara, Secretary
Kristin Stuedle, Treasurer

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Mark Hudson
Glenn King
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Anthony Williams
Kevin Wooden

Emeritus
Dr. Timir Banerjee
Founder and Mentor

Coordinator
Doris D. Mann, Ph.D.
(502) 693-1985
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Kosair Charities

CORPORATE or FOUNDATION SUPPORT

SPAVA Board Members
Cralle Foundation
Greater Louisville Medical Society
Kristin Stuedle
Kosair Charities
Norton Healthcare
Stock Yard Bank
Unity Church
University of Louisville

SPONSORS

Louisville Metro Parks – Anthony Williams
Jefferson County Public Schools
University of Louisville
Louisville Metro Youth Detention Services
Louisville Catholic Elementary Schools

SPAVA

SOCIETY FOR THE PREVENTION OF AGGRESSIVENESS AND VIOLENCE AMONG ADOLESCENTS

1939 Goldsmith Lane, Suite 138
Louisville, KY 40218
502-494-8665

Dr. Timir Banerjee, timirb@aol.com
Doris Mann, doris.mann9@gmail.com

2017-18 Peacemaker Award

What is the Peacemaker Award?

We invite you to join thousands of Kentucky students who have expressed their views on what it means to be a peacemaker after they participated in a SPAVA program.

What awards are given?

Winners will receive a certificate and a monetary award. The awards committee, appointed by the SPAVA board of directors, selects the winners, decides the award amount, and total number of winners. SPAVA Awards will be presented at the student's school award program.

What are the entry requirements?

You must create an original piece of work such as prose (essay or story), poetry, song, rap, drawing with a short essay, collage, or skit that focuses on a peacemaker and clearly reflects the principles of SPAVA. Songs and rap entries can be submitted on a CD. Parents/guardians may encourage their student, but student MUST do the work by himself or herself.

Who can enter?

Only students in grades 6-12 who attended at least five (5) SPAVA sessions in their classroom during regular school hours may apply. You must demonstrate good conduct, respect for classmates and teachers, reduced or absence of referrals, and no suspensions following SPAVA participation. Your teacher must sign to verify this positive behavior on the Entry Form.

When is the deadline?

All entries must be received in the SPAVA office no later than 5:00 pm on April 13, 2018. Entries that arrive after this date and time will not be considered. Entries can be mailed or hand delivered at the address at the top of this page. All entries become the property of SPAVA and will not be returned.

2017-18 Official Student Peacemaker Entry Form

PLEASE PRINT NEATLY AND COMPLETE EVERY LINE.

Student Name _____

Name of School _____

Teacher's Name _____ Grade _____

Mentor's Name _____

Student's Address – House/Apt. Number and Street _____

City / State / Zip _____

Parent/Guardian's first and last name _____

Phone Number _____

STUDENT MUST COMPLETE ALL 3 OF THE FOLLOWING STEPS:

(1) Take this to your teacher for his or her signature. Teacher: "I verify that the above-named student has demonstrated positive social behavior as evidenced by good conduct, a reduction or absence of referrals and has not been suspended since participation in the SPAVA program. I also verify that this student has attended at least five (5) SPAVA sessions held during the regular school day."

Teacher's Signature _____ Date _____

(2) Sign this yourself. "I verify that the work in this entry is my own original work."

Student's Signature _____ Date _____

(3) When all lines have been filled out clearly, either mail or personally deliver this Entry Form and all required entry materials to the SPAVA office at the address at the top of this page.

The FINAL deadline for your completed entry to be RECEIVED in the SPAVA office, not postmarked on this date, is no later than 5:00 pm on April 13, 2018. It may be received any time earlier as well.

Entries that arrive after this date and time will not be considered. All entries become the property of SPAVA and will not be returned. A selected few may be read at the Award Celebration.

Thank You and Best Wishes!

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SOCIETY FOR THE PREVENTION OF AGGRESSIVENESS AND VIOLENCE AMONG ADOLESCENTS

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Louisville, KY 40218
502-494-8665

Dr. Timir Banerjee, timirb@aol.com
Doris Mann, doris.mann9@gmail.com

2017-18 PEAK Award

What is the PEAK Award?

