

Transcript of Creating Common Vision of College and Career Readiness

Amy Moritz: Good morning and welcome to today's online learning session titled, Creating a Common Vision of College and Career Readiness. This session is sponsored by the Pennsylvania Department of Education in conjunction with the Center for Schools and Communities. I'm Amy Moritz, Youth Development Program Coordinator for the Center for Schools and Communities and I'll be the moderator for this online session. Megan Green will present today's webinar.

Out-of-school time is the perfect place to help kids become confident, engaged and college and career ready. Starting with the end in mind is a great way to help our children become successful. This webinar will cover what it means to be college and career ready and the important role that out-of-school time programs play and preparing them academically for this transition. Participants will learn the seven components of college and career readiness, which include; independence, the ability to multitask and think critically and to use technology strategically.

Participants will also explore activities that can be done to support the components needed and to enrich the academics taught during the regular school day. At this point I'd like to introduce our presenter. Megan Green is the Director of Afterschool Programs and the Center for Collaborative Classroom formerly known as the Developmental Studies Center. The Center for Collaborative Classroom is a mission driven non-profit organization committed to ensuring that all children have the opportunity to become highly literate critical thinkers who learn from, care for and respect one another.

Megan played a lead role in the development of the AfterSchool KidsMath program, she's also played a key role in the development of the afterschool kids science program, a partnership with the Lawrence Hall of Science. In addition to developing materials she has created and delivered professional development for afterschool staff on math, literacy and science. Currently Megan manages all program and professional development for the Center for the Collaborative Classroom's eight out-of-school time academic enrichment programs. Before joining the Center for Collaborative Classroom, Megan was an elementary school teacher. Megan at this time I'd like to turn over the webinar to you.

Megan Green: Great. Thank you Amy I'm so excited to be here. Amy introduced me a little bit au fait, a little bit more about the Center for the Collaborative Classroom and really what we believe in is that kids learn with their hearts and minds simultaneously and that's such a nice mix with afterschool and what's going on in Afterschool Programing. Actually I'm trying to change my slides here and ... Oops I know what I'm doing. All right here we go.

So the Center for Collaborative Classroom really believes that kids learn with their hearts and minds simultaneously ... There we go. We skipped our last slide, that's all right.

So what we're going to really spend our time thinking about today is supporting kids to become college and career ready. When I say that I mean really to build kids to become successful and confident learners. Whether they go to college or whatever they do in their future, we want them to be confident, we want them to be secure and we want them to feel good about themselves as learners. We play a really important role in afterschool.

We're also going to talk about some important facilitation strategies to use because I think of what we do with kids is like driving a car. We're only as good as driving the car as we are the type of driver that we actually are. With all that said we're going to get started. I want us to just roll up our sleeves ... Oh boy, my slides are flipping here. Let me try to go back. Let's roll up our sleeves and get started. Like Amy said it, if this can be as interactive as possible, that's great. If you have questions or comments you can make them in the chat box and Amy will share it. She also shared a way for you to use your microphone. I really encourage questions throughout because the more interactive this can be the better.

With that said, let's get started. Let's roll up our sleeves and start thinking about this. So a great quote, "Furious activity is no substitute for understanding." I think that really plays any time we that hear the word standards or we're looking at standards. What I really want to encourage us to do today is think about what we're going to talk about. I'm going to share seven descriptors of what really makes a confident child who can be successful going forward and we're going to think about how we can support that.

But instead of thinking of it as something that you're going to check off boxes to get through, let's think of it as life change versus a diet. With a diet you're just sort of eating the right things so you can lose weight to be in a wedding or something but a life change is you really change the way you eat. Add exercise to your diet. That goes on for a long period if not the rest of your life. So in thinking about our time together again, I want us to really focus on how we can really support kids to become very successful going forward and we play such an important role on that.

I think the best way to do this is to sort of think backwards and start with the end in mind. So what I would like you to do is just get comfortable for a moment and think about a five-year old child. A child you care about. It can be your own child, it can be a grandchild, a neighbor's child. But a child just starting school, full of life, curiosity, intrinsically wired to find things out, to figure out ways of the world, to know things. To think about the experiences you want them to have. I want you to think of a five-year old child and sort of what they're doing in their life. Then think forward and think of what they're going to be doing, going in the future.

