Whole Child, Whole Life

Bite Sized Discussion Guides for Afterschool Programs

Beyond School Bells™
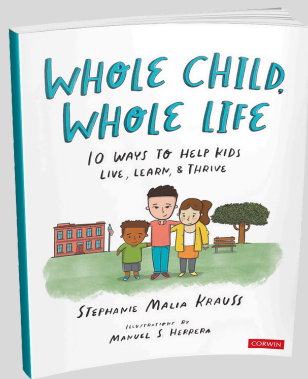
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TABLE OF CONTENTS

Bite-Sized Discussion Guides for Afterschool Programs

About

- These are flexible discussion guides to accompany the book *Whole Child, Whole Life* by Stephanie Malia Krauss. The guides are designed with **Afterschool program staff teams** in mind.
- You can find out more about the books and find links to purchase at wholechildwholelife.com
- Each page of the guide is designed with adaptable content that could be ideal for a **15-20 minute staff meeting**. Staff can spend 5 minutes looking at the "Read this" section of the book, then remaining time can be spent discussing and connecting learning both as individuals and as a team.
- You can use the guides in any order and pull from topics that are **most relevant** to your staff.
- Have time and an enthusiastic staff? Use these guides as a jumping off point for a more comprehensive Book Club (See page 41 for information about a Book Club Discussion Guide).
- Consider choosing a different staff member to prepare and lead each discussion. This is a good opportunity to give young professionals (high school and college age staff) leadership experience.

Sections you will find out these guides:

Definitions/Quotes

Here's where you'll find any key terms and their definitions or a key quote from the chapter.

Dive in deeper

This is where the page numbers for relevant chapter(s) are listed. If staff are interested and have time, they can spend time reading the whole chapter(s) before a meeting for a more robust discussion or after a meeting to reinforce learning.

Read this:

A highlighted table, list, or short section of the chapter that staff can read before or during a staff meeting. Discussion questions will be based on this small chunk of information rather than the whole chapter.

Resources

Resources that are connected to the chapter for anyone who wants to continue learning on their own.

Discussion

A curated list of discussion questions based on the small section of the book highlighted in "Read this."

Application

On some guides, this final question or activity can help individuals or staff teams think about how they might apply the things they learned and discussed in their afterschool context.

Whole Child, Whole Life
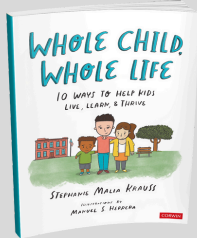
Let's talk about... Profiles

Demographics and Determinates

Definitions

Demographics

Personal characterizations and population-level categories such as race and gender. Demographics tell us the types of **advantages** kids have in school, other systems, and society.

Determinants

The social, environmental, political, and historical conditions kids are born with and grow up in, including whether they have access to good healthcare and schools and how safe it is at home and in the neighborhood. Determinants give us a sense of young people's **protections** and **vulnerabilities**.

Read this:

- **Table 1**, Demographic and Determinant Profiles, page 11
- **Table 2**, Demographics and Relative Advantage, page 12
- **Table 3**, Determinants and Relative Protection and Vulnerability, page 13

Dive in deeper

Have more time?
Read all of Chapter 1, pages 9-17.

Resources

Biased: Uncovering the hidden prejudice that shapes that shapes what we see, think, and do
by Jennifer L. Eberhardt

Discussion

Consider your own profile and how it impacted you as you grew up. How does it impact you today?
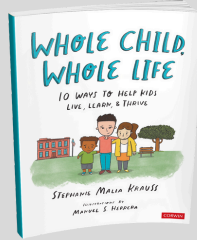
What profile parts do you understand the least and why do you think that is? Which ones—if any—make you uncomfortable?

If you feel comfortable, share ways have you profiled kids in the past. How has that changed the way you treated them?

Application

As a staff team, what could we do with the information from Tables 1, 2, and 3? What might be our next steps?

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Let's talk about... Protective Factors

Chapter 2
Age and Stage

Definitions

Development
A highly dynamic, fluid process that is shaped, sped up, or slowed down by what's happening--from everyday situations and interactions to broader changes in the world at large.

Protective Factors
Conditions, attributes, skills, strengths, resources, supports, or coping strategies that help people deal more effectively with stressful events and mitigate or eliminate risk in youth, families, and communities.

Read this:

Table 4, Protective Factors, Page 25
Table 5, Developmental Milestones, Page 28

Resources

Making It: What Today's Kids Need for Tomorrow's World
by Stephanie Malia Krauss

Building Protective and Promotive Factors in Afterschool
A Research Brief

Dive in deeper

Have more time?
Read all of Chapter 2, pages 19-31

Discussion

Think about the children in our program or other children in your life. How do you see their environments, experiences, and interactions changing or challenging how they are growing up?

How have you seen kids' development change because of historic events (eg. COVID-19 pandemic)?

Look at the protective factors listed in Table 4. Which are you able to provide and which—if any—can you not provide? Which protective factors did you have growing up and what difference did they make?

Application

Look at Table 5. Find the section(s) that describe the stage(s) of development represented in our program. How do some of the "major milestones" listed show up in your program? Does this spark any ideas for how you can better support young people as they develop?

Chapter 3
Brain and Body

Definitions

Brain

The body organ that makes us human and controls our body. Early childhood and adolescence are the two times in life when the brain and changes the most.

Body

Made up of highly interconnected and interdependent systems; the body is designed to move, protect itself, and follow instructions set by DNA.

Belly

"The second brain"- where food goes and energy is made. The brain and belly are physically connected by the vagus nerve- which sends signals throughout the body for physical and emotional regulation.

Read this:

Table 8, Health Activities and Hazards that Impact Kids' Wellbeing, Page 49

Resources

The Healthy Brain Book: An all-ages guide to a calmer, happier, sharper you
by William Sears, MD and Vincent Fortanasce, MD

Brain Hacks
by Dr. Lara Honos-Webb

Dive in deeper

Have more time? Read all of Chapter 3, pages 33-51

Discussion

How do you see health impacting and influencing the young people in our program?

Looking at table 8- Which areas do you need to prioritize and address yourself? How do these activities and hazards impact your wellbeing? How do they impact how you show up at work?

Consider an individual child in our program. What does that young person's personal health profile look like? What impact does that profile have on their life, learning, and thriving?

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Let's talk about…
"Mapping"

People and Places

Definitions

Mapping
Taking the time to learn about and plot the people and places young people interact with. When we map, we put kids at the center of their lives, and we learn their landscape by moving outwards until we have drawn a constellation of the people and places who make up the ecosystem they live and learn in. See Figure 2, page 55.

