PARTICIPANT OBJECTIVES:

As a result of participating in this module, participants will:

1. Value engaging their students in demystifying learning.

2. Continue to develop and implement strategies to facilitate students’ understanding of their own learning based on the All Kinds of Minds approach.

3. Network with other educators around the topic of demystifying learning.

MODULE OVERVIEW:

In this module, participants will explore strategies and resources for engaging their students in demystifying learning – or demystifying the learning process. This exploration relates to the “Classroom” level of the All Kinds of Minds Conceptual Model and the “Applying” phase of the Phases of Implementation.

The module begins with an activity intended to highlight neurodevelopmental demands across the curriculum and provide a springboard for discussion around the value of exploring learning with students. Participants will then learn about All Kinds of Minds resources for helping them incorporate the neurodevelopmental framework into their lessons – including the online Educator Resources, the All Kinds of Minds web site, the module booklet Appendix, and their materials from prior AKOM coursework.

Once participants have been introduced to – or reminded about – these resources, they will develop a demystifying learning lesson or another idea for sharing the Constructs with their students; several worksheets/templates have been provided to help them formulate their strategy. In the final activity, participants will be invited to think more broadly about integrating learning about learning in their practice.

PRE-REQUISITE: Completion of the Schools Attuned Program, Schools Attuned to All Kinds of Minds, or Teaching All Kinds of Minds
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
<th>GROUPING</th>
<th>SUGGESTED TIME*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome/Introduction</td>
<td>• Facilitator pages 5-7 • PPT-1-4 • Chart paper and markers</td>
<td>• Participant page 1</td>
<td>Core group</td>
<td>15 min.</td>
</tr>
<tr>
<td>2. A Day in the Life</td>
<td>• Facilitator pages 8-10 • PPT-5-6</td>
<td>• Participant pages 2-3</td>
<td>Interdisciplinary (multi-subject) groups of 3-4 (preferably groups of 4)</td>
<td>15 min.</td>
</tr>
<tr>
<td>3. All Kinds of Minds Resources for Demystifying Learning</td>
<td>• Facilitator pages 11-18 • PPT-7-18 • Schools Attuned and/or Teaching All Kinds of Minds course materials</td>
<td>• Participant pages 4-7 • Participant booklet Appendix • Schools Attuned or Teaching All Kinds of Minds course materials</td>
<td>Core group</td>
<td>30 min.</td>
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</table>

**BREAK/INDEPENDENT EXPLORATION OF RESOURCES**

<table>
<thead>
<tr>
<th>Break/Independent Exploration of Resources</th>
<th>Time</th>
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<td></td>
<td>10 min.</td>
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</table>

| 4. Action Lab/Work Session                 | • Facilitator pages 19-22 • PPT-19-20 | • Participant pages 8-11 • Curriculum documents brought from classroom • Schools Attuned or Teaching All Kinds of Minds course materials • Participant booklet Appendix | Individuals, pairs or small groups TBD by participants | 30 min. |
| 5. Integrating Demystifying Learning into Your Practice | • Facilitator page 23 | • Participant page 12 | Individuals | 10 min. |
| 6. Closing                                 | • Facilitator pages 24-25 • PPT-21    | • None                | Core group   | 10 min. |

**TOTAL TIME:** 2 hrs.

*Please note that times for activities may vary based on facilitation style and group dynamic.*
**MODULE PREPARATION**

**WHAT TO BRING (PARTICIPANTS):**

- Materials from the Schools Attuned Program, Schools Attuned to All Kinds of Minds, or Teaching All Kinds of Minds, including Glossary and *Table of Neurodevelopmental Constructs* (Placemat)
- **Schools Attuned participants:** *Management Resources* binder/book
- **Teaching All Kinds of Minds participants:** Classroom Reference Guide
- Curriculum documents (e.g., objectives, goals, lesson plan book, curriculum outline, standards, etc. – whatever mechanism they use to guide/document lesson planning over time)
  - *To be used in Action Lab/Work Session.*
  - *When asking participants to bring these documents, facilitators are encouraged to use the terminology that will resonate with their participant cohort.*
- Personal laptop (recommended, but not required) – **NOTE:** This recommendation applies only *if the module is being held in a location where wireless Internet access or multiple portals for internet access are available.*
  - *To be used, if available, during break and/or Action Lab/Work Session.*