PEAK stands for Peace and Kindness Camp Award. Provides funds for a one-week summer day camp of winner's choice.

What awards are given?

Winners will receive up to $150 to attend any day camp of their choice for one week during summer of 2018. After camp, if the winner is willing to be interviewed to discuss their SPAVA experience, an additional $50 will be awarded. SPAVA will send payment directly to the camp chosen by the winner, who will also receive a $20 gas card to cover travel expenses plus a special book about a peacemaker. SPAVA Awards will be presented at the student's school award program.

What are the entry requirements?

1) Write descriptions of different Acts of Kindness on the attached forms. Complete five (5) Acts for grades 1-3 and ten (10) Acts for grades 4-8.

2) Write an original poem about a peacemaker that as a minimum of four (4) lines/grades 1-3 and eight (8) lines grades 4 8.

3) On a separate piece of paper write the reason why you should be chosen to win this award and staple to application. Complete all entry requirements and Entry Form, and be sure that all materials arrive in the SPAVA office before the deadline noted below

Who can enter?

Students in grades 1 through 8 who attended at least five (5) SPAVA sessions in their classroom during regular school hours may apply.

When is the deadline?

All entries must be received in the SPAVA office no later than 5:00 pm on April 13, 2018. Entries that arrive after this date and time will not be considered. Entries can be mailed or hand delivered at the address at the top of this page. All entries become the property of SPAVA and will not be returned.

2017-18 Official Student PEAK Entry Form

PLEASE PRINT NEATLY AND COMPLETE EVERY LINE.

Student Name _____

Name of School _____

Teacher's Name _____ Grade _____

Mentor's Name _____

Student's Address – House/Apt. Number and Street _____

City / State / Zip _____

Parent/Guardian's first and last name _____

Phone Number _____

STUDENT MUST COMPLETE ALL 3 OF THE FOLLOWING STEPS:

(1) Take this to your teacher for his or her signature. Teacher: "I verify that the above-named student has demonstrated positive social behavior as evidenced by good conduct, a reduction or absence of referrals and has not been suspended since participation in the SPAVA program. I also verify that this student has attended at least five (5) SPAVA sessions held during the regular school day."

Teacher's Signature _____ Date _____

(2) Sign this yourself. "I verify that the work in this entry is my own original work."

Student's Signature _____ Date _____

(3) When all lines have been filled out clearly, either mail or personally deliver this Entry Form and all required entry materials to the SPAVA office at the address at the top of this page.

The FINAL deadline for your completed entry to be RECEIVED in the SPAVA office, not postmarked on this date, is no later than 5:00 pm on April 13, 2018. It may be received any time earlier as well.

Entries that arrive after this date and time will not be considered. All entries become the property of SPAVA and will not be returned. A selected few may be read at the Award Celebration.

Thank You and Best Wishes!

Acts of Kindness ~ 2018 SPAVA PEAK Award

- How many Acts of Kindness to complete: Grades 1-3, complete five (5). Grades 4-8, complete ten (10).
- Be sure to answer each of the five questions for all your Acts of Kindness.
- Only use this sheet although you may attach additional paper if needed. **IMPORTANT:** This must be in your own handwriting.

DATE:	DATE:	DATE:	DATE:	DATE:
1- What was the need?	1- What was the need?	1- What was the need?	1- What was the need?	1- What was the need?
2- For whom was this done?	2- For whom was this done?	2- For whom was this done?	2- For whom was this done?	2- For whom was this done?
3- Describe your Act of Kindness.	3- Describe your Act of Kindness.	3- Describe your Act of Kindness.	3- Describe your Act of Kindness.	3- Describe your Act of Kindness.
4- What did YOU learn from it?	4- What did YOU learn from it?	4- What did YOU learn from it?	4- What did YOU learn from it?	4- What did YOU learn from it?
5- How often did you do this Act?	5- How often did you do this Act?	5- How often did you do this Act?	5- How often did you do this Act?	5- How often did you do this Act?