Mesosystem
Relationships between influential actors in a child's life. Examples might be parent-teacher relationships and sibling-parent relationships.

Read this:

- **"Mapping the Spaces Where Kids Spend Time,"** Pages 55-58
- **Table 9,** Mapping to Youth-Serving Systems and Settings, Page 57

Resources

The Ecology of Human Development by Urie Bronfenbrenner

T*he Village Effect: Why face-to-face contact matters.* by Susan Pinker

Dive in deeper

Chapter 4, pages 53-63

Discussion

Consider your relationships with kids in your program and look at the list of "mapping" questions on page 56. How could you realistically incorporate and use the idea of "mapping" with kids in our program?

Where might you find yourself on various children's maps? What responsibilities come with those placements?

You're probably already mapping with kids in some ways. What does your "cartography" or mapping practice currently look like and how do you want to adjust or add to it?

Application

What is something you can start doing that will help you strengthen your knowledge and understanding of young people and the people and places in their lives?

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Definitions

Competencies
Different clusters of knowledge, skills, habits, and mindsets. Fundamentally they are about how kids function in life and learning. They are teachable, measurable, and interdependent.

Quirks
Part of a kid's signature identity. Quirks include habits, hobbies, body language, behavior, and personal style. Quirks are strengths that should be celebrated and appreciated.

Read this:

- **Table 10**, Classification of 24 Character Traits, Page 67
- **Table 11**, Ten Readiness Competencies, Page 68
- **Table 12**, Lifetime Leadership Strengths, Page 71

Dive in deeper

Chapter 5, pages 65–73

Resources

Making It: What Today's Kids Need for Tomorrow's World by Stephanie Malia Krauss

Discussion

How do you already take a strengths-based approach with kids, and what could you do to help them strengthen their character, competencies, and quirks? What about their learning and leadership styles?

Looking through Tables 10, 11, and 12, where do you see yourself and your own strengths and struggles?

How do you react when a kid you care about is struggling? What is your approach to offering support, and what—if anything—do you want to change or keep doing?

Application

Look at Table 11, Ten Readiness Competencies. Pick one readiness competency and brainstorm as a team ideas of how more intentionally build that competency into lessons, activities, and/or interactions with kids in your program.

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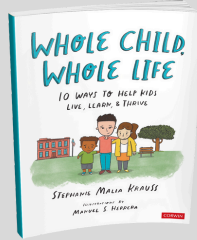
Read this:

Table 12, "Whole Child" Interview Template, Page 74

Dive in deeper

Part 1, Chapters 1-5

Resource

Download a PDF version of the template at https://www.wholechildwholelife.com/resources

Discussion

Looking at the "Portrait Piece" column, which category(s) do we already do a good job of collecting information about kids in our program?

In which "Portrait Piece" could we do a better job of finding out details about each individual young person in our program?
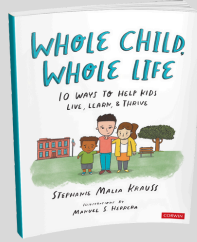
How might our program change if we knew this level of detail about each young person enrolled?

Application

While implementing this "Whole Child" interview in its entirety for each student in our program may not be doable right now, what is one step you'd like to implement as an individual this week?

What's one commitment we can make as a team?

Definition

Essentials

To survive, we need basic biological needs met. We must breathe, eat, drink, sleep, and relieve ourselves. We need places to shelter and sleep, clothes to wear, and a place to cool off or warm up, depending on the weather.

Read this:

When Kids Need Essentials "Try This,"
Page 87-88

Resources

Table 12, Common U.S. Public Benefits Programs for Kids and Families, pages 83–86

Bring Up Nebraska and **Find Help**
Know families with needs? Connect with your local resources

Dive in deeper

Chapter 6, pages 81–101

Discussion

Review the When Kids Need Safety "Try This." Which of these things are we already doing in our program?
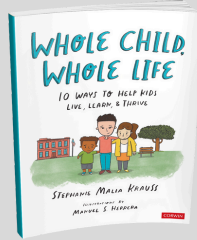
What might it look like to implement some of these ideas afterschool?

What's one step you could take as an individual to help meet kids' essential needs?

Application

What is one action step we could commit to try as a staff team?

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**Let's talk about...
Basic Needs:
Safety**

Chapter 6

Meet Basic Needs

Definition

Safety

Safety is about **security** and **stability**. It is both **physical** and **psychological**. There is safety from immediate harm and ongoing risks. There is systemic and structural safety (I am safe in these places and with these people), environmental safety (I am safe from toxins), school and neighborhood safety (I am safe where I learn, live, and play), and personal safety (I am safe to be who I am).

Read this:

When Kids Need Safety "Try This"
Page 89-90

Dive in deeper

Chapter 6, pages 81-101

Resources

The Deepest Well: Healing the long-term effects of childhood adversity
by Nadine Burke Harris

Better Kid Care Course "PYD Foundations: Safety and Wellness"

Discussion

Review the When Kids Need Safety "Try This." Which of these four things are we already doing in our program?
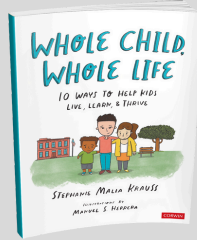
What might it look like to implement or be more intentional about implementing some of these ideas afterschool?

What's one step you could take as an individual to help kids' need for safety?

Application

What is one action step we could commit to as a staff team?

**Let's talk about...
Basic Needs:
Belonging**

Chapter 6

Meet Basic Needs

Definition

Belonging

Belonging is about **love, connection, and care**. It is tied to kids' being attached to and accepted by others. It is key to feeling **welcome** and **wanted** in communities and cultures. Belonging is an important part of developing a sense of self and personal identities.

Read this:

When Kids Need Belonging "Try This"
Page 92

Dive in deeper

Chapter 6, pages 81–101

Resources

Better Kid Care Course
"Positive Youth Development: Building a Culture of Belonging"

Rooted in Relationships Podcast: "The Power of Diversity in the Context of Belonging"

Discussion

Review the When Kids Need Belonging "Try This." Which of these things are we already doing in our program?
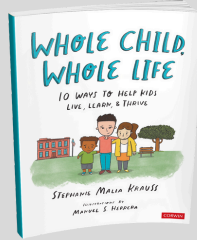
What might it look like to implement some of these ideas afterschool?

What's one step you could take as an individual to help kids' need for belonging?

Application

What is one action step we could commit to try as a staff team?