**SET-UP INFORMATION:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SET-UP REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome/Introduction</td>
<td>&gt; Arrange for a laptop and LCD projector.</td>
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<tr>
<td></td>
<td>&gt; Set up PowerPoint presentation to first slide.</td>
</tr>
<tr>
<td>2. “A Day in the Life”</td>
<td>&gt; If you know the subject areas of the participants who will attend the module session, consider creating groupings ahead of time (interdisciplinary groups of 3-4, preferably 4).</td>
</tr>
<tr>
<td>3. All Kinds of Minds Resources for Demystifying Learning</td>
<td>&gt; If possible, ensure Internet access for a live demo of AKOM online learning about learning resources. In lieu of a live demo, use the PowerPoint presentation (slides 7-18) to provide visuals for the resources you will be discussing.</td>
</tr>
<tr>
<td></td>
<td>&gt; Familiarize yourself with the online resources that will be highlighted in this activity.</td>
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<td></td>
<td>&gt; Consider setting up several computers for participant exploration of online resources during the break and/or Action Lab/Work Session activity.</td>
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<td></td>
<td>&gt; Make highlighter markers available at each table.</td>
</tr>
<tr>
<td>4. Action Lab/Work Session</td>
<td>No set-up required.</td>
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</table>

(continued)
### SET-UP INFORMATION (continued):

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SET-UP REQUIREMENTS</th>
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<tbody>
<tr>
<td>5. Integrating Demystifying Learning into Your Practice</td>
<td>No set-up required.</td>
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<tr>
<td>6. Closing</td>
<td>No set-up required.</td>
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</table>
Welcome/Introduction

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<th>FACILITATOR MATERIALS</th>
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<td>• PPT-1-4</td>
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<tr>
<td>• Chart paper and markers</td>
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GROUPING: Core Group

*SUGGESTED TIME:* 15 minutes
- 3 minutes – Welcome/review of objectives
- 7 minutes – Brief Demystifying Learning Discussion
- 5 minutes – Contextualization/Conceptual Model

DIRECTIONS FOR ACTIVITY:

WELCOME/REVIEW OF OBJECTIVES
*3 minutes*

1. Welcome participants and go over:
   > Any logistical matters as necessary
   > Materials needed for the session

2. Display PPT-1 (Module Objectives).
   > Review objectives.
   > Review agenda.

   FACILITATION POINT: PowerPoint thumbnails have been omitted from the facilitation notes due to the large number of slides (file size became unwieldy).

BRIEF DEMYSTIFYING LEARNING DISCUSSION
*7 minutes*

FACILITATION POINT: Record responses to the following questions on a flip chart. These charts should remain posted in a visible spot throughout the module.

Ask participants …

1. What do the terms “demystifying learning” and “learning about learning” mean to you?

   FACILITATION POINT: “Demystifying learning” is the process of teaching students about learning based on the ND framework and helping them to
understand how strengths and weaknesses in different areas of learning can impact their success both in school (with specific tasks, lessons, or subject areas) and beyond.

2. In what ways have you engaged your students in demystifying learning? What was the outcome?

**CONTEXTUALIZATION/CONCEPTUAL MODEL**

1. Display PPT-2 (All Kinds of Minds Conceptual Model).
   - Illustrates the foundation of the AKOM approach.
   - Briefly review the three main elements:
     - **ND Framework** (8 constructs)
     - **Processes and Tools** (e.g., Management by Profile, Lesson/Subject Analysis, Student Learning Partnership, and Attuning a Student)
     - **AKOM Philosophy** (Nine Principles*)
   *NOTE: Participants who attended the Teaching All Kinds of Minds course may not be familiar with the Nine Principles; however, the 5 Beliefs about Teaching All Kinds of Minds encompass many of the same concepts. If you have TAKOM participants in the session, make this connection for them.

   **FACILITATION POINT:** The Conceptual Model concept/image may be new to some module participants, but the components of the model will be familiar.

