

NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

the
KRINON

Teaching
Strategies
for the 21st
Century Learner:



MIND
BODY
SOUL



NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

About Us

The Sorority was founded in 1923 in Jersey City, New Jersey. Its purpose is:

- To stimulate professional growth among teachers;
- To foster a true spirit of sisterhood;
- To promote the highest ideals of the teaching profession; and
- To encourage the development of the potential of our youth.

There are over one hundred chapters across the United States.

Our Philosophy

The National Sorority of Phi Delta Kappa, Inc. is a professional organization of teachers dedicated to the task of educating youth of America. We believe education to be a potent factor in maintaining and perpetuating democracy as the most ideal form of life. To remain in this position, modern education must provide youth with abilities for developing an integrated personality, assuming a successful place in a group and adjusting to the ever changing problems of society.

Through day by day instruction in the classroom and multiple contacts in the community, the National Sorority of Phi Delta Kappa, Inc. seeks to inform all citizenry of the ever changing problems of our society and to equip them with the necessary social and academic skills to solve these problems according to a true democratic process. In addition, we are committed to celebrating success of individuals and groups and to honoring the legacy of those who have gone on before us. The National Sorority of Phi Delta Kappa, Inc. shall continue to take its rightful place among those who point the way in establishing, maintaining and sustaining avenues of communication between and among all people and in fostering the pursuit of excellence in education.

Purpose

The Krinon is the official journal of the National Sorority of Phi Delta Kappa, Inc. It is published for the purposes of:

- Providing current, relevant facts regarding emerging initiatives, trends and issues which impact education, family, school, and community; and
- Promoting and advancing the interests of the members.

Publication Date

The magazine is published annually.

How to Reach The Krinon Staff

Correspondence, which includes your name, title, email or home address, and telephone number may be sent to the current Chief Editor at nspdkchiefkrinon@gmail.com.

Subscription

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NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

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MIND
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Front Row L-R:

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Gladys Merritt Ross (Mother founder), Florence
Steel Hunt

Second Row L-R:

Ella Wells Butler, Marguerite Gross,
Mildred Morris Williams

Not Pictured

Edna McConnell

The FOUNDERS of NSPDK

BECAUSE OF THEM (OUR HEROES) WE CAN

Adapted from Because of Them We Can as illustrated by Eunique Jones

Stimulate professional growth among our sisterhood
Promote the highest ideals of teaching
Develop the potential of our youth

BECAUSE OF THEM WE CAN FOCUS ON

Y ~ Youth ~ **Xinos, Kudos, & KOT's**

E ~ Education ~ Academic issues & trends

S ~ Service & being visible in the communities we serve

BECAUSE OF THEM WE AFFIRM A STRONG

“Pursuit of Excellence” in education

Support the ethical moral standards of our youth

Public service mission

BECAUSE OF THEM WE HAVE

Purpose

Focus

Willing workers called into our sisterhood

BECAUSE OF THEM WE KNOW & USE REAL FACTS

Educators are real

Resilience is real

Make a way out of no way is real

*By Esther Phillips
Delta Beta Chapter
Austin, TX*



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"Expand your mind. Nurture your heart. Develop your body. Cultivate your soul".

~ Matshona Dhliwayo ~



FOREWORD

Think about the “beginning” (the “genesis”). Beginning refers to new, first, and fresh. Over time, outside entities begin to infiltrate the “beginning” and break down the newness. Drive that new car off the parking lot for the first time. When you arrive to your first destination, it has lost its financial value and the outside body has accumulated dirt and dust and the new smell will gradually begin to fade away.

This 2020 edition of the “KRINON” will present to you Teaching Strategies for the 21st Century Learner: Mind, Body, Soul. As educators, our authors have presented various articles related to the maintenance of our “beginning”, our MIND, BODY, and SOUL. Looking at the mind, body, and soul connection, we are seeking to understand the intangible energy of our feelings, emotions, and the entire functioning of our body. Living a life of ease and fulfillment means our mind, body and soul (emotions) are all aligned with who we are and how we show up in the world. The three are connected and negative experiences of one will trigger negative experiences in the other two. In order to be whole, we must keep the three equally aligned. We must keep the mind, body, and soul in harmony so that we can daily face the challenges in this world. These articles are written to provide you a guide to keep your mind, body, and soul healthy, thereby providing you with a productive and more satisfying life.

Let’s encourage ourselves, youth, families, friends, neighbors, coworkers, and organizations. Be uplifted and enjoy the Krinon 2020.

Mind, Body, Soul in the 21st Century
From the Chief Editor



Joyce M. Williams

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SUPREME BASILEUS' GREETING

You are invited to write a response to this edition of "The Krinon." Contact us at: nspdkhdq@aol.com



Teaching Strategies for the 21st Century Learner: MIND, BODY, & SOUL

Schools are no longer singularly dimensioned institutions. They are institutions that go far beyond academics. Research has found that children who are hungry cannot learn; therefore, schools now provide breakfast and lunch, and often after school snacks. Children who suffer with chronic health conditions will not

learn at the rate of their peers; therefore, many schools in poor neighborhoods have health clinics, dental clinics, and on-site nurses. Children who worry about family problems, abusive parent relationships, or experience homelessness, etc., are regularly seen by the school guidance counselor. Children who use anger, bullying or isolation as techniques to make a safe space for themselves because they are unable to identify the real problems are given support by a therapist to help develop a workable behavioral plan. Teachers have the tremendous task of teaching the whole child: mind, body, and soul.

While academic subjects are extremely vital on the teaching spectrum, it is just one part of the teaching and learning process. The body and soul are equally as important as the mind. When teachers focus on teaching academics only, using just a skills-based learning curriculum or individual subjects with assessments, but ignore health and social needs, student learning decreases exponentially. Let's look at what happens when we fail to involve the body in the teaching and learning process.

Students in the twenty first century are more consumed with video games, using social media, and the internet, than with physical activity, sports or personally visiting and interacting with family and friends. The phone, iPad, and computer have become the single instrument for engagement by students. There are students who never talk to anyone for weeks and weeks. Studies report that video games and the use of computer-related games and gadgets have become addictive to many. The overuse of games has altered personalities and displaced the active use of the mind to problem solve or to be creative in writing, literature, mathematics, science, and imagery.

Children, who value their bodies, eat healthy, get proper exercise, balance their activities and participate with other children in games, sports, and clubs; they have fun, laugh,

and have a healthy outlook on life. Research also shows that children who are selfish, entitled, unsharing, and receive rewards without earning them, are often students who have problems with authority in school and home. These societal deficiencies have contributed to the need for teachers to teach "The Whole Child." How is this done?

There was a recent article in Education Week entitled "To Boost Learning, Start with Emotional Health." It has long been thought that family and spiritual values should be taught at home; not at school. However, when asked, "What time should this be done?," no time is given. Most children spend more time at school than at home. When should these isolated set of skills to be taught and by whom? Often parents do not recognize the need for emotional guidance because there is limited time spent between child and parent at home. The demonstrative negative behavior that occurs between child and child, child and teacher, or child and authority often happens at school. Schools cannot be expected to manage these concerns alone, nor can they afford to ignore the obvious need of the child.

The other area of the student that we cannot fail to address is the spirit or the soul. Within the last ten years high school students have been required to earn 75 service hours prior to graduation. This requirement was added to provide experiential learning and instill in students the need to give back to persons less fortunate and to work, without pay, for service organizations. Schools have been reluctant to talk or address a child's inner need for peace, what is good, or what is right. All children need acceptance, love, friendship, family, intimacy, belonging, close friends, peers, etc. Human beings crave to love, be loved and to "fit in." The lack of these needs has been known to drive a person to loneliness, anxiety, depression, low self-esteem, and unbelievable conduct or crimes.

Long ago, ancient civilizations believed that the mind and spirit, working together, could heal the body. Research has found that mental stress is often a contributing factor to a majority of diseases. Small children learn early that the mind and body working together when throwing a tantrum can get the desired satisfaction of a hug, food, a special toy, or just to be held. We cannot dismiss the idea that when these three pillars: mind, body, and soul, are intertwined and in sync, the perfect combination for success exists, especially academic success.

Etta F. Carter, Ph. D.
26th Supreme Basileus, 2017-2021

CHIEF EDITOR'S MESSAGE

Education is "Ever Evolving". The evolution of education takes place with what becomes relevant with an evolving society. Our world is constantly changing. Therefore, teaching and learning must change also. There was a time when teachers taught the way they had been taught. Thought was not given to the "needs" of the student. Learning was measured by memory of proven facts.

Different times call for different measures. Trends in education for 2020 cover a wide spectrum. One valuable trend is "Connecting Students to Learning in New Ways." Our world has become so advanced that "trends in education" must keep up the same pace. Technology plays a major role in education as we teach to the needs of our students. Currently, worldwide, we are in the middle of a pandemic (disease epidemic that has spread across a large region). COVID-19 has been characterized as pandemic. The number of identified cases and deaths has stunned the world. COVID-19 has caused a "change" in the way we think, live, and feel (Mind, Body, Soul). Our traditional trend of educating our students has come to a pause and "connecting students to learning in new ways" has been set in motion. Utilizing school buildings with a traditional setting for learning is on hiatus. Students' learning environment during this pandemic time has now become the "family home." Government and school officials are now thinking outside of the box and are implementing "new trends". Students are now learning digitally. Technology for our students is moving from just enjoying "social media" to learning more advanced and business methods of utilizing technology. They are experiencing an entirely different ballgame. Online classes are being utilized for colleges (nothing new for them), as well as our elementary and secondary schools (a new experience for most). Schools are providing students with Chromebooks for methods of online studies which includes the following techniques: Zoom (video conferencing), Google Classrooms, Hangout, and Blackboard which our colleges are utilizing. School officials are making provisions for students who are without internet services. Parents can utilize Google

phone numbers to communicate with teachers. Parents are having to supervise the technology aspect of their child's learning. Families are reverting to the day when families took the lead in their children's education. We are witnessing "back to the basics" of families and the new educational norm truly working together to educate our children. Parents are a part of the teaching role as they are round the clock with their children during this "trying ordeal of COVID-19". Yes, education is evolving and the educational trend, "connecting students to learning in new ways," is in existence in 2020.

As we think of our theme "Teaching Strategies for the 21st Century: Mind, Body, Soul" remember that the three work together. By the time you read this edition, we are faithfully believing that this eye-opening pandemic is over and that the "new norm" has brought us closer together and more conscious of integrating our mind, body, and soul. Stay positive as we look for the good in every experience we encounter. As education evolves, so can we as individuals as well as a nation.

Joyce M. Williams, M. Ed.
Chief Editor
Gamma Tau Chapter
San Antonio, TX



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PERPETUAL SCHOLARSHIP FOUNDATION

The Perpetual Scholarship Foundation, Incorporated was established as a non-profit educational tax-exempt 501(C)(3) foundation, which exists as a subsidiary under the umbrella of the National Sorority of Phi Delta Kappa, Inc. It is managed by a 24-member Board of Directors. The PURPOSE of the Foundation, according to its Articles of Incorporation, is to provide financial support to the scholarship program of the National Sorority of Phi Delta Kappa, Inc. Annually, the Foundation donates funds to the Sorority's general treasury earmarked specifically for educational scholarships for high school girls and boys; and female college students aspiring to become teachers. The Perpetual Foundation also offers scholarships to members of the Sorority who are pursuing a doctoral degree.



Front Row: L-R: Mary Langford, Louise Smith, Kathleen Thomas, Lisa Frieson, Florence O. King, Mary Jane McCoy, Delois Dailey; Back Row: L-R: Suzanne Gibbs, Betty Glover, Jessie Hopkins, Huberdean Lowe, Alleane Butts, Dr. Cynthia Warren, Opal Hampton. Not pictured: Tillie Colter, Margaret Hope

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NATIONAL ANTHROPOS

The National Anthropos, an affiliate of the National Sorority of Phi Delta Kappa, Inc. was founded in 1979. It was the successor to the Sorority's "Men In Our Lives" which was formed in 1949. The intent of the National Anthropos is to take part in, assist, and support the activities of the Sorority in the areas of education, youth development, social interaction, and other areas. Their allegiance is first and foremost to the National Sorority of Phi Delta Kappa, Inc. resulting from the very special relationship of its men to the ladies of the Sorority. Anthropos membership is open to any male friend of sorority members in good standing, including spouse, relative, or friend. The Anthropos welcome young men who have been a Kudos member and has shown interest in continued affiliation and who is sponsored by a sorority member. The primary focus of the National Anthropos is Recruitment, Retention, and Communication. The National Anthropos are dependent on the sorority for new Anthropos. We are committed to developing compelling programs to keep Anthropos engage throughout the year. The National Anthropos are dedicated, committed and supportive of the National Sorority of Phi Delta Kappa, Inc. Visit their website at www.nationalanthropos.com.



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Linda Lewis is a member of the Alpha Beta Chapter in Nashville, TN and is the only Local Honorary Member of the Southeast Region. Since moving to Nashville in 1996, she has served as consultant to various chapter officers, and produced a standardized Krinon Club Manual. She is a proud Vietnam Veteran, having served in the United States Air Force for six years as an Instructional Designer, Technical Writer and Training Administrator. She holds the rank of Major in the United States Air Force Auxiliary (Civil Air Patrol) where she currently serves as both Aerospace Education Officer and Professional Development Officer, overseeing the training for her squadron's adult members. In her spare time, Linda assists various individuals in learning basic computer skills, consults in the technical aspect of preparing doctoral dissertations, and oversees her two curated newsletters — The Alpha Beta Gazette and the MOOC Abstract.

Linda D. Lewis
Alpha Beta Chapter
Nashville, TN



Greetings:

Let me say what a privilege it is to serve as an assistant editor for the Krinon. I am grateful for helping outstanding educators stimulate others through their expertise and knowledge. Because of your exceptional skills, you will be able to make an indelible mark in education and impact how teachers support their local campus.

It is vital for individuals to view the schools favorably, and one way to achieve that goal is through collaboration and sharing of information. Every article will make some sort of impression to our readers. Educators will definitely become more innovative and subsequently enhance or broaden their spectrum of academic excellence.

Our schools are an important part of our community and as such, deserve to be relentless in their effort to bring about favorable results. We are all striving to be the catalyst for change. As such, the Krinon allows for individuals to bring that capacity through the sharing with others.

Dr. Lindy M. Perkins
Alpha Rho Chapter
Dallas, TX



I feel honored to be serving my second year as a proof reader for the The Krinon Magazine Committee of the National Sorority of Phi Delta Kappa, Inc. Please take time to get to know the layout of our Krinon Magazine. You will notice our Philosophy, Purpose and Publication information is usually on the inside cover followed by the table of contents.

You can look at one category at a time or just peruse the articles and choose which to read first. Just as with a paper magazine, you may want to sit and read the whole thing at once or come back to this issue several times to digest the articles more slowly. As educators, many articles will be helpful ideas that can be utilized in your setting.

