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**SYMPOSIUM BREAKOUT SESSION**  
**MONDAY, OCTOBER 25, 2021 | 3:40-4:00 PM ET**

# ***Whole-Child Design: How To Use The Science of Learning and Development to Redesign Classrooms, Schools, and Systems and Accelerate Healthy Development, Learning, and Thriving***

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## **PRESENTERS:**

- MenSa Ankh Maa, Turnaround for Children
- Gretchen Livesey, Turnaround for Children





# YOUR FACILITATORS



**MENSA ANKH MAA**

Partnership Director



**GRETCHEN LIVESEY**

Vice President, Partner Impact

# **SPARK** motivation, **IGNITE LEARNING**

“One’s ability to learn does not stop outside of the classroom, and adversity in life is not predictive of one’s cognitive capacity. Our plans for moving past the effects of the pandemic should be inspired and energized by this understanding ...

*Students are still able to embrace learning when it is purposeful, joyful, and sparks curiosity.”*



[crtandthebrain.com](http://crtandthebrain.com)

—**ZARETTA HAMMOND**

American Educator, Summer 2021:  
Integrating the Science of Learning and Culturally Responsive Practice





## **HISTORIC DESIGN OF U.S. EDUCATION:**

**Most students are average, talent is scarce**

**Schools should be sorting mechanisms**

**Success or failure is solely a result of merit**

**Quality is more important than equality**

**WE MUST**

**REDESIGN**

**FOR AND WITH**

**EQUITY**



# Whole-Child Design Blueprint

[turnaroundusa.org/toolbox/wcdesign](https://turnaroundusa.org/toolbox/wcdesign)



# Knowledge, Skill, and Mindset Building

*Learning is integrated – for example, no “math” part of the brain develops separately from the “self regulation” part of the brain.*





# Supporting Student Agency and Voice



[turnaroundusa.org/toolbox](https://turnaroundusa.org/toolbox)

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## Support Student Strategies: Stress Management to Resilience

**PURPOSE**  
These tools guide an asset-oriented approach to developing a repertoire of shared skill development strategies with students. Included are examples supporting stress management and, in turn, resilience.

**DIRECTIONS:**

1. Read through the approach outlined below.
2. Read through the sample. Consider what will work well for your

### Considerations:

- We know that students bring knowledge with academics, before teaching strategies.
- As you support your students with, for example, a student who is not able for supports in the Stress Management Plan.
- Teaching students coping strategies support students in developing strategies to support the impact of stress on their lives.

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## Student Strategy: Stress Management Plan

**PURPOSE**  
It is important to have strategies to use to manage stress and difficult feelings in different settings at school, at home, and during other activities.

When I feel \_\_\_\_\_,

When I feel \_\_\_\_\_,


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## Student Strategy: Box Breath

**PURPOSE**  
When we breathe, it gives our organs and body what they need. Sometimes when we're stressed or not paying attention to our bodies, we don't breathe as well. Breathing strategies can help us fill our brains and bodies with air and relax our hearts and minds.

**DIRECTIONS:**

1. Find a place to stand or sit where you are comfortable. Feel the floor with your feet.
2. Inhale for four counts.
3. Gently hold your breath for four counts.
4. Exhale for four counts.
5. Hold your empty lungs for four counts.
6. Repeat a few times, noticing how you feel. Has it changed?



# Supportive Environments

*Context matters – and school and classroom environments are especially critical contexts, as they are where students will spend an enormous and influential portion of their lives.*





# Creating Environments of Safety and Belonging



[turnaroundusa.org/toolbox](https://turnaroundusa.org/toolbox)

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## Norms and Expectations Planner

**PURPOSE**  
This tool provides guidance and sample strategies for developing school or classroom norms and expectations, with an emphasis on **co-creation**, **shared power** between student and adult, and **acknowledging and affirming diverse cultures and perspectives**. This process lays the foundation for a sense of safety and belonging.


**DIRECTIONS:**  
Use the following activities and resources to get started co-creating norms and expectations with students. As part of the ongoing process of creating school and classroom culture, plan to revisit these norms often in

**PART I: Launch**

Educator introduces the idea of co-creating norms and expectations with students.

- What is a "rule"?
- Who makes them? Who should be involved?
- How are "rules" different in different cultures?
- What is a good reason to challenge a rule?
- Explain, "Today, we are going to co-create norms and expectations that all agree to act and interact with."