   - Demystifying learning with students is tied to each of the 9 principles, but it specifically addresses 3 of them:
     - A positive view of ND diversity
     - A consistent effort to help learners learn about learning
     - Belief in the value of demystification

3. Remind participants of the 3 levels of application: school, classroom, and student.

   - Demystifying learning is applicable at all 3 levels
> This module will **focus on the classroom level** – developing strategies and exploring resources that will help the **whole class** learn about learning.

**TRANSITION**

Next, participants will …
> Reflect on the varying ND demands students face throughout each school day
> Begin to think about the impact demystifying learning might have in helping students to manage these demands.
A Day in the Life

PARTICIPANT OBJECTIVE:

> Value engaging their students in demystifying learning.

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<tr>
<td>• PPT-5-6</td>
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<tr>
<td>• Participant pages 2-3</td>
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GROUPING: Interdisciplinary (multi-subject) groups of 3-4 (preferably groups of 4)

爡 SUGGESTED TIME: 15 minutes
• 10 minutes – Introduction and student schedule activity
• 5 minutes – Discussion/debrief

DIRECTIONS FOR ACTIVITY:

INTRODUCTION AND STUDENT SCHEDULE ACTIVITY 爡 10 minutes

1. Review activity objective.

2. Participants will now collaboratively create a hypothetical student schedule in order to develop an at-a-glance representation of the skills and ND demands required of students throughout each school day.

3. Display PPT-5 (A Day in the Life: Activity Instructions) and briefly review the instructions.
   > Chart could either represent “block” scheduling or a sample “chunk” of a student’s typical day (i.e., 4 periods out of a 7-period day).
   > Approximately 7-8 minutes for activity.

4. Circulate among the groups and assist/answer questions as needed.

5. Alert participants when two minutes remain.
DISCUSSION/DEBRIEF

 затти minutes

Suggested questions:

1. What insights can you gain from looking at this “bigger picture”?  

2. How does this reflection on a student’s hypothetical schedule relate to learning about learning?  

3. What are some of the short-term and long-term benefits of demystifying learning with students?  

4. What challenges or barriers might you anticipate in engaging your students in demystifying learning?  

FACILITATION POINT: As participants raise challenges/barriers, solicit from the group ways to address these challenges.  

A blank copy of the “Day in the Life” worksheet is included in the Appendix (page A1) should participants wish to use this activity with students to help them understand the various ND demands placed upon them every day.  

Discussion follow-up:  

1. Display PPT-6 (Strategies for Demystifying Learning).  
   > Also on participant page 3.  
   > Briefly address each strategy unless already explored in previous discussion. See below for notes about each strategy.  

   • Embedding the ND framework into content-based lessons – e.g., previewing/reflecting on ND demands/strategies  
     o Sample lesson in Appendix (pages A11-A12)  

FACILITATION POINT: See AKOM Resources activity beginning on page 11 in the facilitator notes for an example of this strategy (previewing and reflecting on saliency determination).  

• Developing demystifying learning activities/lessons around one or several Construct(s), Function(s) or Component(s)  
  o Can be as short as 5-10 minutes – could serve to supplement more in-depth lessons  
  o Sample lesson in Appendix (pages A7-A10)
• **Seizing “teachable moments”** – unplanned opportunities to talk briefly with students about the learning process as it relates to the task or lesson at hand

• **Other** – “demystifying learning” not limited to the specific options outlined here
  - Encourage participants to think creatively about how they can incorporate demystifying learning into their classrooms and schools.
  - Some ideas in Appendix (page A14)

• These strategies will be explored further throughout the module.
  - Later, participants will have an opportunity to develop a demystifying learning strategy or activity that is authentic to their practice.

**TRANSITION**

Next, participants will explore some of the AKOM resources that can help them incorporate learning about learning in their classrooms.
All Kinds of Minds Resources for Demystifying Learning

PARTICIPANT OBJECTIVE:
>
Continue to develop and implement strategies to facilitate students’ understanding of their own learning based on the All Kinds of Minds neurodevelopmental framework.