DATE:	DATE:	DATE:	DATE:	DATE:
1- What was the need?	1- What was the need?	1- What was the need?	1- What was the need?	1- What was the need?
2- For whom was this done?	2- For whom was this done?	2- For whom was this done?	2- For whom was this done?	2- For whom was this done?
3- Describe your Act of Kindness.	3- Describe your Act of Kindness.	3- Describe your Act of Kindness.	3- Describe your Act of Kindness.	3- Describe your Act of Kindness.
4- What did YOU learn from it?	4- What did YOU learn from it?	4- What did YOU learn from it?	4- What did YOU learn from it?	4- What did YOU learn from it?
5- How often did you do this Act?	5- How often did you do this Act?	5- How often did you do this Act?	5- How often did you do this Act?	5- How often did you do this Act?

RUBRIC FOR AWARDS APPLICATIONS

FORMAT			
Acts of Kindness	1. One or two types of Acts of Kindness 2. No explanation of what has been learned or no relationship to peace and non-violence	1. Three types of Acts of Kindness 2. Minimal explanation of what has been learned or little relationship to peace and non-violence 3. Did not include all the additional pieces with the application	1. A wide variety of the types of Acts of Kindness 2. Demonstrate a relationship to SPAVA values 3. On a separate piece of paper write the poem and explain why you should be chosen for the award. Staple to Application.
Collage	1. Pictures only 2. No real focus on SPAVA values 3. No explanation of what has been learned or no relationship to peace and non-violence	1. Pictures and words, but no real story 2. Minimal explanation of what has been learned or little relationship to peace and non-violence	1. Collage tells a real story using pictures and words 2. Demonstrate a relationship to SPAVA values
Drawing and Short Essay	1. Drawing only 2. No real focus on SPAVA values 3. No explanation of what has been learned or no relationship to peace and non-violence	1. Drawing and an essay that discusses on life facts. Essay does not discuss how behavior demonstrates peace and non-violence 2. Minimal explanation of what has been learned or little relationship to peace and non-violence	1. Drawing and an essay that discusses the person's life and how their behavior demonstrated peace and nonviolence 2. Demonstrate a relationship to SPAVA values
Essay	1. Wikipedia type essay 2. No real focus on SPAVA values 3. No explanation of what has been learned or no relationship to peace and non-violence	1. Discussed why chose the topic of the essay and demonstrates only minimal connection to acts of peace 2. Minimal explanation of what has been learned or little relationship to peace and non-violence	1. If the essay is about a person, it needs to discuss the person's life and how their behavior demonstrated peace and non-violence. If the essay is another topic, it needs to discuss the why they chose and the relationship to peace and non-violence. 2. Demonstrate a relationship to SPAVA values

Poem	1. No real focus on SPAVA values 2. No explanation of what has been learned or no relationship to peace and non-violence	1. Shows little effort to relate the topic of the poem in a meaningful way to peace and non-violence 2. Minimal explanation of what has been learned or little relationship to peace and non-violence	1. Shows an effort to relate the topic of the poem in a meaningful way to peace and non-violence 2. Demonstrate a relationship to SPAVA values
Skit	1. No real focus on SPAVA values 2. No explanation of what has been learned or no relationship to peace and non-violence	1. Shows little effort to relate the topic of the skit in a meaningful way to peace and non-violence 2. Minimal explanation of what has been learned or little relationship to peace and non-violence	1. Shows an effort to relate the topic of the skit in a meaningful way to peace and non-violence. 2. Demonstrate a relationship to SPAVA values
Song/Rap	1. No real focus on SPAVA values 2. No explanation of what has been learned or no relationship to peace and non-violence	1. Shows little effort to relate the topic of the song/rap in a meaningful way to peace and non-violence 2. Minimal explanation of what has been learned or little relationship to peace and non-violence	1. Shows an effort to relate the topic of the song/rap in a meaningful way to peace and non-violence. 2. Demonstrate a relationship to SPAVA values

SPAVA Student Survey – Before SPAVA sessions.....

Use this chart to answer the questions below. Put an "x" or checkmark in the box that corresponds to your answer.

