## Chapter 1 : Connecting People With Community | Creating Caring Communities

*years create a caring community of learners. a caring community, children feel safe as they explore all facets of making, keeping, and testing relationships. The.*

Why should you create objectives? When should you create objectives? How do you create objectives? To obtain long-term results, we need to have mid-term goals that will lead to the outcomes we desire. If a child wants to finish high school his long-term goal , in the meantime, he will need to successfully complete the second, third, fourth and so on grades. Learning to develop these statements of goals is what this section is all about. Once an organization has developed its mission statement, its next step is to develop the specific objectives that are focused on achieving that mission. Objectives are the specific measurable results of the initiative. For example, one of several objectives for a community initiative to promote care and caring for older adults might be: These objectives look at changing the behaviors of people what they are doing and saying and the products or results of their behaviors. For example, a neighborhood improvement group might develop an objective for having an increased amount of home repair taking place the behavior and of improved housing the result. These are often the product or result of behavior change in many people. They are more focused on a community level instead of an individual level. For example, the same neighborhood group might have an objective of increasing the percentage of people living in the community with adequate housing as a community-level outcome objective. Notice this result would be a community-level outcome of behavior change in lots of people. These are the objectives that provide the groundwork or implementation necessary to achieve your other objectives. For example, the group might adopt a comprehensive plan for improving neighborhood housing. In this case, adoption of the plan itself is the objective. Most groups will develop objectives in all three categories. The best objectives have several characteristics in common. They are all S. That is, they tell how much e. Information concerning the objective can be collected, detected, or obtained from records at least potentially. Not only are the objectives themselves possible, it is likely that your organization will be able to pull them off. They are relevant to the mission. Your organization has a clear understanding of how these objectives fit in with the overall vision and mission of the group. Your organization has developed a timeline a portion of which is made clear in the objectives by which they will be achieved. They stretch the group to set its aims on significant improvements that are important to members of the community. There are many good reasons to develop specific objectives for your organization. Developing objectives helps your organization create specific and feasible ways in which to carry out your mission. Completed objectives can serve as a marker to show members of your organization, funders, and the greater community what your initiative has accomplished. Creating objectives helps your organization set priorities for its goals. It helps individuals and work groups set guidelines and develop the task list of things that need to be done. It reemphasizes your mission throughout the process of change, which helps keep members of the organization working toward the same long-term goals. Developing the list of objectives can serve as a completeness check, to make sure your organization is attacking the issue on all appropriate fronts. Your community organization should create objectives when: Your organization has developed or revamped its vision and mission statements, and is ready to take the next step in the planning process. You have recently been made aware of new resources, however, to positively affect the lives of those deeply affected by the death of a loved one. If your organization were to apply for this new grant, it would clearly expand upon your current work, and would require objectives as you developed your action plan. The organization wants to address a community issue or problem, create a service, or make a community change that requires: Several years to complete. For example, your child health organization might hope to increase the percentage of students who finish high school - a task that may take several years to complete. A change in behavior of large numbers of people. For example, your organization may be trying to reduce risks for cardiovascular diseases, and one of your objectives may be to increase the number of adults who engage in physical activity in your community. For example, with a problem as complex as substance abuse, your organization may have to worry about tackling related issues, such as access to drugs, available drug rehabilitation services, legal

consequences for drug use, etc. So once your organization has decided that it does wish to develop objectives, how do you go about doing so? Define or reaffirm your vision and mission statements The first thing you will need to do is review the vision and mission statements your organization has developed. Before you determine your objectives, you should have a "big picture" that they fit into. Determine the changes to be made The crux of writing realistic objectives is learning what changes need to happen in order to fulfill your mission. There are many ways to do this, including: Research what experts in your field believe to be the best ways to solve the problem. For many community issues, researchers have developed useful ideas of what needs to occur to see real progress. This information may be available through local libraries, the Internet, state and national agencies, national nonprofit groups, and university research groups. Discuss with local experts what needs to occur. Some of the people with whom you may wish to talk include: Other members of your organization Local experts, such as members of other, similar organizations who have a great deal of experience with the issue you are trying to change Your agents of change , or the people in a position to contribute to the solution. Agents of change might include teachers, business leaders, church leaders, local politicians, community members, and members of the media. Your targets of change , the people who experience the problem or issue on a day-to-day basis and those people whose actions contribute to the problem. Changing their behavior will become the heart of your objectives. Discuss the logistical requirements of your own organization to successfully address community needs. At the same time your organization is looking at what needs to happen in the community to solve the issue important to you, you should also consider what your organization requires to get that done. Do you need an action plan? More staff, or more training for additional staff? This information is necessary to develop the process objectives we talked about earlier in this section. What you should develop as part of this step is a general list of what needs to occur to make the changes you want to see. For example, perhaps your group has decided upon the following mission: Baseline data are the facts and figures that tell you how big the problem is; it gives specific figures about the extent to which it exists in your community. Baseline data can indicate the incidence new cases of a problem in the community. For example, "Malott County has an adolescent pregnancy rate of  This information is important because baseline data provides your organization with the numbers; the starting points against which you can measure how much progress you have made. Not only is this information helpful when originally asking for financial or other assistance, it can help you show what your organization has done later in its lifetime. How do you collect this information? There are two basic ways to collect baseline data: You can collect your own baseline data for the information related to your specific issues. Ways to gather this information include the use of surveys, questionnaires, and personal interviews. You can use information that has already been collected. Public libraries, city government, social service agencies, local schools, or city health departments may already have the statistics that you want, especially if another organization has already done work on a similar issue in your community. Do you have the resources to affect all of the goals you looked at in Step Two? And to what extent will you be able to achieve them? These questions are difficult ones to answer. How do you make these decisions? Unfortunately, there are no easy answers. Your organization will need to take a good look at its resources, as well as talk to experts who have a sense of what is not only possible, but likely. For example, you might ask members of organizations who have done similar things, or researchers in your topic area what they believe makes sense. Remember, you are attempting to set objectives that are both achievable and challenging. Research and experience, however, should help you come closer and closer to this goal. Set the objectives for your organization or initiative With all of this information in mind, your organization is ready to set some short-term goals or objectives that are feasible but demanding. Remember, objectives refer to specific measurable results. These changes in behavior, outcome, and process must be able to be tracked and measured in such a way to show that a change has occurred. Oftentimes, the objectives of a community initiative or organization are set or influenced by the primary funding agency. Regardless of outside influences, each community initiative must decide what problems it is going to take on and what objectives would define success for their organization. Include all three types of objectives: Include specific objectives that tell how much of what will occur by when. Review the objectives your organization has created Before you finalize your objectives, it makes sense for members of your organization to review them one more time, and possibly,

