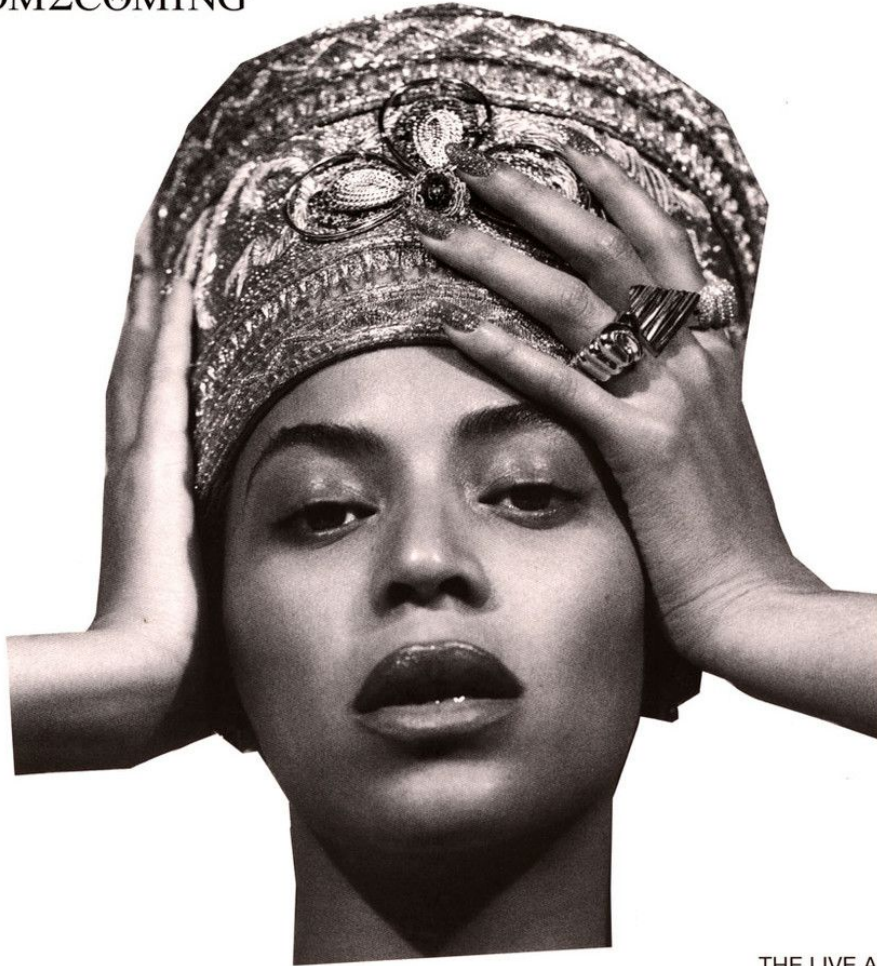


HOMECOMING



THE LIVE ALBUM

Healing

SCHOOL COMMUNITIES
Shifting the Dominant Paradigm
to Center Student Wellness

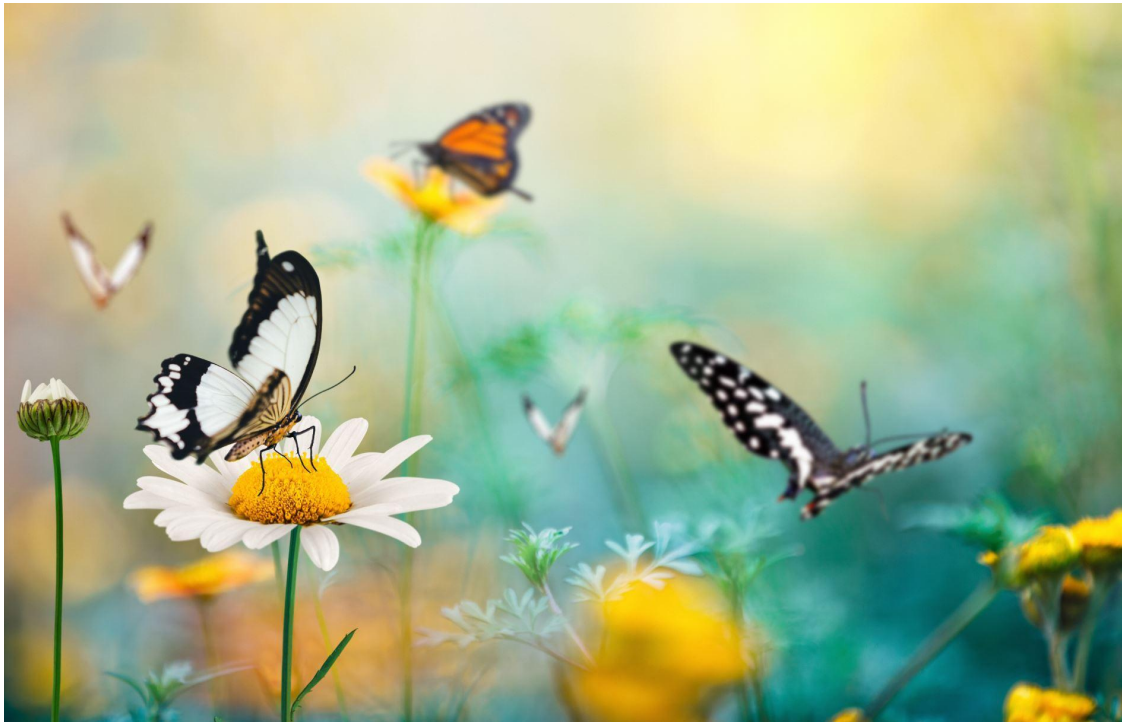
 **MHTTC**
Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Cultivating Joy and Healing Through Pedagogy and Practice

