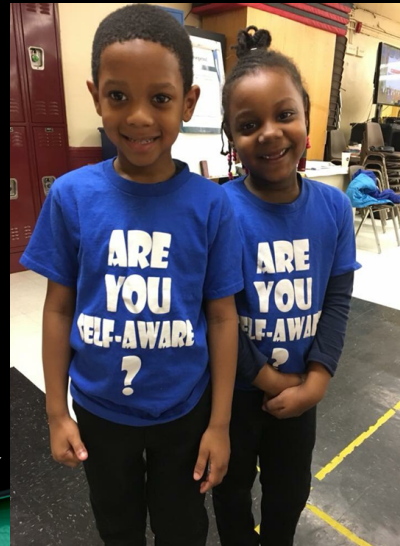


**SOCIAL EMOTIONAL
LEARNING, MINDFULNESS
PRACTICE & CULTURAL
RESPONSIVENESS
IN DISTANCE LEARNING:
A HOLISTIC APPROACH**

DR. DAWN BROOKS DECOSTA
THURGOOD MARSHALL ACADEMY
LOWER SCHOOL



1

**BRAIN
BREAK:
ROSE AND
CANDLE**



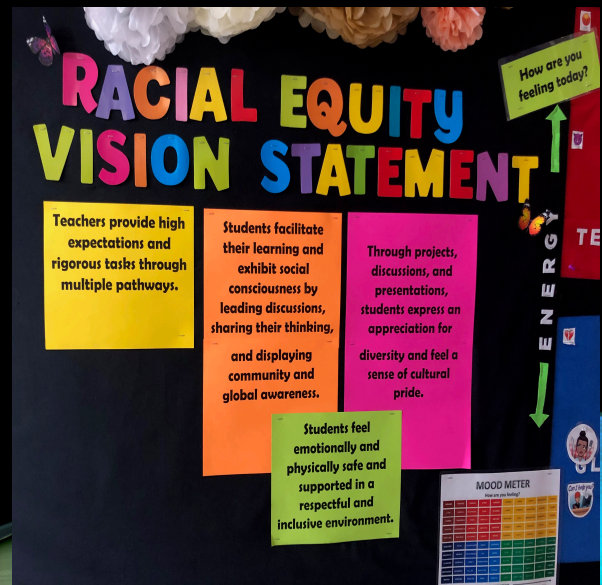
2

HAWA'S MEDITATION



3

CULTURAL RESPONSIVENESS AND SOCIAL EMOTIONAL LEARNING AT TMALS



4

WHY SOCIAL EMOTIONAL LEARNING?

The learning experience is relational. As such, the relationship that students have with teachers in climates with increased caring and trust, where staff work collaboratively and proactively allows them to feel a sense of belonging that permits a stronger connection to the school and its culture. -Elias

According to Goleman, "People who are emotionally adept—who know and manage their feelings well, and who read and deal effectively with other people's feelings—are at an advantage in any domain in life"

The ability of students to recognize and identify emotions, regulate emotions when necessary, show compassion, exhibit positive relationships with others, and make well informed decisions in challenging situations are skills that identify as Emotional Intelligence - Goleman.

5

WHY CULTURAL RESPONSIVENESS

?

-Mark A. Gooden Teachers College Columbia University

STUDENTS FROM RACIALLY OPPRESSED COMMUNITIES HAVE BEEN MARGINALIZED-BOTH LEGALLY AND GENERALLY- BECAUSE OF THEIR NON-DOMINANT RACE, ETHNICITY, RELIGION, LANGUAGE OR CITIZENSHIP

ALL MINORITIZED STUDENTS ALSO HAVE RICH HISTORIES OF AGENCY, APPROPRIATION AND RESISTANCE TO OPPRESSION

BECAUSE MINORITIZED STUDENTS HAVE BEEN DISADVANTAGED BY HISTORICALLY OPPRESSIVE STRUCTURES AND BECAUSE SCHOOLS AND EDUCATORS HAVE BEEN INTENTIONALLY OR UNINTENTIONALLY COMPLICIT IN REPRODUCING THIS OPPRESSION

THEREFORE WE NEED CULTURALLY RESPONSIVE SCHOOL LEADERS AND TEACHERS WHO HAVE A PRINCIPLED, MORAL RESPONSIBILITY TO COUNTER THIS OPPRESSION