ask people outside of your organization to review them as well. You might ask members of your organization who were not involved in the development process to review your work. You can ask reviewers to comment on: Is your list of objectives complete? That is, are there important objectives that are missing? Are your objectives appropriate?

## Chapter 2 : Creating a more caring community | Sarnia Observer

*Creating a Caring Community Download the video [MP4, 78MB] Download the transcript Discover ways to model and promote positive social behaviors in the classroom.*

Educators can have a powerful impact on the development of positive character traits in preschoolers. Grades PreKâ€"K From Rarely, if ever, has a generation of children been raised in such an atmosphere of uncertainty. Constant change and myriad messages-from the media, parents, teachers, and peers - can make it difficult for children to find stable, consistent moral and ethical standards that can guide their development. Who today is teaching children how to use good judgment? Where are our children learning the character attributes necessary to become responsible, caring adults? How can we offer guidance during these confusing times? Everyone needs to play a part in passing ideas and traditions to the young, giving them feelings of cohesiveness and community. You, as educators, bear a special responsibility because of the many hours children spend in your program. Of course, this is an ongoing effort, with a reasonable number of expected pitfalls along the way. Part of this teaching is helping children, over time, apply these attributes, establishing models who reflect them and supporting families as the primary moral educators. After they develop a sense of who they are, they struggle to understand who others are, first as family members, and then as members of friendship groups. As children change focus from self-centeredness to other-centeredness, they often take comfort from possessions. As you know, many preschoolers have a favorite toy or object that reminds them of home and family, and gives them a sense of belonging even when they are far away. Ask children to share examples of what it means to be a friend and to have someone be a friend to them. Friends like each other and enjoy spending time together. Friends usually get to know each other very well. Supply yarn or string and beads and encourage children to make a friendship bracelet to give to anyone they would like. As children work, talk about what their definitions of friendship are and how we show people that they are our friends. Get to know each other. Bring in magnifying glasses, mirrors, and tape measures. Let children spend time looking at themselves and finding out about their faces and hair, even the lengths of their arms. Encourage children to discuss how they are alike and how they are different, both physically and in the things they like to do. Talk about ways people can be different and still be friends. Jessica by Kevin Henkes Scholastic Inc. Sharing is difficult because they are not yet able to see the relationship between giving up something immediately and getting something later on in return. At the same time, they are learning to take responsibility and like to show how grown up they are by helping with chores in their environments. They are also interested in helping each other. Ask children what they think. Talk about what it means to be unfair and to be fair. You might help children by adding that being fair means taking your turn, following rules, and treating everyone, including yourself, equally. Being fair means keeping your promises. Bring in a snack that children will need to divide so everyone gets an equal amount. Ask them what they would do if another child joins the group or some parents or teachers decide to join them. Help children sit at tables in groups of four. Have plenty of paper available as well as four different color markers on each table. As children work, involve them in a discussion of sharing materials. After everyone is finished, ask children to share their thoughts about accomplishing their drawings. They become intensely aware of similarities and differences, often excluding those who are different in a variety of ways. Seeing themselves as different sometimes makes children feel less valued. But children are also intensely curious during these years, and the growing competence that comes with learning helps them to be more inclusive of others. Ask children to share other examples of ways people show respect. Take a nature hunt. Make a list of things children might use their senses to notice outdoors, such as seeing a feather, a hole in a tree, a particular color of leaf; hearing a bird, a bee, trees blowing in the wind; feeling wet mud, a prickly plant, tree bark; smelling pine or spruce needles, a flower, the grass; watching an ant move, a spider on a web, a leaf falling. Talk about ways we can show respect for all of these things in nature. Then take a walk to find them. Ask children for other suggestions as to how they can show respect for the environment, such as an outdoor clean-up walk. Use mural paper to create a collage, adding photographs of children, staff, and families. Talk about ways people are alike and ways they are different. The line between