Hold this child in your mind for a moment, thinking about them as a young child. Now I want you to think of that child as a young adult, ready to go into the world and make his way. Maybe she'll be the person who figures out what you need to make you feel better, why your stomach hurts, what prescriptions you need to combine to make you feel better. Maybe he'll be the one on the other end of the line when you can't get your laptop to turn on and he'll help you boot it up. Or maybe she'll be a judge who's hearing the case you're involved in and really changes your life going forward. Or maybe he'll be a chef in the latest five-star restaurant in town and if you're lucky, maybe you'll get to go.

I want you to think about that child now and then what kind of experiences that they need going forward, that we could help them build on. So let's think about a couple of questions. What kind of experiences will the child you visualize need to have to be successful and what skills will she need to be prepared to work and live in the 21st century going forward. So take a moment and type in your chat box or share, what are the important skills that this child needs to be successful when they get older?

Amy Moritz: Megan we'll just give people a moment to type in their answers and then I'll start reading them out loud. So Paulette wrote and said, "Communication skills." Aileen agrees. Thank you. Howard said, "Critical thinking." Bianca is on the line, she said, "The ability to work as part of a team." Thanks Bianca. Let's see if we can get a few more responses. Bianca added another response. Cultural capital, the ability to work with diverse people. It's great. Lakisha wrote and said, "Coping skills." And Paulette wrote again and said, "Initiative." Karen said, "Social skills, critical thinking, problem solving." Paulette agreed with that response. Marika said, "Team building skills and critical thinking." Sounds like we have some comment themes coming up here.

Jordan wrote and said, "Leadership qualities, technical literacy, literacy in general." These are great responses everybody. Let's see if there's a moment for anyone else. Bianca wrote again and said, "The ability to receive constructive criticism." That's a good one. I'm sorry that was Lakisha's response.

Speaker 3: New skills, did you say that one?

Amy Moritz: Which one? This is great. I think one more that I missed. I'm sorry Bianca, you wrote and said, "The ability to teach oneself new skills." I think I missed that one. So thank you guys for responding. Megan if you want to jump back in.

Megan Green: Sure. This is great you guys. All of these things are so important and I couldn't agree with any of them more and I think that the interesting thing about everything that you're saying, the good news is that, that's really kind of what the descriptors are as well. So the Common Core spoke to high school leaders as well as college folks and sort of said, what do kids need? What do kids need to be really strong and successful? And a lot of the things, most of the things actually that you guys mentioned, coping skills, cultural compatible ability to be a part of a team. All those things are really important in kids being successful and

moving forward. I'm going to share the seven descriptors with you that the Common Core sort of put out to say, this is what kids need to be successful and then we're going to unpack them a little bit and see what that can look like during out-of-school time. Here are the seven descriptors that they feel like builds a successful confident learner.

Demonstrates independence and we'll talk more about what that means, builds strong content knowledge, comprehends as well as critiques. Values evidence, responds to varying demands of audience, task, purpose and discipline. Uses technology and digital media and strategically and capably. And comes to understand other perspectives and cultures. So you guys said this in different ways and also have other things that I think thread through like be a part of a team. I always say it's interesting, we really need to teach our kids and help them be a part of a team because nobody is working at Google by themselves. The whole idea of working alone is no longer something that is valued in the workplace.

So the way we're going to do this, hopefully you guys have downloaded your Reflection Tool and the Reflection Tool should have seven pages. One page for each one of the descriptors and basically on this Reflection Tool, this is hopefully something that you'll be able to use yourself going forward to sort of change what you're doing or add to what you're already doing. The really good news about all of this with out-of-school time is that you're already doing a lot of this. So hopefully by the end of this call you're going to walk away and go like, "Okay, yeah, we're doing a lot of that. This is how we could do it better or this is how we could do more of it."