**PART II: Shared Values as**


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## My Creative Interpretation

**DIRECTIONS:**  
Write, draw, or collage to show what you think norms and expectations should look like.

WH

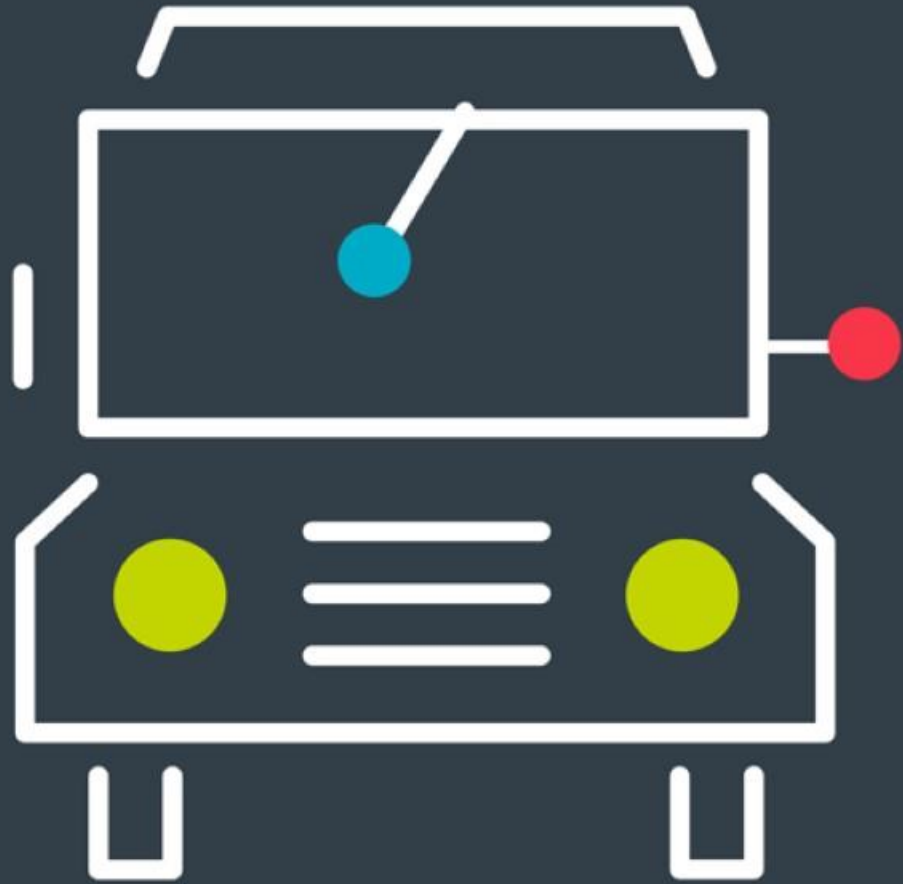


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## Living T-Chart: Norms and Expectations

**DIRECTIONS:**  
Use or re-create this T-Chart to think about what each classroom/school norm will look like, sound like, and feel like.

NORMS Our community agreements for how we will act and interact:	EXPECTATIONS What our norms will look like, sound like, and feel like when we are using them:
<b>EXAMPLE:</b> Show <u>respect</u> for ourselves, others, and our space	Use kind words to talk about ourselves and classmates Keep hands to ourselves (ask first) Put away materials where they belong



Context is the  
**primary driver**  
of who we  
become.

