



Enhancing Peer-to-Peer Relationships Webinar Discussion Guide

(Activity 4—Handout 2)

What Our School Can Do as a Team

Curriculum and Teaching Practices	What Do We Need to Know?
<p>1. Social and emotional learning</p> <ul style="list-style-type: none"><input type="checkbox"/> The processes of developing social and emotional competencies in children.<input type="checkbox"/> Competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	<p>http://casel.org/</p>
<p>2. Digital citizenship</p> <ul style="list-style-type: none"><input type="checkbox"/> What teachers, students, and families need to know about how to use technology appropriately.<input type="checkbox"/> Elements include access, communication, literacy, etiquette, and security.	<p>http://www.digitalcitizenship.net/</p>
<p>3. Cooperative learning strategies</p> <ul style="list-style-type: none"><input type="checkbox"/> Students work in groups to complete tasks collectively.<input type="checkbox"/> Elements include positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing.	<p>https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html</p>
<p>4. Group projects/service learning</p> <ul style="list-style-type: none"><input type="checkbox"/> Students work together to create a high-quality product with genuine value.<input type="checkbox"/> Service learning integrates meaningful school/community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good.	<p>https://nylc.org/service-learning/</p>

5. Scheduling/structural strategies

- Looping: Scheduling some students so they have some of the same teachers for multiple years; increasing the opportunities to develop supportive relationships.
- Scheduling: Structuring the school day to improve quality instructional time, create positive school climate, and promote variety in learning time.
- Smaller learning communities: Creating more personalized learning environments to meet the needs of students better.

6. Transition and peer support

- Transition support: Provide staff and student orientation and support for incoming classes and new students, especially important as students move from one level to the next (e.g., elementary to middle, middle to high school).
- Advisories: Structured time with a school day or week when students spend time with a staff advisor(s).
- Peer support structures: Peer counseling, mentoring/buddy systems, peer tutoring.

7. Restorative practices

<http://www.iirp.edu/>

- Dialogue-based programs that encourage young people to take responsibility for their actions, repair harm done to victims, and improve and strengthen relationships.

8. Parent engagement

<http://www.cdc.gov/healthyyouth/>

- Parents (i.e., any primary adult caregiver of a child's basic needs) and school staff work together to support and improve the learning, development, and health of children and adolescents.¹

https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm

Note: All Web links were verified August 2016.

¹ Centers for Disease Control and Prevention. (2012). *Parent engagement: Strategies for involving parents in school health*. Atlanta, GA: U.S. Department of Health and Human Services. Retrieved from http://www.cdc.gov/healthyschools/parentengagement/pdf/parent_engagement_strategies.pdf