But the way this tool works and if you haven't downloaded it or printed it, there's a great spot on your screen. The handouts are all there, the PDFs are there that you can open it up now so you can follow along with us. But on each page there's one of the descriptors, so the first when student demonstrates independence and that's the first one that we're going to talk about. And it's defined there. Then there's ways that unpack what kids are actually doing. So taking responsibility for their own learning and behavior, asking clarifying questions so that you can get an idea of what that looks like. Then in the notes area is a place for you to think about and we're going to through each descriptor and give you a chance to sort of jot down notes, of how you're supporting this descriptor, how you're doing this descriptor all ready during your out-of-school time program.

With that said, hopefully you all have the tool in front of you and you can follow along with us as we go. If you don't have the tool, just go ahead and take notes so that you're ready to share when we go through and sort of unpack how we're going this in our afterschool program. So the first descriptor they demonstrate independence. This is an interesting one because I feel like it's not exactly what you think. You may look at this and say, "They demonstrate independence, they can work alone." No actually what it's saying is that they can get the job done, they can take the initiative, they can self motivate. Not alone but figuring out what needs to be done. So I love the quote that Einstein said. He said, "It's not that I'm

so smart, it's that I stay with problems longer." So I'll say that again. Einstein said, "It's not that I'm so smart, it's that I stay with problems longer."

And I think that's such a good way to think about this first descriptor of they demonstrate independence because it really helps us think about that child as a young adult that really needs to take initiative. And we think about those people in our lives who take initiative, they get the job done, they do their part but they're working with others and they're getting the work done. An example of that in an afterschool program might be that the kids plan an event. They choose an event in a group and they plan it. They get out invitations, they figure out what food they need, they figure out what the entertainment is going to be and what they need to do during the event. All showing ways of getting the job done, making decisions themselves, asking questions because all these things are going to really help them going forward.

So I want you to take a moment to think about how you can support this descriptor during out of school time. You can jot it in your chat box and Amy will share it with us and I think it will be really helpful for you guys to get ideas. And you can write what other people's ideas are in your box in that reflection tool. Amy are you with us?

Amy Moritz:

Yeah, I'm just giving them a couple of minutes here to write. So Paulette shared a couple of responses. A students plan events like you said, project based learning. Paulette I'm not familiar with PSL so if you can tell me what that is. And Lakisha said, "Please repeat the question." Megan was just looking for ways that you help kids with this descriptor. How do you help them develop independence Lakisha, that's what she's looking for. Things that you're already doing. Let's see Paulette wrote another response. I'm sorry problem solving learning. Let's see if we can get a few more responses.

Megan I am still here, I'm just waiting for a few more responses to come in. Bianca shared ... Now they're coming in too quickly let me open up here. Bianca said, "Leadership in the implementation of activity." That's great. Howard said, "They choose activities and add content." Paulette said, "Activities to teach younger scholars, cross grade literacy or sports and coaching." Lakisha said, "Raising confidence levels." Yvette said, "Physical team building events." Another response here, "Giving them small tasks that they will accomplish successfully." Let's see if there's anyone else. Looks like responses have slowed down. So Megan go ahead.

Megan Green:

This is great you guys I think the thing that's so powerful about doing this work is that we're already doing so much of this during out of school time and I think that this is such a nice opportunity for us to partner with our school day folks because they're also doing this work. Our job in out of school is to support the work they're doing during the school day. So these are great things to share with them that you're doing to build the kid's strength and I really think after 20 years in the after school world where we've been struggling to sort of feel like, these are the same kids at 315 as they are at eight. We need to collaborate with the school day.

I think that the standards for you guys, the Pennsylvania standards are really going to help us make that bridge for afterschool and during the school day. So this is great, I love to hear all the things that you are guys are rolling off. It would be sad if it were crickets on the other end, so you should feel really, really good about your responses to these descriptors. So the next descriptor is that they build strong content knowledge. And this is really the idea that they build strong knowledge based on a variety of subject matter. So they read things, they research, they use the Internet, they interview folks, they listen and they share their knowledge through speaking and writing and other forms. So they really understand how to build that content and it's interesting because I think nowadays in our lives with all the access the kids have to the Internet and information, a lot of these descriptors really fit into the importance of them looking at content and asking why. So you'll see we'll sort of come to that a lot.