Session Four
March 1, 2022

Introductions: Waterfall in the Chat Box



- Who are you?
- What role do you play in supporting mental health?
- Where are you joining us from?

Today's Tech Logistics

To ensure the best audio quality for the duration of our session, **please mute mics when not speaking and go off video if you are moving.**

If available, you can click on "CC" on the bar at the bottom of the screen for **closed captioning.**

If you have a link to resources you'd like to share or questions for the group...chat! **Chat is the best option.**

We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information email.

If you have audio or technical issues during the session, the chat box is open for you to communicate with us so we may assist you. **Please private chat us.**

We want to hear what you think about today's event! Please take a moment at the end of today's session to complete a [brief](#) survey for us.

Follow us on social media!   @MHTTCNetwork  @healingschoolcommunities

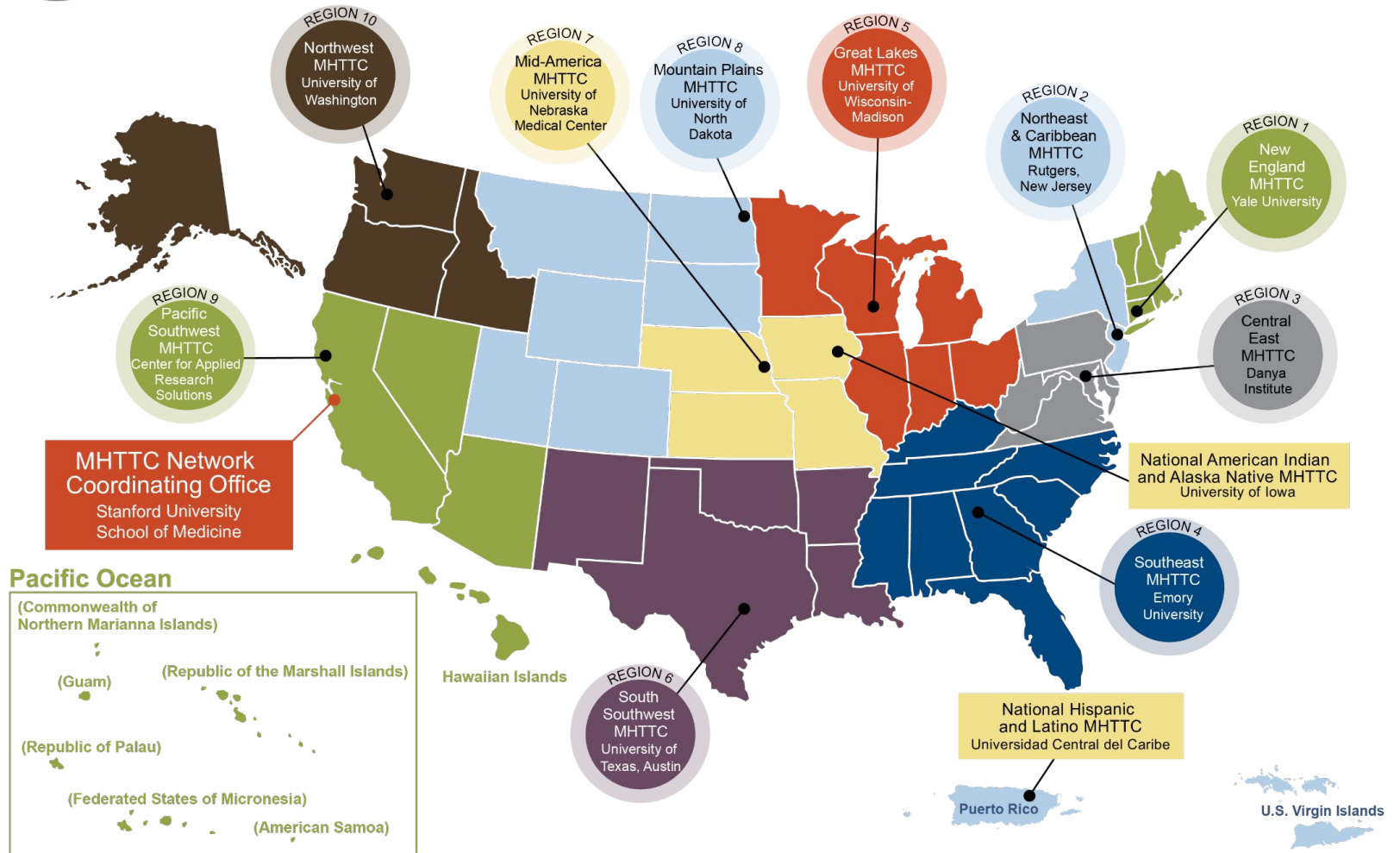
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At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the moderator and panelists and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