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<tbody>
<tr>
<td>• Facilitator pages 11-18</td>
<td></td>
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<tr>
<td>• PPT-7-18</td>
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<tr>
<td>• Schools Attuned and/or Teaching All Kinds of Minds course materials (depending on participant group’s prior AKOM experience)</td>
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<tr>
<td>• Participant pages 4-7</td>
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<tr>
<td>• Participant booklet Appendix</td>
<td></td>
</tr>
<tr>
<td>• Schools Attuned or Teaching All Kinds of Minds course materials</td>
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</tbody>
</table>

GROUPING: Core Group

哕 SUGGESTED TIME: 30 minutes
• 3 minutes – Contextualization
• 17 minutes – Review of resources
• 5 minutes – Think/pair/share
• 5 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

CONTEXTUALIZATION
哕 3 minutes

1. Review the objective for this activity.

2. This presentation will highlight AKOM resources that can be used in developing demystifying learning strategies.
   > Online Educator Resources
   > AKOM Web site
   > Course materials
   > Participant booklet Appendix
REVIEW OF RESOURCES (PPT PRESENTATION OR LIVE DEMO)

FACILITATION POINT: The introduction (#3-5 below), think/pair/share (p. 17), and debrief (p. 20) are intended to model a technique for incorporating learning about learning into existing lessons (i.e., previewing/reflecting ND demands).

1. These resources are detailed in the participant booklet (pages 4-7).

2. These resources are also detailed in the Appendix (pages A2-A3)
   > Categorized by “For Use with/Suggest to Students“ and “Deepen Your Own ND Understanding“.
   > Intended for future reference.

3. Explicitly convey that this activity is going to challenge participants’ saliency determination skills.

4. Review the meaning of saliency determination:
   > The ability to discriminate between important and unimportant information, also known as selective attention.

5. Encourage participants to use their own strategies to stay focused on the key points – e.g., taking additional notes and/or highlighting key resources on pages 4-7 in their booklet.

   FACILITATION POINT: Consider prompting participants to paraphrase/summarize key points throughout the presentation as an additional support for saliency determination.

6. After soliciting clarifying questions, begin the presentation.

   FACILITATION POINT: The navigation screens will be identical for PowerPoints or live demo, except where noted below.

PPT-7 – Teacher Resources > Classroom Application

> This section contains two sets of tools relevant to demystifying learning: resources for Explaining the Constructs to Your Students and Lesson Plans Library

   - Explaining Constructs to Your Students
     - List of books participants can use to help describe and explain some of the Constructs (primarily Higher Order Cognition) to their students
     - Downloadable Construct posters
     - Student Handout – overview of ND terms and brief definitions in student-friendly language
Books and games participants can recommend to students that utilize some of the Constructs

PPT-8 – Lesson Plans Library
> Search for learning about learning lessons
   (NOTE: Currently lesson plans are not being accepted for submission.)
> Organized by construct and grade level.
> Some lessons appear in more than one grade level depending on the range of applicability.
> Sample Lesson:
   • Briefly walk participants through this lesson.
   • Focuses on memory strategies.
   • Later in the module, participants will consider some guiding questions that will help them formulate lessons about learning.
   • Address any questions about the Lesson Plans Library.

Solicit and respond to questions about the Online Educator Resources before proceeding to the AKOM Web site resources.

PPT-9 – All Kinds of Minds > Parent Toolkit (Home)
> Designed to give parents, caregivers, and educators a better understanding of:
   • Learning processes
   • Insights into difficulties
   • Strategies for responding to difficulties
   • Resources for learning more
> Organized by topic: Attention, Mathematics, Reading, Writing, and Resources

PP-10 – All Kinds of Minds > Parent Toolkit > Attention (Home)
> Note the types of resources available under each topic area.

IF DOING LIVE DEMO:
Consider engaging as a group in the Visual Distraction Activity at the top of the screen.
PPT-11 – All Kinds of Minds > Parent Toolkit > Resources (Home)

> Note the types of additional resources available under each topic area.
> Some resources are well-suited for both teachers and students.
> Address any questions about the Parent Toolkit.

**QUESTION FOR PARTICIPANTS:** What are some ways to use the resources in the Parent Toolkit to help students learn about learning?

PPT-12 – All Kinds of Minds > Resources

> Tools and tips to help students find success.
> Information to help users better understand the AKOM approach to learning differences.
> **Resources** related to demystifying learning: Activities, articles, LearningBase, Online Resources (will describe each area in more detail below).