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10 WAYS TO HELP KIDS
LIVE, LEARN, & THRIVE

STEPHANIE MALIA KRAUSS

**Let's talk about...
Basic Needs:
Purpose**

Chapter 6

Meet Basic Needs

Definition

Purpose

Purpose is about **meaning** and **mattering**. It activates agency and fuels a desire to be a part of something bigger than ourselves. Living a life of meaning is about understanding and living your purpose in the world and knowing you and your efforts matter. Purpose and meaning clarify what matters and enables a person to envision a future that includes and protects those things.

Read this:

When Kids Need Purpose "Try This"
Page 93-94

Dive in deeper

Chapter 6, pages 81-101

Resources

Hidden Brain Podcast:
You 2.0: Cultivating Your Purpose

All About Me Interactive
Workbooks

Discussion

Review the When Kids Need Purpose "Try This." Which of these things are we already doing in our program?
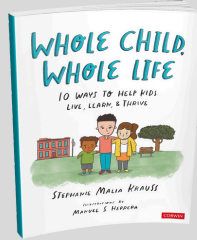
What might it look like to implement some of these ideas afterschool?

What's one step you could take as an individual to help kids' need for purpose?

Application

What is one action step we could commit to try as a staff team?

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ILLUSTRATIONS BY MANUEL S. HERRERA

Chapter 6

Meet Basic Needs

Directions

We all need our basic needs met. It's like oil for a car- necessary fuel to live and grow. Our needs can be depleted and filled, and if we run on empty for too long, we can't run at all.

Use the basic needs inventory charts (pages 99-100) to take stock of how you and youth in your program are doing.

This is an informal inventory that can be used as an observational and reflection tool; it is not an empirical instrument. Use it to magnify basic needs and figure out what you need to prioritize.

Do this:

Basic Needs Inventory
Page 99-100

Dive in deeper

Chapter 6, pages 81-101

Discussion

Spend time individually looking at the "Basic Needs Inventory for You" (page 99) and reflect on your own needs.

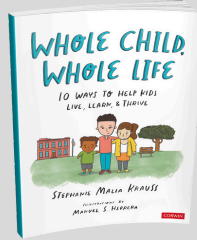Consider: How am I doing? Where am I struggling? What do I need to do?

As a group, look at the "Basic Needs Inventory for a Child" (page 100). How are the young people in our program? Where are they struggling? What do they need?

Application

Consider how you can put insights into action. What's one small action you can take today to put the practice of "Meet Basic Needs" into action?

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WHOLE CHILD, WHOLE LIFE — 10 Ways to Help Kids Live, Learn, & Thrive — Stephanie Malia Krauss

Let's talk about...
Mental Health Challenges

Prioritize Mental Health

Definitions

Mental Health

Mental health is reflected in a young person's positive and productive relationships, responsibilities, and actions.

Mental Illness

Mental illness is reflected in disturbing thoughts, emotions, and behaviors that interfere with or impede positive engagement.

Read this:

Common Signs of Youth Mental Health Challenges
Page 105-106

Dive in deeper

Chapter 7, Pages 103-123

Resources

🔗 Supporting and Promoting Mental Health in Out-of-School Time
Afterschool Alliance

🔗 Kids in Crisis: You're Not Alone
PBS

Discussion

Look at the "Common Signs of Youth Mental Health Challenges." How familiar are you with these red flags of mental health challenges/conditions?
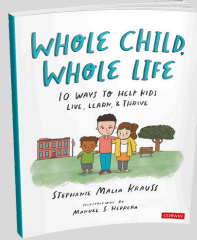
What kind of program policies and procedures are already in place if you notice any of these signs in a young person? How comfortable are you with the policies and procedures?

Would you know what to do if you saw a mental health concern that needed to be addressed?

Application

How could we best support one another as a staff team if we see something concerning?

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Chapter 7

Prioritize Mental Health

Definition

Mental Health First Aid

Mental Health First Aid is an international model which provides a way for teens and adults to become mental health first responders. It is taught by trained instructors using a set curriculum and coursework, like CPR and first aid.

Read this:

Mental Health First Aid- ALGEE Action Plan
Page 109

Dive in deeper

Chapter 7, Pages 103-123

Resources

Mental Health First Aid for Youth
National Council for Mental Wellbeing

National Alliance on Mental Illness

Discussion

Are you familiar with the concept of Mental Health First Aid? What do you already know?

As you look at the ALGEE Action Plan, what are you curious about?

Could our team benefit for more training on Mental Health First Aid?

Application

Read the "Try This" section on page 110. Come up with a scenario you can think through together as a team and talk through how you would use the ALGEE five-step action plan.

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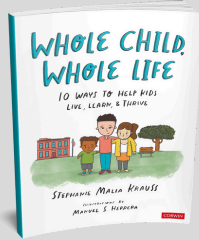
Let's talk about...
Emotional Wound Care

Chapter 7

Prioritize Mental Health

Definitions

Emotional Wounds

Negative emotions or mental health challenges.

Emotional Wound Care

Strategies and specific techniques that are the emotional equivalent of a bandage and salve to cover and heal a cut.

Read this:

Emotional Wound Care
Page 113-116

Dive in deeper

Chapter 7, Pages 103-123

Resources

🔗 Anxiety in the Classroom Training Center

🎬 Guided Imagery Video for Kids: Beach Meditation

Discussion

Look through the strategies described in this section (RIDE, guided imagery, 5-4-3-2-1 grounding, calm down corner, REST). Which were you already familiar with? Which were new?
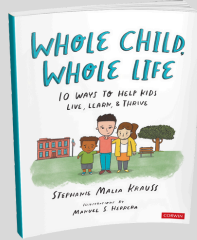
Which strategy might you like to try for yourself?

Which strategies seem like they might be helpful to integrate into our program? Can you think of an individual kid who could benefit from implementing a strategy? A group of young people?

Application

How can you prioritize and practice implementing these strategies as a team? What is one thing we could focus on this week?

Definition

Mental Health Habits and Emotional Hygiene

Everyday "tips, tricks, and tools" that support cognitive functioning and mental health. Young people need skills and practices to face whatever emotional "weather conditions" they experience during the day and in their relationships.

Read this:

Mental Health Habits and Emotional Hygiene
Page 116-121

Dive in deeper

Chapter 7, Pages 103-123

Resources

Mental Health and Self Care Strategies for OST Professionals: Making Afterschool Cool Podcast

Atlas of the Heart: Mapping Meaningful Connection and the Language of Human Experience by Brene Brown

Discussion

Look through all of the different strategies suggested on pages 116-121. Which of these strategies would you like to try?
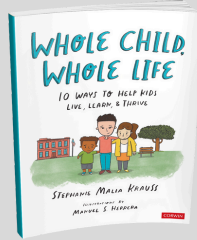
What other self-care strategies do you already use in your own life that you can share with your teammates? What's something that's working for you right now?