Healing
School
Communities

Community
of Practice

Our goal is to **build a network of support** among school communities that **strengthens our capacity to lead** in challenging racial violence while forging school cultures and climates of healing and wellness



Healing

SCHOOL COMMUNITIES Shifting the Dominant Paradigm to Center Student Wellness



Session One: Shifting the Dominant Paradigm to Center Student Wellness

Tue. 8 Feb. 2022

Session Three: Culturally Sustaining and Healing Centered Pedagogy

Tue. 22 Feb. 2022

Session Five: Interrupting/Examining the Impact of Oppression and Resistance on Student Wellness

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Session Six: Centering Wellness While Humanizing School Systems Change

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Grounding

**“Come as you are
Feel what you want
Be what you need”**

- Aimee Meredith Cox



Session Overview

Introduction
Why is joy important?
Journal
Theater of the Playful
Debrief & Closing



Norms...

Be fully present.

Be curious and open-minded.

Listen deeply and process.

Be respectful.

Speak from the “I” perspective.

**In the Chat: List out
some feelings you have
had just this week?**



Objectives

Why is joy so important in pedagogy and practice?

How does joy breakdown larger structural demands?





Radically
reimagine
self, space
and time.
(Hartman, 2019)

Invitation to
break the form
and celebrate.
(Cox, 2015, Brown 2009,
Boylorn, 2012)



As Ritual
As Prep
(Brown,
2013)



Black girls are chronically adultified, dehumanized and not viewed as innocent or allowed to make mistakes. (Morris, 2019 and others)

Questions When Cultivating Joyful Space.



Reflect: What joyful spaces have you been in? What characteristics do they have? What joyful spaces have you cultivated?

- **Space** - How does it feel? What sounds, colors, objects, tools for play are available?
- **Access**- Who can come here? Who is welcome? Who is unwelcome? How can we welcome our children to show up more fully?
- **Care**- How are we encouraging each other in the process of play? How do we hold each other accountable?
- **Curiosity** - How do we hold space for questioning and dialogue with different perspectives/ways of being?
- **Improvisation & Radical Imagination** - When is the last time you did something spontaneous in your classroom?

Images by Alexis Pauline Gumbs



“Black women and girls have existing lineages and traditions of organizing to authentically be themselves as they cultivate their minds. This history must not be forgotten, overlooked or dismissed. Instead, educators must return their practices to this unearthed historicized literacy and engage girls today in similar ways..”

(Muhammad & Haddix, 2016)

Portraits of Play



Journaling

JOURNAL: Reflect on an image of yourself as a child.

What did you love to do?

What were your favorite songs?

What were your favorite games?

What lessons, if any, grew from those games?

What got in the way of your play?
What barriers did you experience?

Play Space: *Make a sketch yourself using the artistic medium of your choice using collage, poetry, drawing, etc. or*



THEATER OF THE PLAYFUL (JOY REMIX)



“All theater is necessarily political because all the activities of man are political and theater is one of them.”

