

# Empower: An Innovative K-5 Learning Experience in D303



Parent University: December 9, 2021



## Empower: Inaugural Year 2021-2022

Mrs. Sarah Cann: Assistant Director of Instruction

Dr. Cindy Ruesch: Director of Staff, Family and Student Services

Mrs. Tanya Hernandez: Empower Teacher at **Anderson Elementary**

Mrs. Michelle Taylor: Empower Teacher at **Bell Graham Elementary**

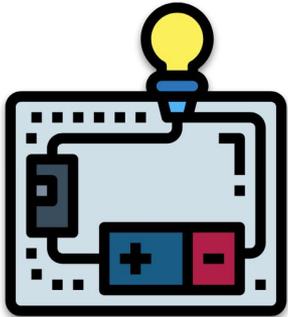
Mrs. Megan Oster: Empower Teacher at **Davis Primary**

Mrs. Rebecca Green-Kearse: Empower Teacher at **Wasco Elementary**



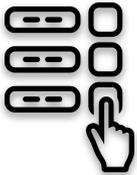
# Outcomes

- What is Empower?
- What has my child experienced in Empower so far?
- What could my child experience in Empower the rest of this year?
- How can I be involved with my child's experience?



# Norms

- If you have a question, feel free to type it in the chat. We will address it as we are able.
- There are interactive polls throughout the presentation, feel free to participate!
- Have fun! This is a program we are all very excited about!



**What are students saying?**

# What Makes Empower Different?

Listen to the audio comments of students describing Empower!



# Logistics



# Overview of Empower Journey

1

**Informed Community**

40 minute extension of elementary school day

2

**Stakeholder Engagement**

Reading/Research, data analysis, creation of Empower name/logo, etc.

3

**2020-2021 Program on Hold**

Pandemic

4

**2021-2022 Full Implementation**

K-5 students attend twice weekly 40 minute sessions



# Guiding Principles

Innovative Learning Experiences should:

- Be available to all students
- Provide opportunities for **authentic learning**
- Focus on **processes and skill application**, not on additional core content (*English Language Arts, Math, Science, Social Studies*)
- Embed opportunities for movement
- Be student led, with the teacher serving as a facilitator of learning
- Offer **students choice**, with the understanding that choice can look different based on the experience
- Incorporate purposeful play and discovery
- Intentionally integrate the application of **social emotional skills**
- Utilize technology in a way that enhances and supports the learning



# What is Authentic Learning?

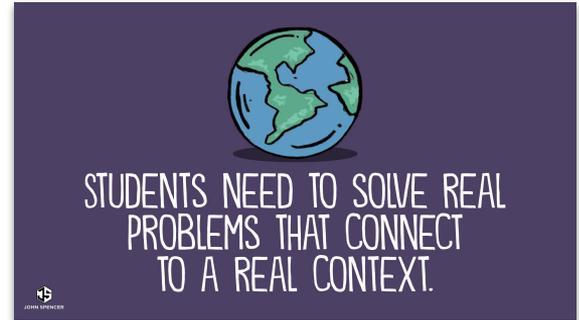
**Definition:** Armed with a challenge, task or content to explore, students acquire academic and problem-solving skills in a context relevant to them!

## Purpose:

- Beyond success in just school setting
- “Hands-on learning approach”
- Can take many shapes
  - project based-learning
  - community connections
  - experiential learning opportunities

## Themes

1. Involves real-world problems and includes presentation of findings
2. Open-ended inquiry, development of thinking skills, and metacognition (*awareness and understanding of one's own thought processes*)
3. Dialogue
4. Choice



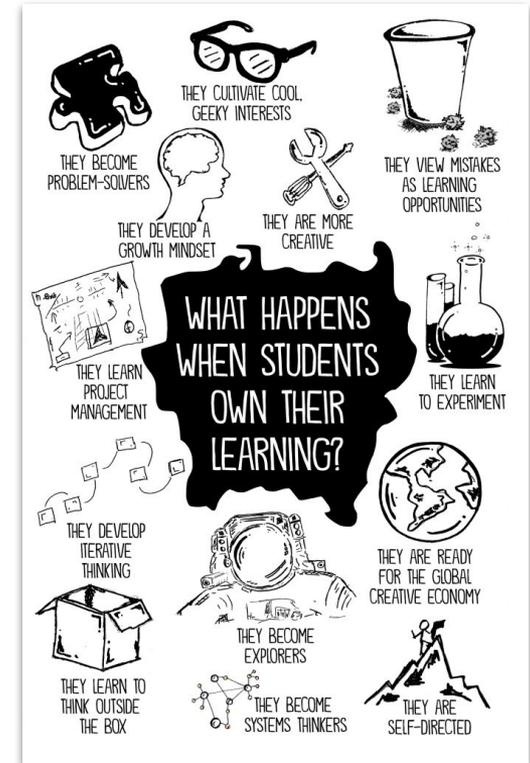
# What is student voice?

