

Session 12 – My Students, My Community

Materials:

- Agenda charted on the board or chart paper, or provided as a handout
- A meaningful talking piece
- A meaningful centerpiece
- Chart paper containing Community Agreements from Session 7
- Multi-colored index cards
- Journals and pens

Opening Ceremony

Consider and reflect on the following anonymous quote:

“The kids that need the most love will often ask for it in the most unloving ways.”

Invite a few volunteers to share out their thoughts as they think about their students.



Talk Participants Through Today's Agenda

- Opening Ceremony: Kids Needing Love
- Check Agenda
- Journaling: Reflecting on a Student
- Dedication Ceremony
- Closing Ceremony: A Takeaway



Journaling

Invite participants to think about the students in their school, their families, their communities. Now think about one student in particular, who they would like to provide some extra care or support to. Write their name down, first name only. Now jot down some of the issue(s) or concern(s) you believe this student is facing. What are some things you could do to support this student? What are possible obstacles to implementing these supports and what might you do to overcome them? What supports do you need to be of support to (and with) this student (and others)?

As circle keeper, be sure to journal as well for your own personal reflection and healing.

Go-Round: Dedication Ceremony

Distribute index cards and ask participants to write the name of student they'd like to provide extra care or support to on the index card. Then send a talking piece around, inviting participants to share:

- the name of the young person they wrote on their cards (if they feel comfortable)
- a few words about why they picked this young person
- something they have done, could do or will continue to do, to support this young person

Before passing the talking piece to their neighbor, invite participants to contribute their index card (their student's name) to the centerpiece, as you start to personalize your centerpiece. Consider inviting participants to take a beat and/or take a breath for each student who is named as the card gets placed in the centerpiece.

Closing Ceremony

Send a talking piece around, inviting participants to share one thing they do to take care of themselves.

Additional Resources: Session 12

Additional Written Resources:

My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies by Resmaa Menakem

The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma by Bessel van der Kolk

["The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement"](#) by Shawn Ginwright

Hope and Healing in Urban Education: How Urban Activists and Teachers are Reclaiming Matters of the Heart by Shawn Ginwright

Additional Video Resources:

Dr. Bruce Perry created a series of videos for educators called [Stress, Trauma and the Brain: Insights for Educators](#)

- [Episode 1: The Neurosequential Model](#)
- [Episode 2: How Stress Impacts Brain Function](#)
- [Episode 3: The Power of Connection](#)
- [Episode 4: Regulating Yourself and Your Classroom](#)
- [Episode 5: Educator Strategies for the Classroom](#)

Jacob Ham explains the impact of trauma for educators in two videos:

1. Understanding what happens to a brain impacted by trauma: [Trauma Brain versus Survival Brain](#)

2. What we as educators can do to create trauma sensitive school and classroom environments [Trauma Informed Starts with You](#)