Reflect on your own emotional hygiene and how you want to maintain or improve it.

Application

How can we encourage each other to have good emotional hygiene? How might that impact our program?

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Quote

"We get to help children find their 'Element,' as Sir Ken Robinson called it–the space where kids are 'doing the thing they love, and in doing it they feel like their most authentic selves. They find that time passes differently and that they are more alive, more centered, and more vibrant than at any other times.'" (page 132)

Read this:

"Student Centered Learning" Characteristics
Page 129

Resources

🔗 Search Institute "Spark" Resources

📖 *You Can't Be What You Can't See: The Power of Opportunity to Change Young Lives*
by Milbrey McLaughlin

Dive in deeper

Chapter 8, pages 125–134

Discussion

What brings you joy and purpose as an individual? What are the most meaningful parts of your life? Do you have specific interests and passions?
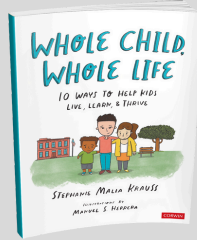
How do we invest time and attention into the interests of individual young people afterschool?

Which of the "Student Centered Learning" characteristics does this program already do well? Which could we improve?

Application

How do we choose what kind of clubs or activities we offer? How can we invest in personal interests of young people in our program more intentionally?

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10 Ways to Help Kids Live, Learn, & Thrive
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Let's talk about...
Social Support

Nurture Healthy Relationships

Definitions

Social Bonds

Close connections and care from people in a person's network.

Social Bridge

Opportunities to connect kids to people and resources outside of their web of support.

Read this:

Webs of Social Support
Pages 138–140

Dive in deeper

Chapter 9, pages 137–152

Resources

🔗 Search Institute "Web of Support" Activities

🔗 CERES Institute, "Using the Web of Support Framework"

Discussion

Think about your own "web of support". Share about someone in your life who helped you form social bonds or provided you with social bridge opportunities.
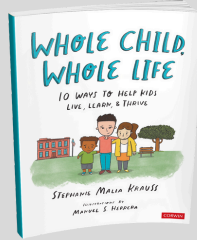
What impact has your "web of support" had on your life?

Describe how you are or how you could be a part of a child's "Web of Support."

Application

How might we more intentionally create social bonds or bridges for young people in our program? What is one action step we could take this week?

Whole Child, Whole Life

**Let's talk about...
Practices to Nurture
Healthy Relationships**

Chapter 9
Nurture Healthy Relationships

Definitions

Connections

A person connected to another, relationships: the way two or more people regard and behave towards one another.

Competencies

Competencies show what kids can do. They are different clusters of knowledge, skills, habits, and mindsets. Fundamentally they are about how kids function in life and learning.

Read this:

Practices to Nurture Healthy Relationships with Kids
Table 16, Pages 144

Resources

🔗 "Ready by Design: The Science (and Art) of Youth Readiness by Krauss, Pittman, and Johnson

🔗 Search Institute "Developmental Relationships Framework"

Dive in deeper

Chapter 9, pages 137–152

Discussion

Look at Table 16. Which bullet points really resonate with you or stand out to you?

Think about the relationships you have with kids in our program. What are ways you already work to build connections? Competencies?

Looking at the chart, which areas do you want to grow in?

Application

As a team, pick one bullet point from each column of the table. Throughout the next program time, take note of when you notice a teammate engaging in that practice. Decide how you'll recognize each other for the ways you are building connections and competencies.

Definitions

Social Health

Positive relationships and social interactions

Competencies

New relationships, opportunities, and resources

Read this:

Environmental and Experiential Conditions That Nurture Health Relationships
Table 17, Pages 147

Dive in deeper

Chapter 9, pages 137–152

Resources

"Ready by Design: The Science (and Art) of Youth Readiness by Krauss, Pittman, and Johnson"

Better Kid Care Course "Positive Interactions, Positive Outcomes"

Discussion

On Table 17, look at the "Places that are..." section and think about the physical place where our Afterschool Program takes place. In which area are we doing really well? What areas could be improved?

Look at the "People who are..." section and think about our staff team and volunteers. How are we already showing up in ways that nurture healthy relationships. What could you personally work on that would create an event healthier environment for kids?

Look at the "Spaces where kids can..." section and think about the experiential environment of our program. In which area are we already doing a good job? What areas could be improved?

Application

Looking at the whole table, are there any small changes we could make? Are there any bigger changes that we could make that would improve the environment of our program and make it a place where healthy relationships are nurtured?

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Chapter 9
Nurture Healthy Relationships

Quote

"Relationship skills can be learned, practiced, and strengthened. Young people must be able to use them in person and online. Without specific instruction, kids will relate and respond to people in ways that have been modeled for them, whether those are healthy or not." (p. 149)

Read this:
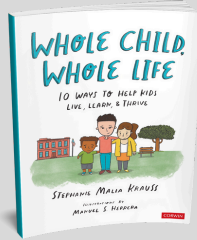
Teaching Relationship Skills
Pages 149-150

Resources

[Better Kid Care Course "Positive Peer Interactions in School-Age Programs- Frontline Staff"](#)

[Search Institute, Marshmallow Towers Activity](#)

Dive in deeper

Chapter 9, pages 137-152

Discussion

Looking at the list of Relationship Skills on pages 149-150, who in your life has modeled these skills for you?
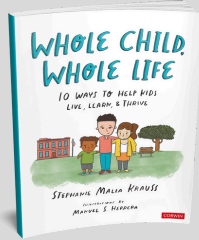
Which skill(s) is/are your strengths?

Which skill- if any- would you like to work to improve?

Application

How can we as a staff team model these skills for young people in our program? When might there be opportunities to intentionally teach these skills?

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Let's talk about... Kinds of Community

Build Community and Belonging

Quote

"Communities are places and spaces where people gather. Some communities are assigned and others children choose for themselves. While communities should usher in a sense of belonging, it's not guaranteed. Many of us have experienced being in a community but feeling like we didn't belong. Our job is to build and support communities where kids know they are welcome, experience belonging, feel known, and can be themselves." (p. 156)

Read this:

Five Kinds of Community
Table 18, Page 157

Dive in deeper

Chapter 10, pages 155–167

Resources

Who You Know: Unlocking Innovations That Expand Students' Networks
by Julia Freeland Fisher

CASEL: 3 Signature Practices Playbook

Discussion

How have you experienced one or more types of these communities in your own life? Can you share an example of a community you are a part of now?