I believe that no matter whether The Krinon Magazine is delivered to your doorstep or to your computer, printed on glossy stock or on cheap tabloid paper, appearing on your iPad or your cell-phone screen, it cannot be accomplished without you, the Sorors of the National Sorority of Phi Delta Kappa, Inc. Please commit yourself to submitting educational articles that we can share with other sorors.

"Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations." I challenge all my Sister educators, both active and retired, to make the 2019 year one of the best by being effective and efficient as an educator.

Novella M. Page
Alpha Beta Chapter
Nashville, TN

EASTERN REGION



Dr. Patsy Squire
Eastern Regional Director

EDUCATIONAL DEGREE(S)

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M.A. Early Childhood Education
Ed. D. Educational Leadership

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University, Boiling Springs, NC;
Northcentral University, Prescott,
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Title I School Improvement
Specialist;
Curriculum Coordinator;
Family Services Inc. Board of
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Adjunct Professor

NSPDK

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Vice President;
Financial Officer;
Eastern Regional Director;
Regional Chair;
Doctoral Scholarship Recipient;
NSPDK Life Member; Member
National Executive Council

As the educators in the Eastern Region embrace the theme for the 2020 Krinon, "Teaching Strategies for the 21st Century Learner", I'm reminded, as history repeats itself, of the song written in 1975 by Harold Melvin and the Blue Notes:

*Wake up everybody no more sleeping in bed
No more backward thinking, time for thinking ahead
The world has changed so very much
From what it used to be so
there is so much hatred war an' poverty
Wake up all the teachers time to teach a new way
Maybe then they'll listen to whatcha have to say
Cause they're the ones who's coming up and the world is in their hands
when you teach the children, teach em the very best you can"*

We know as times change, we as educators are continuously charged with meeting the needs of our diverse learners. It is imperative that we incorporate the following Five Essential 21st Century Teaching Strategies:

1. Teaching Strategies to Be Able to Teach to All Learners.
2. Be Able to Implement Technology.
3. Be Able to Foster Student Relationships.
4. Be Forward Thinking.
5. Be Able to Embrace Change.

This year provides us the opportunity to practice and implement the Essential 21st Century Strategies through our themes and professional development activities as we come together as a group at our conferences and meetings. Not only with the National Sorority of Phi Delta Kappa, Inc. should we concentrate our efforts on the Five Essential Strategies, but we need to embark on every opportunity to send forth the message that changes must take place in order for us to meet the needs of our learners. Not only are we changing for our students, but we must consider our parents, educators, and our community. We are all 21st Century Learners and integrating these Five Essential Strategies will assist in moving us all forward with growth.

We are dedicated to the challenge to continue the legacy and motto set by our illustrious Founders, "To Promote True Sisterhood Among Teachers and Promote the Highest Ideals of the Teaching Profession." We shall Educate! Empower! Encourage!

SOUTHEAST REGION

Education Trends, Challenges, and Changes

The field of education has presented many challenges and changes, one being the introduction of media and technology in the public school. The introduction of media and technology in the 21st century educational process has changed the way teachers teach and students learn. A global culture is changing the way we learn and the foundation of education.

Many students are more mobile throughout the school year than years before and this creates a challenge to teaching and student learning. There is a need for nationally mandated curriculum rather than states deciding their own curriculum. Therefore, more funding would be needed to support curriculum for all students in public schools and provide enhanced opportunities to acquire basic literacy, problem solving skills, and communication skills, as well as access to technology beyond the classroom. Another challenge to the educational process is poverty. Children in the classroom need support which includes smaller class size, rich curriculum, individualized and group instruction, and positive supportive responses to their emotional and behavioral challenges along with the nutrition received. Until we can solve the poverty crisis, including medical care deficiencies, this will continue to be a weak link in the educational process.

In addition to new media and technologies that have been introduced in the schools, educators have faced a new challenge. Many educators needed training on the use of technology while others were rethinking ways to utilize data to enhance their instruction. We are all lifelong learners. In order to keep up with current changes and challenges, we must continue to be lifelong learners and adapt to the tools implemented in the schools. Chalk boards have been replaced by smart boards, and textbooks by computers and tablets.

To be an effective educator, we must utilize everything that is important in the 21st century. We must be willing to collaborate and work as a team, be adaptive and use the latest technology, think forward (future) and advocate for the profession. In the pursuit of excellence in education in the 21st century, we have a challenge to fulfill whether we are actively engaged in the classroom as an administrator, a teacher, a retired teacher volunteering, mentoring, or tutoring children. Accept the challenges and changes and work to keep our public schools thriving.



Rose P. Anderson
Southeast Regional Director

EDUCATIONAL DEGREE(S)

B.S. Home Economics
M.S. Home Economics

ENDORSEMENTS

Supervision & Administration
Library Media Specialist

COLLEGE(S)

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at Martin Memphis State
University
Lambuth College

EDUCATIONAL ACHIEVEMENTS

West Tennessee Administrator
of the Year; West Tennessee
Teacher of the Year; Madison
County Teacher Association,
President

NSPDK

Chapter President; Dean of
Pledges; Financial Secretary;
Southeast Regional Secretary;
Charter Member, Gamma Psi
Chapter; NSPDK Membership
42 Years; Member National
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MIDWEST REGION



Tiffany Pritchett
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EDUCATIONAL DEGREE(S)

B.A. Psychology
M.A. Counseling, Educational
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COLLEGE(S)

Tuskegee University;
Michigan State University;
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PROFESSIONAL

Licensed Professional &
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Published Work: Steward,
R. J., Hill, M.: Neil, D.M.,
Pritchett, T. & Wabaunsee, A.
(2007) *What Does GPA in an
Urban High School Actually
Mean?*

NSPDK

Chapter President;
Vice President;
Parent Advisor;
Midwest Regional
Leadership Chair;
Midwest Regional Director;
Member National Executive
Council

“Do not confine your students to your own learning, for they were born in another time.”
Chinese proverb

Education is evolving, teaching is evolving, students are evolving. With the trends of education ever changing, we as educators, need to be cognizant of our student learners. Learning takes place in a plethora of ways, especially in settings where resources may be limited. Student needs have changed, learning styles have changed and homes and families have changed. The basic physiological needs of the individual student must be met before real learning takes place. The necessities of life such as food, shelter, water, and clothing are essential for the individual student and when these are not met learning becomes difficult. Teaching becomes an art where creative instruction is designed to meet the needs of the learner. Teaching strategies for the 21st century learner must encompass a multitude of strategies to engage the mind, body, and soul. In researching what is essential for learners and teaching strategies for the 21st century, there were five elements.

First, teachers need to be able to teach ALL learners. Teachers need to have the ability to differentiate learning so that all students can learn. Each individual student has their own learning style and effective teaching assists the students in embracing their uniqueness. Second, implementing technology is important. Yes, students use their phones, iPad, iPods, YouTube, etc., but do they know how to properly use technology for education lessons? Are students proficient in programs such as PowerPoint, Excel, Google Docs, etc. and how to create their own web page? Technology is the new classroom, and we must be sure we are implementing this strategy effectively with our students. Thirdly, fostering genuine relationships with students is imperative to build a positive rapport. Today’s student has challenges and responsibilities that we did not have at their age (lights off in the home, limited or no food, domestic abuse, mental abuse, drugs/alcohol abuse). You must build relationships with the student to understand why they may be having difficulty learning, staying awake in class or managing their anger.

Students know and appreciate those who care. Showing your student that you care about them, will support and encourage their effort in the learning process. Fourth, educators must be forward thinkers. Creativity is a must; there are no limits on how to teach children. You can’t just teach paper and pencil out of the textbook. You must be innovative and think of how to reach the student. Lastly, flexibility; be able to embrace change. Change is not easy, but it is necessary. Nothing Changes, IF, Nothing Changes! Embracing change is essential to taking your teaching to the next level. Embrace, adapt, implement, and be willing to try again. If we try and implement these strategies of the 21st century learner, as educators we have done our job in helping students strive toward their full potential.

The National SorORITY of Phi Delta Kappa, Inc. has built a legacy of educators, throughout this nation that have dedicated their time to teaching and learning. This organization’s mission is “To Foster a Spirit of Sisterhood Among Teachers and to Promote the Highest Ideals of the Teaching Profession.” As a national organization, we are molding our students’ minds to be sharp thinkers, innovative with their learning, and present our young people with the tools needed to be leaders for tomorrow. This is an ever-evolving task that, we as professional educators of the National SorORITY of Phi Delta Kappa, Inc., will continue to do.

Educators, Let’s continue to Rock What We Got!

SOUTHWEST REGION

As we Embrace the theme for the 2020 Krinon "Teaching Strategies for the 21st Century Learner: Mind, Body, Soul," I am excited to encourage you with current trends that are occurring in the 21st century classrooms.

It is very clear that our 21st century classroom needs are very different from previous centuries. Our current classrooms consist of teachers as facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need for the present as well as for the future.

Educators are EMERGING into numerous roles. As *Facilitator*, the teacher oversees the class environment, students' tasks, students' vocabulary as well as the demonstration of the appropriate vocabulary. As the *Prompter*, the teacher encourages students to participate and make suggestions about how participation may be demonstrated and proceed in an activity. As a *Resource*, the teacher serves as a walking resource center ready to offer help when needed. For example, teachers must be well versed on the wide range of technology resources. The new norm is the digital age, and we must emerge as digital educators. As the *Assessor*, the teacher assumes this role to see how well students are performing academically. Feedback and redirection are always needed from the teacher. These are just a few vital roles a teacher should implement daily. The teacher's role is very interchangeable. The teacher's role is never static. An experienced teacher will smoothly transition from one role to another. A teacher is energetic, fair, encouraging, supportive, dramatic, interesting, efficient, and caring.

The 21st century classroom is created on the premise that students experience what is required and necessary to enter the workplace and live in our global environment.

Finally, we will embrace and enhance the implementation of current trends in the 21st century classrooms that will promote great learners through higher order thinking, effective communication skills, and knowledge of technology which is vital for the 21st century careers and the increased globalized environment. Parents and teachers remember, "You are the bows from which your children as living arrows are sent forth." Kahlill Gibran

Emerging, Enhancing and Embracing in the 21st century.



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Southwest Regional Director

EDUCATIONAL DEGREE(S)
B.A. Elementary Education
M.A. Educational Leadership

COLLEGE(S)
Huston-Tillotson University,
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PROFESSIONAL
San Antonio ISD Educator/
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Mentor; Founding Coordinator
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Summer Enrichment Program;
Gamma Tau Chapter;
Educators' Hall of Fame
Recipient

NSPDK
Chapter President;
Vice President; Secretary;
Corresponding Secretary;
Dean of Pledges; Youth
Advisor; Southwest Regional
Corresponding Secretary;
Southwest Member-at-Large;
Southwest Regional Director;
Member of National Executive
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NSPDK 35 year membership

FAR WEST REGION



Dr. Elcendia Nord
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COLLEGE(S)

Illinois State Normal;
University Indiana University;
Wisconsin University;
Andersonville Theological
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NSPDK

Chapter President
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Secretary; Chaplin, Member-
at-Large; Regional Director;
National Executive Council

As I look at the trends in education today, I realize the field of education has seen a drastic change over the past two decades. Modern-day education is all about innovation, accessibility, and suitability. From kindergarten to university, students are encouraged to learn through interactive and practical tools. Students are encouraged to contribute to the learning process through participation in different activities. Whether it's a second-grade classroom where knowledge is discovered through a sport or fun quiz, or mock trials at law school where students can get real-life experience of court proceedings; role play, case studies, projects, presentations, and several other tools are used to make the education process interactive and productive.

This modern age of education has also changed the role of the teacher. The traditional teacher has been an authority in knowledge, but the role has changed into a facilitator for students. It is noteworthy that traditional methods of teaching and learning carry great importance; it is only their integration with new technology and strategies that have introduced many new trends in education. We should also consider the fact that current trends in education are constantly evolving, therefore, more directions will emerge in the future. We need to embrace the change as it happens because this is the only way to remain connected to the world of knowledge.

Modern trends in education have changed the way we study. Today because of online trends, education is accessible to all at any level. Home school is one way of studying at home, while online institutes are readily available. Plenty of study programs have emerged related to computer technology and other subjects changing the study process.

We are living in an ever-changing society and we need to adjust to the changes.

NATIONAL YES PROGRAM



Y

YOUTH GUIDANCE
XINOS (HIGH SCHOOL GIRLS)
KUDOS (HIGH SCHOOL BOYS)
COLLEGE GUIDANCE
KAPPA OMICRON TAU (KOT)

Youth



E

SCHOLARSHIP
READING POWER
AFRICAN AMERICAN HISTORY
COMPUTER LITERACY
MATHEMATICS
TEACH-A-RAMA

LEADERSHIP TRAINING
PUBLIC RELATIONS
ACADEMIC ISSUES
CURRENT TRENDS
COMMISSION ON CIVIL
RIGHTS

Education



S

INTERNATIONAL PROJECTS
NATIONAL PROJECTS
LOCAL PROJECTS
NUTRITION, HEALTH & HYPERTENSION
ASSAULT ON ILLITERACY
CHILDREN & ADULT BENEFITS
EARLY CHILDHOOD

TOUCH-A-CHILD
SECOND CAREERS
RETIRED SORORS
VOLUNTEERS
FOUNDERS DAY
EDUCATION
HUMAN RIGHTS

Service

Mind

Body

Spirit

Recipe for the "Why"

If you want to conquer the stress and anxiety associated with the "Why" questions that pop up in life, then try digesting the following!

Absorption

M

Life is like riding a bicycle. To keep your balance, you must keep **MOVING!** ~ *Albert Einstein*
Add variety to your life. Embrace your "dreams" one at a time and move forward.

I

Remember the song "**I Will Survive**"! Take care of "**I**"!
Cleanse your mind of negative thoughts.

N

Nothing is IMPOSSIBLE. The word itself says "**I'M POSSIBLE.**"
~*Audrey Hepburn*

Navigate through the difficult seasons one day at a time with
Hope and Faith.

D

Declare victory over the Why and move Forward. Remember
"*Difficult Realities*" will occur and when you get to the other side you
will understand the WHY!

A calm **MIND** brings inner strength and builds growth in self-confidence!
Start Moving In a New Direction

Personal Edification:

A daily dose of morning **MEDITATION**. The Word should always start your day. ("Me Time")

A daily scoop of a 15-20-minute **WALK/EXERCISE**. Keep that blood flowing in the body.

A cup of positive quality **FAMILY** entertainment. It is great to laugh off the stress.

A dash of weekend **BESTIES** talk time (15 minutes). Keep it light and share positive thoughts.

A sprinkle of **COMMUNITY INVOLVEMENT**. It feels good to be of service.