fantasy and reality is often fuzzy, so children may think that if they want something badly enough, it will happen. Children may just bend reality to fit the way they think events should be or the way they wish things were. However, preschoolers are also beginning to develop a conscience and identify with the standards adults set for them. When their behavior varies from these expectations, children can begin to feel a little uncomfortable. Share this definition with children: When you tell the truth, you do not hide anything. You tell all the facts. Ask children to share what it means to them to tell the truth. Do they like this definition? Would anyone like to change it? Using chart paper, ask children to help you list situations where it was difficult to tell the truth. Start the discussion by sharing a few situations of your own. Invite children to draw a picture of someone telling the truth about something. Add their dictation to the drawings. Later, ask children to share their drawings. Relationships with adults, especiallly family members, are important. However, earlier needs for adults are called to mind when children are confronted with new and unfamiliar events, especially the arrival of a new baby. Seeing parents with younger siblings evokes pleasant memories of earlier experiences, and children struggle to realize that a special place for them continues to exist regardless of the changing environmental events. Have a "Care Share. Then share this definition: If you are caring, you show this by being helpful and kind. When you care about another person, you are not rough, but gentle. Invite children to make a Caring Card for anyone they care about. Provide paper, magazines, collage materials, tape, and glue. Be available to take dictation so those children who choose to can express their feelings in words as well as pictures. Talk about ways people show they care every day. Then make a list together of things your group can do, such as watering plants, feeding a bird or fish, taking time to listen to a friend, and so on. Throughout the week, help children put these thoughts into action. Then invite everyone to make puppets stick puppets, paper bag or sock puppets to represent the story characters. Tape record the stories or create your own group-story synopsis that includes the main events. Encourage children to dramatize the story. Write down the titles of books you read together that exemplify any or all of the attributes you are trying to cultivate friendship, sharing, respectfulness, truthfulness, and caring. Photograph children Take photos or slides of children engaging in pro-social behaviors all through the day, arriving in the morning, during snack time, at group time, and so on. Display these where children can see them and make labels together 5. Design your own activity. As children define and clarify their own values, they need to learn about the values of other cultures to see that all cultures share basic moral concepts. Through that process, children will begin to develop global awareness and responsibility This article originally appeared in the April, issue of Early Childhood Today. Standards of moral obligation that determine the difference between right and wrong; ethics involve a commitment to do what is thought to be right. Concepts that are learned through the family and religious institutions. A common core of universal concepts.

## Chapter 3 : How to Create a Caring Classroom Community | Scholastic

*Note: For a documentary related to this blog post ("Three Steps to Creating a Caring Community"), see Michael Moore's "Where to Invade Next." Here is a review from the Toronto Film Festival. Create a Caring Community.*

Guiding Principles for Creating a Caring Community of Learners Many variables are involved in effective early childhood education. One of these variables is the climate of the classroom â€"that is, how well children, staff, and parents are working together. Developmentally appropriate practice can best occur when the environment supports the establishment of relationships between children, families, teachers, and paraprofessionals. Strong relationships inform appropriate practice and a caring, inclusive community in which all children can develop and learn. Creating a caring community of learners is one of the five interrelated dimensions of developmentally appropriate practice in the early childhood setting. Below is a list of guiding principles that support the establishment of a caring community of learners. These principles are based on current knowledge about child development and learning. As a paraprofessional, you can use your knowledge of these principles to guide and enrich your relationships with the children, families, and staff members with whom you work. The guiding principles collectively offer a framework to help educators create and foster caring communities in early childhood settings. When you move on to the next lesson after reading these guidelines, think about how the guidelines can help you make developmentally appropriate decisions even if these decisions seem small in your work with children, their families, and your colleagues. As you read the guidelines, think about how they support and reinforce each other to establish a caring community of learners. Consistent, positive relationships with a limited number of adults and other children are a fundamental determinant of healthy human development. These positive relationships provide the context for children to learn about themselves and their world and help them learn how to develop positive, constructive relationships with other people. The early childhood classroom is a community in which each child is valued. Children learn to respect and acknowledge differences in abilities and talents and to value each person for his or her strengths. Social relationships are an important context for learning. Each child has strengths or interests that contribute to the overall functioning of the group. When children have opportunities to play together, work on projects in small groups, and talk with other children and adults, their development and learning are enhanced. Interacting with other children in small groups provides a context for children to operate at the forefront of their developing capacities. The learning environment enables children to construct understanding through interactions with adults and other children. The program provides a balance of rest and active movement for children throughout the program day. Outdoor experiences are provided for children of all ages. The learning environment provides a variety of materials and opportunities for children to have hands-on, meaningful experiences. Information in this lesson is used with permission from: Developmentally appropriate practice in early childhood programs serving children from birth through age 8. National Association for the Education of Young Children. For more information or to read the full position statement, please visit http: E-mail us with questions and comments about this site. The University of Minnesota is an equal opportunity educator and employer. This page last modified.