How have the communities you are a part of helped you identify your sense of self and place in the world?

Looking at the five types of community and thinking about the kids in our program, which communities are kids a part of? Which type(s) is our program?

Application

Do you consider your program "a community"? As a staff team, describe what makes your community unique. How can you involve young people in defining your community?

Whole Child, Whole Life
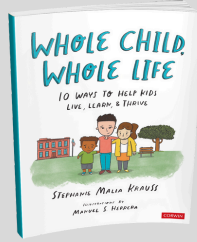
Let's talk about... Climate, Culture, and Community Building

Build Community and Belonging

Definitions

Consistent characteristics among vibrant communities:

Sense of pride and collective identity

Rituals and routines

Time-tested traditions

Read this:

Climate, Culture, and Community Building
Pages 160-161

Resources

Better Kid Care Course "Every Child Counts: Building Community"

Turnaround USA: Expectations, Norms, and Routines Resources

Dive in deeper

Chapter 10, pages 155-167

Discussion

Read the characteristics of a vibrant community (page 160). Do you have any examples of any of these from your own life?

What might it look like to integrate a sense of pride and collective identity into our afterschool program?

What kind of rituals and routines do we already have in our program? How could we be more intentional about making these events memorable and meaningful?

As a staff team, do we have any time-tested traditions? Share any ideas you have of traditions we already have that could be continued or new traditions we could develop together.

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Whole Child, Whole Life
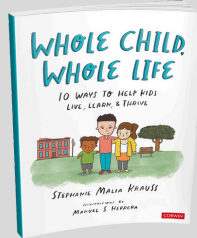
Let's talk about... Building Belonging

Chapter 10
Build Community and Belonging

Quote

"**Belonging** is the innate human desire to be part of something larger than ourselves. Because this yearning is so primal, we often try to acquire it by fitting in and by seeking approval, which are not only hollow substitutes for belonging, but often barriers to it. Because our true belonging only happens when we present our authentic, imperfect selves to the world, our sense of belonging cannot be greater than our level of self-acceptance."
-Brene Brown, *The Gifts of Imperfection*

Read this:

Building Belonging
Page 161-164

Dive in deeper

Chapter 10, pages 155-167

Resources

Better Kid Care Course "Positive Youth Development: Building a Culture of Belonging"

Building Belonging: Activities

Discussion

Read Brene Brown's definition of belonging (see above). What does this make you think of? Do you find anything about this definition challenging?

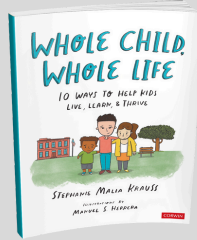Where and with whom have you experienced true belonging?

Think about instances that you have felt othered or unrepresented. What impact did that have on your self-worth and self-acceptance?

To what extent do you prioritize community building and belonging with kids?

Application

What might if look like if we as a staff team worked to prioritize community building and belonging?

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Definitions

Group identity
A young person's understanding of who they are in the context of groups and communities they are assigned to, choose, and are perceived to be a part of.

Personal identity
A young person's understanding of who they are individually, including how others perceive them.

Intersectionality
How group and personal identities come together and result in unique experiences of prejudice and privilege, based on a history of advantaging some groups and people above others.

Read this:

Identity Development
Page 177-181

Resources

🎙 This is Me: Race and Identity in Adolescence, October 2021 Adaptivity Podcast

🎬 "Your Identity is your Superpower": America Ferrera TED Talk

Dive in deeper

Chapter 11, pages 169-184

Discussion

Think about your own culture and identity development. What are your cultural connections, group identities, and individual identities? How and when did they form?
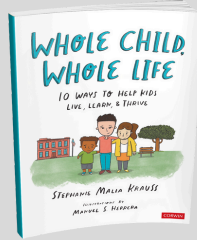
How have your individual and group identities impacted how you are treated and accepted by others?

As a young person, in what ways were your identities represented and reflected in school and other programs you participated in?

Application

As a team, how can we support each other in our pursuit of being trustworthy adults for the young people in our program?

Whole Child, Whole Life

Let's talk about...
Identity-Safe Adults

Embrace Identities and Cultures

Definitions

Identity-Safe Adults

Adults who protect and respect young people's cultures and identities, which means they protect and respect young people themselves. Identity-safe adults display and embody characteristics that support young people's identity development and exploration.

Read this:

Characteristics of Identity-Safe Adults
Page 182

Dive in deeper

Chapter 11, pages 169–184

Resources

🔗 Learning Policy Institute: Creating Identify-Safe Schools and Classrooms

🔗 Search Institute: Identity Wheel Activity

Discussion

Look at the list of characteristics of Identity-Safe Adults. Can you think of an adult in your life who you were safe to be yourself around as a child? Which of those characteristics did you see in them?

Think about when you interact with kids. Which of these characteristics do you see in yourself when you interact with kids?

Which characteristics could you continue to develop?

To what extent do we prioritize culture and identity development with kids in our program?

Are there opportunities for us to elevate and honor young people's heritage and/or native languages in our program?

Whole Child, Whole Life
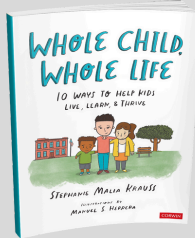
Let's talk about...
Intake and Making Rounds

Attend to the Past and Present

Definitions

Intake Process

A detailed encounter intended to get to know a child that includes lots of questions and listening. This helps adults contextualize and customize environments and experiences to meet needs and address concerns.

Making Rounds

A way teams of professionals (e.g., nurses, physicians, social works) connect with the patient and family and work together to address a pressing problem or concern.

Read this:

Intake
Page 189-91

Making Rounds
Page 191-197

Resources

🔗 Parent Teacher Home Visits

🔗 Search Institute, Get to Know You Activity

Dive in deeper

Chapter 12, pages 187-199

Discussion
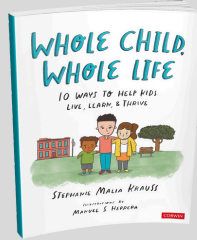
What could an "intake" process look like in our afterschool program?

Imagine a child in our program who is presenting a concerning behavior. Which strategies from this section could help you move from reacting to the behavior to responding to the root cause?

What could it look like to "make rounds" in our program?

Is there anyone in addition to our staff we need to "coordinate care" with?

Whole Child, Whole Life

Let's talk about... Trauma-Informed Care

Attend to the Past and Present

Definitions

Trauma-Informed Care

A way of engaging children that recognizes the pervasiveness and presence of trauma and promotes interactions, experiences, and environments that are healthy, healing, and safe.