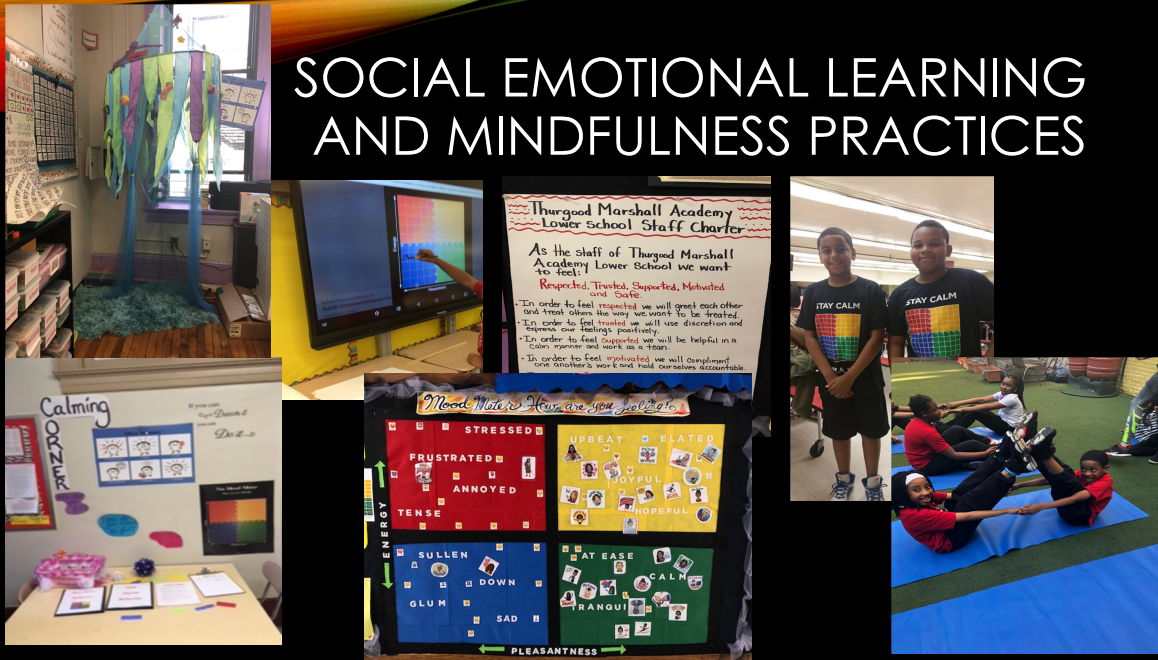
6

MULTI-TIERED APPROACH TO SEL AND CULTURAL RESPONSIVE PRACTICES



7

SOCIAL EMOTIONAL LEARNING AND MINDFULNESS PRACTICES



8

STUDENT AGENCY & VOICE



9

CULTURALLY RESPONSIVE PRACTICES



10

ACTIVE PARENT LEADERSHIP AND ENGAGEMENT



11

**SOCIAL EMOTIONAL
LEARNING AND CULTURALLY
RESPONSIVE SUSTAINING
EDUCATION IN DISTANCE
LEARNING:**

**HOW CAN WE
ATTEMPT TO
PROVIDE SOME
EQUITY IN A
TIME OF
EXACERBATED
INEQUITY?**



12

REMOTE LEARNING PLAN: HOW DO WE MAINTAIN OUR CULTURE OF CARE?



Thurgood Marshall Academy Lower School Remote Learning Plan

The Thurgood Marshall Academy Lower School team will provide a supportive, compassionate, caring and responsive approach towards the continued academic and enrichment engagement of our children and families during this time of remote learning. Through the Google Classroom, Class Dojo, phone and video communication, our full staff will provide a holistic support system for children and families that seeks to meet their academic, social, emotional and cultural needs.

Mission Statement:

"TMALS exists to provide a robust holistic learning experience for each child through social emotional learning, cultural responsiveness and belonging. We are the village that raises the child."