- Augusto Boal, creator of Theater of the Oppressed



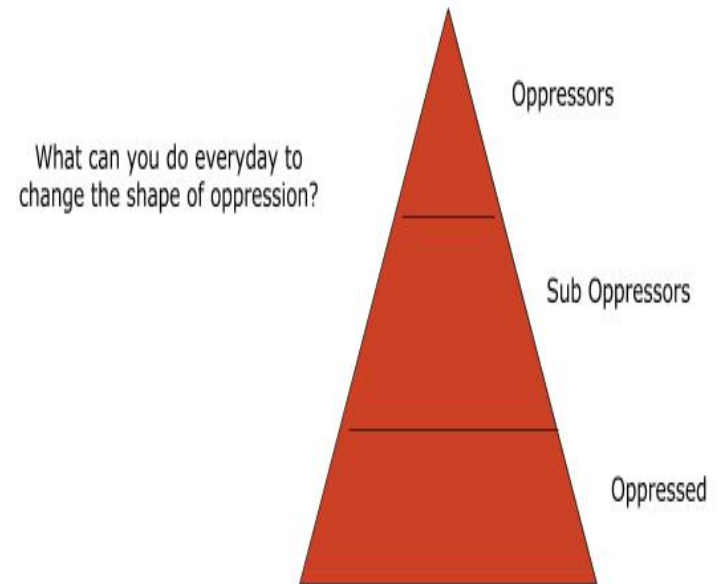
The aim of the forum is not to find an ideal solution, but to **invent new ways of confronting problems.**

Role-playing serves as a vehicle for analyzing power, stimulating public debate and searching for solutions.

- The “intervention” is when the spec-actor tries to create a different solution to the problem presented.
- Actors have to be ready for any intervention- including ones they never imagined.
- Theater of the Oppressed is a rehearsal for our future selves, not an opportunity to tell other people how they should behave.

Triangle of Oppression:

This triangle of oppression represents the flow of unequal power within institutions.



LOGISTICS

- ❑ Run through skit once showing a problem around discrimination or oppression.
- ❑ First run is called “Anti-Model” - played without interruption. “Oppressor” wins.
- ❑ At second time, spect-actor can intervene and yell “STOP!” when they see the oppression happening.
- ❑ Following each intervention, audience members discuss the solution offered.





RULES:

The spect-actor comes up on stage and takes the place of one of the characters who they believe could create a positive solution to the problem presented.

- They should take the place of someone they think they might be in the future. The Spect-actor should not take the place of the oppressor.
- The original actors left on-stage work with the audience member with whatever tactic they try.
- No physical interventions: If you think your character might do something physical, please call a “time-out” and we will discuss the outcomes of those actions.
- When the audience member finishes their intervention, the facilitator debriefs with the audience member, the actors, and the rest of the audience

SCENARIO

At the beginning of the year, the school took time to figure out what it is to be a trauma informed school space. They incorporated mindfulness practice, wellness centers and talking circles. Despite this effort there has been a rapid decline in work completion, grades and lack of attendance as the first semester of in person learning comes to an end. The school principal proposes that the best intervention is to provide increased testing measures to assess student need ensure success.

Another staff member agrees citing that students are not engaged and seem not to care about learning.

Several other teachers nod in agreement sharing that they are having trouble with kids coming to class late with attitudes and not completing assignments.

All the staff agree the problem lies with learning loss over the pandemic and decide to implement three days of testing to assess the areas of academic need.

BREAKOUT GROUPS

Before breaking into small groups to discuss this dilemma, is there anything that would help you understand the challenge and or context better?



Ancestors, legacy supports, policy + structural change

District supports, student supports, transportation, county or state office of education, public health, government

Afterschool programs, community and cultural centers, faith-based, environment, parks, and nearby clinics, recreation/childcare

Students, educators, families, neighbors, site leaders, support staff (bus, safety), volunteers

Created by RYSE, 2017



After Reviewing the Scenario: What did you notice?

Using the Ecological Model as a framework, how might we better understand the dilemma?

How might we playfully address this dilemma?

