

Planning Your First Cohort 21 Portfolio Blog Post: *Power of Three* - Due by November 16th

Step 1* - Now that you have gotten to know your students/teachers "as learners" Identify and describe THEIR three most URGENT needs at this time. These NEEDS could be skills, mindsets, resources, etc.

- ✓ Shift of mindset - to growth, less focus on marks - "is this for marks?"
- ✓ engage them in life outside of the classroom and with the tools we are trying to give them to help deal with stress.
- ✓ support - on the personal side - learning/practicing tolerance, support for mental health issues, support in determining who they are and feeling accepted, how to cope when things are stressful.

Step 2 - Based on those needs, write three opening questions that you can ask your learners to discover more about their needs. Use these three prompts to start your questions...

Opening question: I'm interested in learning more about your experience in our classroom. In particular, I'm hoping to learn about your needs when it comes to _____. Can you tell me about a time when...? / Can you tell me more about your experience with...?

Follow up questions:

- Tell me more... about how you feel supported at school - both personally and academically
- Explain... ~~why marks are so important to you and the impact they have on your mood/day~~ ~~why you think students perceive~~ ~~what wellness means to you~~
- Describe... a time when you felt really at ease happy at school.
- Describe what "growth mindset" means to you? What do you think of that?

Set up a time to talk with three of your students/teachers. Ask them the questions that you have prepared. Try to keep the conversation natural, encourage storytelling and elaboration. Let your students/teachers know that there are no right or wrong answers to your questions, but rather you are hoping to learn more about their experience.

Step 3 - What three insights did you take away from this process? Has your urgency changed? YOU HAVE PERMISSION TO BE BRIEF (one summary paragraph and three dot points works just) #lessismore

- students understand that wellness is important but don't feel like they have time for it.
 - = they don't think that the methods we are presenting to them "work" for them.
 - they rarely feel at ease/comfortable/relaxed at school and think that is normal.
- (if ever) **FOCUS SHIFT** - How do we get them to understand/subscribe to the idea that wellness activities/exercises can and should be incorporated into their lives.