PPT-13 – All Kinds of Minds > Resources > Activities (Home)

> Point out key resources:
  * Lesson Plans
  * Worksheets
  * Templates
  * **NOTE:** The lesson plan on this page is geared toward younger students.

PPT-14 – All Kinds of Minds > Resources > Articles (Home)

> Note the topics under which the articles are organized.

PPT-15 – All Kinds of Minds > Resources > Articles – Mastering the Challenges of Reading

> Note that each of the main topics in the “Articles” section also have related case studies and media clips.

PPT-16 – All Kinds of Minds > Resources > LearningBase

> Insights into **common learning challenges**
> **Hints, activities** to help students succeed
> Categorized by topics/subtopics
PPT-17 – All Kinds of Minds > Resources > Online Resources

- Links to Web sites related to learning, including national organizations
- Geared toward students, parents, and educators

**QUESTION FOR PARTICIPANTS:** What are some ways to use the Resources section to help students learn about learning?

> Solicit and respond to questions about the AKOM Web site resources before proceeding to the course materials.

PPT-18 – Course Materials

- Course materials can be useful for developing lessons/activities about learning.

**ASK PARTICIPANTS:** What are some ways to use your AKOM course materials to help students learn about learning?

> After the participants generate some ideas, provide the following examples:

**FACILITATION POINT:** Use your best judgment about which examples to share based on the prior experiences of the participants (e.g., if all of them completed the Teaching All Kinds of Minds course, share only the TAKOM examples).

### Schools Attuned Program/Schools Attuned to All Kinds of Minds

**Participant Syllabus** – Construct Elaboration pages

- These pages follow each Construct module and begin with a colored sheet of paper.

- **Possible use with students:** Share some examples of ND strengths and weaknesses to help students understand a given Construct/Function/Component.

**Management Strategies book**

- Some strategies can be adapted for use with the whole classroom

(continued)
Teaching All Kinds of Minds

Classroom Reference Guide

> **Quick Reference Glossary** – Share some examples of ND strengths and weaknesses to help students understand a given Construct/Function/Component.

> **Strategies** – Lead a discussion about Construct-related strategies that would be applicable for the whole class – solicit ideas from students but select a few ahead of time to share with students after they generate some of their own ideas.

> **Next Day Applications, e.g.:**
  - Turning the Beliefs into Collaborative Classroom Ground Rules
  - A Quick Game of Cards
  - Demystification Cards (see suggestions for Demystification Cards above)
  - Hints for Discussing ND Constructs

7. Ask participants to turn to the booklet Appendix and briefly review the **Appendix resources**:
   > **A1**: “A Day in the Life of a Student” worksheet – For use with students and colleagues
   > **A2-A3**: List of AKOM resources for demystifying learning, categorized by “for use with students” and “deepen your own understanding”
   > **A4-A5**: Blank versions of worksheets used in this module
   > **A6**: Template for developing a long-term strategy for demystifying learning (provides framework for thinking about incorporating demystifying learning into one’s practice over time)
   > **A7-A12**: Two sample “Demystifying Learning” lessons/activities
   > **A13**: Student handout – ND Terms and Definitions
   > **A14**: Additional “demystifying learning” ideas/resources

**Facilitation Points:**
- Participants will not use the Appendix materials during this session, except possibly for reference during the action lab/work session activity.
- Appendix materials intended for future reference/usage.

**Question for Participants:** What are some ways you might use the handouts in the Appendix to help your students learn about learning?
8. Solicit/address any lingering questions.

**THINK/PAIR/SHARE**

3 minutes

1. Ask participants to turn to a partner and take turns answering the following question:

   *What did you identify as the key points of this presentation?*

**DEBRIEF**

7 minutes

1. Assist the participants in **reflecting** on the presentation through the lens of saliency determination.

   **Suggested questions:**

   > What were some of the challenges in trying to determine the salient points in this presentation?

   > What strategies did you use to determine the salient points?

   > What additional facilitation techniques could have been used to support your ability to determine salient points?

   > How much time did it take to preview the demands of this activity? To identify salient points with a partner? To reflect on the demands of the activity?