Question #	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

1. If I was mad at someone, I would just ignore them.
2. I could listen to others.
3. Even if others would think I was weird, I would try to stop a fight.
4. People that I don't like could have good ideas.
5. It was alright to hit someone to get them to do what I want.
6. I got upset when my friends were sad.
7. I believed that sometimes a person doesn't have any choice but to fight.
8. I trusted people who were not my friends.
9. When my friends fought, I tried to get them to stop.
10. I was sensitive to other people's feelings even if they are not my friends.
11. I believed that there are better ways to solve problems than fighting.
12. I tried to talk about problems instead of fighting.
13. If people did something to make me really mad, they deserved to get beaten up.
14. If I backed down from a fight everyone would think that I was a coward.
15. I felt powerful when I pushed people around.

SPAVA Student Survey – After SPAVA sessions.....

Use this chart to answer the questions below. Put an "x" or checkmark in the box that corresponds to your answer.

Question #	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

1. If I'm mad at someone, I just ignore them.
2. I can listen to others.
3. Even if others think I am weird, I try to stop a fight.
4. People that I don't like have good ideas.
5. It is alright to hit someone to get them to do what I want.
6. I get upset when my friends are sad.
7. I believe that sometimes a person doesn't have any choice but to fight.
8. I trust people who are not my friends.
9. When my friends fight, I try to get them to stop.

10. I am sensitive to other people's feelings even if they are not my friends.
11. I believe that there are better ways to solve problems than fighting.
12. I try to talk about problems instead of fighting.
13. If people do something to make me really mad, they deserve to get beaten up.
14. If I back down from a fight everyone will think that I am a coward.
15. I feel powerful when I push someone around.

The next time you find yourself really angry at someone or something you will.....

16. Ignore the situation.
17. Ignore the situation and get that person later on.
18. Try to talk it out.
19. Suggest peer mediation.
20. Channel your anger into something constructive.
21. Laugh it off.
22. Try to reduce you anger.
23. Try to see the other person's point of view.

Additional Comments/ Suggestions for SPAVA:

_____

_____

_____

_____

_____

Guidelines for SPAVA Volunteer Mentors

These guidelines are provided to SPAVA volunteer mentors, valued guests in JCPS classrooms, for observance while conducting SPAVA. Included are policies and safety procedures to be followed plus recommendations based on experiences of the SPAVA program over the years.

1. Discrimination and Harassment – Always treat and address students and employees with dignity and respect. Volunteers must be respectful in word and deed of differences related to ethnicity, culture, gender, socioeconomic status, religion, and disabilities. The JCPS District does not tolerate harassment or discrimination for any reason. This includes language or conduct that is commonly understood to convey intimidation, hostility, contempt, prejudice, insult, stigmatization. Do not ridicule, belittle, or argue with a student.

2. Religion – As a public school district, Jefferson County must be neutral regarding religion while being sensitive to the needs of individual students and their families so that no students are penalized because of their beliefs. Public education observes separation of church and state. Volunteers should not express their own religious views. If religion arises in context in a discussion, remain neutral and reinforce respect for diversity. If it arises out of context in a discussion, deflect and redirect the discussion back to task. Maintain neutrality also with relation to politics.

3. Reporting Child Abuse and Neglect – Under Kentucky law, any person who has reasonable cause to believe that a child is being abused or neglected is obligated to report this immediately to the Child Protective Services (CPS) hotline (595-4550). Ask to use the principal's telephone to make this report and notify the principal of your report. You must make this call immediately, even though the teacher is also required to make a report. Make your call before you leave the school building.

4. Safety – In the event of a fire alarm (or other), follow the plan observed by your class.

5. Concerns about a student – A concern may arise from an item in the Question Box, or in some other way. Be sure to read every item in your class Question Box each session before you leave the building. If any item causes you serious concern, whether or not you can identify the student, take that item to the school counselor or principal in person the same day before you leave the school so that she or he can follow up on it as needed. Inform the teacher too if possible, but definitely inform the counselor or principal in person. This is very important!