Allostatic Load

What occurs when challenging life events build and stress build up and exceed a young person's ability to cope.

Read this:

Trauma-Informed Care
Pages 194-195

Dive in deeper

Chapter 12, pages 187-199

Resources

🔗 National Child Traumatic Stress Network Schools Committee, Child Trauma Toolkit for Educators

Better Kid Care: Addressing ACEs with Brain-based Approaches in Trauma-informed Care

Discussion

What do you already know about trauma? Is this something you would like more training on?

Looking at the list of suggested strategies to support children who have experienced trauma on page 195- which strategies are you already aware of/have put into practice individually?
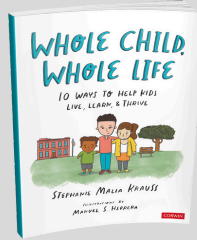
How would putting some of these strategies into place help kids who have experienced trauma? How might it benefit everyone?

Application

Which strategies could we work to integrate into our program more intentionally as a staff team? What is one thing we can try this week?

Whole Child, Whole Life

Let's talk about...
Reflecting on Behaviors

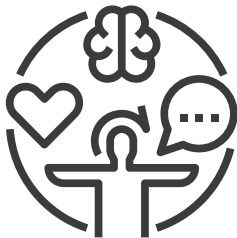**Chapter 12**

Attend to the Past and Present

Definitions

Behavior

the way in which one acts or conducts oneself, especially toward others

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Dive in deeper

Chapter 12, pages 187–199

Resources

Better Kid Care Course "Building Relationships with Children and Youth Who Challenge Us"

OST Training that "Sticks"

NeMTSS Framework: Social Emotional Behavioral Learning

Individual Reflection

What personal scripts do you have about what it means when a child misbehaves?

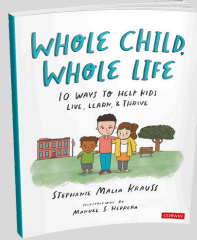What is the model behavior associated with being "good" in our program?

In the past, what biases and false assumptions have you made about children who misbehave? Have there been any times "bad behavior" might have actually been linked to something deeper?

Group Reflection

Is there anything you want to share for your reflection? Are there any mindsets that we might need to shift around "good" and "bad" behavior as a staff?

Definitions

Centenarian
A person who is one hundred or more years old.

Longevity
A long duration of an individual life.

Disruptive Thinking
Ways of thinking differently to challenge the status quo and come up with novel ideas and inventions.

Read this:

Strategies for a 100-year Mindset
Page 205

Six Stages of Future Forecasting
Pages 207-208

Dive in deeper
Chapter 13, pages 201-210

Resources

Game: Disruptus

Discussion

Think about what it would mean if the children you care about grow up to be centenarians. What could you do today to support their longevity? What skills and supports do you want to prioritize?

How do you hear young people talk about the future? How do they feel about it? Do they express a sense of being able to change what will happen?

Consider the six stages of forecasting. How might these help you and the children in your life deal with the present and prepare for the future?

Application

Choose one longevity skill or support to focus on this month as an individual. As a group select one we can work on in our program. What kind of activities could we plan to engage the longevity builder we chose?

Definitions

Solutionaries

Young people who bring their knowledge and skills to solve pressing problems and create positive change.

Read this:

"Solutionary Thinking" List
Page 215
"Try Now"
Page 219

Dive in deeper

Chapter 14, pages 201–210

Resources

The world becomes what we teach: Educating a generation of solutionaries by Zoe Weil

"The World Become What You Teach" Zoe Weil TED Talk

Discussion

Look at the list of "Solutionary Thinking" skills on page 205. Did you have some or all of these skills as a child? Which would you say are your strengths now?

Look at the "Try Now" section on page 219. What would it look like to consider the interests and issues of youth in our program? How could we give young people the opportunities to explore issues of interest independently or through activities/clubs?

How could youth lead in our program in more meaningful ways? Which youth could benefit most from opportunities to design and facilitate a lesson or part of the schedule? How can we make that happen?

Application

What might it look like to more intentionally work on developing "solutionary thinking" with young people? What kind of words, phrases, or actions could we use more often as a staff to help develop "solutionary thinking"?

WHOLE CHILD, WHOLE LIFE
10 WAYS TO HELP KIDS LIVE, LEARN, & THRIVE
STEPHANIE MALIA KRAUSS

Chapter 14

Be a Force for Good

Definitions

Civic Engagement

Something people do to increase their interest in, support of, and work to solve a shared, public problem. More than an act of kindness or goodwill; it requires working across diverse perspective to come up with the best solution for the context and community.

Dive in deeper

Chapter 14, pages 201–210

Resources

🔗 Afterschool Alliance: Promoting Civic Engagement Through Afterschool Programs

🔗 Forming a More Perfect Union Curriculum

Discussion

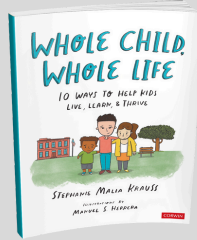Who championed you when you were growing up and what impact did that have on your life?

Who did not take you or your ideas seriously and what impact did that have on your life?

How can you champion children and issues they care about? Do you take them and their ideas seriously?

Application

What is one small action we can take this month as a staff team to help young people Be a Force for Good?

Whole Child, Whole Life

Let's talk about...
Spiritual Development

Chapter 15

Seek Awe and Wonder

ABCs of Spiritual Development

Awe and Awareness
When children feel a sense of the sacred and spiritual in everyday life, it stretches their understanding of the world, inviting joy, peace, and trancendence.

Belief and Belonging
When children are spiritually grounded, they have meaning, purpose, and a belief in something bigger. Through faith community and a personal relationship with a higher power–whatever it's called and however it's expressed–kids find connection to a community of other believers and an ineffable, everlasting source of love and belonging.

Conviction and Compassion
Children's natural spirituality includes a desire to do and be good. Giving back is purposeful. Spirituality inspires service, advocacy, and social action.

Read this:

Ways to Nurture Young People's Spiritual Development
Table 20, Page 231–232

Resources

The Spiritual Child: The new science of parenting for health and lifelong thriving by Lisa Miller

Dive in deeper

Chapter 15, pages 225–233

Discussion

Looking at Table 20, which strategy or strategies do you tend towards in your own life?

Which strategies do you see the young people in our program most enjoying? Which do we already have opportunities for them to connect with?

Are there any strategies that we might be able to build up?

Application

Think of an activity or club idea for each strategy. Be creative and make sure the focus is on cultivating awe and wonder! Make a list of ideas as a team, then pick one activity you would like to try in the next week.