But in an afterschool program, maybe they do this by learning about a topic that interests them and then doing the research. So not necessarily as saying, today we're going to learn about bugs, but maybe there's something that's really drawn out to them and in a team they choose that and then they learn about it through different vehicles. So take a moment to think about all the great things you guys are doing already to support this descriptor or ideas that you could do that would support this.

Amy Moritz: Megan I'm with you, I'm just going to give them a moment to type.

Megan Green: All right friend thank you.

Amy Moritz: We have our first response Yvette said, "Student interest surveys, generate specific learning groups." Bianca said, "Have students create list of ways they want to gather information." That's great. Let's see if we have any others. Let's see, Paulette said, "Giving examples. Students learn sports management through planning and executing their own sports tournaments and afterschool."

Megan Green: I think the thing that's so rich about what you guys are sharing and what you are already doing is from an outsider this might look like, "They're doing sports activities." But if you're thinking about these descriptors and you're sort of thinking about how you can integrate these and go deeper with kids, there's so much learning in things that are relevant to the kids that they have interest in, which is so powerful. It's what I love about afterschool time, is that it's really driven by the kids and it's things that they have interest in which we all know, from our own personal lives, we're a lot more interested and active in something that's relevant to us and that brings us joy and we like.

Amy Moritz: And Megan a couple of more responses just came in. Somebody mentioned field trips as a way to build content knowledge, having students explore a future career and present PowerPoints. Searching for videos on career options that interest them on YouTube. Aileen writes and says, "Have students do informal interviews with professionals in fields they're interested in." Looks like several people commented on future careers as a way to research those and present

that information. Since responses have slowed down, Megan why don't you go ahead.

Megan Green: Thank you. I love the idea of the informal interviews in the field with things that they're interested in. And I always think we have such a rich sort of village with our out-of-school time kids that we can have people come in as well and do that sort of thing and I think it really builds for them that there's lots of places to learn about things that they're interested in. Thank you for all those comments.

So the next one is the response to the varying demands of audience, task, purpose and discipline. I think this is huge. So this is really thinking about the importance of them being able to consider who they're communicating with, when they're communicating with them. And think about that they're going to speak differently to their friends than they are to a teacher, than they are to somebody that they're texting. Again this sort of plays into the kids and what they have access to and how they communicate now. So I think that it's really important that we take time to give them lots of opportunities to get eye contact when they're communicating. So really do a good job of having back and forth communication because that is something that they're getting less and less opportunities to do.

One idea of how this might look during out-of-school time is that they could develop a toothpaste commercial and they can have three versions of it depending on the age. So we all use toothpaste. What would a toothpaste commercial look like that you were doing to kids, 12 and under? What would a toothpaste commercial look like that you were doing that you were doing to adults? And what would a toothpaste commercial look like that you were doing to senior citizens? How would you be thinking about that audience differently and what needed to be shared and spoken to? So take a moment and think about what you're doing or how you could support this descriptor during out-of-school time.

Amy Moritz: Megan I'm with you I'm just again waiting a moment for responses to come in.

Megan Green: No problem Amy.

Amy Moritz: Paulette writes and says, "Cross-cultural activities. International college students engage high schoolers in soccer activities." So Paulette is clearly on the sports venue here. So thank you Paulette, we appreciate you taking the time and participating, that's great. Let's see if we can hear from some others how you might work on this particular descriptor.

A few more just came in. Let me just expand this box. So Yvette writes and says, "We had our own version of Shark Tank and the kids pitched their ideas to school day staff, they can also create video commercials." It sounds like fun Yvette. Lakisha writes and says, "Knowing your audience and what they're expecting of you." Another response here, "Students created a new station, they reported on news that was relevant to their peers and then to their parents." That's a great one Marika. Thank you.

Megan Green: I love this, I love this because one other thing that's so important is that it should be afterschool not more school. We would have called it more school if it was more school. And all of your suggestions feels so rich and meaningful and like they're building those confident learners. But they're really fun and engaging and that's so important.