**Voice** refers to students having the ability to co-create their learning plan or pathway (with some discretion). May involve encouraging students to:

- share their ideas or understanding
- design their own project or unit
- set goals and monitor their own learning, and/or
- lead a discussion, or presentation

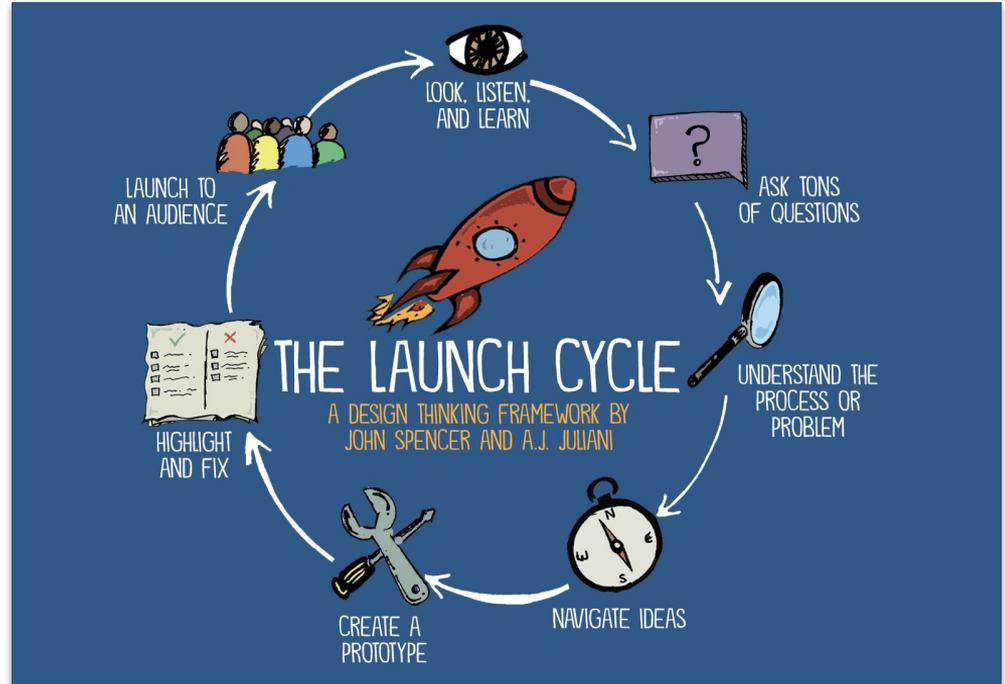
**Student agency**—when students are active participants in their education, taking responsibility for their learning, and being given some degree of control in the process.

However, both PBL and design thinking require structure. It's never a free-for-all.



# Launch Cycle

- Each module focuses on Design Thinking Framework.
- Centers on student curiosity and allows them to create, test, and recreate until they achieve their desired results.
- Way of solving problems that encourages risk-taking and creativity.
- Similar to engineering design process, scientific method, etc.



Dr. John Spencer

# Modules Experienced or Experiencing

# So far this year...

All students have experienced **Get Out & Play** so far this year.

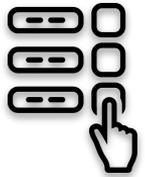
**Make it to the End**: Kindergarten and first grades

**Light it Up**: Fourth and fifth grades

**Get on Board**: Second and Third grades

**Make it Move**: Differs based on building

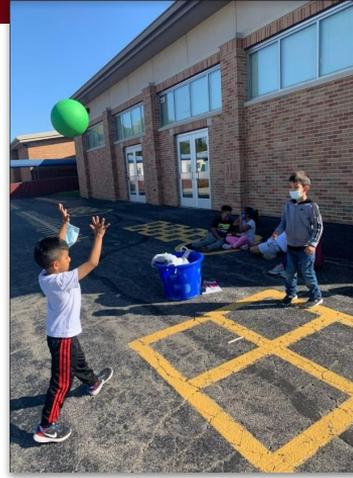
***FYI: Teachers do have the ability to adjust based on the needs of their students***



# Get Out and Play!

## Game Play and Design

- Collaborate to learn and create new games
- Focus on movement and social emotional skills
- **Communication**
- **Teamwork and conflict resolution**
- **Decision Making**
- Student agency
- Real world application
- Student reflection





**GET OUT &**

*Play*

*Kindergarten -  
5th*

**Competencies:**  
**Communication**  
**Teamwork & Conflict**  
**Resolution**  
**Decision Making**

[Click here to learn  
about the Launch  
Cycle used in  
Empower!](#)

Overview: Through modeling, role-playing, and explicit instruction, the students will engage in games that practice and reinforce kindness and build community. Students will practice empathy, taking turns, inclusive play and problem solving; helping kids learn to recognize a social problem, focus on finding solutions, predict consequences, and select a safe and respectful solution. Some students may choose to extend this experience by designing their own games to play, creating rules, and teaching others their games as well.