## Chapter 4 : Creating a Caring Community of Learners by on Prezi

*People of all ages need a little help now and then. When you are part of an organized caring community network, your group can provide the support needed to help people through a rough spot, or help them remain in their homes.*

By Jasmin Brand 2. Our community impact continues to grow because of the support from our incredible partners and allies. So when we got an opportunity to join forces with two of the hardest working and biggest champions of the local startup scene, we jumped at the chance. But there is so much more than meets the eye with these two as we recently learned. Launch sat down with the dynamic duo to talk entrepreneurship, that Dallas startup life, Lamborghinis and Cardi B. Photos by Christopher Alvarado Photography. What does RCC specialize in? What makes it different from other local consulting companies? RCC specializes in event management and community building for startups, entrepreneurs, creatives, and innovative enterprises. Who are your target clients? Entrepreneurs, startups, innovative enterprises, coworking spaces, etc. Our dream project, aside from already getting to work on Dallas Startup Week, is to host a conference to better equip and enable the creative entrepreneur. We just wrapped up a brand party for our dear friend and global LinkedIn influencer Goldie Chan. We also assisted with the Gritznic Music Festival that debuted last month and we are now focusing on kicking off planning for Dallas Startup Week. Goldie Chan Launch Event Rachel, tell us more about your background? What were you doing before RCC? Rachel Chang My background is a little bit like a game of Chutes and Ladders. Three years ago, I was starting my senior year of architecture school at the University of Texas at Arlington. During that year, I launched a professional mentoring program, taught design drawing to continuing education students, helped launch a non-profit community design study, completed a design-build farming project, interned at some of the most prestigious firms in Dallas, and even published research on the DFW Metroplex. When I graduated, I accepted a full-time offer at my favorite firm in town and proceeded to work there for the next year. On April 13, , the day I got back from my honeymoon, I chopped all of my hair off. A month later I left my full-time job in architecture. At the ripe age of 24 years old, I realized the empowerment of making my own decisions. I spent a decade building a fantasy in my head that was far different than the industry that exists today. So I quit with no plan. After a much needed hiatus and break from work for a couple of months, I started my new career search. My time at the DEC inspired me towards entrepreneurship and helped me discover my passion. I started Rachel Chang Consulting as a way to broaden the impact of the entrepreneurial community in Dallas and beyond. I remember my first day interning for Rachel; she threw me into the fire on one of the biggest events to land in Dallas, Rise of the Rest. After that, I received an opportunity to serve as Interim Director of Events and Programs at the DEC and that eventually transitioned to a position with the events team at the newly launched Capital Factory. Triet, why did you both decide to come together and partner on this? After working together at the Dallas Entrepreneur Center, we recognized that the energy, the respect, the collaboration that existed between the two of us is extremely rare. We tend to share the responsibilities, but I handle a lot of the business development and company management, whereas Triet is the go-to guy for all things logistics and implementation. What are your biggest challenges as entrepreneurs right now? Our struggles are standard to what a lot of entrepreneurs experience. When you become an entrepreneur, you become everything for you company. The struggle comes in trying to learn all these new roles while also conducting business as usual. State of Entrepreneurship Your thoughts on the local startup community? We keep showing up. There are people and experiences that weigh the community down â€" things that we absolutely need to start talking about â€" but at the same time the local startup community is unbelievably resilient. We love that the people who are invested continue to show up to the table and are striving to make the ecosystem a better place for the entrepreneur. DFW is such a rich region for economic growth and impact, and has built a solid collaborative foundation. We just hope to be a part of that process! What can we expect to see from RCC in ? You can definitely expect to see the best Dallas Startup Week yet! And keep a look out for some exciting events and partnerships.

## Chapter 5 : Build A Caring Community Network | Create The Good

*6 1 Creating a Caring Community When you smile at life, half the smile is for your face, the other half is for somebody else's. â€"Tibetan saying C aring Teacher Discipline is most effective when it takes place in the.*

Gemeinschaft usually translated as "community" and Gesellschaft "society" or "association". No group is exclusively one or the other. Gemeinschaft stress personal social interactions , and the roles, values, and beliefs based on such interactions. Gesellschaft stress indirect interactions, impersonal roles, formal values, and beliefs based on such interactions. New social tools relieve some of those burdens, allowing for new kinds of group-forming, like using simple sharing to anchor the creation of new groups. Conversation creates more of a sense of community than sharing does. Collaborative production is a more involved form of cooperation, as it increases the tension between individual and group goals. The litmus test for collaborative production is simple: An online community builds weaker bonds if allows users to be anonymous. Organizational communication Effective communication practices in group and organizational settings are very important to the formation and maintenance of communities. The ways that ideas and values are communicated within communities are important to the induction of new members, the formulation of agendas, the selection of leaders and many other aspects. Organizational communication is the study of how people communicate within an organizational context and the influences and interactions within organizational structures. Group members depend on the flow of communication to establish their own identity within these structures and learn to function in the group setting. Although organizational communication, as a field of study, is usually geared toward companies and business groups, these may also be seen as communities. The principles of organizational communication can also be applied to other types of communities. Public administration[ edit ] Public administration is the province of local, state and federal governments, with local governments responsible for units in towns, cities, villages, and counties, among others. The most well known "community department" is housing and community development which has responsibility for both economic development initiatives, and as public housing and community infrastructure e. To what extent do participants in joint activities experience a sense of community? A "sense of community index SCI was developed by Chavis and colleagues, and revised and adapted by others. Although originally designed to assess sense of community in neighborhoods, the index has been adapted for use in schools, the workplace, and a variety of types of communities. Socialization Lewes Bonfire Night procession commemorating 17 Protestant martyrs burnt at the stake from to The process of learning to adopt the behavior patterns of the community is called socialization. The most fertile time of socialization is usually the early stages of life, during which individuals develop the skills and knowledge and learn the roles necessary to function within their culture and social environment. But socialization also includes adults moving into a significantly different environment, where they must learn a new set of behaviors. Other important influences include schools, peer groups, people, mass media, the workplace, and government. Community development Community development is often linked with community work or community planning, and may involve stakeholders, foundations, governments, or contracted entities including non-government organisations NGOs , universities or government agencies to progress the social well-being of local, regional and, sometimes, national communities. More grassroots efforts, called community building or community organizing , seek to empower individuals and groups of people by providing them with the skills they need to effect change in their own communities. Public administrators, in contrast, need to understand community development in the context of rural and urban development, housing and economic development, and community, organizational and business development. Formal accredited programs conducted by universities, as part of degree granting institutions, are often used to build a knowledge base to drive curricula in public administration , sociology and community studies. Kennedy School of Government at Harvard University are examples of national community development in the United States. The Maxwell School of Citizenship and Public Affairs at Syracuse University in New York State offers core courses in community and economic development, and in areas ranging from non-profit development to US budgeting federal to local, community funds. In the United Kingdom, Oxford University