6. Classroom Rules – Learn and follow existing rules including the teacher's signals for attention, silence, etc.

7. Conducting SPAVA – Be on time when beginning and ending sessions, as initially agreed. Do not ask for extra time or extra sessions. Be organized. Follow the SPAVA curriculum and its topics which teachers requested and which they expect their students to learn from you. Do not incorporate your personal agenda. Mentors have latitude with presentation and creativity, not with content.

8. Reinforcements – Use praise, positive comments with the student's name, a pencil, a sticker, etc. Follow the school's nutritional guidelines regarding any treat content and timing. Do not give or promise students money; avoid candy.

9. Taking Photos – Photos may not be taken unless the parent/guardian of each student involved has signed and returned to the teacher/school a photo release form. You must check this with the classroom teacher before taking any photo.

10. Maintain the Role of Educational Mentor – Confine your contact with students to the SPAVA sessions. Do not invite students to contact you. Any contact with students outside of the classroom SPAVA session must have specific advanced permission from the school and parents. It is best to avoid this. This includes driving, phoning, or writing students.

Role of SPAVA Mentors

1. Will follow JCPS policies presented at SPAVA training session
2. Will provide background check through JCPS *https://apps.jefferson.kyschools.us/volunteer*
3. Will begin and end SPAVA sessions on time as agreed with teacher
4. Will closely follow SPAVA curriculum guide during sessions
5. Will engage students actively
6. Will include teacher actively as a partner in activities
7. Will read all Question Box items at every session. Bring any items of major concern to teacher, counselor, or principal before leaving school that day
8. Will work cooperatively with teacher to make sure presentations are effective and understood by students
9. Will notify teacher promptly of any schedule changes or emergency cancellations and arrange for make-up session
10. Will contact SPAVA coordinator with any concerns/questions/issues that you are uncomfortable talking with the teacher about, or for suggestions about resources
11. Will complete and return evaluation surveys to SPAVA coordinator promptly

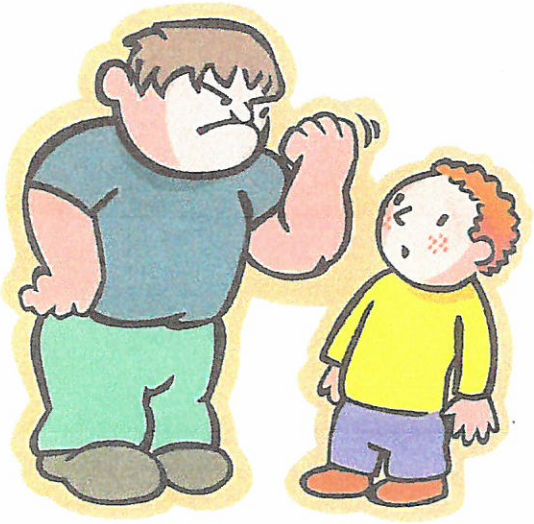
Role of SPAVA Classroom Teachers

1. Will actively participate in all sessions as a facilitating partner
2. Will assure parents/guardians are notified of child's participation in SPAVA
3. Will provide class time in between sessions to complete SPAVA activities
4. Will actively reinforce SPAVA principles and link to classroom behaviors
5. Will communicate any schedule changes promptly to mentor
6. Will contact SPAVA coordinator with any concerns/questions that you are not comfortable talking to mentor about
7. Will take the lead in keeping classroom orderly
8. Will provide student nametags and support need for mentor's copies
9. Will encourage and support student's applications for awards
10. Will complete and return evaluation forms pre and post SPAVA sessions
11. Will assist and work cooperatively with mentor to assure that students are understanding SPAVA concepts
12. Will provide feedback to mentor concerning effectiveness of communication and SPAVA content

What can you do when you're bullied?