Amy Moritz: Then just one more came in Megan and that was from Paulette newsletters. Paulette let me guess, newsletters about sports? So go ahead.

Megan Green: That you I want to come see the Shark Tank. Great okay.

Amy Moritz: And just one more came in and it's a great one, I just wanted to share from Lakisha. She said, "They started doing student led parent-teacher conferences." Which is pretty cool. So that was the last one that came in.

Megan Green: And you know, I think that all of these things just really help kids build confidence and learn how to communicate. That's so important and that's a learned skill. And if they don't have experience doing that, they really aren't going to do as well as kids that have experience doing that. So the next descriptor they comprehend as well as critique and I think this is so important in this day and age when you can so easily find things on the Internet and just sort of, say "Okay That's what it is because I saw it there." With this descriptor kids are really demonstrating an understanding and comprehension by reading between the lines and asking questions and asking assumptions. So not just taking something because it was written or they read about it or they heard about it. So they don't believe everything they hear or see. They really want to understand what they're reading or doing and they want to critique it, that doesn't support that information.

An idea for what this might look like, something you might do during out-of-school time is have book commercials where you have kids talk about, read some great books and then make a commercial about that book sort of selling that book as to what they really liked about it and they will choose books that they really like and they don't have to choose all the box that you put out. And you might also ask them why they didn't choose certain books. But really getting them to a place where they can argue about something because of their opinion. And we'll talk about another one of the descriptor talks about evidence. So that they have things to support, why they're thinking what they're thinking. So take a moment I can't wait to hear all your great ideas of how you're supporting comprehension as well as critique in afterschool time.

Speaker 3: Highlight the last one before they start to answer. Just click down there highlight as they happen until we're going

Amy Moritz: Hey Megan I'm still just waiting to see if some responses come in. Okay, we got our first response, from Paulette. "Writing and sharing movie critiques." Lakisha wrote and said, "Critiquing through various case studies." Those are great. Kimberly writes and says, "Students vote on titles for book club and they take time leading discussions." Then Paulette wrote and said, "Critically examining

social media." We'll just give this one another minute. They keep ending and turning back. Over to you Megan and then I'll get another one or two responses in, so we'll just see if there's any others here. Okay. Megan I think it's safe to turn it back over to you.

Megan Green: Okay. Well great. Another great sort of addition and I hope that you guys have downloaded and printed up a handout and you're taking notes like I have in the box for other ideas because I'm sure that you guys are learning new ideas of things to do during out of school time. That really support these important descriptors that are going to build kids that are college and career ready. So the next one that is so important is they value evidence and we've talked a little bit about this going throughout. But that they have something to support what they're saying. So that they can cite reasons why they think something, why they believe something. Why, so not just well, I saw it on the Internet or I read it but more reasons why that they would really support something or believe in something.

A way you might do this is having a debate about the best kind of transportation or whatever they want to debate about for 16 and under. And they really research it and figure out what are the things behind different kinds of transportations for different ages and why they believe in the evidence that's there. What other ideas do you guys have about ways that you can support this descriptor?

Amy Moritz: This time I'm going to wait for Patricia's response. Poor Patricia keeps sending in these great answers after I've moved on. So Patricia if you're writing right now, I'm going to wait for you. Let's see what comes in on this one for evidence.

Okay Yvette writes and says, "We partner with our Chamber of Commerce and offer job shadow experiences for 10th graders as well as mock interviews." Anybody else? We just got another one. Paulette said, that they conduct focus groups around a specific issue.

Megan Green: And this is an interesting one because I feel like a lot of the examples that we've already stated really build on this and that's the thing, is that a lot of the descriptors kind of weave in and out of each other. So it's not that you're going to do every descriptor every day, but that you're going to sort of touch on them enough that the kids really build these skills.

Amy Moritz: Well, I didn't see any other responses. Patricia hopefully I don't miss you again. There she goes. Patricia writes and says, "We take them on a trip to a college, they get to talk to students, see the campus, see firsthand what college life is like." So that's great. Thank you Patricia this time I got to read your out loud. Then Marika writes and says, "We have middle school students defend their position and provide evidence to support their positions." It sounds similar to the example that you had given Meg and so Marika it sounds great. So responses slow down Megan, you can go ahead.

