



Week 13 Newsletter

Dear Quad Manhattan Parent,

We began class this week by saying how we were each feeling that afternoon and naming a high and a low in the past week. This check in provided several valuable learning moments. The first was a discussion on respecting others' privacy and validating a student's choice to share only what he is comfortable with. The second moment allowed us to discuss emotional validation. This topic has come up before in our class but we used a student's comment to reiterate how everyone has different experiences and feels things in different ways. Just because our experience is different from another person's doesn't mean that we can place a value judgement on their experience.

Our Psycho-Social lesson focused on The Zones of Regulation by Leah M. Kuypers. The Zones of Regulation is a strategy to teach emotional regulation. The Zones are organized into four colors: red, blue, green and yellow. These colors help children to communicate and describe their current emotional state. We learned about the first two zones which are green and blue. The green zone contains emotions such as happiness, contentment and peacefulness. The blue zone can be used describe feelings such as exhaustion, sadness and shyness. We talked about why these emotions might be grouped together and how they relate to different energy levels. Next week we will discuss the remaining zones. Once we have reviewed the four Zones, you can use these zones to provide structure to emotional conversations at home. An example would be if your child is feeling tired and unable to participate in an activity, he can describe himself as in the blue zone."

In the Dungeon World portion of the class, we again talked about respecting others' ideas, and also respecting the creative process of other students. We discussed how, in a Role Play Game (RPG), we want to tell a story together, a story that we all share, but that means everyone gets a say. We also discussed how ideas can be easily "tweaked" and "workshopped" to fit with the ideas presented by the other players, even if they seem silly or incompatible at first. We mentioned how in creative writing and improvisation, we need to be flexible thinkers, or at least wait while an idea is "worked out", rather than to shut an idea down based on our first thoughts and impressions.

After an amusing encounter with a goblin and some frog-folk, the players had to work together to avoid being caught. We spoke more about speaking in turn and raising hands, especially when it's to "correct the record" on something important. For example, one player realized we had miscounted the number of days on the journey, and managed to fix that. We talked about how it is good to correct the record, especially if you know that something had been forgotten, but that it is still important to raise your hand, even in the case of an urgent correction. We spoke about how even our teachers and other adults can forget things, or make a mistake, and that correcting them is okay when we are respectful and not calling out.

With the students setting into their 4-player dynamic, there is definitely an understanding that turn-taking is much more important with an extra voice to be heard. The students seem to be responding to the larger "scope" of the story and are increasingly comfortable around each other.

Best,
Samantha and Timm

Thanks for reading!