

Thriving YOUiversity Toolkit

Belonging Relationships

Strategies for a Successful Year

Explicit Instruction & Modeling

Intentional Environment

Brain Based Learning

Adult Brain State

An Integrated Approach to Support Students and Staff

THE WHY

Where We Are Right Now

As a result of the pandemic, many of us are [grieving](#) and experiencing a sense of loss, so we must look at COVID-19 through a lens of [collective trauma](#). The human brain doesn't like: unpredictability, isolation, and restraint, and COVID-19 has given us all three. Just like students, educators need the space [to heal](#).

Additionally, we are seeing a spotlight on racism and injustice that calls educators to step out of [silence](#). We will have to engage in [self-reflection](#) and be open to learning and growth. More educators are realizing it is no longer enough to just [not be racist](#). We must work toward being [antiracist](#), addressing [race and trauma](#), engaging our students in [conversations](#), and intentionally cultivating [anti-racist culture](#) in our classrooms and schools so that all students feel a sense of [psychological safety](#) and [belonging](#). Start preparing for those [conversations](#) now.

As we look to the 2020-2021 school year, [Social Emotional Learning](#) needs to be prioritized for [students](#), [staff](#), and the entire school [community](#). And yes, we can teach through a [trauma-sensitive lens via remote learning too](#).

Belonging and Relationships

[Belonging](#) matters to learning and it is critical that we foster [strong communities](#) in our classrooms whether [virtual](#) or [in-person](#) so that [all students](#) feel like they belong.

Try these:

Building belonging:

- [Elementary Check-in Form](#)
- [Secondary Check-in Form](#)
- [2 x 10](#)
- [Relationship Mapping](#)
- [Fast Friends](#) for students
- [Fast Friends](#) for staff
- [Rose, Thorn, Bud](#)

Tech Tools that build belonging virtually:

- [Flipgrid](#)
- Zoom Breakout Rooms
- [Nearpod](#)

Intentional Environment

We must prioritize [trauma-informed teaching](#), and intentionally [cultivate environments](#) that are conducive to learning, whether in-person, [online](#), or a [hybrid of both](#). We do this by strengthening [community](#), engaging students' [attention](#), offering [predictability, flexibility, connection, and empowerment](#), and using a variety of instructional strategies.

Check these out:

Create [space and structures](#) that foster learning like:

- [Think-Pair-Share](#)
- [Exit Tickets](#)
- [Circles](#) - Circles can be facilitated [virtually](#) as well and through tools like [FlipGrid](#)

Seek input

- Survey all [stakeholders](#), including students, parents, and school staff

Collaborate with students on a [class charter](#) or [social contract](#).

Intentionally create opportunities for students to share their voice and offer choice

- [Tap into student agency to promote learning](#)
- Empower students' resilience by encouraging them to [create a toolbox of care](#).

Focus on students' [strengths](#) and [sparks](#), and help them explore more with individualized learning platforms like [Thrively](#).

Get reflective

- Take this [self-assessment](#) about your virtual learning skills

Engagement in the virtual world

- Check out how these teachers created videos that [bring learning to life](#).

Brain Based Learning

If we want students to be ready to learn, we need to help prepare their minds to be calm and [receptive to learning](#). Teaching through a trauma-sensitive lens can still be done [virtually](#). Science informs us that [Brain Breaks](#) are important for learning, and we need to make these part of our [routine](#).

Try these:

Incorporate [focused attention practices and brain intervals](#) into your lessons, and try using [rhythm practices](#) to help students feel grounded.

Incorporate [Movement](#) using:

- [GoNoodle](#)
- [Brain intervals](#)

Increase self-awareness with [CloseGap](#)

- [Mindfulness resource page](#)

Adult Brain State

Our emotions are [contagious](#) and how we [show up](#) at our schools impacts our students and colleagues. In fact, the [adult brain state](#) can either escalate or de-escalate student behavior. It is critical that we engage in [self-care](#), [self-reflection](#), and [mindset](#) work so that we can intentionally show up well for ourselves and others. Deepen your [learner's mindset](#).

Check these out:

Get reflective to be more effective:

- [Name It To Tame It](#)
- Acknowledge and speak back to [Automatic Negative Thoughts](#)
- Engage in evidence-based practices that support [well-being](#)

Get curious, not furious

- Explore [unconscious bias](#) and its' [impact on our students](#)
- Engage in [mindfulness practices](#)

Explicit Instruction and Modeling

It is even more important than ever to [prioritize SEL](#) and [integrate SEL into instructional practices](#).

Try these:

Explicitly teach students about [their brains](#)

Teach students skills like [kindness](#) and [gratitude](#) that strengthen resilience and boost class culture

Check out this [podcast](#) that helps kids get in tune with their feelings