Megan Green: Okay great. Thank you. So that's great you guys, I'm just thrilled with all that I'm hearing and the examples that are reeling off. So the sixth descriptor is they

come to understand other perspectives and cultures and this is one as many of them were mentioned when we first started talking about those important skills and characteristics that your kids will need to be successful as adults. And this of course is such an important one and really the idea, we understand this one is pretty straight forward is that, they have empathy and compassion and can walk in other people's shoes and realize that we all have many similarities and differences but we're all here with our own story and we bring a lot to the table. So they really understand and experience and have different ways of sharing that, is so important to building strong adults

One idea and I think somebody already mentioned this for another one of the descriptors would be to have a special person's day and have kids bring in somebody special in their life. It doesn't have to be in their family. It could be a neighbor, it could be a friend, it could even be the school custodian or whoever it is. But bringing someone special just to share their relationship with that child as a way to sort of go deeper into kids lives and give kids experience with other folks and other ways of living so that they can build that compassion and empathy, which is such an important characteristic to be successful.

I'm really looking forward to hearing what you guys are doing with this before I get the feeling from your other comments that you probably have some great ideas of ways of you're supporting this descriptor as well. So go ahead and take a moment to think of things you're doing support the understanding of other perspectives and cultures and let's hear what you've got.

Amy Moritz:

Megan I'm sure people are furiously writing right now and that's what we're waiting on. Let's hang on another minute. Some of these answers are coming in and they're lengthy. So Lakisha writes and she says, "Engage students in cultural emerging projects involving other cultures, international food festivals between students, encouraging students to even visit different cultural religious groups other than their own." Wow! Lakisha that sounds great. Howard writes and says, "We have music and cultural exploration, giving kids the chance to talk about their understanding of who they are and sharing their perspectives." Marika writes and says, "Have students learn a culture different from theirs and present a hands-on presentation about that culture. For example their food, religion history etc."

Paulette writes and says, "Bringing various groups together to engage and using activities of sports of course." Paulette writes, "And food." So thanks Paulette. Anybody else have activities they're doing to support this?

Megan Green:

I often think with this one, it's really in everything we do. So it's hard to list out activities that we do around it but it's more sort of everything we do should be embracing this descriptor and helping kids build and experience and learn other perspectives and cultures.

Amy Moritz: And Megan one other response came in from Paulette about cooking classes in particular that, that could be a great way to explore other cultures. Thanks Paulette.

Megan Green: Thanks guys. Let's move on to our final descriptor. Which is they use technology and digital media strategically and capably. I think this is such an important one the way that it's written, is that they're using it strategically and capably. So not only do they know how to do a PowerPoint, do they know how to send an email, do they know how to look online for different information. But they think about what they're using for what. So they use it thoughtfully to enhance what they're doing. But they always also think about how they could learn offline. So it's not always just go straight to the online opportunities, which is what we often do which is fine and there's a lot there. But also thinking strategically of where is the best place to get this answer and then being really capable in using technology at its highest ability. So using it in the best way and really knowing more than just computer games but really knowing how they would use it to be successful going forward.

I'm sure you guys will also have a lot of great examples of how you're doing this and I think we've talked about, sort of integrated throughout. I mean this one really can be integrated through every single one of the other descriptors because it's something that we do and everything that we do. But I think really kids thinking about something, researching it offline and online maybe even giving them a goal of doing three offline research. Getting information from three things offline and three things online and then developing a PowerPoint to present that to the rest of the groups. So really using technology in a strategic and sort of useful and relevant way. What ideas do you guys do you guys have of how you're using technology in an interesting way during other school times?