   > How much planning time do you think would be required to embed this previewing/reflecting strategy in an existing content-based lesson?

   > How might you use this strategy, or other strategies, with your students to support saliency determination?

   *(continued)*
TRANSITION

Now that participants have learned about some of the resources they might use to explore learning with their students, they will begin to think about what “demystifying learning” might look like in their classroom.

At this point, participants may either take a 10-minute break or use this time to peruse the demystifying learning resources in the booklet Appendix or (if computers/Internet access are available) online.
Action Lab/Work Session

PARTICIPANT OBJECTIVES:

> Continue to develop and implement strategies to facilitate students’ understanding of their own learning based on the All Kinds of Minds neurodevelopmental framework.

<table>
<thead>
<tr>
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  • PPT-19-20 | • Participant pages 8-11  
  • Curriculum documents brought from classroom  
  • Schools Attuned or Teaching All Kinds of Minds course materials  
  • Participant booklet Appendix |

GROUPING:
- Individuals, pairs or small groups TBD by participants

*SUGGESTED TIME:* 30 minutes
- 5 minutes – Introduction
- 15 minutes – Action Lab/Work Session
- 5 minutes – Group Sharing
- 5 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

**INTRODUCTION**

* 5 minutes

1. Review activity objectives.

2. Participants will think about how they would like to demystify learning with their students.
   > Participants may have already begun this thought process (e.g., in the Course) and may also have begun to engage their students in learning about learning.
   > Opportunity for participants to further their thinking and develop a specific idea around this topic.
   > **Mention** the strategies already discussed:
     - Previewing/reflecting on ND demands/strategies
     - Demystifying learning activities/lessons
   > **Briefly address “teachable moments”:**
     - Impromptu opportunities to talk briefly with student(s) about ND demands of a task/lesson and/or related strategies
     - Scenarios vary: mid-lesson, post-lesson, during independent work, in response to puzzled looks on students’ faces, etc.

4. **Goal of activity:** To help support transfer of knowledge to participant’s practice by allowing time for collaboration and planning, which may become challenging once they return to their classrooms.
   > Participants will spend this time in whatever way is most productive for them.

5. Display PPT-20 (Activity Instructions) and briefly review the instructions, providing clarification on Options 1 and 2 as follows:

<table>
<thead>
<tr>
<th>OPTION 1</th>
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<tbody>
<tr>
<td>1. <strong>Reiterate</strong> the types of “demystifying learning” lessons:</td>
</tr>
</tbody>
</table>
|   - **“Standalone”** – Discrete lesson about a particular Construct/Function/Component  
|     - Sample on p. A7-A10  
|   - **“Embedded”** – Previewing/reflecting on ND demands of an existing lesson  
|     - As modeled in previous activity  
|     - Sample on p. A11-A12 |

| 2. **Notes on “Guiding Questions” worksheet** (page 8): |
|   - Intended to help guide the development of a demystifying learning activity/lesson. |
|   - Participants may choose to record their responses on paper or simply reflect on these questions. |

<table>
<thead>
<tr>
<th>OPTION 2</th>
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<tbody>
<tr>
<td>1. <strong>“Action Plan” worksheet</strong> (page 9) is optional – just a tool to help “prompt” and structure their thinking.</td>
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</tbody>
</table>

| 2. Encourage participants to think outside the box. |
|   - Examples on p. A14 |
|   - Another example: Develop an interdisciplinary strategy (e.g., math teacher, English teacher, and history teacher collaborate to develop a cross-curriculum strategy to address ND demands common among their subjects). |
6. **Two blank pages are provided** on pages 10-11 (for use with any of the options).

7. The following **materials may be helpful** in this activity:
   > Curriculum documents participants brought with them
   > *Placemat*
   > *Glossary*
   > *Management Resources* book or *Classroom Reference Guide*
   > Participant booklet Appendix

8. Participants will likely **not have enough time** to completely flesh out their strategy/idea.
   > They will at least initiate brainstorming and take advantage of planning/discussion time with colleagues.