13

REMOTE LEARNING OPTIONAL SCHEDULE

Thurgood Marshall Academy Lower School Optional Remote Learning Schedule

PERIODS	MARVELOUS MONDAY	TERRIFIC TUESDAY	WISHFUL WEDNESDAY	THANKFUL THURSDAY	FANTASTIC FRIDAY
School-wide Meditation 8:30- 9:00	RULER Mood Meter Check In Family Charter Check In Meta Moment Check In	RULER Mood Meter Check In Family Charter Check In Meta Moment Check In	RULER Mood Meter Check In Family Charter Check In Meta Moment Check In	RULER Mood Meter Check In Family Charter Check In Meta Moment Check In	RULER Mood Meter Check In Feeling Word Lesson
Period 1 9:00- 9:30	Reading Google Classroom Lesson	Math Google Classroom Lesson	Reading Google Classroom Lesson	Math Google Classroom Lesson	Reading Google Classroom Lesson
Period 2 9:30-10:00	Writing Google Classroom Lesson	Reading Google Classroom Lesson	Writing Google Classroom Lesson	Reading Google Classroom Lesson	Writing Google Classroom Lesson
Period 3 10:00 - 10:30	Math Google Classroom Lesson	Writing Google Classroom Lesson	Math Google Classroom Lesson	Writing Google Classroom Lesson	Math Google Classroom Lesson
Period 4 10:30-11:00	Brain Break Daily Kindness/Gratitude Keep a journal each day of what you are grateful for	Brain Break Daily Kindness/Gratitude Do a chore without being told to	Brain Break Daily Kindness/Gratitude Help someone without being asked	Brain Break Daily Kindness/Gratitude Write a thank you note to someone you are grateful for	Brain Break Daily Kindness/Gratitude Give someone a compliment
Period 4 11:00-11:30	iReady/STAR Reading	iReady/STAR Math	iReady/ STAR Reading	iReady/STAR Math	iReady/STAR Make-up minutes
Period 5 11:30-12:00	Gym	Gym	Gym	Gym	Gym
Period 6 12:00-12:30	STEM (Science, Technology, Engineering and Math) Lunch	STEM (Science, Technology, Engineering and Math) Lunch	STEM (Science, Technology, Engineering and Math) Lunch	STEM (Science, Technology, Engineering and Math) Lunch	Thurgood Marshall Way: Leader, Artist or Trait of the Month Lesson Lunch
Period 7 12:30- 1:00					

14

THURGOOD MARSHALL ACADEMY LOWER SCHOOL REMOTE LEARNING PLAN

Academic Support Reading, Writing and Math daily tasks and live small group video classes on Google Hangout with TMALS Teachers	Movement, Focus & Rest Physical Education Brain Breaks Meditation Yoga/Mindfulness Practices	Arts Enrichment Cultural Movement Arts Violin Lessons for 2nd grade
STEM Tasks and Optional Weekly Live Coding Lessons with STEMKids NYC	Optional Virtual Afterschool Enrichment Program through Change for Kids	SUPPORT FOR IEP AND ENL STUDENTS Live Academic SETTS Support for IEP Students Live Small group and one on one support for ENL Students Daily live connections with Paraprofessionals Live Occupational Therapy, Speech, Physical Therapy & Counseling
Social Emotional Learning Yale RULER activities Social Skill Building Online Platform with The Meeting House Daily Kindness/Gratitude Activities	Staying Connected Live Daily and Weekly Whole Class Video Meet Up with TMALS Teachers	Support for Adults Optional Weekly Evening Support Group for Teachers and Parents with Clinical Social Workers through The Meeting House

15

ADDITIONAL OPTIONAL OFFERINGS

From 1:00- End of Day

- Violin Classes
- Theatre Classes
- Coding Classes for students and parents
- Small group and one on one support for students
- Technology support for teachers and staff
- Technology supports for parents
- MoMA Mondays engagement with works of art with the Museum of Modern Art
- Virtual Field Trips
- Emotional Support Group for Parents and Grandparents (Clinical Social Workers)
- The Meeting House-Social Skill Building Program that includes Yoga and Games
- Virtual Afterschool Program: Art, Theatre, Dance, Music



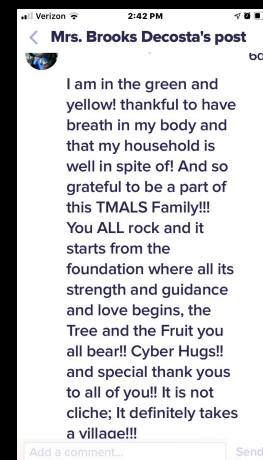
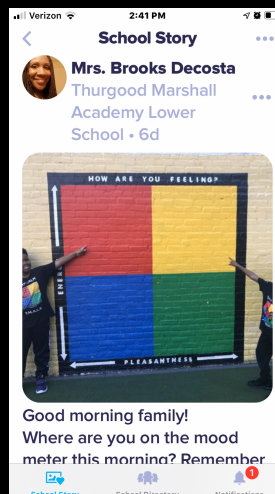
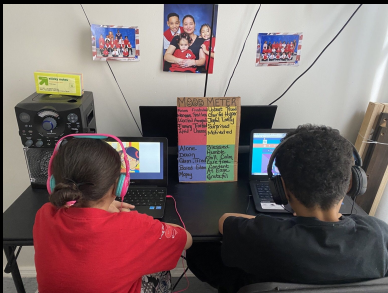
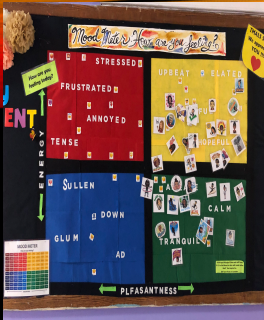
16

PURE EDGE: SHARING DAILY BRAIN BREAKS AND MINDFUL PRACTICES



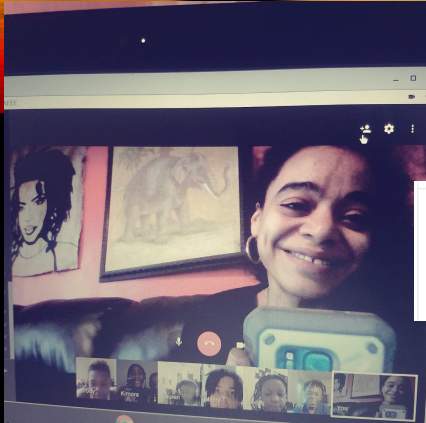
17

DAILY RULER MOOD METER CHECK INS



18

SEL & CULTURALLY RESPONSIVE ASSIGNMENTS IN GOOGLE CLASSROOM



Posted Apr 6

Activity

1. Look up the definition of 'empathy'.
2. Talk about why it is important to understand other people's feelings and point of view.
3. As a family, discuss what it means to have empathy for people affected by COVID-19 and/or those working to keep everyone safe.
4. Answer these questions:
 - Did someone in your family share something that surprised you?
 - Were your feelings similar to or different from your family?
 - How might health care workers or first responders be feeling right now?

5 Tuned in 11 Assigned

My Daily Meditation Please close your eyes take a deep breath in for one minute and then out after you do that. I want you to think 3 things that you love very much it can be someone in your family anything now I you to open your eyes that you thought about that I want you guys to... Criss Cross and put your hands up then I want you to find a peaceful place where no one can find you or bother you after you do that I want you to clear your mind and then when you cleared it I want you to think about stuff y've gone through, kids and adults then clear it again and think about the positive things. I want you now to think about 4 positive things then when you finish I want you to think positive and someone asks you something to answer correctly.

Explore Culture and Language

1. Interview of my mom, a first generation immigrant.
 - Language? English/Spanish (Castellano)/English.
- II. My Favorite Activity or tradition?
 - My favorite activity is to use the **tambora** (drums), after listening to merengue or salsa at holidays.
 - Mami's favorite activity or tradition? My mom's favorite tradition or activity was on Sundays after she went to church, her family would go to the beach for the rest of the entire day. Go on Carnival week, people and kids would go to the city and watch the masks men and women wore as a symbol of culture and eat at the festival all day.
- III. How has the use of home language/culture changed from generation to generation in your family?
 - The use of home language/culture changed from generation to generation in my family because before our first language was **spanish** and now some of us use **english** as our first language. Before in D.R my mom would go to carnival week and now in New York we have a carnival day. Another difference is that now my parents, my sister, and I listen to more **american** music and my grandparents still listen to **dominican** music like **Bachata, Salsa, or Merengue**.
- IV. Why do you think is the reason for that? Create a hypothesis.
 - (Hypothesis: An educated guess, or a guess based on information you already know.) I think the reason for that is because the change in country changes your culture and changes the way you grow up. For example, my parents used to listen to **Salsa, Bachata, or Merengue** when they were in

Important person

3 Important people that are special are my mom, dad, and yaya and others First my mom is important because she takes care of me and my dad takes care of me so as my yaya. also they are very fun and they love me and they raised a beautiful ll girl and a crazy one but i get most of my craziness from my mom and yaya and i get my rap music and dancing from my dad. I love them so much and i want to thank them especially to my mom because she is pregnant.

19

ENGAGING FAMILY

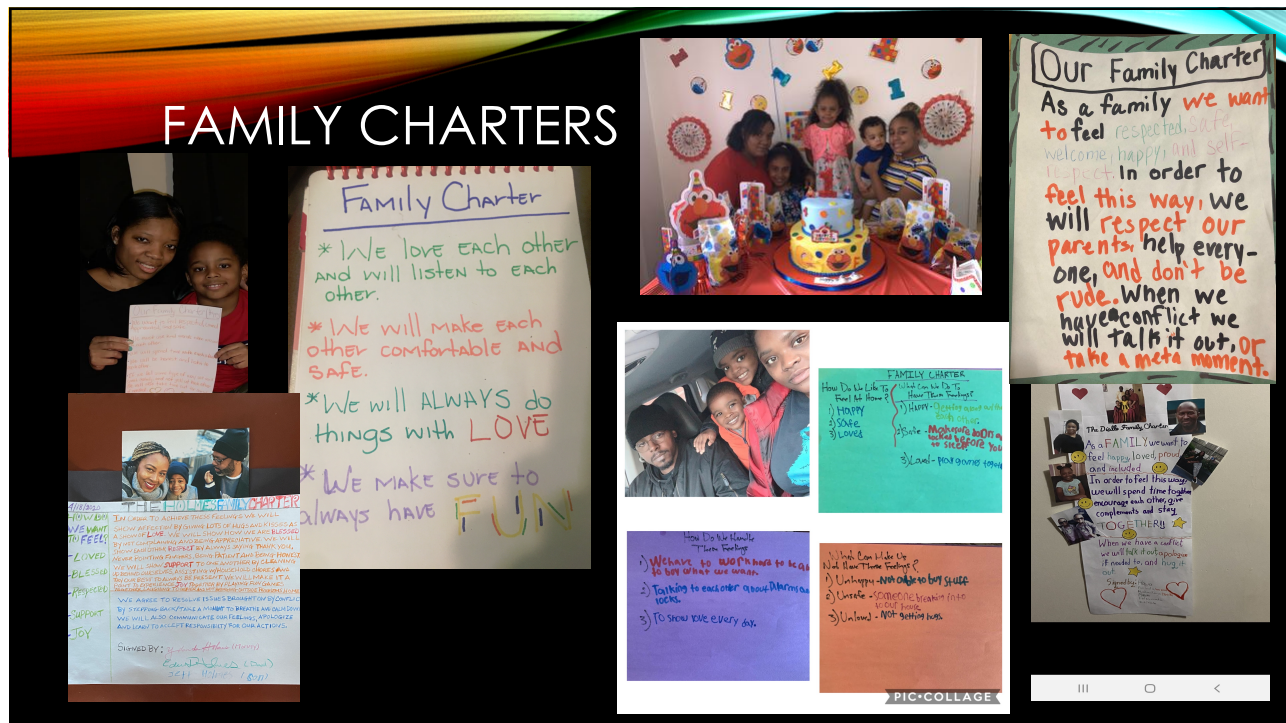


School Story

Ms. Turner
Thurgood Marshall
Academy Lower
School • 1d

♥♥ Rucker Park enjoying some quality, much needed family time ♥♥

20



21

LISTENING TO THE COMMUNITY-TEACHERS

- “My emotions are up and down. My students definitely brighten my day. Trying to find normalcy in all of it, but this is so foreign for me. No one has ever experienced something like this, and there's so much unknown. I've been holding onto my faith for sanity.” –Teacher
- “Some days are better than others. I try to engage in some type of movement and time to unplug daily, but some days are so overwhelming I can't bring myself to step away to do it.” Teacher

22

LISTENING TO THE COMMUNITY-STUDENTS

- "It's difficult because we don't have our teachers close to help us." Student
- "Sometimes the work can make you stressed so it makes the work hard to do when your teacher is not there to help." Student
- "That my friends are away from me." Student
- "It's hard knowing that people are in danger." Student

23

LISTENING TO THE COMMUNITY-FAMILIES

- My child is not focused at home. Some of the lessons are hard for her." Parent
- "In my household there are two parents working from home along with my daughter doing her work. At times it has been challenging managing remote learning and our job duties simultaneously." Parent
- "Not being home to help my little one." Parent
- "Lots of work not taking into consideration that there are limitations on sick parents." Parent

24

NOAH'S BRAIN BREAK AND MOOD METER CHECK IN: HOW ARE YOU FEELING?



25

THANK YOU! STAY IN TOUCH



Twitter

@TMALowerSchool
@decosta_dawn

School website:
www.tmals.org



26