Amy Moritz: Paulette writes and says, "Music production classes." They created their own school CD, that sounds like fun Paulette. Can everyone still hear me? I just got to note that there's no sound unless it's just that I was waiting for answers. Hopefully you can hear me if not please use your chat feature to let me know. Few more answers came in. Practicing writing and formatting resumes, creating fliers. Lakisha writes and says, "Using Google Classroom, Khan Academy with College Board, Study Island." Those are all really great resources Lakisha. And it looks like people can hear me. Let's see, Yvette, I have sound thanks Yvette. Anyone else with a technology descriptor, if you'd like to share what you're doing.

Megan Green: We're doing this descriptor right now right? We're doing a great job of having a great conversation across the country. And this would be a great thing to do with kids too is let them be a part of a webinar that's appropriate and sort of use their skills to do this kind of thing as well.

Amy Moritz: And Megan just a couple more responses came in, Marika said, "Creating blogs." And Paulette wrote and said, "Student assist with data tracking and they learn how to use Excel for personal budgets," Which is really great.

Megan Green: And the thing that's so rich about the example of doing blogs is that so they're writing, they're using technology, they're thinking, they're most likely working with somebody else. That kind of thing is so rich when we can include so many of the descriptors in building that strength and that's often in all the things you guys have suggested, there's literacy skills being built, there's maths skills, there's science, all of that integrated throughout in sort of a disguised learning very relevant way.

Amy Moritz: So actually Megan no other response came in since I last read them off. Wait, actually one more just popped up. "Our students visit different states and countries virtually and they talk to various professionals through Skype." So kind of sounds like a nice combination between the last descriptor and this one. So thanks Aileen. One more, Paulette writes and says, "Students design t-shirts." So that's pretty cool.

Megan Green: The last one made me think of an idea that somebody shared once, which is to do pen pals. Emailing pen pals in another country and that does a lot of the descriptors as well.

Amy Moritz: So no other responses have come in. I think Megan it's okay for us to turn it back over to you.

Megan Green: Great so those are the seven descriptors, the thing that's so powerful about this conversation that we just had is that you guys are really supporting a lot of this already, which is fabulous. It's always a little nerve wrecking going into a conversation like this that folks aren't going to have things to share. It's so powerful and you should feel so good about the things that you are already doing. I want to give you an opportunity to think about any other ones that you would like to share or any questions that you have going forward and I have all of the descriptors here. But is there any other examples or things that you feel you're doing that support this that you weren't able to share or any questions that you have before we go forward and start closing our time together?

Amy Moritz: Actually Megan this is Amy of course. There were two responses that I haven't gotten the chance to read prior because they would come in always like right after I had turned it back over to you. So Patricia sent in a really nice one here. Now I can't quite remember Patricia, which descriptor you were giving the example for. But you talked about exploring banks in your community, what banks offered the best interest rates, what banks offered the best service for them, which bank is closer to their house. I might have been valuing evidence but I can't quite remember but anyway it was a really great example, I just wanted to share that with the group and related to that, with banking and that also came from Patricia was, how does finance affect students? Then you could have a discussion about saving for the future, how to manage finances. So financial literacy came up as a great example. So Patricia again, I apologize I don't remember, which descriptor it was, but I wanted to share those. Does anyone else have anything that they'd like to share or questions?

Paulette writes and says, "Health and wellness is pivotal to success and how to manage and handle stress, time management." And Paulette those are great because we don't always provide enough instruction on those things and then those certainly can affect a lot of things in our life. So great example. Any one else? So Megan I think it's okay to ... One more. Every time I say that, another answer comes in. Lakisha wrote and said, "Please repeat one more time." So Lakisha I think you're referring to Paulette's response that I had just read. And she said, "Health and wellness is pivotal to success and how to manage and handle stress, time management, those types of things." So hopefully I'm repeating what you needed Lakisha. Thanks

Megan Green:

I think that's so important in everything that we do is sort of acknowledging that kids have a lot going on in young adults as well and sort of how to do that. Because think that if we sort of do that when they're young they build those tool boxes that will really support them going forward. So we have only five minutes, I'm going to push forward but I want to thank you all so much for all that you shared about these descriptors and think we should all feel really good about the ideas that you're walking away with and things that you're already doing. I would recommend to be thinking of these things in everything that you do. Like I said it's really a lifestyle change not a diet. So it's really thinking and I'm hoping you guys are feeling really good about all you're doing to support you kids to become more successful and confident going forward.