has led in providing extensive research in the field through its Community Development Journal, [14] used worldwide by sociologists and community development practitioners. At the intersection between community development and community building are a number of programs and organizations with community development tools. The institute makes available downloadable tools [15] to assess community assets and make connections between non-profit groups and other organizations that can help in community building. Community-Making and Peace Scott Peck argues that the almost accidental sense of community that exists at times of crisis can be consciously built. Peck believes that conscious community building is a process of deliberate design based on the knowledge and application of certain rules. When people first come together, they try to be "nice" and present what they feel are their most personable and friendly characteristics. People move beyond the inauthenticity of pseudo-community and feel safe enough to present their "shadow" selves. Moves beyond the attempts to fix, heal and convert of the chaos stage, when all people become capable of acknowledging their own woundedness and brokenness, common to human beings. Deep respect and true listening for the needs of the other people in this community. Community building that is geared toward citizen action is usually termed "community organizing. Where good-faith negotiations fail, these constituency-led organizations seek to pressure the decision-makers through a variety of means, including picketing, boycotting , sit-ins, petitioning, and electoral politics. Organizing often means building a widely accessible power structure, often with the end goal of distributing power equally throughout the community. Community organizers generally seek to build groups that are open and democratic in governance. Such groups facilitate and encourage consensus decision-making with a focus on the general health of the community rather than a specific interest group. If communities are developed based on something they share in common, whether location or values, then one challenge for developing communities is how to incorporate individuality and differences. Rebekah Nathan suggests[ according to whom? Community currencies[ edit ] Some communities have developed their own local exchange trading systems LETS [24] and local currencies , such as the Ithaca Hours system, [25] to encourage economic growth and an enhanced sense of community. Community currencies have recently proven valuable in meeting the needs of people living in various South American nations, particularly Argentina, that recently suffered as a result of the collapse of the Argentinian national currency. Community service Community services are a wide range of community institutions, governmental and non-governmental services, voluntary, third sector organizations, and grassroots and neighborhood efforts in local communities, towns, cities, and suburban-exurban areas. In line with governmental and community thinking, volunteering and unpaid services are often preferred e. Non-profit organizations from youth services, to family and neighborhood centers, recreation facilities, civic clubs, and employment, housing and poverty agencies are often the foundation of community services programs, but it may also be undertaken under the auspices of government which funds all NGOs , one or more businesses, or by individuals or newly formed collaboratives. Community services is also the broad term given to health and the human services in local communities and was specifically used as the framework for deinstitutionalization and community integration to homes, families and local communities e. However, while many community services are voluntary, some may be part of alternative sentencing approaches in a justice system and it can be required by educational institutions as part of internships, employment training, and post-graduation plans. Community services may be paid for through different revenue streams which include targeted federal funds, taxpayer contributions, state and local grants and contracts, voluntary donations, Medicaid or health care funds, community development block grants, targeted education funds, and so forth. In the s, the business sector began to contract with government, and also consult on government policies, and has shifted the framework of community services to the for-profit domains. However, by the s, the call was to return to community and to go beyond community services to belonging, relationships, community building and welcoming new population groups and diversity in community life. Ecovillage A number of ways to categorize types of community have been proposed. One such breakdown is as follows: These are also called communities of place. They may be included as communities of need or identity, such as disabled persons , or frail aged people. The usual categorizations of community relations have a number of problems: This involves enduring attachment to particular places and particular people. It is the dominant form taken by customary and