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Whole Child, Whole Life

Let's...
Reflect on Chapter 15

WHOLE CHILD, WHOLE LIFE
10 WAYS TO HELP KIDS
LIVE, LEARN, & THRIVE
STEPHANIE MALIA KRAUSS

Chapter 15

Seek Awe and Wonder

Quote

"Spirituality is biological and developmental. It is different from religion, although religious practices can help nurture (or hurt) it. Spiritual development begins at birth and surges in adolescence when young people are more introspective and interested in existential questions." (page 233)

"Awe and wonder are natural and common states for children. They happen when children's worldview expands through an event or experience. Awe and wonder diminish as we age, in part because they are not prioritized." (page 233)

Dive in deeper

Chapter 15, pages 225-233

Resources

Loved, Held, Guided, and Never Alone: The Science of Spirituality with Dr. Lisa Miller, With & For Podcast

Individual Reflection

What did you feel as you think about the concepts of spirituality and wonder and awe?

Reflect on your unique story of spirituality. How did your childhood experiences contribute to it? How do you experience spirituality now?

What do you think about the idea that humans are biologically wired for spirituality and that it should be supported anywhere kids spend time?

Group Reflection

Reflect on this chapter as a team. How do we feel about supporting the spirituality of kids in our program? What might this look like?

Quote

"As adults caring for children, we are gardeners of human thriving. These incredibly resourceful and resilient young people will harness ancient instincts to survive in as many different environments as the fern. They will adapt and soak up whatever sunshine and sustenance they can find. Like plants, they will live a longer and more vibrant life with a 'gardener's' attention, care, and skill." (page 239)
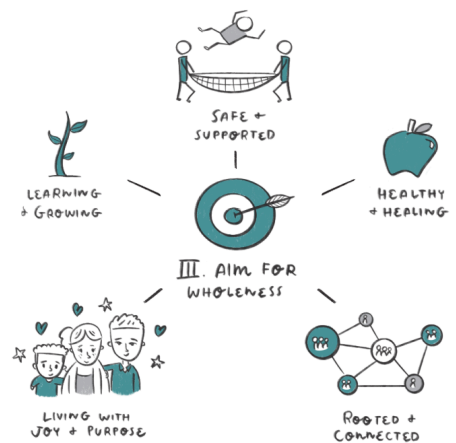
Read this:

Five Dimensions of Thriving
Table 21, Page 240

Dive in deeper

Chapter 16, pages 237–244

Discussion

Looking at Table 21. Discuss as a group how you already support each dimension of thriving in your program. If you have space and supplies, write each dimension on a piece of chart paper and have staff add their ideas on sticky notes.

- Safe and Supported
- Healthy and Healing
- Rooted and Connected
- Learning and Growing
- Living with Joy and Purpose

Reflecting on what you've learned from Whole Child, Whole Life, brainstorm new ways you might be able to support kids thriving in your program over the next month. If you used chart paper for the last question, add new ideas using a different color of sticky notes.

- Safe and Supported
- Healthy and Healing
- Rooted and Connected
- Learning and Growing
- Living with Joy and Purpose

Whole Child, Whole Life

WHOLE CHILD, WHOLE LIFE
10 WAYS TO HELP KIDS LIVE, LEARN, & THRIVE
STEPHANIE MALIA KRAUSS
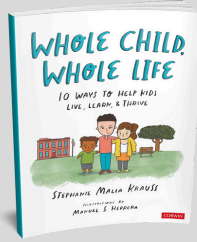
Let's... Reflect and Celebrate

Chapter 1– 16
Whole Child, Whole Life

You've made it to the end!

Discussion

Reflect back on what you've learned from this book and the discussions you've had as a team. Share one word that describes your experience.

Reflect on some of the changes you have made as an individual because of this book and/or discussions about the book.

Take some time to think about the ways you have seen your teammates apply what they've learned from the book/discussions. How have you seen someone else shine? Decide together how you're going to share these observations (shout outs during a team meeting, direct notes to teammates, award nomination system, etc.)

Share ways you have seen the program or young people within your program change throughout the last few months. What can we celebrate together?

SAFE + SUPPORTED

LEARNING + GROWING

HEALTHY + HEALING

III. AIM FOR WHOLENESS

LIVING WITH JOY + PURPOSE

ROOTED + CONNECTED
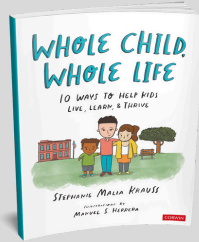
Resources

Whole Child, Whole Life Book Club Discussion Guide

This guide is designed for folks who are reading the whole book together, and has discussion options for groups reading the book over 2 months, 5 months, and 10 months.

Contact Stephanie Vadnais (svadnais@nebraskachildren.org) to access

4-H Thrive Coaching Manual

This manual was prepared for 4-H Nebraska in 2024 by Stephanie Malia Krauss and connects the concepts in Krauss's two books (Whole Child, Whole Life and Making it) to the 4-H Thriving Framework.

Contact Stephanie Vadnais (svadnais@nebraskachildren.org) to access

Penn State Extension
Better Kid Care

Better Kid Care supports afterschool professionals—from administrators to front-line staff—through online training modules on a wide variety of topics.

Content for On-Demand professional development courses is available at **no cost**. A nominal fee is charged for a certificate of completion, starting at $5 for 2-hour courses. Filter by "School Age" to access the most relevant trainings.

Follow the QR code and create a free account to access quality PD.

OST Training That "Sticks"

Are you a supervisor who has struggled to train staff in the complicated area of behavior management strategies?

The Training That "Sticks" model aims to provide an alternative approach to behavior management training that promotes ongoing staff growth and development. This model was designed specifically for OST supervisors who face the unique challenges of the OST workforce: limited time for training, a high number of part-time staff, significant levels of staff turnover, and working with staff who haven't had formal youth development training.

Follow the QR code to purchase a kit. It would be a great companion to this guide!

Want to share about your experience using this guide? Follow the QR code and complete a short survey.
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Beyond School Bells
nebraska**children**

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Links

If you are using a digital version of this guide, you can directly access live links throughout the document by clicking on them. If you are using a physical copy, links are listed here!