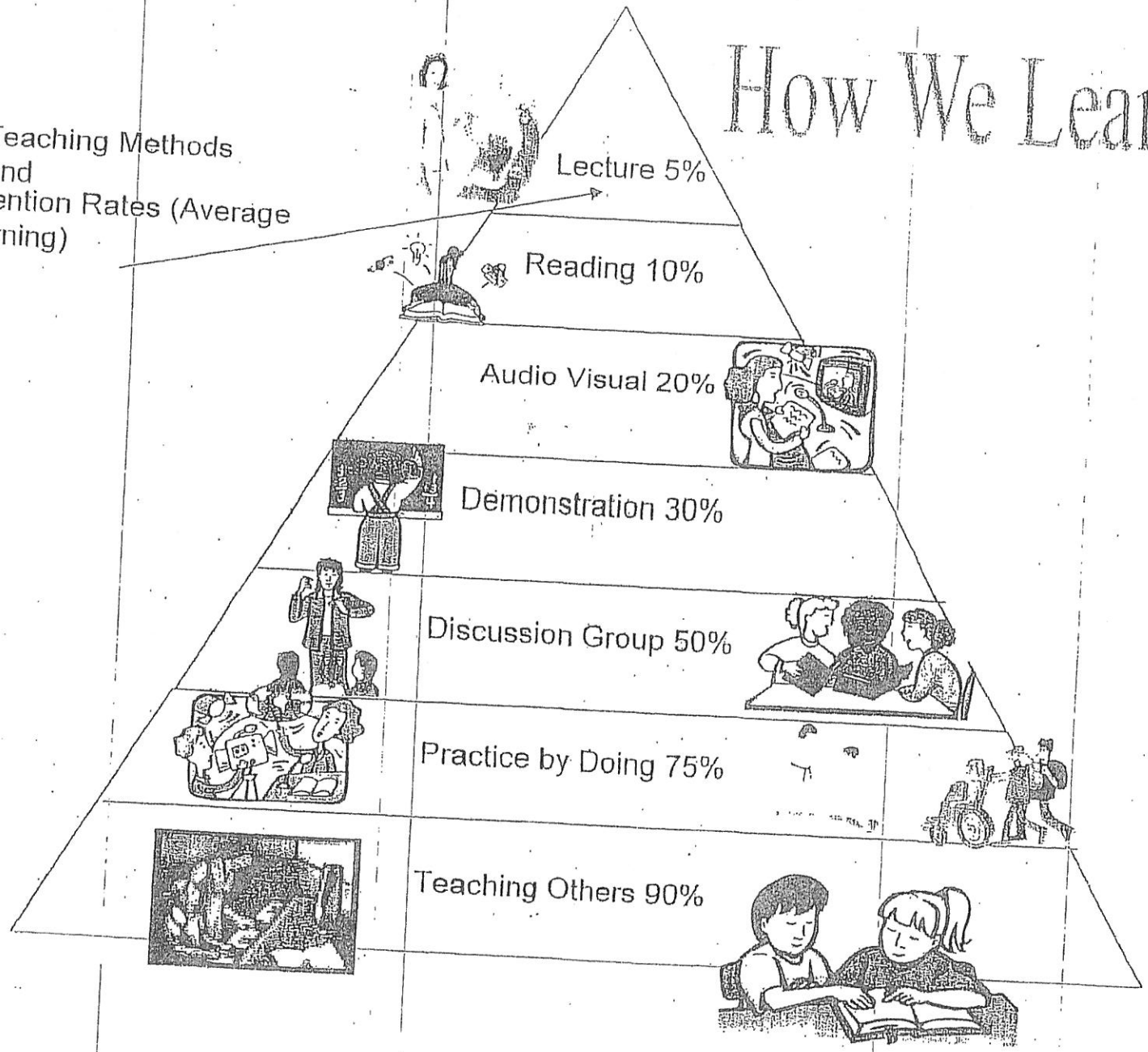
1. STOP! Cool down.
2. Ignore, walk away.
3. Avoid people who bully.
4. Avoid places where bullying happens.
5. Use humor or agree with bully, laugh it off.
6. Seek help from an adult.
7. Work on your friendship skills.
8. Try making friends with bully.
9. Talk to someone you trust about your feelings.

NO ONE DESERVES TO BE BULLIED! IT IS NOT YOUR FAULT!



SPAVA

How We Learn


Teaching Methods
and
Retention Rates (Average
Learning)
Lecture 5%
Reading 10%
Audio Visual 20%
Demonstration 30%
Discussion Group 50%
Practice by Doing 75%
Teaching Others 90%