



TASK CARD 3

### **Fostering Resilient Learners**

*by Kristin Souers with Pete Hall*

#### **Read Chapter 2:**

##### **"The Manifestation of ACEs in the Classroom"**

- How can you align these universal language practices with your current curriculum, staff evaluation practices, and current social-emotional learning strategies in place?
- Towards the end of this chapter, the authors presented their thesis: In order to effectively take care of our vulnerable students, we must first take care of ourselves.
  - What is your initial response to this idea?
  - How has your school environment addressed staff wellness and emotional health?
  - To what degree is this a priority for your school community

### **Learning That Sticks**

*by Bryan Goodwin with Tonia Gibson & Kristin Rouleau*

#### **Read Chapter 1:**

##### **"Understanding the Science of Learning."**

- Using this information about memory science, review a recent lesson plan.
- Identify where you supported the various memory/learning phases.
  - Did you support them all? Did your lesson lend itself to one type of memory over another?
  - As you develop your next lesson, identify the memory/learning phases again, and if you see that you are missing something, modify your lesson to include it.

### **Daring Greatly**

*by Brené Brown*

#### **Read Chapter 2:**

##### **"Debunking Vulnerability Myths"**

- How would you define vulnerability?
- Are there certain situations or experiences where you feel the need to look brave on the outside while you're really feeling fearful on the inside?
- What do those situations have in common?