Page 7- Building Protective and Promotive Factors in Afterschool, A Research Brief. https://www.childtrends.org/publications/building-protective-and-promotive-factors-in-afterschool

Page 12- Bring Up Nebraska, Community Collaboratives. https://bringupnebraska.org/who-we-are/collaboratives/
Page 12- Nebraska findhelp. https://nebraska.findhelp.com/

Page 13- Better Kid Care Course "PYD Foundations: Safety and Wellness." https://extension.psu.edu/programs/betterkidcare

Page 14- Better Kid Care Course "Positive Youth Development: Building a Culture of Belonging." https://extension.psu.edu/programs/betterkidcare

Page 14- Rooted in Relationships Podcast "The Power of Diversity in the Context of Belonging." https://searchinstitute.org/resources-hub/rooted-in-relationships-episode-1-6

Page 15- Hidden Brain Podcast "You 2.0: Cultivating Your Purpose." https://podcasts.apple.com/us/podcast/you-2-0-cultivating-your-purpose/id1028908750?i=1000530794662

Page 15- PRYDE "All About Me" Interactive Workbooks. https://pryde.bctr.cornell.edu/all-about-me

Page 17- Afterschool Alliance, "Supporting and Promoting Mental Health in Out-of-School Time." https://www.afterschoolalliance.org/afterschoolsnack/Supporting-and-promoting-mental-health-in-out-of-school_07-20-2021

Page 17- PBS, "Kids in Crisis: You're Not Alone." https://www.milwaukeepbs.org/KidsInCrisis/

Page 18- National Council for Mental Wellbeing, Mental Health First Aid for Youth. https://www.mentalhealthfirstaid.org/population-focused-modules/youth/

Links

Page 18- National Alliance on Mental Illness.
https://www.nami.org/Your-Journey/Kids-Teens-and-Young-Adults/Kids/

Page 19- Anxiety in the Classroom Training Center.
https://anxietyintheclassroom.org/training/

Page 19- Guided Imagery Video for Kids: Beach Meditation.
https://www.youtube.com/watch?v=oeusbGFWPtY

Page 20- Making Afterschool Cool Podcast, "Mental Health and Self Care Strategies for OST Professionals."
https://case4kids.podbean.com/?s=mental%20health

Page 21- Search Institute, "Spark" Resources.
https://searchinstitute.org/resources-hub/search?query=sparks

Page 22- Search Institute, "Web of Support" Activities.
https://searchinstitute.org/resources-hub/search?query=web%20of%20support

Page 22- CERES Institute, "Using the Web of Support Framework."
https://ceresinstitute.org/using-web-of-support-framework/

Page 23- "Ready by Design: The Science (and Art) of Youth Readiness"
https://foster-ed.org/wp-content/uploads/2017/02/Ready-By-Design-2016.pdf

Page 23- Search Institute, "Developmental Relationships Framework"
https://searchinstitute.org/resources-hub/developmental-relationships-framework

Page 24- "Ready by Design: The Science (and Art) of Youth Readiness"
https://foster-ed.org/wp-content/uploads/2017/02/Ready-By-Design-2016.pdf

Page 24- Better Kid Care Course "Positive Interactions, Positive Outcomes" https://extension.psu.edu/programs/betterkidcare

Page 25- Better Kid Care Course "Positive Peer Interactions in School-Age Programs- Frontline Staff"
https://extension.psu.edu/programs/betterkidcare

Page 25- Search Institute, Marshmallow Towers Activity,
https://searchinstitute.org/resources-hub/marshmallow-towers

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https://anxietyintheclassroom.org/training/

Page 19- Guided Imagery Video for Kids: Beach Meditation.
https://www.youtube.com/watch?v=oeusbGFWPtY

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Page 22- Search Institute, "Web of Support" Activities.
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Page 22- CERES Institute, "Using the Web of Support Framework."
https://ceresinstitute.org/using-web-of-support-framework/

Page 23- "Ready by Design: The Science (and Art) of Youth Readiness"
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Page 25- Better Kid Care Course "Positive Peer Interactions in School-Age Programs- Frontline Staff"
https://extension.psu.edu/programs/betterkidcare

Page 25- Search Institute, Marshmallow Towers Activity,
https://searchinstitute.org/resources-hub/marshmallow-towers

Links

Page 26- CASEL 3 Signature Practices Playbook, https://casel.s3.us-east-2.amazonaws.com/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf

Page 27- Better Kid Care Course "Every Child Counts: Building Community" https://extension.psu.edu/programs/betterkidcare

Page 27- Turnaround USA: Expectations, Norms, and Routines Resources.
https://turnaroundusa.org/toolbox/corepractices/expectations-norms-routines/

Page 28- Better Kid Care Course "Positive Youth Development: Building a Culture of Belonging."
https://extension.psu.edu/programs/betterkidcare

Page 28- Building Belonging: Activities.
https://buildingbelonging.org/classroom-resources/

Page 29- Adaptivity Podcast "This is Me: Race and Identity in Adolescence."
https://developingadolescent.semel.ucla.edu/podcasts/item/this-is-me-race-and-identity-in-adolescence

Page 29- TED Talk "Your Identity is your Superpower."
https://www.youtube.com/watch?v=oeusbGFWPtY

Page 30- Learning Policy Institute "Creating Identity-Safe Schools and Classrooms." https://learningpolicyinstitute.org/product/wce-identity-safe-schools-classrooms-report

Page 30- Search Institute, Identity Wheel Activity.
https://searchinstitute.org/resources-hub/identity-wheel

Page 31- Parent Teacher Home Visits. https://pthvp.org

Page 31- Search Institute, "Get to Know You" Activities.
https://searchinstitute.org/resources-hub/get-to-know-you-and-establish-group-norms

Links

Page 32- Child Trauma Toolkit for Educators.
https://www.nctsn.org/resources/child-trauma-toolkit-educators

Page 32- Better Kid Care Course "Addressing ACEs with Brain-based Approaches in Trauma-Informed Care."
https://extension.psu.edu/programs/betterkidcare

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https://extension.psu.edu/programs/betterkidcare

Page 33- OST Training that "Sticks." https://osttraining.com
Page 33- NeMTSS Framework: Social Emotional Behavioral Learning.
https://nemtss.unl.edu/supports/sebl/

Page 34- Disruptus Game. https://foxmind.com/games/disruptus/

Page 35- "The World Become What You Teach" Zoe Weil TED Talk.
https://www.youtube.com/watch?v=t5HEV96dIuY

Page 36- Afterschool Alliance, "Promoting Civic Engagement Through Afterschool Programs."
https://afterschoolalliance.org/documents/issue_briefs/issue_civic_engagement_73.pdf

Page 36- Creating a More Perfect Union Curriculum.
https://beyondschoolbells.org/curriculum/primary-curriculum.html

Page 38- With & For Podcast, "Loved, Held, Guided, and Never Alone: The Science of Spirituality with Dr. Lisa Miller."
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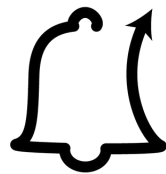
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