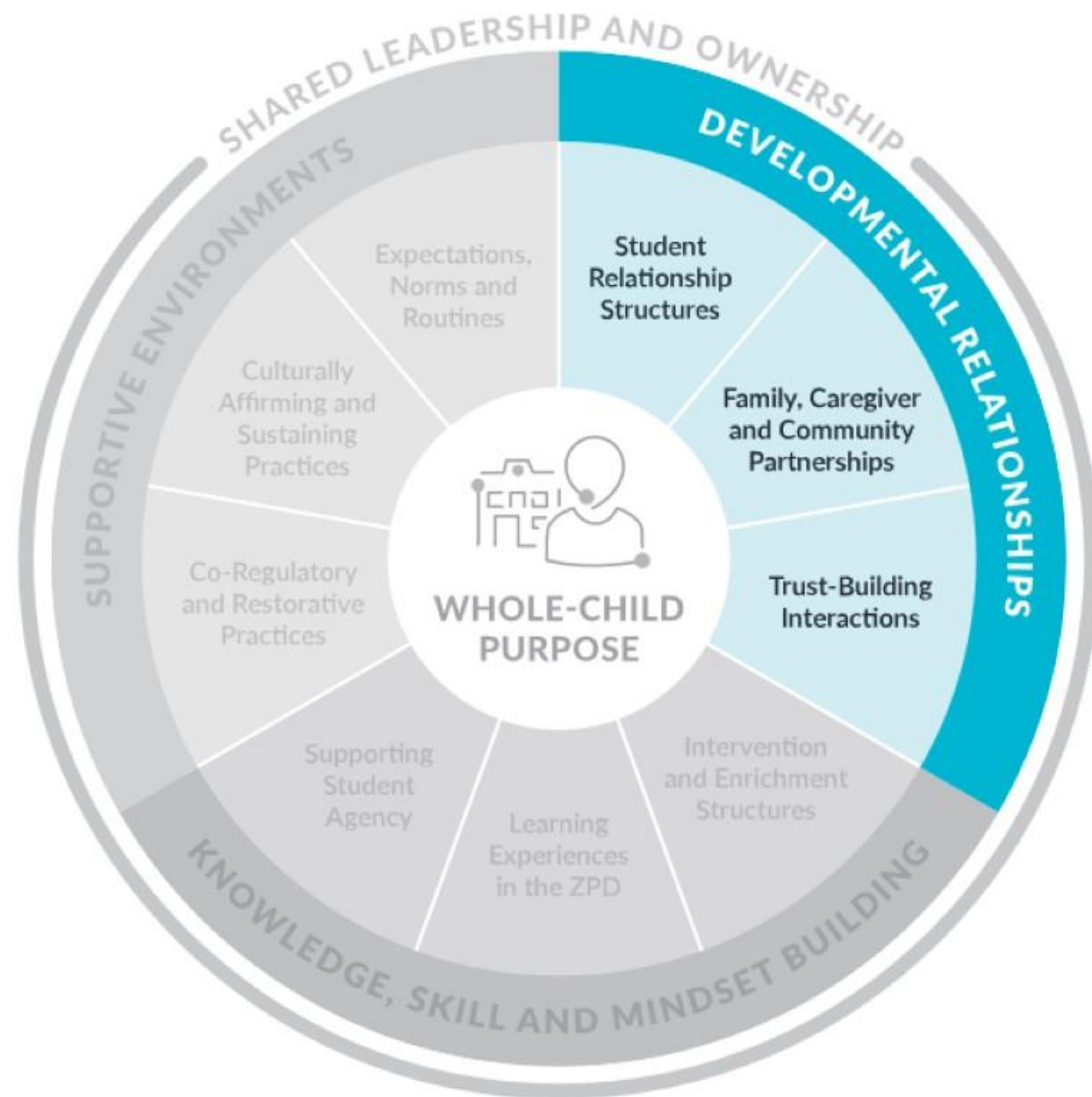


# CONTEXT



# Developmental Relationships

*Relationships are the “active ingredient” in the learning environment.*





# TRUST IS THE ANTIDOTE TO STRESS



OXYTOCIN



CORTISOL



# Is My Classroom / School Relationship-Rich?



[turnaroundusa.org/toolbox](https://turnaroundusa.org/toolbox)

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## Educator Inventory: Is My Classroom Relationship-Rich?

**PURPOSE**  
Use this inventory to self-assess the quality of relationships with students in your classroom.

**DIRECTIONS:**  
1. List the students in your roster.  
2. For each student, check the statements that you agree with.  
3. Reflect on your responses. **Star** a few of the relationships that are going well.  
Use these pages.

**Educator Inventory**

Student List:	I can name 3 strengths and interests this student has	I can name 3 things about this student's life outside of school	When this student has a problem, they share it with me

**Classroom Inventory: Is My Classroom Relationship-Rich? (4<sup>th</sup>-12<sup>th</sup>)**

**DIRECTIONS:**  
Below is a survey that is going to ask you about relationships with your classroom and teacher. For each statement, please indicate a response that matches your feelings and thoughts. Your responses can range from "strongly disagree" to "strongly agree." There are no right or wrong answers here.

Practice Example	Strongly Disagree	Disagree	Agree	Strongly Agree
Example: I enjoy the school lunch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Now check the one agree or disagree with the following statements about your class!</b>				
<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I feel like a real part of my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. People here notice when I'm good at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other students in my class take my opinions seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. People in this class are friendly to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I'm included as an athlete in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I can always find a way to help people and arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I listen carefully to what other people say to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I'm good at working with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I'm good at helping other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I know how to ask for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Now check the one agree or disagree with the following statements about your teacher!</b>				
<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. When my teachers tell me not to do something, I know they have a good reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel safe and comfortable with my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My teacher always keeps their promises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My teacher always listens to students' ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My teacher treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My teacher challenges me to achieve new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I know I can ask my teacher for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My teacher supports me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Classroom Inventory: Is My Classroom Relationship-Rich? (K-3<sup>rd</sup>)**

**DIRECTIONS:**  
This is a survey that is going to ask you about how you feel in school. For each question, circle the face that best represents how you feel. There are no right or wrong answers here.

**Example:**

I like ice cream.

Agree      Not Sure      Disagree

😊       😐       ☹️

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I feel safe in my classroom.

Agree      Not Sure      Disagree

😊       😐       ☹️

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I learn new things with my teacher and friends.

Agree      Not Sure      Disagree

😊       😐       ☹️

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My teacher helps me when I need it.

Agree      Not Sure      Disagree

😊       😐       ☹️

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My classmates help me when I need it.

Agree      Not Sure      Disagree

😊       😐       ☹️



# SPARK motivation, IGNITE LEARNING

By creating learning experiences that are *designed for discovery*—that affirm and tap into each student's identity and assets, especially those from communities that have been historically marginalized—we can navigate the unique challenges this school year will bring and take a step toward equity by helping young people not just recover but *grow and achieve*.

**SIGN UP FOR FREE TOOLS:** [turnaroundusa.org/Toolbox](https://turnaroundusa.org/Toolbox)







# AURORA INSTITUTE *Symposium*

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OCTOBER 25-27, 2021 | VIRTUAL

*“Leading Competency-Based Education Redesign”*

Thank you for joining us!

**Share Your Thoughts.**

Participate in our one-minute poll (link in chat box).