tribal communities. In these kinds of communities, the land is fundamental to identity. This involves giving primacy to communities coming together around particular chosen ways of life, such as morally charged or interest-based relations or just living or working in the same location. Hence the following sub-forms: This is where a community is self-consciously treated as an entity to be projected and re-created. It can be projected as through thin advertising slogan, for example gated community , or can take the form of ongoing associations of people who seek political integration, communities of practice [34] based on professional projects, associative communities which seek to enhance and support individual creativity, autonomy and mutuality. A nation is one of the largest forms of projected or imagined community. Community of place Possibly the most common usage of the word "community" indicates a large group living in close proximity. Examples of local community include: A municipality is an administrative local area generally composed of a clearly defined territory and commonly referring to a town or village. Wakefield, Massachusetts is an example of a small town which constitutes a local community. Although large cities are also municipalities, they are often thought of as a collection of communities, due to their diversity. A neighborhood is a geographically localized community, often within a larger city or suburb. A planned community is one that was designed from scratch and expanded more or less following the plan. It was also common during the European colonization of the Americas to build according to a plan either on fresh ground or on the ruins of earlier Amerindian cities. Community service is a free service. Community of interest In some contexts, "community" indicates a group of people with a common identity other than location. Members often interact regularly. Common examples in everyday usage include: A "professional community" is a group of people with the same or related occupations. Some of those members may join a professional society , making a more defined and formalized group. These are also sometimes known as communities of practice. A virtual community is a group of people primarily or initially communicating or interacting with each other by means of information technologies, typically over the Internet , rather than in person. These may be either communities of interest, practice or communion. Research interest is evolving in the motivations for contributing to online communities. These communities are key to our modern day society, because we have the ability to share information with millions in a matter of seconds. Intentional community Some communities share both location and other attributes. Members choose to live near each other because of one or more common interests. A retirement community is designated and at least usually designed for retirees and seniorsâ€"often restricted to those over a certain age, such as  It differs from a retirement home , which is a single building or small complex, by having a number of autonomous households. An intentional community is a deliberate residential community with a much higher degree of social communication than other communities. The members of an intentional community typically hold a common social, political or spiritual vision and share responsibilities and resources. Intentional communities include Amish villages, ashrams , cohousing , communes , ecovillages , housing cooperatives , kibbutzim , and land trusts. Special nature of human community[ edit ] Definitions of community as "organisms inhabiting a common environment and interacting with one another," [36] while scientifically accurate, do not convey the richness, diversity and complexity of human communities. Their classification, likewise is almost never precise. Untidy as it may be, community is vital for humans. Scott Peck expresses this in the following way:

### Chapter 6 : Creating a School Community - Educational Leadership

*Creating Caring Communities partners with apartment owners to place a caring community team in an apartment complex to help people get connected to one another.*

Looking for the blog about the UI president search? C3 What does it take to create a civic society, a sense of community, a preservation of culture? Our Census Bureau says 45 million Americans half are children live below the poverty threshold. Additional income adds nothing. But even in a capitalist or our corporatist country, true happiness -- self-actualization, sense of self-worth, a sense of community â€" requires more than money. But what of the happiness gap? Clearly, we provide them some government and volunteer assistance. Elizabeth Catholic Church, Altadena, California. Others draw similar conclusions from basic ethics and morality. That ought to be enough. Fortunately, this proof is often available â€" even if it should not need to be. Some belong to highly skilled trades, or hold graduate degrees, like a Ph. Some cities find the cost of housing for the homeless is less than the total costs of keeping them on the streets. The cost of four years in prison would pay for four years in college. Drug courts are cheaper than prison. And yet universal single-payer health care costs less and returns more than emergency room visits â€" or even health insurance. Concerned about the economy? Minimum wage increases will be spent immediately. A full employment, federal government as employer of last resort policy, would create substantial improvements to our communities, increase the skills and self-esteem of those now welfare-dependent, and give the economy a boost. Persons of color who, regardless of socio-economic status, must daily deal with systemic racism. Single mothers earning minimum wage. Persons with physical or mental disabilities. College grads, burdened with debt. Those addicted to alcohol or tobacco. How do we create a sense of community? Our only problem has been that we had it backwards.

## Chapter 7 : Create a Community | Lotsa Helping Hands

*In order to have a cooperative, caring classroom, we need to help children cultivate friendship, sharing, respectfulness, truthfulness, and caring. Part of this teaching is helping children, over time, apply these attributes, establishing models who reflect them and supporting families as the primary moral educators.*