A bushel of **NEW VOCABULARY**. Try saying "I can", "I will", "You can", "We will", "Believe"

Joyce Williams, M. Ed.
Gamma Tau Chapter
San Antonio, TX



“YOUR HEALTH IS WHAT YOU MAKE IT. EVERYTHING YOU DO AND THINK EITHER ADDS TO THE VITALITY, ENERGY AND SPIRIT YOU POSSESS OR TAKES AWAY FROM IT.”

~ ANN WIGMORE

HEART WARMING AND DELICIOUS COMFORT MEAL: NORTHERN OR NAVY BEAN SOUP

INGREDIENTS

1 pound of Northern or Navy beans (dry); Northern
1 package of ground turkey *
1 tablespoon of olive oil
1 onion diced finely
3 carrots chopped
3 celery stalks chopped
1 bell pepper
1 can of diced tomatoes (optional)
2 tablespoons of granulated or brown sugar
½ cup of fresh cilantro
4-5 cups of water
Kosher salt
Black pepper
Fresh garlic diced

** For Meatless Monday, eliminate the turkey.*

INSTRUCTIONS

Utilize regular size pot or slow cooker
Rinse beans and remove any debris from beans
Sauté onion and bell pepper in olive oil until softened (approx 5 mins)(pot)
Combine beans, onion, bell pepper, carrots, celery, garlic and seasonings in pot/slow cooker
Add 4 cups water (pot) or 5-6 cups water (slow cooker)
Bring to a boil, reduce heat and simmer 1-2 hours (pot)/
8 hours (slow cooker), or until beans are tender
When beans are tender add 1 can of diced tomatoes (pot/slow cooker)
Brown ground turkey in skillet and add to the bean mixture (pot/slow cooker)

*Recipe Tips: Taste your dish and add salt and pepper accordingly at the end of cooking.
The difference between a navy and northern bean is the size (Northern is larger than Navy)*

“DO YOUR BODY GOOD”
BE CREATIVE WITH YOUR MEALS AND ENJOY STAYING HEALTHY.



Anita O'Neal, M. Ed.
Gamma Tau Chapter
San Antonio, TX



Soulful masks

Soul: /sol/: (NOUN) The spiritual part and essence of a person. The emotional energy especially as revealed in a work of art.

The horrific time of Covid-19 prompted me to be still and listen. I believe God wanted me to take time and truly search my soul and ask myself, 'How can I be a servant during this time of crisis?' I ran across this quote during my morning meditation,

"You use a glass mirror to see your face; you use works of art to see your SOUL."

~ George Bernard Shaw

This pricked my heart and soul and I felt a spiritual satisfaction as if God spoke and asked, 'What do people really need now (besides toilet paper)?' The majority of the workforce had to submit to 'Shelter in Place' and work from home protocols. So, my soul became anchored in making masks to support the Essential Workers that had to face the danger of the virus as they served unselfishly to meet the needs of the community.

I found fabrics tucked away in my closets, drawers and garage. With my sewing machine on hand, I recruited my friend 'T' to help with this Soulful Masks project. We reached out to the offices of medical workers, postal workers, pharmacies and Charlton Methodist Hospital. As a result of Facebook postings, requested masks were mailed to folks in different cities.



We deposited our hearts, souls, and artistic skills into these Soulful Masks. The Soulful Masks were free of charge to the Essential Workers. A reasonable fee will be imposed on others to allow us to purchase more fabric.

"The Soul should always stand ajar, ready to welcome an ecstatic experience."

~Emily Dickerson



LEADING WITH THE 21ST CENTURY LEARNER IN MIND

Today's 21st century students are a new breed of learners. Some call them Generation Alpha. The term "Generation Alpha" was coined by Mark McCrindle, an Australia-based demographer and researcher. With birth years starting in 2010 — the year the iPad was introduced — the members of this cohort (1) grew up in homes where Alexa can answer questions on a smart speaker, (2) learn at

school on interactive surfaces, and (3) might never need to get driver's licenses thanks to advances in autonomous vehicle technology. They are and

will be the most well-educated group of learners that will walk the halls of brick and mortar schools. They are surrounded by technology, and their advancement in thinking sets them apart from other students. They will fully embody the title of 'scholar' because they are born leaders and strategic thinkers. This group of learners can teach themselves anything by using resources that are readily available.

As a tech savvy generation of learners, they are eager to demonstrate their intellectual prowess by any means necessary. Consequently, their forward-thinking minds may be quite challenging to leaders who have not quite evolved in their thinking as these young learners are

doing. Therefore, it takes a well-equipped leader to embrace and lead our Generation Alpha learners.

Who will be able to guide the Generation Alpha learner to his or her maximum learning potential? I am glad you asked! The spirit of diligence and patience is mandatory! It requires classroom leaders and building leaders to shift into the mind-sets of "learning leaders". We are being challenged to serve children who wake up in the morning thinking innovatively how to change the atmosphere of our classrooms because they are bored by our monotonous discourse and teaching strategies. Therefore, they find ways to "hype" up their learning environment by attempting to take control of their spaces. Little do our learners know, they are setting the pace for their futures.

Learning leaders must productively begin to learn our Generation Alpha learners' mindset. The way we think can and will change drastically to improve our institutions of learning. Learning leaders must accept the challenge of our 21st century learners by shifting our mindsets to that of a growth mindset. Being self-aware and socially aware of our students will help us build relations and become more responsive to the learning needs of our students. Achieving this goal, will mandate that we re-evaluate our beliefs and become thought leaders who have this generation of learners in mind. We must collaborate and connect with one another to offer constructive feedback and reflect on improvement. Building leaders and classroom leaders must purposefully build time into their schedules to discuss the needs of our students. We must seek our professional learning that intentionally addresses the needs of learners we serve daily. When we connect, reflect, and improve, our leadership capacity grows and expands to shape the next global leader of tomorrow.

*Zella R. Ford
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References: Hutchings, A. (2022, January 8). What is 'Generation Alpha'?; <https://www.macleans.ca/society/what-is-generation-alpha/>



Mind

Body

Soul

**Nurturing
the Whole
Child:
Holistic
Teaching
Strategies
for the
Mind,
Body,
Soul of the
21st Century
Learner**

Throughout the ages, educators have periodically focused on ways to educate the whole child. Before we focus on strategies to educate this unique learner, I think we need to step back — way, way back in time — to determine not just who this 21st century learner is, but what makes him or her different from students in previous generations.

The U.S. Census Bureau uses the rise and fall of birth rates to mark borders between generations. Other researchers use cultural events that shape the thinking of people born around the same time or raised around the same place, because they exhibit similar characteristics in their communication style, preferences, and motivation (i.e., shared values, beliefs, and expectations).

My general research for this article found the following three trends that shape a generation: parenting styles, technology use, and economic conditions. Those trends influenced the next generations in the following ways:

1. The Traditionalists or The Lost Generation

(born between 1890 and 1915) were mostly the parents of The Silent Generation (born between 1910 and 1924). Their

lives were during the Great Depression (a time of severe worldwide economic upheaval) and expected a hard life and poor living conditions.

The Greatest Generation

(born between 1925 and 1945) grew up during the Great Depression, made great personal sacrifices, and probably fought in World War II for what was right — not for selfish reasons. They are the parents of the Baby Boomers.

2. The Baby Boomers Generation (born between 1946 and 1964) strived very hard to make life easier for their kids than life was for them. They grew up in a time of prosperity and became great consumers. Unfortunately, their efforts to make the world better for their kids may have back-fired because they birthed the Millennial Generation.

3. The Millennial Generation / Generation X / Gen Next

(born between 1965 and 1994) tended to develop a sense of entitlement towards employment and life in general

(i.e., some will quit a job without having a replacement job) because they grew up thinking they were special. Almost every home (not in third world countries) had an internet connection and a computer (i.e., which caused explosive growth in online companies such as Google, Facebook, eBay, and PayPal).

4. Generation Z / iGen / Centennials

(born between 1995 and 2010) are different from all previous generations in their parenting styles, educational levels, employment choices,



politics, and religion. As a group, they tend to:

- be more tolerant of others (i.e., different cultures);
- be more cautious about taking risks;
- be more likely to use Instagram than Facebook;
- prefer to connect with others via social media on smart-phones rather than “in person” or “face-to-face”;
- spend less time reading books or newspapers; and
- feel more lonely and depressed than prior generations.

5. Gen Alpha Generation (born between 2011 and 2030) is the first generation born entirely in the 21st century. This generation of learners is exceptionally comfortable with artificial intelligence (AI) via touch screens, iPhones, and social media (i.e., their first babysitters were iPads). Technology is an extension of their identity and self-consciousness:

- they use social media to live-stream their innermost thoughts to a select group of friends;
- they will use tele-medicine for diagnostic assistance and therapy; and
- they expect some interactive experiences when buying insurance or grocery shopping).

Trends such as AI with voice commands are becoming an increasingly common method of communication. More than 50% of these children come from minority families (i.e., with English as a second language), live in single-family homes with older parents (the Millennials) who move fre-



quently and change careers often.

Education with a holistic perspective is concerned with the development of every person’s intellectual, emotional, social, physical, artistic, creative, and spiritual potentials. It seeks to engage students in the teaching/learning process by encouraging personal and collective involvement. Schools need to move from a structured, auditory method of learning to a visual and hands-on approach to learning. For the 21st century learner, schools need to be more digitally savvy (i.e., incorporating the use of computers, laptops, and tablets into lesson plans because these students tend to tune-out traditional strategies. Because this is the most diverse generation ever, many English Language Learners will need extra support to thrive academically. This is why it makes no sense for school systems to cut or freeze their budgets annually (which causes the loss of art, music, physical education teachers; librarians/media specialists; computer specialists; reading/math specialists; and English Language teachers). School Boards need to eliminate high-stakes testing, which cause teachers to concentrate on skills being evaluated on the tests instead of planning creative lesson plans that focus on process and discovery. In a holistic classroom, the focus is not on the teacher. Instead, it focuses on the subject-matter which comes to life through experiments, discussions, student-centered tasks, discovery rather than memorization, and building a network of connections where each piece of the puzzle connects to something else (i.e., a web).

Wake up, America!

*Dianna Mayo-Neal
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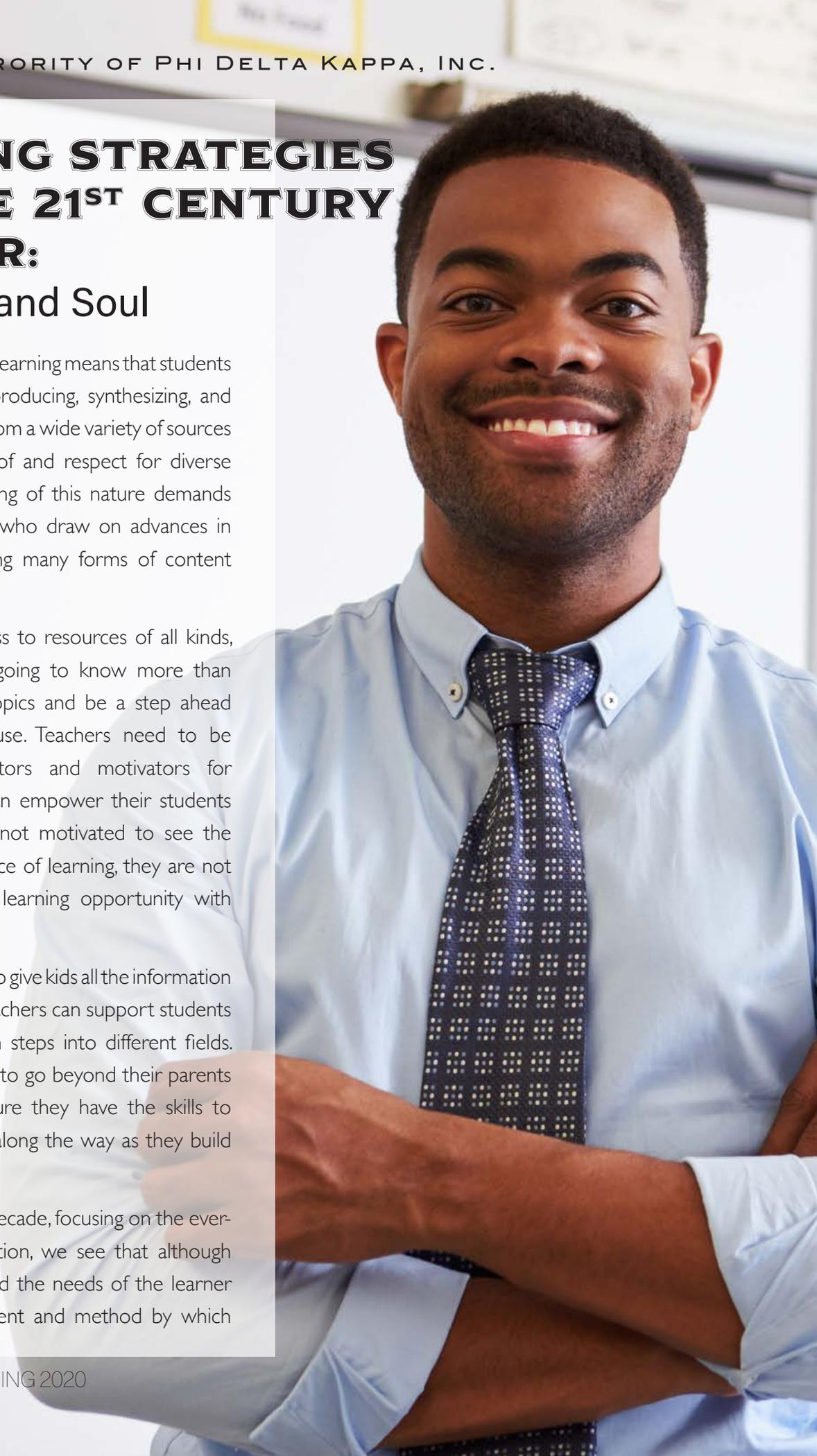
TEACHING STRATEGIES FOR THE 21ST CENTURY LEARNER: Mind, Body and Soul

Twenty-first century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of sources with an understanding of and respect for diverse cultures. Powerful learning of this nature demands well-prepared teachers who draw on advances in cognitive science, utilizing many forms of content presentation.

With so much access to resources of all kinds, children are invariably going to know more than teachers on different topics and be a step ahead of the technology in use. Teachers need to be empowered as facilitators and motivators for learning so that they can empower their students in turn. If a student is not motivated to see the importance and relevance of learning, they are not likely to approach any learning opportunity with enthusiasm.

Instead of struggling to give kids all the information they need in all areas, teachers can support students as they make their own steps into different fields. It's about preparing kids to go beyond their parents and teachers, making sure they have the skills to do it, and then helping along the way as they build confidence to achieve.