9. Participants should collaborate/group together as they wish (e.g., work individually, work with one or several colleagues from their department or grade level, etc.). **Grouping should be based on scope/type of strategy they envision.**

10. Solicit and respond to questions, then prompt participants to begin the activity.
   > Continue to display PPT-20 throughout the activity.

### WORK SESSION

⏱ 15 minutes

1. Circulate among the groups and assist/answer questions as needed.

2. Alert participants when two minutes remain.

### GROUP SHARING

⏱ 5 minutes

1. Solicit volunteers for sharing their lessons/strategies with the core group.
DEBRIEF

5 minutes

Suggested questions:

1. What is the value of students understanding their own learning?

2. What are your desired outcomes of implementing your demystifying learning lesson/strategy?

3. How might you make this kind of thinking and planning become more of a habit-of-mind?

4. What questions are still emerging about demystifying learning with your students?

TRANSITION

Next, participants will think more broadly about implementing learning about learning in their classrooms.
Integrating Demystifying Learning into Your Practice

PARTICIPANT OBJECTIVES:

> Continue to develop and implement strategies to facilitate students’ understanding of their own learning based on the All Kinds of Minds neurodevelopmental framework.

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<thead>
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<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator page 23</td>
<td>• Participant page 12</td>
</tr>
</tbody>
</table>

GROUPING: Individuals

ⓘ SUGGESTED TIME: 10 minutes

DIRECTIONS FOR ACTIVITY:

INTRODUCTION AND INTEGRATION REFLECTIONS

ⓘ 10 minutes

1. Refer participants to page 12 and explain:
   > This last activity is a jumping off point for integrating concepts of this module into practice.
   > Participants are encouraged – but not required – to write responses to the reflection questions.

2. *In reference to the third bullet on page 12*: Point out that a template to guide participants in developing a long-term plan around demystifying learning is available for future reference on Appendix page A6.

3. Alert participants when two minutes remain.

TRANSITION

Move directly into the closing.
PARTICIPANT OBJECTIVES:

> Continue to develop and implement strategies to facilitate students’ understanding of their own learning based on the All Kinds of Minds neurodevelopmental framework.

> Network with other educators around the topic of demystifying learning.

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<tr>
<th>FACILITATOR MATERIALS</th>
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<tbody>
<tr>
<td>• Facilitator pages 24-25</td>
<td>• None</td>
</tr>
<tr>
<td>• PPT-21</td>
<td></td>
</tr>
</tbody>
</table>

GROUPING: Core Group

✝ SUGGESTED TIME: 10 minutes

DIRECTIONS FOR ACTIVITY:

CLOSING

✝ 10 minutes

1. Reassure participants that they do not need to be an expert in the neurodevelopmental framework to teach their students about learning.
   > Encourage them to start with what they know – e.g., the ND demands of their subject and the Constructs with which they feel most comfortable.
   > Their comfort level with the ND framework and demystifying learning strategies will deepen over time.
2. Display PPT-21 (Phases of Implementation).
   > Briefly review diagram.
     • Illustrates a continuum of implementation of the AKOM content, processes, and philosophy.
     • Most, if not all, participants are currently in the **Applying** phase.
   > Participants can take away some strategies and resources from this module for **immediate use** (e.g., sample lessons and student handout in the Appendix).
   > Can pursue additional strategies and resources over time.

3. Draw an analogy between the phases of implementation and the structure of this module.
   > First **explored** the “demystifying learning” resources/strategies.
   > Then **developed** a plan for engaging their students in learning about learning.
   > Will **apply** their action plan and continue to **integrate** learning about learning into their practice.
   > Over time, demystifying learning will ideally become a habit of mind.
   > Expanding demystifying learning to a schoolwide level is an example of **sustaining** and **advancing**.

   **FACILITATION POINT:** Purpose of this analogy is to make the phases of implementation concept more tangible.

4. Research validates that **engagement with a community is central to sustained changes**. Opportunities for **networking** around demystifying learning include:
   > Viewing and/or submitting lesson plans via the Lesson Plans Library.
   > Coordinating strategies for demystifying learning with colleagues in your subject area, discipline, grade level you teach, and throughout your school.

5. Solicit/address any final questions before bringing the module to closure.
Facilitator’s Journal

What went well in this module:

What I would change in the future: