Social Justice & Creating a Mindful School Culture
Welcome Back!

Please share how you are feeling today on the Zoom poll
The child who is not embraced by the village will burn it down to feel its warmth.

- Ethiopian Proverb

“We can disagree and still love each other... unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.”

- James Baldwin

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

- James Baldwin

SILENCE IS COMPLICITY.
TMALS exists to provide a holistic learning experience for each child through social emotional learning, cultural responsiveness and belonging. We are the village that raises the child.
Mindful Practice and Calming Corners
RULER: Charters and Checking in on Moods

As the staff of Thurgood Marshall Academy Lower School, we want to feel:
- Respected, Trusted, Supported, Motivated, and Safe.

- In order to feel respected, we will greet each other and treat others the way we want to be treated.
- In order to feel trusted, we will use discretion and express our feelings positively.
- In order to feel supported, we will be helpful in a calm manner and work as a team.
- In order to feel motivated, we will compliment one another's work and hold ourselves accountable.
- In order to feel safe, we will be receptive to other ideas.

We will handle conflict:
- by taking time to digest what happened, reflect, approach situations and talk it out.
- We will use "I" statements, and speak in a calm tone.
- We will also apologize.
ZOOM POLL:
What SEL/mindfulness practices would you like to implement for your learning community as consistent systemwide practices?

Yoga
Meditation
Brain Breaks/Stress relieving strategies in the classroom
Calming Corners
Mindful strategies for teachers
Mindful strategies for families
PLEASE READ THESE FINDINGS ON RACIAL TRAUMA AND TAKE NOTES ON WHAT RESONATES, WE WILL ASK YOU TO SHARE YOUR RESPONSES AFTER OUR TIME TOGETHER

- French, Lewis, Mosley, Adames, Chavez-Dueñas, Chen & Neville (2020) note that, a tool for “radical healing” is rooted in “identifying the ways people thrive and become whole” through “Liberation psychology” which “centers the struggle of oppressed individuals in society”.

- They further explain that “radical healing includes both acknowledgment of and active resistance” (p.20).

- Liu & Modir (2020) assert that one “significant protective factor against racial trauma is cultural identity, or a positive sense of one’s self as existing within and belonging to a certain culture” (p. 440).
TMALS' Reflections and Moving Forward

My voice will not be silenced!
Jun 1, 2020
Listening Circles, Discussion Groups, Journaling

To help students examine systemic inequality, teachers can have them consider questions such as:

- Who makes decisions and who is left out?
- Who benefits and who suffers?
- Why is a given practice fair or unfair?
- What is required to create change?
- What alternatives can we imagine?

Through answering these questions, students can start to recognize injustice existing at the micro and macro levels.

-Morningside Center for Teaching Social Responsibility
SEL/Trauma Informed Practices

- Training for staff (COVID trauma, grief, racial trauma)
- Spaces to grieve, counseling
- Calming Spaces
- Recognizing and Labeling Feelings
- Regulation and Strategies to Destress
- De-Escalation Strategies with Social Distancing
- Proactive responses to trauma
- Transparent and Developmentally Appropriate Conversations with Students
- Weekly Crisis Team Meetings
- Continue student agency and voice through dedicated times for expression- building connectedness and belonging
- Parent and teacher support groups (self care, managing stress, health and wellness)
- Connecting families to needed basic life resources, wellness supports and information
ZOOM POLL:
To what level did this fourth session make you feel supported in implementing Culturally Responsive Affirming Social Emotional Learning in your school.
WE CAN’T BELIEVE IT BUT TOMORROW IS OUR LAST DAY TOGETHER !!!!!!!

THANK YOU!

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