As we enter a new decade, focusing on the ever-changing field of education, we see that although the world around us and the needs of the learner have changed, the content and method by which



we present information has lagged behind. The term “21st century skills” is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving. Advocates believe schools need to teach these skills to help students thrive in today’s world. With a broad range of opinions, the subject of how to instill core competencies in learners differ greatly.

Unfortunately, most students continue to be educated in the same way as they were in the past, being taught a standardized curriculum through rote learning and individualized testing, at a one-size-fits-all pace. Why go to school when you could learn the same information faster by watching a YouTube video or playing a computer game? Why memorize facts for a test when you have all the information in the palm of your hand, through your smartphone? Past methods make little sense to today’s students who learn and think differently, and they make little sense to the changing workplace, where making use of information is now far more valuable than simply knowing things.

To educate in the 21st century, teachers and administrators need to cultivate and maintain the student’s interest in the material by showing how this knowledge applies in the real world. Learning must include the 20th century ideals of *Brown v. Board of Education*. Sadly, we have failed to deliver on that promise. Our system perpetuates a racial and socioeconomic achievement gap that undermines our ideals of freedom, equality, and opportunity.

Studying what distinguishes highly effective teachers in our nation’s most challenging contexts, we see that education reform requires much more than lists of skills. We need classroom leaders setting an ambitious vision, rallying others to work hard to achieve it, planning and executing plans to ensure

student learning, and defining the very notion of teaching as positively impacting the life paths of students.

An enormous amount of information has been presented on what isn’t working in education; how do we move forward with a viable solution? Garnering the attention of the 21st century learner is key to material retention. Gaining an understanding of how children think involves intense study of the adolescent brain, norms, actions, and stimuli.

The evolution of our knowledge of the structure and function of the brain has been well documented. Despite our many explorations, we remain in awe of this organ.

‘Men ought to know that from the brain, and from the brain alone, arise our pleasures, joys, laughter and jests, as well as our sorrows, pains, griefs, and tears. Through it, in particular, we think, see, hear and distinguish the ugly from the beautiful, the bad from the good, the pleasant from the unpleasant... I hold that the brain is the most powerful organ of the human body’ (Hippocrates: On the sacred disease. Quoted by Prioreshi [1996])

As educators in the 21st century, working to be well prepared, striving to understand how the brain processes information and collaborating not only sets students up for success in their careers but also empowers them to lead happier, healthier lives, benefiting their body, mind and soul.

*Marguerite Harris
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Works Cited: Bray, Barbara, and Kathleen McClaskey. Make Learning Personal: The What, Who, WOW, Where, and Why. Corwin, 2015; Driscoll, Maxine. “Education in the 21st Century.” Think Strategic for Schools, 7 Sept. 2018, thinkstrategicforschools.com/author/Maxine/; Pandya, Sunil. Understanding Brain, Mind and Soul: Contributions from Neurology and Neurosurgery. Jaslok Hospital & Research Centre, 2016; Reeves, Arin N. The next IQ: The Next Level of Intelligence for 21st Century Leaders. American Bar Association, 2012; Trilling, Bernie, and Charles Fadel. 21st Century Skills: Learning for Life in Our Times. John Wiley & Sons, 2015.

5 Practical Strategies for Providing Culturally Relevant Literacy Instruction

As we take a close look into classrooms across America, we find diverse learners across racial, economic, social status, religious affiliation, academic abilities, cultures, and an array of varying factors. How do we determine the most effective instructional practices that will meet the need of every learner that shows up on our daily roster? How do educators provide access to their diverse student population while staying committed to the academic demands of our current educational climate? As a devoted classroom teacher, and now Literacy Coach, I often asked myself these questions. I repeatedly resort to literacy experiences that changed the trajectory of my teaching and, more importantly, the outcomes for my student achievement. Here are five strategies that I used to provide culturally relevant literacy instruction.

1. Commit to Knowing You Students and Their Interests

Commit to knowing your students emotionally, socially, and academically. To exhibit responsiveness culturally to the students we teach, we need to consider their lives and cultures. This accountability can be achieved by remaining open-minded in our teaching and being attentive to individual students. Brainstorm opportunities to include different perspectives of information shared. Be deliberately mindful of students' needs and literacy experiences.

2. Culturally Relevant Discussions

Culturally relevant experiences represented within stories, media, and other forms of literature

is a powerful gateway into culturally responsive literacy experiences. These experiences place students at the forefront of instructional decisions and address the cultural diversity represented in many classrooms. Experiences that provide opportunities for fruitful discussions, as well as repeated opportunities for practice, can deepen student understanding of content that would otherwise seem unrelated and challenging.

Provide opportunities for the student to engage in frequent conversations that allow them to express their understanding and have them reflect on their thinking. Ask yourself, "Where can I embed rich discussions within my instruction?" Remember, communication is the link between who we are and how we live. Use student interest to drive your discussions.

3. Include Student Choice

Include student choice in text selection for mentor text and shared reading. Students can motivate each other by sharing ideas and information about the text they selected. They can influence their peer's ability to think critically about the text. Create opportunities for students to choose the text they read and learn from through focused and small group instruction. Select multiple texts pertaining to the content or skill you are targeting. Before the unit begins, have students preview the text you selected and vote on the text used during instruction.

4. Create Community

Literacy is not only about reading and writing, but the ability to do so to communicate. By building

a space for learners to grow their understanding of the context of a group, learners will learn to see beyond themselves. Start a book club or literature circle based on the common interests of the members of this community. Establish student-driven class norms that each learner will be able to navigate successfully. Promote classroom traditions and routines that give students a sense of ownership and directions. This ownership can occur through classroom chants, affirmations, and physical movement. Utilize text that focuses on diverse communities that model friendship, fellowship, and academia. Developing a unique class culture can empower your community of learners.

5. Reflect on Your Skills and Beliefs

Reflection on my instructional practices has become my superpower. Reflection revealed what I thought about my ability to cultivate and sustain a culturally responsive classroom and relationships with my learners. Like most educators, I became overwhelmed with the daily ins and outs of literacy instruction. Ensuring that I met with a strategy or guided reading group became my priority. I neglected to take the time to assess why my learners' reading abilities did not increase. Reading levels became my students' labels, and I overlooked strategies to engage them in relevant ways. Systematically think about where you are in your development of cultural competence. Think about what you have learned. What might you need to deepen your understanding? Also, consider what you believe about your impact and ability to sustain an intentional pulse on what you teach and how you teach it. Maintaining a culturally responsive learning environment takes intention, commitment, and an unshakable desire to continue to learn and grow.

Our work as literacy educators is complex and ever-changing. The success of our student population deeply correlates to our ability to be intentional about what we teach and why we teach it. Culturally relevant literacy instruction ensures that we provide fairness and equity to every student we teach. Our goal is to be committed to providing students with the resources they need to develop as literacy learners and as inquisitive, informed, and responsible individuals.



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*Resources: National Board for Professional Teaching Standards (2012).
Literacy: Reading- Language Arts Standards (2nd Edition) ISBN 978-1-
878520-49-4*

Change is Necessary

From the time that we are born until we no longer walk the face of the earth we are experiencing change. From infancy to older adulthood we can see signs of our bodies changing. In order for us to go from one stage of life into the next stage it is necessary that we change. It is necessary that we change our activity level and food choices in order to live longer and healthier lives. GirlTrek² is a national walking movement that was born with that very idea in mind.

We have to figure out more ways to embrace change. Sometimes, there is a need for systematic change, like gentrification, across the United States, north, south, east and west in neighborhoods where our ancestors rest. Homelessness is real. Students are being asked to perform in the classroom when they have no bedroom. Sleep and slumber is necessary.

It is necessary that we change and become advocates. We need to change the number of young children who no longer see a way around their circumstance and choose suicide. It is necessary that we change the number of kids who have to endure the stress and strain of spending another night hearing gun shots or worse still see flying bullets barely miss them as they lay in the bed at night or sit at their desk at school. Change is necessary. It is necessary that we give them hope in what seems like a hopeless situation!

Floating teachers are challenged getting from one classroom to the next in that short period of

time between classes. They have to embrace change. It might take some months to almost a year before their feet begin to show signs of change.

Changing Feet

Over the years I have picked up some weight.

But this new weight my feet cannot take.

My arch has fallen

And my 7 1/2 shoe size has gone to a size 9.

All those years of playing tennis.

My feet are crying.

When my feet start to rebel.

I send them a message by drawing a smiley face on my freshly painted toe nail.

My feet don't smell

But if they could send email

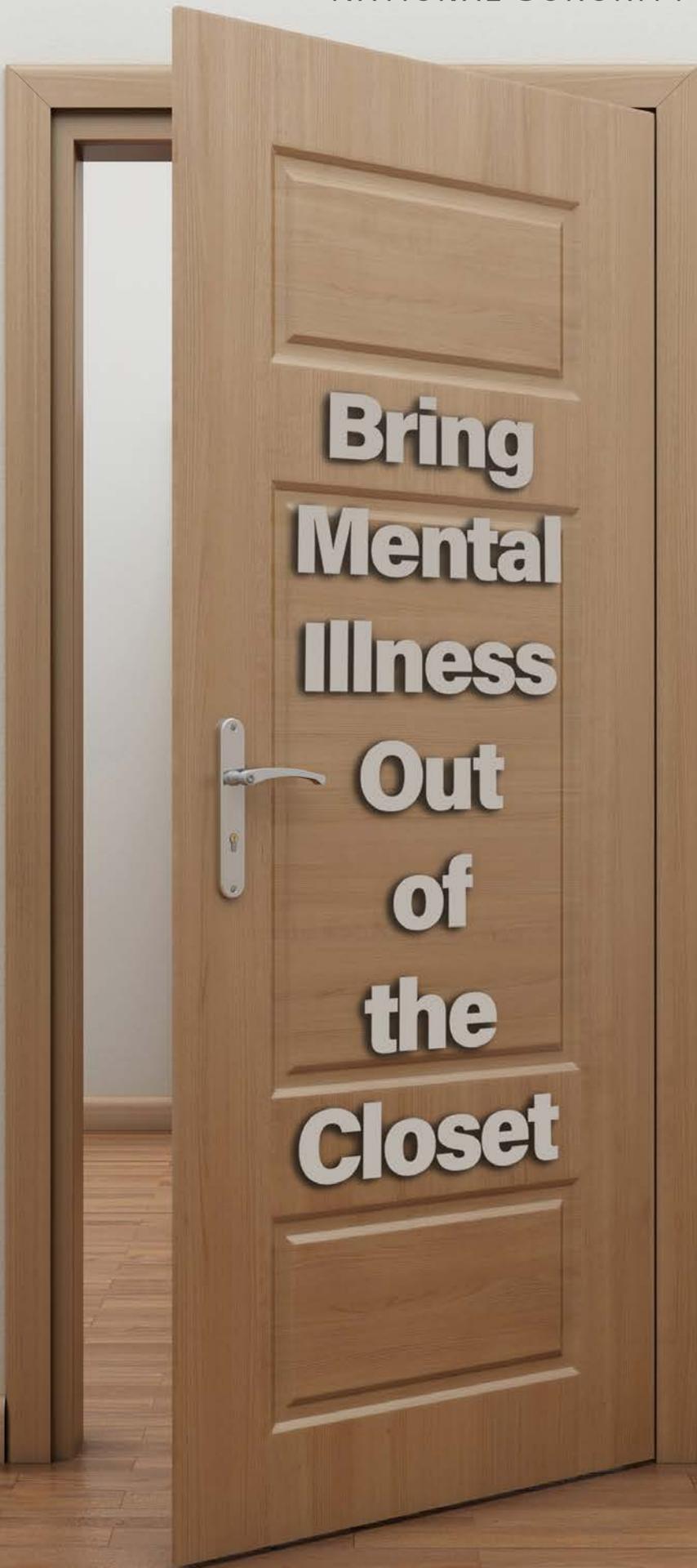
They would say "when are you going to soak me."

I want to encourage you to model the benefit of laughter. I want to remind you to embrace the practice of self-care. Then ask yourself, how can I be a role-model for change? Then share some resources. Share the resource of the National Alliance on Mental Illness³ (NAMI). Share the resource of Active Minds¹. Share! Because change is necessary.

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References: ¹Active minds. Retrieved February 13 2020 from <https://www.activeminds.org/>; ²Girl trek. Retrieved February 14 2020 from <https://www.girltrek.org/>; ³National alliance on mental illness. Retrieved February 13 2020 from <https://www.nami.org/About-NAMI>



“Hello, my name is Jane Doe, and I am an alcoholic.”

AA members,
“Welcome, Jane.”

“Hello, my name is Jane Doe, and I have survived cancer for ten years. Today, I am cancer free.”

Cancer support members,
“Welcome, Jane.
We are happy to have you join us.”

“Hello, my name is Jane Doe, and I have been suffering from mental illness since I was a child. Presently, I am taking medicine to help me deal with my illness. I need your support, too.”

The room becomes quiet and everyone stares at Jane in disbelief. Some of them are probably wondering who told her to come to the AA meeting, if she will hurt them, if she has had her meds today, or if there are voices in her head telling her to shoot everyone in the room?

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The above scenarios are true. Mental illness is one disease that society frowns down on. No one wants to talk about it the way that cancer and alcoholism are discussed. No one wants to be associated with having a mental problem. The stigma that is attached to it is enough to make the patients try to hide that they have it — especially in the Black community.

Hence, it is time to bring mental illness out of the “Closet.” It is time to “Out” mental illness and treat it as a disease and not as a problem that we are afraid to discuss. If we fail to address it, we are going to have hundreds more incidents like we have had over the past 10 years. Please note that during the past decade, we have had shooting incidents in America, and most of the assailants were said to have been suffering from some form of mental illness. The news media plays the stories up for awhile and then they become old news. The question is constantly being asked, why has not a committee been appointed to address this condition? Why has not a national campaign been launched to help combat this problem? (It is time to bring mental illness out of the closet!)

Here are some facts about mental illness. It can be detected in children as early as six years old. Mental illness runs in families. If one parent has it, there is a 15-30% risk for the children getting it. However, if both parents have it, the risk increases to 50-75% that the children will get it. Women are more likely to suffer from it than men. There is not a cure for mental illness, but it can be treated. Medication and therapy usually work well in helping to control it.

But what can we do to combat the problem? As educators, we must step up to the plate. Teachers should be trained to observe unusual behaviors in their students. They need to constantly meet with each other and give pointers that will help each

other detect the symptoms of the illness. We must also involve parents so they will notice different behaviors in their children. Hotlines need to be set up where teachers and parents can talk to trained therapists so they will know how to deal with the problems and what steps they need to take next. In other words, the village needs to be called into action. One group cannot do it alone. The entire nation needs to be called to action and challenged to help tackle this illness. It was Texas last year, but it might be in your state this year.