They have one full-time and three part-time employee care partners. The apartments are all one level, in an L-shaped building. When you drive up, there is a big gazebo, where the elders sit, chat, and greet visitors as they come in. When you walk inside the building, it feels like you are home. The breezeway is lined with rocking chairs. For each holiday, the center is decorated. There are usually people putting puzzles together, and there can be puzzles going at one time. All of the Elders have their own do-dads, chimes, and chairs on their patios. The average age of people living there is years old, with a year age range. With it being such a small community, and located in a small town, it exemplifies The Eden Alternative in small and large ways. The care partners Elders and employees have created a warm sense of belonging. They are pros at developing relationships. Everybody knows each other by name. The Elders have created a buddy system among themselves. Just like home, you can be alone when you want and with others when you wish. There are some Elders that stay in their apartment, but most everyone comes out once or twice a day. The Elders rule at Turner Duvall. This is where people in the community know they can bring items and leave for the Elders. We have some that bring fruits and vegetables from their harvest that year as well as puzzles and clothing. There are also church activities as well as outside organizations that will come for parties, singing and bingo. Turner Duvall also provides a food bank every month that services the Elders at the center, as well as 25 families in the community. The Executive Director is also the administrator for the Elder transportation service for all Elders of Greene County. The Elders come together for causes in the community such as buying gifts for the Christmas Child and putting together care boxes for the troops, which include toothpaste, soaps, personal items and food like homemade cookies. Some Elders also volunteer in the community. They each have their own kitchenettes in their apartments, but occasionally there are people that come in and prepare meals for them, e. Stone soup is a common occurrence. Their goal is to get everyone to participate and share the holiday spirit. They are offering a full program that includes reading the Christmas Story, singing, playing music, reading The Night Before Christmas, prayer, and the lighting of the Christmas candle. One of the Elders who has great difficulty hearing plans to sing a song. Her neighbors were shocked that she agreed to do this. She has been walking the halls practicing. Everyone is so excited, and that is what Christmas is all about. Catherine Bradley, the Executive Director, says that the Elders may not be able to speak to The Eden Alternative, but they live the philosophy every day. When she first started, some of the Elders thought she should do everything for them, but she refused. Instead, as much as possible, they try to involve Elders in doing things that are meaningful to them in their home. For example, one Elder feeds the fish, one does the decorating, and one waters flowers in the summer, another plays music, another calls bingo, and another provides transportation when needed. It brings meaning and purpose to their lives and makes them feel that they have a stake in their home. The Elders get along better, too, when they have a purpose in their home. People learn about the center because the Elders are the biggest advocates. When someone comes in to look at living here, the Elders say how much they enjoy life here. Turner Duvall Retirement Community has a lot of different people that serve on their Board of Directors. They are volunteers from the community, ranging from business leaders to homemakers. They have a good relationship with Board members. Board members volunteer and help out around the community. The Board members recruit new members and helpers. They help make connections in the larger community. The Elders and Board members know each other by name. Turner Duvall is successful, in part, because they choose and develop the right people for their Board. The larger community is also thankful to have Turner Duvall in the community, and it generates a great deal of pride. Creating a caring community, in an independent living environment, is about respecting the Elders, even when it is tough, and setting boundaries now and then when problems arise. It is about mutual admiration, respect and love â€" all important aspects of the Eden Alternative Philosophy.

## Chapter 8 : Community - Wikipedia

*Creating a Caring Community of Learners Chapter #8 ~ Guiding Young Children The Teaching Pyramid Model CARING COMMUNITY OF LEARNERS A group or classroom in which children and adults engage in warm, positive relationships; treat each other with respect; and learn from and with each other.*

Share The Classroom - A Caring Community Creating a caring classroom community provides a warm, safe environment for young children to learn and grow. In a caring classroom setting, children will be able to experience a positive and productive sense of their own power and abilities â€" a feeling that some children may not have in other life settings. Young children thrive in a classroom that models a caring community. Children are able to experience a positive and productive sense of their power to learn, grow, and contribute to the lives of others. The classroom community enables children to maintain positive interactions, which promotes resilience as well as cognitive learning. In a Caring Classroom Community Students learn how to speak so others will listen respectfully. They also learn how to listen when others are speaking, how to solve problems, and contribute to the group. Children have opportunities to participate actively, to belong, and to exercise some control over their lives. They feel empowered when they are able to make choices during the day, to establish goals for themselves, to make decisions about their classroom, and to participate in work that is meaningful and engaging. Collaborative learning is encouraged as children learn from each other. Children have multiple opportunities to work with partners and in small groups. Children learn to share ideas, take turns, solve problems, listen to others, and receive and offer help. Class Meetings Participating in class meetings enables children to learn what it means to be a part of a community where all members exchange ideas and listen to each other. Some meetings may be held as part of the daily classroom routine while others are called in order to handle a problem, to enrich a lesson, to share exciting news, or to formulate a plan for investigating a particular topic. Students help discuss necessary rules, solve problems, and resolve conflict. These meetings can include role play, puppet plays, and stories. Teachers can address differences of opinion, rather than imposing solutions and rules on children. Children learn that there are multiple solutions to problems and that the group can make decisions together. Suggestions and Praise When students struggle with a problem or would like to award a compliment to another student, they can fill out a "Band-Aid" or a "Compliment" form see figure below. On the form, they write their name, draw or write what happened, and drop it in the agenda box. The teacher will select which "Band-Aids" and "Compliments" will be shared at a class meeting and determine if they might like to add a "Band-Aid" or "Compliment" of their own to the box. Students receiving the "Compliments" are given the form to take home and celebrate their thoughtfulness with their families. During the class meeting, the teacher reads the name on the "Band-Aid" and says, "John, it looks like you had a problem today. Can you tell us about it? The teacher asks the class if they have ever experienced a similar problem. After several children have shared a time when they had a similar problem, the teacher asks, "Has anyone discovered something John might do to avoid or help solve this problem? The teacher asks John to select a solution he will try the next time he faces that problem. On the right-hand side of the "Band-Aid" the teacher writes down the solution John has selected to try. The "Band-Aid" is posted on the agenda board so the class can check back with John and see how the proposed solution worked out. If the chosen strategy worked, the "Band-Aid" is removed from the agenda. If it did not help, John selects another strategy to try. Learning from Experiences The following formula is very helpful in assisting young children to process things that happen to them, such as in an argument.