**Types of Play:**  
**Sensory Play**  
**Large Motor Play**  
**Small Motor Play**  
**Imaginative Play**

**Social Emotional**  
**Learning:**  
**Relationship skills**  
**Self-management**

# Make it to the End!

## Crazy Contraptions & Chain Reactions

- Gain an understanding pulleys, releases, ramps, tubes, and tunnels
- Imagine and create chain reactions
- Student agency
- **Critical thinking**
- **Adaptability & Flexibility**
- **Problem Solving**
- Student reflection





**Social Emotional Learning:**  
**Sharing, Turn Taking, Inclusion, Empathy**



**Competencies:**  
**Problem Solving**  
**Critical Thinking**  
**Adaptability and**  
**Flexibility**

**Types of Learning:**  
**Cause and effect**  
**Problem/solution**  
**Forces and motion**  
**Balance and structure**  
**Simple machines**

# Make it to the End

1st  
grade

Kindergarten

**Overview:** Students will work to create crazy contraptions and chain reactions. Students learn about different contraptions by viewing videos, exploring books, and self-exploration. Students will learn about chain reactions and simple machines, using pulleys, ramps, dominoes, tunnels and tubes, and releases to make their chain reactions.

Teachers will explicitly teach competencies throughout the module, such as communication, problem-solving, critical thinking, planning and organization, and decision making through modeling and role-playing.

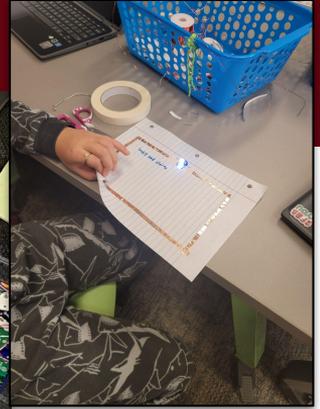


Login to Schoology for more  
information!

# Light it Up!

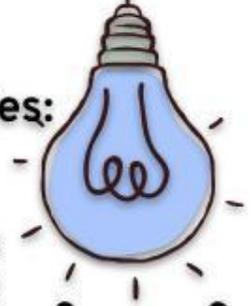
## Circuits and Electricity

- Develop an understanding of circuits and electricity
- Imagination and design
- Students share and receive feedback
- **Initiative**
- **Self-Drive**
- **Decision-Making**
- **Critical Thinking**
- Student agency
- Student reflection





Login to Schoology for more information!



### Competencies:

- Initiative
- Self-Drive
- Decision Making
- Critical Thinking

# Light it Up

Empower Grades 4-5

## SEL Competencies



4th

Evaluate what you might have done differently to achieve greater success on a recent goal.



5th

Analyze why you needed to change or delay action steps for achieving a recent goal.



5th

Assess what factors influenced any changes of a goal or action plan.

**Overview:** Students use the power of circuitry and electricity to create works of art that move, make sound, or light up. Some examples of these types of projects may be digital jewelry, circuit boards, or greeting cards using paper circuits that light up or make sounds. Students experiment with building different kinds of circuits using a battery, LED, conductive tape and conductive thread. By testing and manipulating these components, students develop a more intuitive sense of how electricity flows through a circuit.

Students may decide to work as a team, in small groups or individually to create their choice projects. Students will develop initiative and self-drive, critical thinking and decision making, resiliency through managing their frustrations when things don't work the way they had hoped, and how to provide and take critical feedback.

# Get on Board!

## Skill Development Through Game Play

Students play an array of carefully selected games that focus on:

- Strategy
- Decision-making
- Fair play
- Taking turns
- Being a good winner or loser
- **Teamwork and conflict resolution**
- **Adaptability**
- **Flexibility**
- **Critical Thinking**
- Student agency
- Student reflection



Login to Schoology for more information!



## Competencies:

Teamwork  
Conflict Resolution  
Adaptability  
Flexibility  
Critical Thinking



# Get on Board



## Social Emotional Learning:

★ Second  
2 2A5 Describe how different people interpret the same situation.