Weeks ago, while watching the morning news, a member of the famous Kennedy family was on the program discussing a book that he had written. Of utmost importance was his admission about mental illness in his family and how some of his relatives are angry with him for “outing” the condition in their family. This young man should be applauded for being brave enough to discuss the illness. As he pointed out, we need to discuss mental illness. We can no longer afford to keep it on the back burners. Too many lives have been lost and will continue to be lost if we do not try to help individuals who are suffering from it.

Finally, as educators, we must contact our state legislators and ask them to come up with programs to help combat mental illness in our schools. Money should not be an issue when it comes to saving lives. If we can reach the students when they are young, hopefully the illness will be under control as they become adults and more Americans will not lose their lives in various tragedies. Our goal is to help them reach adulthood and not end up in jail for killing hundreds of people. If we put emphasis on treating the illness like we do cancer, just think of how many people will be helped and how many lives saved each year.

We must bring mental illness out of the closet!

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The Role of Schools *in* Whole Child Education *and Health of American Students*

In teaching with the whole child in mind, it is necessary to consider the ways that school communities including teachers, administrators, staff and parents are coming together to provide education, resources and support for all children matriculating in the school. This includes a focus on the mind with mental health support, the body through healthy initiatives and physical education, and the soul through emotional intelligence education.

The demands of the 21st century not only call for students who are well educated in STEM, STEAM or STREAM, but for well-balanced students who are prepared to lead and thrive in their pursuit of scholarship, stability and substance. Keeping the whole child in mind requires a concerted effort amongst stakeholders to ensure students leave school as well-balanced citizens.

While several initiatives around the country have addressed the areas of the mind, body, and soul of our students, there are additional steps to take toward whole-child health.

For the body, it is a given that schools should support physical activities throughout the school day, but there is an opportunity to support activities before and after school. Besides sports, physical activity encouraged by schools can be physical games, walking programs and structured play. Increasing the physical activity in students is critical to supporting the whole child by teaching toward skill development, increasing self-discipline, improving judgement, and supporting peer relationships. The US Department of Health and Human Services (2018) suggests that children and adolescents aged 6 – 17 get at least 60 minutes of physical activity per day. Students

participating in at least 60 minutes of physical activity per day leads to more concentration and alertness in class, improved academic performance, and increased strength and endurance. Most importantly, increased physical activity helps to reduce the risks of obesity and developing other chronic diseases. According to the CDC's National Center for Health Statistics (Hales et al., 2017), 1 in 5 young people are obese. Obesity can lead to other acute, and sometimes deadly, diseases including diabetes, high blood pressure and even stroke.

While obesity can be helped by physical activity, it also should be addressed through diet. The National School Lunch Program provides 14 million breakfasts and 30 million lunches to schools per day (U.S. Department of Health and Human Services, 2019). American students spend most of their days on a school campus including before and after school. It is necessary that all opportunities are taken to support healthy eating and healthy habits within schools. It is important to provide students with the healthy food, but it is imperative that they are learning proper habits that will sustain them through adulthood. Emphasis on diet versus activity and the effects on the body should be prevalent on every campus. School health programs can lead to overall health benefits as well as increased attendance and academic achievement since hunger and achievement are related.

Emotional health is as important as physical health. For the soul, students thrive in environments where they feel are safe and comfortable. This means not only physically safe, but safe to be and express themselves. Many schools have made social

and emotional learning a keystone component of their learning objectives and outcomes. Social-emotional learning involves supporting students in developing positive relationships, setting positive goals, creating a culture of kindness, and understanding and managing their emotions. Social and emotional learning can be enacted at all levels and in every subject. Students with increased emotional intelligence experience greater academic success, fewer behavior problems, and positive social interactions. Adolescents with strategies to navigate their emotions have the tools to reduce incidents of bullying, as well. Ways that schools have made steps in supporting emotional health are providing professional development in emotional health for teachers, enacting classroom safe-spaces for students, and hiring cross-curricular social-emotional learning coaches for instructors.

The mind is the area where recent events have shown that many students need strong, ongoing support. Mental issues, negative acts that are not addressed and lack of support contribute to poor mental health. There are several kinds of mental health disorders including mood (depression or bipolar disorders) anxiety, personality, eating, trauma-related and substance abuse. Mental health is not strictly a parent problem to be addressed at the home. Students spend the majority of their days on a school campus. Most of their social interactions occur at school as well. The individuals they interact with daily including peers, teachers, staff and administrators are all potentially affected by the mental health of a student in distress. Unfortunately, there are both social and self-perceived stigmas regarding mental illness. While people usually do not frown upon physical illness, people view mental illness negatively. Some people

even find reasons or excuses for individuals with mental illness which support the avoidance of getting professional help. Certain communities, cultures and countries contribute to the attitudes toward mental illness and influences willingness of individuals to get the assistance they may need. Schools can intercept mental illness and are ideal for providing supports for students who spend a large part of their days at school. Schools should increase the number of special-trained mental health professionals who are familiar with the school system. Clear access to mental health supports should be evident on every campus. Students are great resources for identification of those students most in need of mental health supports, so structures for students to anonymously notify teachers and administrators of troubled students can assist in getting the support to the students who need it as opposed to waiting for students to go to the support. Lastly, there must be a collaboration between schools and the communities they serve. Partnerships with providers that offer specific and intensive services beyond the capabilities of schools is an effective approach in community involvement in supporting students and their families.

Our 21st century learners are required to be able to problem-solve, collaborate, adapt and create. As functioning contributors to society, the future will require for these students to enact their citizenship, be technologically savvy, as well as cognitively agile. It is nearly impossible for these learners to reach their full potential without a healthy mind, body and soul. It is the duty of all families, schools and communities to ensure success for our students in these areas at every stage of their learning career.

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Year 'Round

Spring
time

Renewal Impacts the Learner and the Learning

With the bloom of flowers, the whisper of fresher air, the pitter-patter of buzzing bees, "Spring-Break-ers" traveling here and there, and hearing words of out with the old and in with the new! Spring is almost upon us. From Boeckmann's research, this is when the sun shines directly on the equator and the length of the day and night is nearly equal. The date is considered the first day of spring. (Boeckmann, C., 2020). This time of year for some of us is the time to revisit, revamp, realign and reaffirm or affirm our paths. How we make it happen will determine the outcome. Even further, for most, spring-cleaning of our apartment or home is on our to-do list during this time of year. Compiling all tools required to make this happen, must-haves include broom, mop, shelf liner paper, and trash bags. We compartmentalize our cleaning to include items to gift away, items to discard, other items to be reshelved. This process may take days or weeks, with strategic thinking and planning.

What if we decided to commit to year around spring-cleaning no matter the time of year? Our decision would be to *feel* or have an aesthetic

awakening of our mind, body and soul, at this time, at this moment, as educators, instructors, teachers, parents, and community workers. This paramount decision would ubiquitously forge us to work to make the difference for the majority of students for the majority of the time, right now, and as such, impacting their minds and bodies! Say to ourselves, forget about the past, work for the future, and align our thinking with the feeling of *springtime*. This would forge us to work differently and yield academic flowers that are more productive and academic growth for all we touch.

In making this paradigm change, the awesome tools and must-haves would include student-led group discussions, student-based learning, revised instructions with research-based directions and revamped lesson plans (discarding outdated redesigning current documents). The group discussions entail learning to implement various technology (e.g., Promethean boards, YouTube channels, iTunes, cloud-based word processing, lap tops, iPads, and dropboxes. Additionally, this includes the teacher-of-record becoming the guide on the side, no longer the sage on the stage!

The thoughts and acts of academic springtime harmony and indulgence might include traits of symmetry, balance, symphony, unity, forgiving, taking the higher road, smiling, and helping without thinking of something in return. For many, the aforementioned attributes are a part of our being, and we ardently work to not be parsimonious in exhibiting them. We understand that we must always reflect on our thinking as educators. We ensure a continuous self-evaluative process. This process allows us to engage in the continuum of renewal of our patterns, our thinking, and our processes in the classroom, virtual classrooms, online instruction, group discussions, keynote speaking, hybrid learning, etc. (Dean-Collins, 2012).



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There is always time for renovation and renewal, which should yield a greater body and a heftier soul for learners. One of the foremost leading researchers in education, Judith Langer shared “we must plant these seeds never knowing when they will bloom” as instruction should be based on the belief that who the students are and what they have experienced both in and out of school is critical to their enriched understandings of learning. (Langer, 2020)

Plato, an Athenian philosopher during the classical period in Ancient Greece, was the founder of the Platonist school of thought and the Academy, the first institution of higher learning in the Western world. Socrates' belief included resolving the tension between the importance of nature and education for overall development, which is most important. These measures of understanding (learning, academia, etc.) encircle our journey. The journey that should all come to understand in life, will lead to a successful, pleasant and worthwhile life with sunshine and happiness. On the other hand, we would envision dead-end stop signs, from choices and decisions that were not in our best interests. There is always time for renovation and renewal at any time of the year. Just because the past did not turn out how you wanted it to, does not mean your springtime (whenever it is) cannot be better than you have ever imagined. A colloquialism reads something like this: “If you always do what you always done, you gon' always git what you always got.”

Observing the planted seeds' growth and bloom are greater than any reward. The ardent and ongoing work of our profession is to educate and to remain cognizant of our passion, goals and objectives. This is the thing; spring-cleaning of our external dwelling or living environment is always a plus. Moreover, spring-cleaning of our internal dwelling will yield a larger plus.

As we revisit, revamp, realign our apartments, our homes, our offices, do design and prioritize the same with our work as instructors, educators, professors, speakers, community workers and parents. Yes, this we must do to positively impact the learning, as well as the mind, the body, and the soul of the learner in order to have the best springtime renewal at any time and at all times!

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A Poem

Let Me Do It

(Remember being a little child and your constant plea or cry to your parents to: "Let me do it" or your self-assured way of saying "I can do it all by myself:") - We remember what we do.

TEACHER,

Let me do the problem!
All on my own, and I'll remember how I solved it
From beginning to the end.

Let me put **my mind** into it, and I will recall.
Please let me do it, and I'll remember.

Let me **not** be required to just sit and sit
While you **lecture on and on**.
Your voice often lulls me to sleep.
Allow me to **question** until my own light goes on.
Sometimes, I just need a **picture** or an **example**
that I may apply.

Please let me do it and I'll remember.



Let me get into a **comfortable** position
Not merely sit in a straight row
I might need to sit with **a partner or group**,
Get on my knees or lie down on the floor.
It's called team. So, when my eyes begin to glimmer,
You will know that I got it because you
allowed me to do it and now I'll remember.

If you add a **little music**, a **jingle or two**,
You will be surprised of how it stimulates my brain.
Learning then seems just like a game.
My actions may seem so strange, but I
Remember most of what I do and less of what I
See you do.

Variety adds spice to my life.
So, let me do it and I'll remember.

Let me get involved and do it with my own hands.
Let me try and try until I understand.
Like learning to ride my bike, or
Like remembering how to tie my shoe,
I'll keep right on trying until I know what to do.
So, let me do it again and again, then I'll know
That I can remember; I know I know I can!

I am a 21st century learner, **not sedentary** yet;
Many old traditions are good but passe'.
One size does not always fit all, don't fret.

I am part of a **21st century hands-on team**;
Teachers lay the groundwork by giving
Tricks of their trade. So, let me do it and
I'll remember the foundation you laid. (teacher)

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Teachers Touching All



Minds, Bodies and Souls

Teachers are both the best defense and the best offense for advancing the development of minds, bodies and souls of learners in the 21st century. Second only to parents, they are singularly the most influential persons in the lives of learners, and they have the ability to permanently impact the educational decisions of those learners. Consequently, educators must enter their profession with eyes and minds wide open, understanding that teaching is neither a vanity exercise nor is it a static aspirational goal or some financial enterprise. Conversely, it has broad spectrum implications on the lives of students and therefore this profession must be entered into with selfless love of both learning and learners, great passion and patience, along with a life-long commitment to providing copious opportunities for students to advance their creative genius into attainable career goals. Those are the qualities that will provide staying power to educators and students alike whenever the going gets tough. So, whenever that inevitability occurs, it is that spiritual and soulful love of the journey that rewards the

teaching career with a shelf life that will last and thrive for an entire lifetime.

I believe educators learn in Methods 101 classes that they are the 911 First Responders for students and parents alike whenever situations / circumstances threaten the emotional, physical or spiritual well-being of students. I also contend that all of the above are cognizant of the fact that a quality education is a game changer inspite of situational or circumstantial stressors that may occur. Students know that they want to learn; parents know that the education of their children is literally their own personal best hope for the future of their family, their community and the world at large. Also, teachers know that education does not occur in a vacuum and it, importantly, has the power to change the calculus, no matter the situational stressors that may challenge the process and progress, of a student's learning.

One strategy for teacher use that helps students move beyond the situational stressors that would upend them emotionally and spiritually is the development of a Career

Trajectory Plan. This plan is incremental in time blocks of 1, 3, 5 and 10 years which can be adjusted and tweaked as needed. A well thought out Career Trajectory is a hands-on curriculum, GPS-type document that is created by students with guidance from teachers and counselors, to help them see and chart their own academic progress incrementally toward their career goals and away from obstructing situations and stressors. Students understand immediately that their ability to move forward in pursuit of their career goals is in direct correlation to their personal implementation of the plan, via their self-discipline, interest, tenacity and willingness to work and invest in an all-in commitment of mind, body and soul to their plan. I will say this . . . a Career Trajectory Plan lets them see the power of education to transform situations and circumstances!

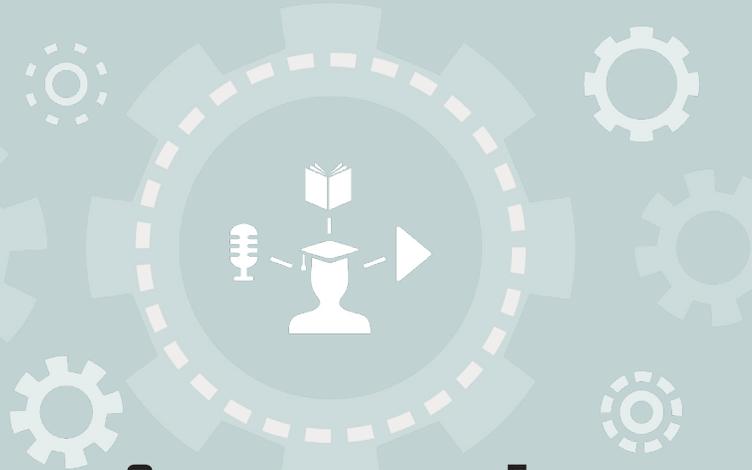
Another strategy for teacher use that has value is compartmentalization. Since education does not occur in a vacuum, it can be said with certainty that “stuff” happens in life and that stuff can produce stressors for both teachers and students that cut to the core/soul and render them powerless to give their optimum performance in the classroom. A cold, tired, sleepy, hungry, dis-spirited student may be greeted at the classroom door by a teacher who spent the night worrying about a sick family member, a dysfunctional relationship, a

pending divorce or the inability to buy needed transportation for work because of bad credit resulting from unpaid student loans accrued while in college. Compartmentalization, when used as a coping strategy to separate and isolate these stressors, will minimize their metastasizing effect on both teaching and learning. It helps teachers and students to focus and prioritize their time and attention on what has permanent or irreversible impact, as opposed to that which is situational and temporary. Clearly education is permanent, powerful and forward focused and is therefore the better use of one’s mind, body and soul. The takeaway for students is this: Students should never opt away from educational opportunities to give credence to temporary circumstantial stressors.