## Chapter 9 : Personal Health Journals for Any Condition | CaringBridge

*Guiding Principles for Creating a Caring Community of Learners. M any variables are involved in effective early childhood education. One of these variables is the climate of the classroom â€"that is, how well children, staff, and parents are working together.*

Picture him later as he expresses sorrow that a four-day weekend is coming up. Notice a child, who because of environmental conditions at home, speaks only in a whisper to those around her and can only look at the ground with a cowering posture when spoken to by an adult. Now notice her smiling, laughing and eagerly sharing a favorite experience with all of her classmates as they sit together in a community circle. This school, like thousands of others throughout the United States, Canada, Australia and other countries accomplishes this by creating and sustaining a caring and challenging school culture â€" an environment that provides a sense of belonging, support, connection to others and to ideas and values that make young lives meaningful and significant. Decades ago, respected educator John Dewey urged that each public school should be a model home, a complete community. Not only would such a school energize students but make it safe and exciting enough to learn. Consider what typically would have happened to Mrs. Massive categorical funding has been and continues to be allocated to deficit-focused programs for special education, individual treatment and costly remedial strategies. Two compelling bodies of well-researched studies on learning and human development show the way. They are theâ€¦ Comprehensive neuroscience principles on how the brain best learns, and Longitudinal studies on positive protective factors that when present in child rearing or learning systems foster resilient strengths, well-being and success in life success. It is startling to realize that scientists have learned more about the human brain during the last decade than during the entire preceding century. Where is there to be found a single piece of authentic research that proves this is how the human brain learns best? Today it is well-recognized that cognitive information becomes meaningful and more lasting when coupled with application and experience. The chemistry and structure of their brains have been conditioned by being raised in an instantaneous change environment filled with visual and sensory stimuli from computers, television, cell phones, electronic games, I-Pods etcetera â€" all of which most enjoy and are proficient in using. This may be the prime reason that we lose young learners with traditional direct instruction, listening passively to teachers, now and then answering questions and filling in worksheets â€" the latter which do not grows dendrites. Knowledgeable school systems and teachers are engaging students by using cooperative learning, active group inquiry and participatory projects. Creating a Caring School Community The first step in creating an ideal caring learning environment in classrooms and schools is to pose the following question to the policy-makers, teachers, leaders and parents of the school community: Children who come to school from a stressful less than supportive or caring environment carry the stress all day and everyday to school. They may be like the two third graders above or they may be disillusioned secondary kids. However, the impressive longitudinal studies on environmental factors that enable humans of all ages to overcome deprivation and adverse conditions in life, give schools a clear way to establish a caring strength-focused culture that nurtures resilient strengths in all students -and teachers too! Caring and supportive relationships â€" Caring relationships within systems convey compassion, understanding and respect. They are grounded in attentive listening and establish safety and basic trust. They highlight strengths and assets as opposed to problems and deficits. Opportunities for meaningful participation â€" Opportunities for meaningful participation, leadership and contribution to the community may be actualized through decision making, listening and being heard, with each person being included with valued responsibilities. It is no surprise that these protective processes work. They meet our basic human needs for love and belonging; for respect, challenge and structure; for involvement, power and ultimately, meaning. As predicted by longitudinal studies, students from such schools would have developed the life-long abilities of. This ambitious mission can be systematically achieved as the school engages all teachers, administrators, students and families in working together as a learning community dedicated to caring and support, active participation and positive expectations for all students. The stated the stated goal is: To assure the healthy development of every child so that each has the knowledge, skills and resiliency to be

successful in a rapidly changing world. The structure provides inclusion, a sense of value and community for everyone in the groups. The communities learn and use a series of collaborative skills and help each other honor four positive agreements: The sense of community that all age groups seem to seek today becomes a reality as people work together on meaningful goals, tasks and challenges. Strength evolves out of the special quality time that is spent to build inclusion whenever the groups come together. No one is an isolate, no one fears to talk. It is safe enough to ask questions â€" safe enough to learn. Every active learning academic experience lesson in a Tribes classroom has two objectives: Each lesson begins with the teacher announcing the objectives to the students and each learning experience concludes with student groups reflecting on or assessing the extent to which they achieved the objectives while working together. Comprehensive studies repeatedly have proven that cooperative group learning and the reflective practice improves student active learning. If indeed we want to improve academic test scores, teachers need to learn how to transfer leadership and individual accountability to peer groups. Studies have shown that group interdependence consistently increases student achievement more than individual control methods. Educator Ron Miller reminds us that ultimately our work is not about a curriculum or a teaching methodâ€¦ it is about nurturing the human spirit with love. I believe that John Dewey was right. Each public school should be a model home, a complete community actively developing future compassionate citizens capable of creating, leading and contributing to the kind of democratic communities â€" in which we all long to live. A report from 3rd grade teacher, Cathy Allen, Bountiful, Utah 2. Democracy in Education, New York: Translating Research into Classroom Practice. Association for Supervision and Curriculum Development, Simon and Schuster, Phi Delta Kappan International, April 6. High-risk Children from Birth to Adulthood. Resiliency â€" What We Have Learned. What Is It About Tribes? CenterSource Systems, 9. Theories, Models and Strategies. Garland Publishing, The Cooperative Elementary School: American Educational Research Journal, Vol. What Are Schools For? Holistic Education in American Culture.