Analyze how different people interpret the same situation.

★ Third  
3 3A6 Evaluate various approaches to responding to provocation.

Determine various approaches to responding to provocation.

**Overview:** In this experience students will focus on the SEL standards and competencies through playing games. Games will be carefully selected that teach students strategy, decision making, creativity, fair play, and taking turns. Students will need to practice good communication, conflict resolution, and managing emotions and behavior when dealing with wins and losses. Students may choose to design their own games, making up rules, designing a board, and using a 3D printer to create game pieces.

2nd and 3rd



# Make it Move!

## Coding and Robotics

- Learn how to use the robots
- Gain an understanding of coding and loops
- Hands on exploration
- Resiliency
- Collaboration
- Student agency
- **Problem solving**
- **Communication**
- **Planning and Organization**





#### Competencies

- Problem Solving
- Communication
- Planning & Organization

02 Apply reflective listening.

03 Describe the steps of a decision-making model.

# Make it Move

**Overview:** Students are introduced to not only the basics of coding and loops, but also how to implement the design process and think critically to solve a problem. This process encourages children to identify a problem, imagine and plan a solution, build and test their creation, and share their work with peers. In this process, things won't always work as intended. The process is set up to expect students to test, fix, and debug their work, so students focus on continually making changes and improvements rather than on being right or wrong – a "growth mindset." As they seek input and advice from peers, children also develop collaborative social skills around a shared project. This exercise will reinforce resiliency, demonstrating that failure isn't the end, failure is an opportunity to think through what went wrong and use problem-solving skills to come up with a plan for what to do next time. Students are encouraged to experiment with ideas. If one fails, they need to learn how to extrapolate information from that failure to steer them towards future success.



Login to Schoolology for more information!



# Modules Up & Coming

# Show it Off!

## Drama, Video Production, and Media Tools

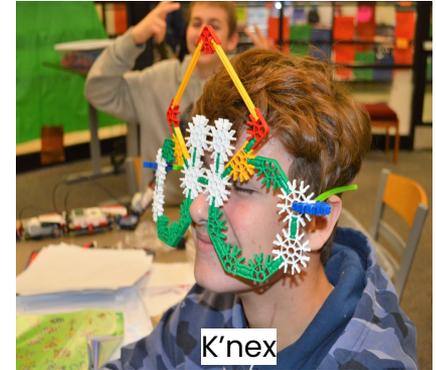
- Learn new tools for video production-storytelling
- Express ideas in a creative way
- Collaborate with peers to create
- **Communication**
- **Initiative and Self Drive**
- **Planning and Organization**
- Student agency
- Student reflection



# Build It!

## Creative Construction

- Explore design challenges
- Communicate to design and build structures
- Creativity
- **Problem solving**
- **Teamwork and Conflict Resolution**
- **Adaptability and Flexibility**
- Student agency
- Student reflection



# Make a Difference!

## Problem-Based Learning to Help Your School or Community

- Work together to identify community needs
- Communicate to express ideas
- Problem solve to find a solution
- Advocate for change
- Student agency
- Critical thinking
- **Decision-making**
- **Reliability and Accountability**
- Student reflection

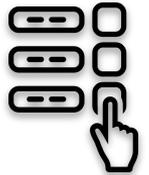


# FLEX!

## World Language Exploration

- Introduce students to different world languages and cultures
- Develop awareness of language relationships
- Develop mindsight for deeper world language study in the future
- **Communication**
- **Adaptability and Flexibility**

*Purposefully placed in December for 5th graders so they have context to World Language selection (January) as they go into middle school (German, Spanish, French)*



# Parent Involvement

# How do I see what my child is experiencing?

As a parent, you have multiple ways to stay involved in your child's Empower experience:

1. **Empower Parent Site**-->Linked [HERE](#).
2. Join **Schoology** to shadow their experience!
  - a. An access code was sent to all K-5 families in September. If you do not have that 12 digit access code, please reach out to your building's LRC/Media Specialist and/or the building secretary.
  - b. Directions document was shared along with that email. -->Linked [HERE](#). Also found on our Technology Resource Site for Families.
  - c. They will share their learning process through prototypes, Maker challenges, media albums, etc.
3. Read your building's **e-News**
  - a. Module communication document
  - b. Newsletters, Pictures, Challenges, etc.



# Looking to get rid of old toys?

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We are looking for donations of:

- Legos
- Lincoln Logs
- Used board games
- Cardboard (boxes, toilet paper/paper towel rolls, kleenex boxes)

Feel free to drop off with your building's Empower teacher or at the Haines Center.

**Any Questions?**