As an educator, I contend that teaching (and learning) is the only profession that provides the platform and template for every imaginable career choice. Careers don’t advance without the benefit of teaching and learning. So, no one gives more to education than teachers and no one gains more than learners. Therefore, the journey of teaching and learning propels itself and the mindful, selfless, soulful love of the journey is enough to sustain a lifetime commitment to this noble profession. I say education is its own reward!

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Opportunities For 21st Century Learners

When addressing the rapidly changing needs of 21st century students some suggest that learning landscapes should include and extend beyond the traditional classroom environment. For many years students and teachers have been practicing in labs, attending occasional field trips and using digital resources at schools; however, the demands for wide-ranging technological uses in almost every fabric of society have educational proponents strongly recommending that more learning occur beyond the walls of a school classroom and be utilized more online. The proposed combination of educational experiences will see a boost in various approaches known as blended learning.

What is Blended Learning?

Educators and students have practiced some form of blended learning for many years. Blended learning takes on a number of ways students have formal learning programming. The options of pace, location, route and time — with online learning — are possible elements of blended learning. Teach Thought Staff (2019) has defined blended learning as “...a mixture of learning methods that incorporate multiple teaching modals, most frequently eLearning and traditional face-to-face learning ... and the

continual need for a human component in the learning experience.” Mindflash (2020) points out that blended learning has many names, including a new hybrid teaching methodology.

The blended learning approach may consider the various requirements, styles and interests of students; there are numerous blended learning models. Schools can adopt a blended learning curriculum according to their school level, teacher professional learning series, student needs and budgets. Although there are many types of blended learning models, the Clayton Christensen Institute (2020) offers how the brick and mortar schools (with online learning) are the combined pillars of blended learning that have four models: Rotation, Flex, A La Carte and Enriched Virtual.

The Rotation model generally has four types of rotation: Station Rotation (SR), Lab Rotation (LR), Flipped Classroom (FC) and Individual Rotation (IR). The SR is when students rotate from station to station on a set schedule, and one of the stations has an online learning station. Elementary schools may be familiar with this type of station, as with center learning. The LR schedules students in a scheduled rotated fashion that is online learning in a computer lab. In an FC, students practice learning material in another setting, such as at home and then at another time, meet with the teacher in a class setting for teacher-assisted practice. In the IR, students move to various stations with an individual arrangement organized by the teacher.

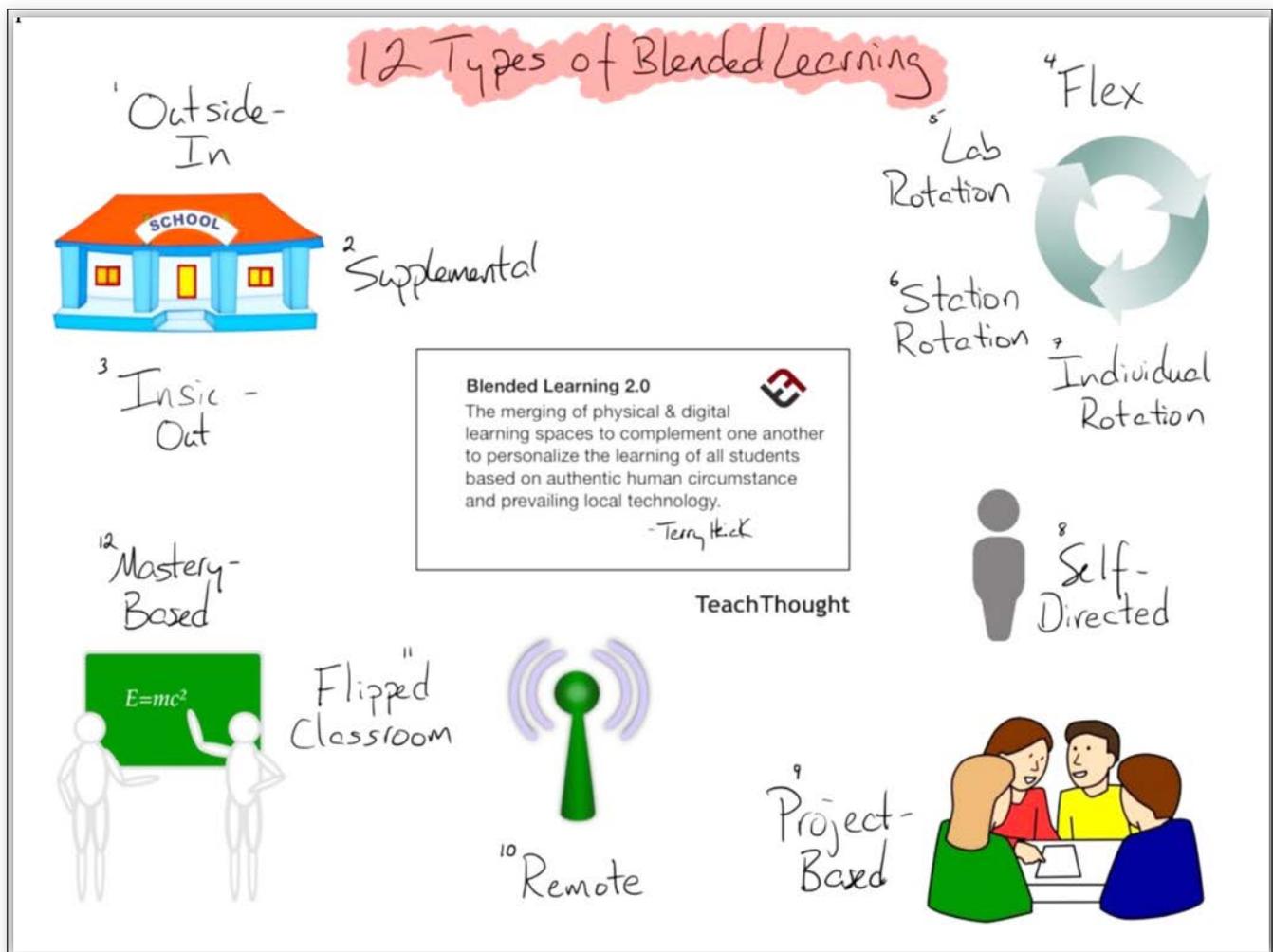
When viewing the Flex blended learning model, there are opportunities for individualization with pacing and content. Many, if not all the students, are on computers independently, completing their tasks with prearranged resources.

To take a look at A La Carte blended learning, you would find students having a choice of online courses to take, along with their already established in-school classes. The A La Carte model is oftentimes found at the high school level; for example, when students want to take a class not provided by the school, like an AP Science class.

Enriched Virtual blended learning takes on an approach where students split their learning time in school and off-campus. Students practice their

learning online and go into the school when support is needed.

As discussed, the Clayton Christensen Institute has identified four common types of blended learning. There are several other categories of blended learning, such as the additional kinds described in the Teach Thought Staff (2019). The Teach Thought Staff's "12 Types of Blended Learning" diagram provides the names:



As with many learning approaches in education, there are advantages and disadvantages of blended learning.

Gaining with Blend Learning

Larger Accommodations

If necessary, teachers can deal with bigger classes. Students will become accustomed to

obtaining learning tasks and resources digitally; this arrangement allows teachers to be available for small group and one-on-one support.

Individualized Pacing

Some students require more time to complete a task, and still others finish assignments quicker than their peers. There are different ways that blended

learning situations can be structured to facilitate students to work at their own pace. For example, high school students may have the option with learning and working schedules. The high school student may be completing a course online while participating in fieldwork, an internship or working at a paid job.

Maximizing Budgets

When practical, blended learning may use fewer classrooms, not as many teachers, and less time commuting, which will bring a reduction for school expenses in many cases.

Engagement

Blended learning options allow teachers to offer learning activities that students find current, relevant, intriguing, fun and supportive, when compared to traditional learning without online activities.

Challenges of Blended Learning

Motivation and Appropriate Approach

Teachers must consider the data of students before programming with a particular blended learning model.

Fundamentals of Computers and More

Not knowing the computer saviness of students, their learning style, developmental stage, school level, for instance, can impact the needs and interests for the success of all students.

Copyright Infringement, Credible References and Inappropriate Access

Easy access to online resources from mobile devices like a smartphone or tablet can be hard for students to not copy, word for word, sources of information. Students will need to be taught about plagiarism and reliable sources. Teachers may also need to include parameters, such as blocking unsuitable websites, and varying tasks and test items

for side-by-side seating layouts.

All in all, blended learning goes beyond just providing every student with technological aids in the same way that time, location and pace continue to exist in numerous classrooms today. With blended learning, students will receive customized instruction, divide their learning online and be able to make critical smart goal-oriented decisions with their teachers on when, where and the way they accomplish their tasks. Blended learning performs much further than giving students digital assistance in a traditional classroom. The blended learning class transforms teaching and learning in a manner that incorporates varied learning opportunities for engagement, preparation and high demands of the 21st century.

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Getting Back to the Basics for Better Mental Health



Recognize the Problem and Develop a Strategy

Are you or your students showing up in the classroom stressed out, anxious or depressed? When students present unhealthy behaviors in your classrooms, you must have more than “Stop it!”, “Why are you doing that?”, and “You know better!” They may not know better, but you can help them.

You as the teacher can take proactive steps towards better mental health for you or your students. First, identify the problems. Next, write down a measurable goal as part of your Action Plan. For example, “I hate these people; I’d like to make new friends.” Since new friends can be counted, it is a measurable personal goal. Third, choose a time-tested strategy from this discussion and other sources. Last, determine if the strategy works (Greenberger & Padesky 2015). If there is progress, practice it. As the hymn says, “Each victory will help you or some others to win.”

Try this: Use a checklist to see if you are actively listening. Kriebler & Whittall (1999) recommend guidelines (p.27) for active listening. Use inspiring sayings, songs and posters. Read with your students about characters that solved similar problems. Thinking of the earlier example, teach synonyms for “hate” that indicate a less intense response to

objectionable situations. Teach synonyms for “love” that indicate positive responses that will improve the tone and climate. Compliment students for healthier responses and realize healthier responses can be measured.

Develop an Attitude of Gratitude

Developing an attitude of gratitude is encouraged by all the major religions across time and cultures. It enhances your positive mood thereby producing long-term effects on the brain. Time spent on gratitude affords less time for negativity. Expressing gratitude for another person or for something the other person has done adds a double benefit because it encourages the other person to express gratitude, setting the stage for positive conversations (Greenberger & Padesky, 2015).

Try this: Take five minutes a week for six weeks to write down the things for which you are grateful. Consider yourself, your life, other people and the world. Write a letter or text; send a card; or make a phone call to express your gratitude to someone. Infuse gratitude into lessons by adding more friendly letters, thank you notes, special day, get-well or Mother’s Day cards. Remind students to say thank you for holding the door for you or for loaning you a pencil; or thank you for...

Show Acts of Kindness

Showing kindness to others produces a warm-fuzzy mood and atmosphere in class or out. It even works for patients with severe maladies, such as post-traumatic stress disorder (PTSD).

Try this: Take or make opportunities for you or your students to say or do something kind for another person, such as smile, give a compliment, share a pencil or hold the door for someone.

Get Back to Moving

“An idle mind is the devil’s workshop.” At the risk of sounding “preachy” instead of “teachy”

you should not ignore this maxim. One of the first things a person with depression is told to do is become more active. It is important that you choose activities that provide opportunities for doing something pleasurable or that bring a sense of accomplishment. Choose simple activities that “take things on” rather than avoid them. Inactive people are inclined to worry or think negatively. Inactive senior citizens ruminate, meaning they think obsessively about their past. Sedentary teens are more depressed than those who are active. Why? Physical activity produces endorphins that make you feel good. It helps the hippocampus, that part of your brain responsible for memories, learning and emotions. It fosters lower levels of stress and anxiety and increases clarity.

Try this: Something as simple as walking can stimulate the brain (Complete Guide to Mental Health, 2019). Walk mindfully, meaning concentrate on your breathing – deeply inhaling oxygen and exhaling. Call it “ballooning” with children (Kriedler & Furlong 1999) or teach them to take deep breaths and count to ten before dealing with conflict.

When walking, notice how your feet and legs feel. Similar to yogis, mindfully moving people engage their own senses to detect, for example, the songs of birds, the colors in the horizon, the crisp air on their cheek, the fragrance from the lilac bushes or the different textures of tree barks. Natural settings tend to offer more to appreciate than cityscapes. In the classroom, locate sensory images in your reading lesson, or add some sensory images to your descriptive writing assignment.

Use Imagery to Calm Yourself Down

Before, during or after a chaotic time, use your imagination to recall the sensory images from a favorite positive past experience to calm yourself down (Greenberger & Padesky, 2015).

Try this: Go back to aromas from your grandma’s kitchen, or to the softness of a blanket, or to a scene from a movie or book, or to some phrases in a song. Go back to your calm time and place.

Learn to Relax

Calm down and release the tension in your body by learning relaxation techniques.

Try this: Start at the top of your head, slowly move down your face; and then go on to the neck and shoulders, relaxing muscles as you continue to your feet. Adults and children “drain” when you tense your muscles, hold them and then relax. Add Musical Chairs and Simon Says for children.

Practice Forgiveness

Holding on to past hurts hold you back. Forgive yourself and others and move forward.

Try this: Call, text or write a message of forgiveness. Even if you do not send it, forgive.

Implement Your Plans and Evaluate Their Effectiveness

Get back to the basics for better mental health. Breathe deeply, listen, walk; show kindness to others; say thank you, I forgive; and use your “good senses.” (Greenberger & Padesky, 2015). What can be more basic to any age, age group or time? Now take a few breaths and remind yourself of strategies you can implement and evaluate.

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STRATEGIES - TEACHING 21ST CENTURY STUDENTS MIND, BODY, AND SOUL

A successful teacher's never-ending goal is to move her students from one point in their educational growth to another. She works hard daily to ensure that they are learning new concepts that will be useful in propelling them into successful jobs as they become contributing citizens of the world. The teacher realizes that time and techniques are quickly changing, and as education

evolves, she too must evolve. She cannot rest on her laurels, but she must continually look for ways to improve her teaching strategies. This 21st century teacher, more than ever before,

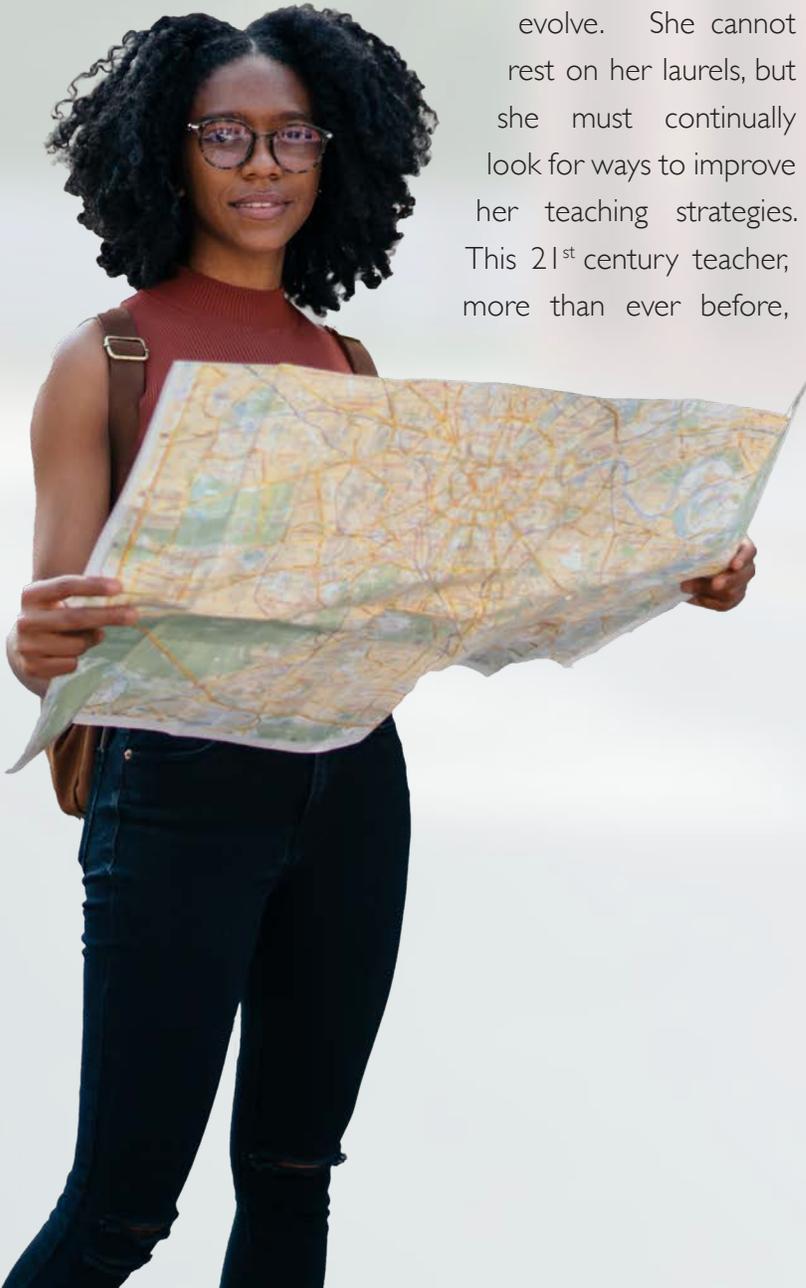
can count on a change in the classroom, a new attitude about her role, and new trends in technology to drive the strategies she uses in her class.

According to an article on Defining 21st Learning in School Outfitters, one thing that defines 21st century learning is the emphasis on "the students' role as active discoverers who take ownership of their experiences...by being active learners".(1) The teacher no longer needs to be the only person who talks in the classroom and the only person leading discussions. This change is what teachers of 21st century students should welcome. Students learn in a more "natural way and retain more information," John Dewey said, "Give the pupils something to do, not something to learn, and the doing is of such a nature as to demand thinking; learning natural results." This is the change that teachers should learn and expect of 21st century students. (1)

Janell Cox, at TeachHub.com, lists five strategies that deserve some serious consideration. In her article "Five Essential 21st Century Teaching Strategies", she clarifies 21st century learning:

"...abilities students must master such as problem-solving skills, critical thinking skills, and digital learning ...the ability to collaborate, communicate, and demonstrate skills that will ultimately help students to navigate their way into the future." (Cox 1)

This definition is powerful. The operative phrase is to "help students navigate their way



into the future.” Educators not only teach students to survive the present, but also to survive the future. With that definition clearly in mind, Janelle Cox’s Five Essentials 21st Century Teaching Strategies deserve further inspection. Her number one strategy is that teachers should be able to teach all learners. Cox contends that learning should be differentiated. Students come with varying abilities and varying learning styles. Teachers who learn those multiple intelligence theories should not be hesitant to apply them in the classroom.

Strategy number two is that “**Teachers must implement Technology.**”(Cox, 1) The reality of technology is not going away. It is a 21st century craft and necessity that students must master and implement as they prepare for the changes and challenges of the future. No student, regardless of academic astuteness, should be deprived of instruction in the use of technology.

Strategy number three is that the 21st century teacher must masterfully “**Foster student relationships.**” (Cox, 1) Cox explains that student relationship includes “fostering interpersonal relationships and a sense of community...with peers on a higher level than just social media.” (Cox, 1)

It is easy to text back and forth with peers, but can students communicate at a more critical level and understand each other on an intellectual level? Can they create lasting relationships and arrive at tough decisions with those same peers on a more mature decision-making level? They must learn to do this through practice in the classroom.

The fourth strategy that Cox mentions is that teachers must be “**forward-thinking.**”(1) The future is providing vital food for thought while in the present. If the 21st century teacher keeps her strategies focused on what could be, then she is heading in the right direction to becoming a successful motivator and facilitator for 21st century

students. Just like the past and the present are inextricably connected, so the present and the future are also connected. What students learn in the present inevitably prepares them for the future. 21st century teachers must facilitate instruction with that idea in mind. Teachers and students should make predictions of future innovations based on the use of technology today.

The final strategy is: that Teachers must “**be able to embrace change.**”(Cox, 1) Everyone knows that change is inevitable, but most people resist change. Teachers must change how they instruct, how they think, how they evaluate, and how they see this new generation of students under their tutelage. If teachers fail to change, then they may surely lose a generation of critical thinkers, artists, and innovators.

Local in-service teachers have already begun to change how they do things in their classrooms. Their strategies include, among others:

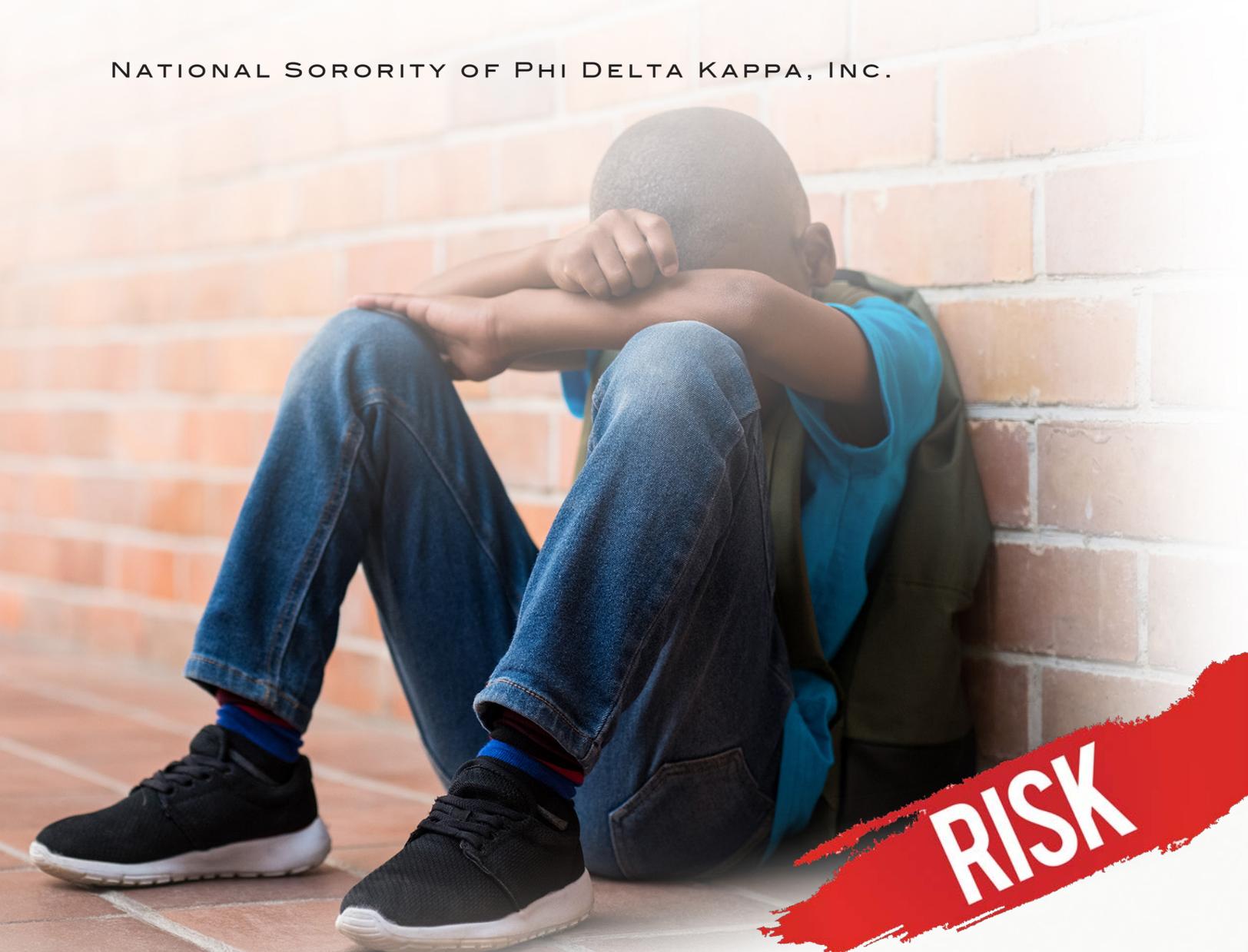
- Technology
- Team Building
- P.I.G. Partner
- Manipulative Based Learning
- Earth and Real-World Applications for Math
- Gallery Walks
- Flip Charts for Visual Learners
- Brain Pop

They are ready and willing to change to reach 21st century students in their classrooms. The words of John Dewey provide a most appropriate closure: “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

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PRESCHOOLERS AT

The Over Expulsion of African Americans Boys

Our Black children, in particular our Black boys, are at risk. The rate of preschool expulsion has increased at the federal, state, and local levels. The Department of Health and Human Services and Department of Education are calling for an end to pre-k expulsion and have written a joint position statement. At a national level, 10.4% of Pre-K teachers expelled at least one child in the past year due to behavior problems (Gilliam, 2017). Black preschoolers are 3.6 times as likely to receive one or more suspensions relative to White preschoolers (U.S. Department of Education, Office of Civil Rights, 2016). This statistic is of particular concern because although Black children comprise only 19% of preschool enrollment, 47% of preschoolers are suspended one or more times.

Similarly, boys are three times as likely as girls to be suspended one or more times (Gilliam, 2017). In California, the highest suspension disparity by grade level occurs in early childhood education where Black boys are 5.6 times more likely to be suspended than the state average (Wood, Harris III, & Howard, 2018). Couple this with reading,

math, special education referrals, and graduation rates, it is evident there is a systemic issue that contributes to the determination of how many jails to build.

As cited in Wood and Harris III (2017), W. Edward Deming and Paul Bataldon stated, “every system is perfectly designed to achieve the results it gets” (p. 5). Many researchers have shown that Black males are not served the same within the educational system (Beasley, Miller, & Cokley, 2014; Johns, 2016; Milner IV, Allen, & McGee, 2014), so the question left to be asked, What results are our education system designed to get for Black males and why? Why is there a preschool-to-prison pipeline that is evident by the over-expulsion of Black males and “policing” in our schools? Are we “socializing students for prison rather than a productive life” as Wood and Harris III (2017, p. 14) citing Ladson-Billings are concluding? Was Milner IV et al. correct by saying, “Schools are part of a complex network of discriminatory and biased cultural and social practices that actively subordinate the culture and language...of African American males” (p. 29)?

There are several policy implications that can help combat the over expulsion of Black males, particularly in preschool, thus crippling the preschool-to-prison pipeline and strengthening the cradle-to-college pipeline. One is improving the teacher-child racial and ethnic match. There is a continued ethnoracial mismatch in the U.S. public schools. The education field is dominated by White female teachers, and less than 2% of the nation’s teachers are Black men (Bristol, 2018). Dr. Travis J. Bristol (2018) adds that there is an added value for students of color taught by a teacher of color. Positive social and emotional classroom environments are created when there is a match between the students’ and the teachers’ linguistic and cultural experiences. There is also a decrease

in suspension and expulsion.

Downer, Goble, Myers, and Pianta (2016) studied the relationship between teacher-child racial and ethnic match and teacher assessments of children in an extensively data set of 701 pre-kindergarten classes across eleven states. Their finding was consistent with previously discussed findings that suggest that White teachers are more likely than Black teachers to escalate their disciplinary responses (and therefore perhaps their severity appraisals of challenging behaviors) to Black children over time. Downer and colleagues hypothesized that perhaps Black teachers are better equipped to understand the needs of Black boys and that this understanding may lead to more culturally-aligned and effective early education pedagogy. Beasley et al. (2014), Bristol (2018), and Johns (2016) all agree that increasing the number of Black male teachers, specifically, will prove to be beneficial for Black boys.

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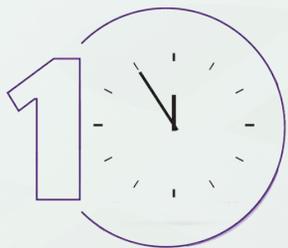
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Teacher Financial Care: Pre- and Post-Retirement



Retirement is proving to be a bumpy road for most Americans. However, teachers are struggling to turn their dream retirement into reality. From modest salaries to lifelong student loans and elusive pensions — the list of hurdles is seemingly endless. Fortunately, with the right planning, it's still possible to have a smooth transition from work life to retirement. For this article, we have divided the advice and strategies into two sections based on where you stand in your career now.

PRE-RETIREMENT PLANNING



When Should You Start Saving?

Many teachers believe that retirement planning is something that can wait until they're near retirement. However, as many of them learn the hard

way, postponing retirement planning is not a good idea.

One of the most effective ways to ensure a smooth retirement is to start saving early. Even a small amount can add up to a considerable sum over the decades. For example, let's say Sean and Jennifer are teachers who just started saving \$100 per month at the age of 25 and 35, respectively. Let's also consider that they're both putting their money in a savings scheme with a 5% annual compound rate of return.

Even though both of them are saving the same amount each month, by the time they're 60, Sean will have saved up \$162,000, whereas Jennifer will only have \$89,000 — the difference made by an extra ten years of saving can prove life-changing.