Before we close I wanted to share and hopefully you downloaded this PDF handout and if not, they're right there and I think that Amy will be sending them after as well, we're not going to dig deep into this. But one of the things that's so important in supporting all of the things that we just talked about, all of the examples that you gave is really your role as a leader. Your role as a driver. And I think one of the most important things that we can do for kids is let them talk. I loved so many of your examples were based on letting kids make decisions, letting kids choose the topics, letting kids choose how they do it. All those things are letting the kids talk.

I think it's so important that the kids are talking way more than we are and unfortunately during the school day there's not as much time for them to talk. So there's easy ways to let them talk in terms of cooperative strategies like turning to your partner. If you ask them a question and you just have them flip and turn to their partner and they all have a chance to share. Think-pair-share, so thinking before they share with folks are all great ways to let kids talk. I've given you 10 ideas of just ways to integrate good facilitation into everything you do and all of these things will really help in building all those examples that we just talked to. I was hoping to go a little deeper with them but I think due in time I'm just going to send you work with those and say, "Please read them and review them and use them." It's good sometimes just to choose a couple and start using them more maybe you're already using a lot of them. So that's something for you to take away with you.

Just to close up and think back to who we were thinking about and that child that we started with and all the things we talked about and I wanted us just to take a couple of minutes to think about how you can support those kids to be successful with their heart and mind. And we've already shared a lot. But I'd love to hear just as a closure, a couple of things that you're going to take away from our time together and thinking about that child that we started thinking about when they were five years old and then thinking about them as an adult. And I'd love to have you write down in the chat box, how you're going to take what you've learned today back with you and what are the first few things you're going to do that are different from what we've talked about today. So go ahead and write in the chat box the answers to these questions.

Amy Moritz: I'm on the line Megan, I'm just waiting for some response. By the way I thought I'd just mention while we're waiting for people to type. Megan you were just talking about the thing pair-share as a strategy and I just read this great article yesterday about helping introverted kids feel valued in group settings. I think-pair-shares are really helpful for them, it gives an opportunity to think through their responses and turn to a partner and for kids that don't like a lot of large group discussion, that's a great strategy. So I just wanted to comment on that.

Lakisha writes and says, "Sharing this information with other professionals and becoming even more supportive to the students that I come in contact with." Thanks Lakisha. Yvette writes, "I enjoy sharing successful ideas with other sites, I'll pass them along to my site coordinators." And Paulette agrees. Thank you and Paulette thanks for being a great sport. No pun intended. Anybody else? Megan I guess responses have slowed down so if you want to go ahead and wrap up, did you have any additional material and then I'll do a little closing?

Megan Green: Sure so I think we've talked about what questions we've had and I just wanted to close and say, let's keep the conversation going, I would love to hear from you guys. This is my email. Please keep in touch if you walk away and you have a question or you have something you'd like to share with me that you're doing, that's great I would love to hear. So let's keep the conversation going and I've really enjoyed our time together. Thank you very much for having me.

Amy Moritz: Thanks so much Megan. There were just a few additional responses that came in that I'd like to share and then we'll wrap up. Howard [Roden 00:56:58] said he learnt many new ideas today, he's excited to try them out and Marika writes and says, "Today's session has me thinking about incorporating more project based learning."

So thank you guys for that. I really appreciate all of the interaction it really made the session a lot more fun. Jeff writes and says, "Thank you for the information." So Megan great job. That does conclude our session for today and we hope that you enjoyed it. Again there were a few handouts you would have received them the day prior from the webinar. They were also on the handouts section of your control panel so you can download them there. Additionally, once the webinar is

posted on our site, the handouts will be posted with it. So if you didn't get a chance to download them prior, you can do so after the fact.

Again you will be getting a survey with the Act 48 form. And please do take the time to complete the survey, we do read every single one of the comments that are on there. I can promise you that we do that, so it's very helpful when you take the time to share your thoughts. So thanks again for joining us everyone and we hope you have a great rest of the day.

Megan Green: Thank you.