

Stichting Reckoning's Policy

1. Stichting Reckoning

Mission statement: Reckoning exists so that children (ages 4-18) in marginalized communities will become local/global leaders.

Goal: This aim is reached through its initiatives LEAD, InSite and ELA's and the unique training approach Reckoning has developed called, *The Reckoning Approach*, which combines art-making, leadership development and character education. The end result is seeing expanded proficiency in essential social skills and their capacity to be leaders in their communities and in school.

Length of programs: All the initiatives run on a yearly basis.

- LEAD is a year long after school program for elementary school children
- Insite is a supplementary activity for secondary students
- ELA is an Academy that can be run within a school or as an after school center with various classes and workshops.

2. Operations

Programs

- InSite trains secondary students in the Reckoning approach: creating a playground for CLASS (Character, Leadership and Social Skills).
 - Training sessions focus on using play, teambuilding and art-making as a way to embed sustainable skills into the lives of children.
 - While in a developing country, the students work in teams designing and implementing after school programs with children living in abject poverty.
 - InSite also participates in practical help services as well as community art projects.
 - In South Africa, Reckoning partners with Serve the City (STC) in their ongoing work in local communities. As STC works towards developing sustainable community models with the people who live in these communities, InSite's contribution is to help facilitate their daily work.
- LEAD: It is our local initiative set in elementary public schools in Amsterdam, with a focus on the areas of the city with high populations of immigrant families.
 - LEAD's afterschool program emphasizes CLASS (Character, Leadership and Social Skills) using art and games as a way to develop these skills.
 - Local university students participate as interns and are taught and coached throughout the year while they work weekly with the children.
 - Art Showcases are exhibited three times a year as a way to highlight what the children are learning.
- ELA Everyday Leadership Academy- An established school or a community center can become an ELA which means that the staff has been trained and implements CLASS in the classes offered to children.

Method: After five years of innovative experimenting on three different continents, *The Reckoning Approach: Creating a Playground for CLASS (Character, Leadership and Social Skills)* Manual has been completed. This training companion is designed to take one through a process of hands on experience needed to be able to work with children in a way that brings out good character and enhances the needed social skills for increased academic performance as well as future job performance.

The companion has various sections in it, which gives the trainers flexibility to customize the training with different groups of people. Each participant will receive as a result of this training experience with the following:

- Art sessions with each of the seven character pillars
- Lead children from a authoritative posture, cultivating discipline and not punishment
- Bring the energy in from the playground into a classroom setting.
- Learn how to educate the whole child
- Being able to identify and teach children the needed social skills while not sacrificing academic content
- Design art-making experiences with specific learning objectives
- Implement games as a way to cultivate good character and social skills
- Model good leadership and nurture those qualities in your students
- Gain solid self awareness tools so that each participant can grow in their own personal development
- Design learning environments with intention so that every student/child is engaged and curious

These principles can be useful for anyone who works with children in any capacity: parents, students, teachers, youth workers, etc. This companion comes with training. In our culture, information is readily accessible. The principles presented in this companion have been compiled from three basic fields of knowledge: leadership theory and practice, character development and the research and practice of doing art. It is in our training that one gets the experience of how these principles work together. We believe that the best way to learn something is to do it.

Aim: Reckoning would be aiming on having five LEAD locations and five InSite partnerships, and an ELA in Amsterdam by the year 2016. Currently, InSite has 2 partnerships, and LEAD has 2 locations.

Goals for the next five years:

LEAD combining more local partners in the art showcases and these events showcasing many more local initiatives and how they are changing lives.

3. Audience and scope

Participants: Currently, LEAD and InSite are reaching approximately 150 students//children locally and approximately 300 children internationally.

Scope: Reckoning trains between five and ten mentors in LEAD. In 2013, InSite had two teacher trainers in as well as nine volunteers. The art showcases and other public events Reckoning sponsors reaches about 400 people/year, not to mention the online presence of FB, youtube and flickr, with a combined reach of about 1000 people.

4. Organisation

Organisation

Reckoning has a Board of three members: Jane Hanna, Menno Gort, and Oscar Pekelder. The Director of Reckoning is Shawna Snow.

Reckoning has a core Team which includes: Shawna Snow, Trish Webb and Shayna Schapp. They plan, design and train new mentors, and trainers.

Additional volunteers: Reckoning has about nine additional volunteers who function as support staff in various capacities for the organization.

Partners:

Reckoning has many funding partners. See our website for a complete list.

Locally our partners are:

Al Wafa basisschool

Eigenwirjks

Altassian Software

Afrogleap

Amsterdam International Community School

MCTC

KavK

HvA

Hoogeschool van Leiden

SKC

Fyousion

Lost Property Gallery

CV's

Shawna Snow

Shawna Snow is afkomstig uit Californië en is de oprichter van de stichting Reckoning. Zij heeft 10 jaar voor de klas gestaan en heeft 20 jaar ervaring in het werken met jongeren. Ze is getraind in het 'Character Counts curriculum' en heeft een master degree in transformationeel leiderschap. Zij woont nu acht jaar in Nederland en is 'exited' om deze innovatieve methode te implementeren in multicultureel Amsterdam. Zij ontwikkelt daartoe nieuwe – op maat gesneden - trainingsmodules en traint & begeleidt de vrijwilligers en mentoren in deze methode. Daarnaast ontwikkelt zij de handleiding voor trainers, waarin de methode beschreven staat. Dit zodat na afloop van het project deze methode ook door anderen gebruikt kan worden, die vanuit deze visie willen werken.

Shayna Schapp

Shayna Schapp is beeldend kunstenaar die woont en werkt in Amsterdam. Ze was vele jaren werkzaam in de VS als jeugdmentor die 6-18 jaar oude kinderen aanmoedigde om hun stem te laten horen, door opdrachten zoals "The Polaroid Book Project". Zij is de Kunstcoördinator voor LEAD. Daarnaast geeft ze les op de Interactive/Media/Design afdeling van de Koninklijke Academie van Beeldende Kunsten in Den Haag met een nieuw programma dat sociaal leiderschap verweeft met media kunst educatie. Ze is kunstredacteur bij Versal, een internationaal kunst en literair magazine in Amsterdam. Ze heeft een BA of Art van het Houghton College.

Trish Webb

Trish Webb coached de LEAD mentoren. Zij ontwikkelt het lesmateriaal voor de verschillende kunstprojecten, steeds toespitst op het educatieve niveau van de leerlingen (learningcurve). Zij heeft op zeer uiteenlopende plekken les gegeven. Haar leerlingen komen over het algemeen van de minder vredige plekken op aarde, met drugs, oorlog en verkrachting in hun curriculum van de straat. Maar ze heeft ook op meer geprivilegieerde plaatsen les gegeven. Door haar ervaringen zet ze zich met hart en ziel in voor haar werk, om kinderen en jongvolwassen de mogelijkheden te laten ontdekken om op een positieve manier verandering in gang te zetten in hun eigen leven en in de gemeenschap om hen heen.