Healing School Communities

Theater of the Oppressed

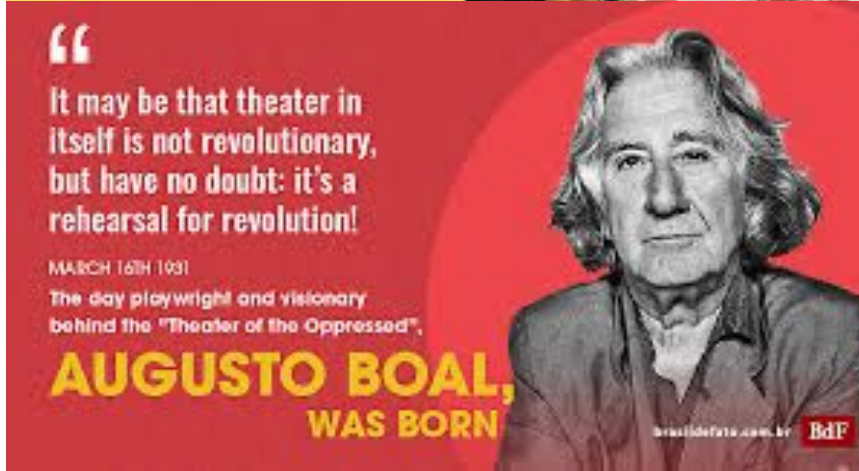
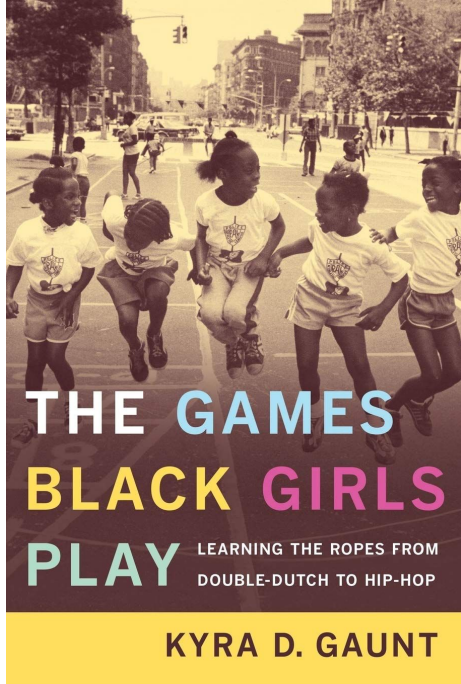
- In just a minute, you will be invited to **join small discussion groups**.
- Once in small groups, you will have the opportunity to **introduce** yourselves and begin the play process.
- The Discussion Moderator will pose **lead you through the steps** in which you will have 15 minutes to **perform**.
- Upon returning to the full group, we will act out possible **solutions**, further **inquiry** and **significance** to healing school communities.



PERFORMANCES AND CLOSING



Reference Collage



HOMECOMING
A FILM BY BEYONCÉ

Session Debrief

What's coming up for you - mind, body and heart?

How did today's session expand your understanding of what young people need?

How will you put what you learned today into practice?

What questions and needs do you still have?

Home Study: What resonated with you from this week's session?

Questions to ponder, be in conversation about and or journal between sessions.

How did it feel in your body to be a part of this conversation?

What surprised you or challenged you from this week's session?

How are the themes from this week's session showing up in your work or personal lives?

What did this session's content make you wonder?

- Feel free to write directly into our jamboard on the designated page or in your own journal.
- Upload texts, images, poetry, video clips, quotes or other resources that come to mind when exploring the content of this week's session.



THANK YOU.

For joining. For trusting us. For building with us.
For creating this community.



Healing

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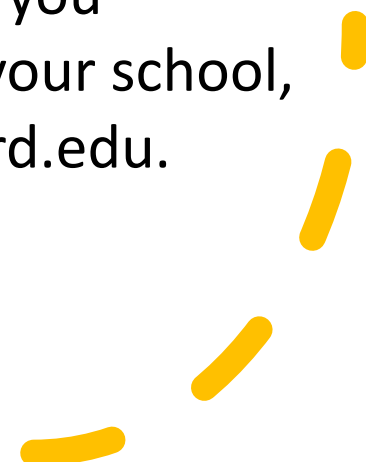


Healing School Communities

Case Presentations

We would like to share case studies so participants can discuss solutions to real-world experiences during breakout sessions.

If you are open to sharing a dilemma related to racial violence that you experienced or witnessed in your school, please email rcanelo@stanford.edu.



Evaluation Information

- The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.
- At the end of today's training please take a moment to complete a **brief** survey about today's training.

Access here:

<http://ttc-gpra.org/GPRAOnline/PCS?e=0088220151&n=M>



Connect with the MHTTC in your region



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