Therefore, the sooner you start saving for retirement, the smoother your experience will be.



How Much Will You Need?

Once you're ready to start saving, the next thing you need to figure out is how much you'll need in retirement. For instance, someone who plans on traveling a lot will probably need more than someone with a home base. Apart from your lifestyle choices, you also need to account for any pending student loans, mortgage payments, and other recurring expenses. Lastly, you have to consider healthcare costs as well.



How Much Will Come from Your Pension?

The next thing you need to figure out is the amount you'll receive in pension. Unfortunately, this isn't something we can help you with, as rules and resources entitled to teachers vary from state to state. As a rule of thumb, you should only look at your own state's retirement system website and never take advice from another state system. Furthermore, even though social security protects countless Americans, as many as 1.2 million (about 40 percent) of teachers are left uncovered.



Where Should You Put Your Savings?

You should start by checking with your school district if they offer a 403(b). If you're lucky, your school district may

even offer to match your monthly contributions as well. As a teacher, a 403(b) is your best bet for saving up to \$19,500 per year.

Apart from the 403(b), you can also use an IRA for saving with tax advantages.

POST-RETIREMENT PLANNING

Your retirement planning shouldn't stop at the date of retirement. With the right post-retirement plan, you can ease the burden of savings today and enjoy a more fulfilling retirement tomorrow. For starters, you should consider working part-time to ease your financial burden. From lacking enough savings to yearning a productive job — there are many reasons you might want to continue working beyond retirement. The good news, however, is there are many remote and even freelance positions available that let you work on your own terms, and the number of such jobs is rising rapidly. You can even go for a complete career shift towards something you enjoy, as many people are successfully doing each year.

Furthermore, you can also invest your savings into profitable investment vehicles with the help of a qualified financial planner.

The Bottom Line

Even though more and more teachers are failing to realize their dream of retirement, it's still possible for you to retire peacefully by following the advice outlined in this article.

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Let's Save Our Children from **SUICIDE**

The Growing and Alarming Rates of Suicide Among Teens and Young Adults

Teen suicide is defined as when a teen causes his or her own death on purpose. Before trying to take their own life, a teen may have thoughts of wanting to die. This is called suicidal ideation. Suicides are on the increase among young Americans of all races. According to new federal data (Centers for Disease Control and Prevention, 2020), this increase is a national trend that is grim and contributes to lower life expectancy. The rate of U.S. adolescents and young adults dying from suicide has reached its highest level in nearly two decades. While suicide was the tenth most common cause of death among Americans in 2017, it was the second leading cause of death among young Americans aged 15-24 (CDC, 2017). According to the CDC, 2019, no race or ethnic group has been spared in this rising trend. However, a recent study published in the Journal of American Academy of Pediatrics (2019) suggested that African American boys and girls are more likely than their peers in other racial and ethnic groups to report suicide attempts. Among Black youth, suicide attempts increased by 73 percent. This drastic jump is overwhelming because suicide attempts are the biggest risk factor linked to death by suicide (CDC, 2017). That revelation has mental health clinicians working to turn those numbers around, and prevent further tragedy. Boys are four times more likely to die from suicide than girls and

tend to use more lethal means. Girls are more likely to try to commit suicide than boys. Guns are used in more than half of all youth suicides.

The American Psychological Association reports a continued urgent need for more research to identify evidence-based ways to prevent suicide and assist those who are struggling with thoughts of suicide. A study conducted by the Journal of American Academy of Pediatrics (2019) posits that nationally representative data from 1991 to 2017 reflects findings of great concern regarding U.S. high schoolers' engagement in suicidal behaviors. One finding reveals that over that span of time, 1 in 5 teens are thinking about suicide (18.8%), and >1 in 10 has a suicide plan (14.7%). Despite the increase attention to campaigns to reduce youth suicide in the United States over the last decade, continued concern and attention is needed to reduce these numbers.

There are many factors that increase the risk of suicide among teens including a psychological disorder, especially depression, bipolar disorder, and alcohol and drug use. (In fact, about 95% of people who die by suicide have a psychological disorder.) (CDC, 2019). Teen years are a stressful time bringing about major changes. These changes may include body changes, thoughts and feelings. Overwhelming feelings of stress, confusion, doubt and fear may



interfere with a teen's ability to problem solve and decision-making skills and having the pressure to succeed. For some teens normal developmental changes can become stressful when dealing with other life changing events such as: changes in the family structure, such as death, divorce, siblings moving out of home, or having to move to a new town or school. Changes in friendships, problems in school, bullying by peers, and other struggles can also attribute to this problem. A teen's risk for suicide varies with age, gender, culture and social influences.

Listed below are some other factors that put teens at an increased risk for suicide. These risk factors may change over time.

1. One or more mental or substance abuse problems
2. Impulsive behaviors
3. Family history of mental or substance abuse problems
4. Family history of suicide
5. Family violence, including physical, sexual, verbal or emotional abuse
6. Past attempts of suicide
7. Gun in the home
8. Imprisonment of self or family members
9. LGBTQ youth
10. Perfectionism
11. Academic struggles
12. Low self-esteem
13. Bullying by peers

What are the warning signs of teen suicide?

Many of the warning signs of suicide in teens are also symptoms of depression. They are:

1. Changes in sleeping and eating patterns
2. Loss of interest in normal activities, school and schoolwork
3. Withdrawal from friends and family members
4. Acting-out behaviors and running away
5. Alcohol and drug use
6. Changes in personal appearance

7. Risk-taking behaviors
8. Obsession with death and dying
9. Feelings of wanting to die
10. Physical complaints are often linked to emotional distress — stomach aches, headaches, and extreme tiredness (fatigue)

What can be done to save lives?

Teen threats of suicide are often a cry for help. Learning the warning signs of teen suicide can prevent an attempt. Keeping open communication with your teen and his or her friends gives you a chance to help when needed. Keep all medications and guns away from children and teens. Educate yourself on the signs and symptoms of depression and other mental or substance abuse problems. Support your teen and listen without undue criticism, keeping communication open. Encourage and educate your teen on what steps to take if his peers or friends present with signs of suicide. Let your teen know to always take their friend's behavior and talk of suicide seriously. Encourage your teen and their friends to tell a trusted adult of their concerns. These trusted adults may include professional guidance counselors, school social workers, school psychologists, teachers, coaches, parents and or clergy. They can get the help that is needed to prevent suicide attempts and completed suicides.

Let us, as educators, make a commitment to turn these alarming suicide rates around. If you or someone you know has talked about contemplating suicide or is seriously depressed, call the National Suicide Prevention Lifeline at 1-800-Suicide or 1-800-237-Talk (8255). Remember, suicide is 100% preventable. It is a permanent solution to a usually temporary problem.

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A Different Math Mindset for Student Success!



Visualize “Math” as the interesting subject you never thought it could be. Over the years, math has earned a bad reputation among the modern-day student. For many students, doing math is not something that comes intuitively or automatically. It takes plenty of effort. Survey reports even suggest that 37% of the students aged 13-17 found math to be their most difficult subject (Curtain-Phillips, 2017).

After a recent conversation with an eighth-grade student about math, he made a point that really resounded with me. He had homework problems that he did not understand how to solve. The math teacher had given several examples in class. But the homework problems were somewhat different. The student explained, “It’s like all of my math knowledge could be represented by separate chains, and each of my chains had a broken link”. The student continued to explain how he is very attentive during whole group instruction; however, it usually seems as though a part was skipped which causes him confusion and frustration. “Everyone has the answer written down, and I don’t know how it got from what I understood last to that final answer.”

This student had determined that his method of understanding math meant that he was not a good math student. It is important for educators to communicate to students, in a positive way, that their

understanding of concepts, processes and reasoning within math is not necessarily an indication they are “not” good at math. Try to reverse their concept of “not good in math” to — they have the critical thinking skills required to become an outstanding math student?

Are Teachers Approaching Math Instruction Incorrectly?

According to research done by Mangels Lab of Cognitive Neuroscience of Memory and Attention at Baruch College at the City University of New York, substantial math anxiety, which impedes math performance, stems from math being taught in a stressful and high-pressure atmosphere where students do not believe they can be successful.

When this occurs, educators and parents need to develop strategies to calm and refocus the student. What if the real problem is the way we are teaching math? It is like teaching students to navigate from one point to another by showing them one random set of directions or by inserting one starting point and destination in Google Maps and then going over each of the subsequent turns. This creates links in a long chain of math knowledge; students must remember each step or link in order to successfully navigate the math problem. This also will result in a student connection of new math information to previously learned information.

What Should it Look Like and How Should It Work?

This method is most effective when teachers become facilitators. Present the class with the problem, then in small groups or as a whole class, students will describe what they have observed. The teacher will encapsulate and list these observations while asking questions and providing information leading students into problem-solving. While working with their partner, students should brainstorm methods to obtain a solution. The teacher can summarize and list each method with the group and lead the class toward deciding which method was most effective.

What is the Advantage of Teaching Math Like This?

1. **Students' critical thinking skills are enhanced causing them to become engaged.** Students discuss what they notice, explain their thinking, and are actively involved in finding solutions to the problem.



2. **It builds confidence.** Students see they can solve problems on their own and with a partner. When students can take an active role in their learning, they build confidence and are less dependent on the teacher to be the provider of solutions.



3. **Students learn a growth mindset.** When students are able to look at math as a performance subject rather than a subject where learning is emphasized, they are more likely to “not”



fear math. When the focus is shifted from a correct or incorrect answer to an accent on mathematical thinking, it helps students to understand that their math ability can grow.

4. **It leads to improved math performance.** When students see math as a set of ideas, this allows them to build and discover, giving no reason to fear math, and their performance in math will improve. Speed and time pressure inhibits memory and prevents students from demonstrating what they know.



Remember as an educator you have the power to change the way your students inhale and exhale “Math”!

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Gamma Psi Chapter*



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Let's Get Physical

My eleven-year-old grandson was asked what sport he likes playing. His awww (sad face) inspiring answer was, "I don't do anything that requires movement."

Unfortunately, this is the case for far too many pre-teens.

The Center for Parenting Education states: "It's estimated that [children] and teens between the ages of 8 to 18 spend about 44.5 hours each week in front of digital screens."

The only time children move is during recess or physical education classes. Another sad statistic is that elementary schools are doing away with recess, so children will no longer get any form of movement and social interaction. Many pre-teens are sedentary and on the verge of obesity. The culprit? Technology.

According to Amy Morin, "Whether you keep the TV on all the time or the whole family sits around staring at their smart phones, too much screen time could be harmful. Here's what some of the research says; some of the harmful effects are obesity, sleep problems, behavior problems, educational problems, and violence."

My grandson would have his phone or Kindle in hand from the moment he wakes up until he goes to sleep. Notice I did not say goes to bed; he takes them to bed with him, as do most children when given the opportunity.

Do we blame technology? That would be an emphatic, no! Parents, yes! Additionally, Amy Morin suggests that parents establish family rules for electronics. Tech titans, Steve Jobs and Bill

Gates, limited the time that their own children were allowed to use technology! We have to get back to the days when children ran outside or rode bikes and skates, or, played jacks and hopscotch. Children need to play to grow and develop. They need interaction with others to learn how to communicate their thoughts, ideas, and dreams. There is a place for computer games, but children need the touch and feel of physical games. Children need to play games to encourage community, camaraderie, and competitive spirit. They need games, like dominoes, cards, and board games, to learn to follow the rules and learn order. Games teach children how to keep score and how to win or lose gracefully! We need to go back to the days when a kid could not sit and read books only on their phones and tablets.

When I tell my grandson to read a book, he reaches for his phone! Old school folks like me feel that engaging with a good book requires you to hold a book in your hand. My grandchildren would prefer to "ask Google" than research any word or topic. We need to instill that there are multiple sources for getting information, and Google is only one of them. Let's get our children off their duffs and up moving.

I'm not suggesting that our little digital natives need to get rid of their technical gadgets and toys. My grandson loves to code! We encourage this creative passion of his. Technology is vital, but there needs to be a limit. According to the Office of Educational Technology, "Let's get children to turn off their screens and pick up books, magazines, games, toys, balls, anything that challenges them physically and mentally!"

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But First, Self-Care

“*Should the cabin lose pressure, oxygen masks will drop from the overhead area. Please place the mask over your own mouth and nose before assisting others...*”

This is the message flight attendants share before commercial airline flights take off. Taking care of yourself before helping others applies to educators as well. The job of educators is not only to provide effective instruction that increases students' academic achievement, but it is also to be a social worker, entertainer, therapist, grocer, coach, and a host of other roles.

Educators are experiencing stress attempting to meet all the expectations thrust upon them. Researchers at the University of Missouri found that 93% of elementary teachers in their study reported feeling high levels of stress. Their follow-up study with middle school teachers shows similar findings. The researchers found high teacher stress correlates with lower student grades and student behavior issues. A University of Utah survey identified emotional exhaustion, stress, and burnout as reasons that teachers change schools or leave the profession altogether. Stress can take a physical toll on the body as well. The common cold, weight gain, slower healing, sleep dysfunction, heart disease, depression, stomach ulcers, and back pain are all associated with stress. Educator stress is a vital issue that must be tackled by districts, school leaders, and, most importantly, teachers themselves to ensure teaching is a sustainable career and to ensure teacher well-being.

Magazines, the internet, and social media are replete with articles, memes, and videos extolling the value of self-care. Psych Central defines self-care as "any activity that we do deliberately in order to take care of our mental, emotional, and physical health." Self-care improves our mood and reduces stress; it can also strengthen our relationships with others. Self-care is something that refuels us.

Dr. Portia Jackson-Preston divides self-care into six categories: physical, psychological, emotional,

spiritual, relational, and professional. Here are some self-care activities that may lower your stress levels:

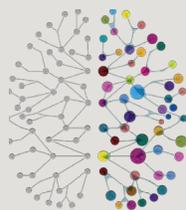


Physical

Getting active at least 10 minutes a day through cardio, strength training, or stretching can lead to improved health outcomes. Talking a brisk walk with students and incorporating learning can help carve out time to meet this goal.

Psychological

Many people find journaling helpful. Districts often have an Employee Assistant Program (EAP) benefit that can help with the psychological aspects of self-care. Additionally,



insurance typically covers mental health services, and online counseling makes therapy more accessible than ever.

Emotional



Schools across the nation are teaching students and staff alike about emotional self-care through mindfulness and meditation training. If a school is not participating, investigate how you can garner support for mindfulness activities. Spotify and YouTube have anti-anxiety playlists that can improve your mental state.

Spiritual



Connecting to a faith community and spending time in nature support the spiritual aspect of self-care. People are spending more time indoors than ever at the expense of being directly connected with the planet; time in nature can reduce stress, depression, and anxiety.

Coupling walking with time and nature can improve your mood.



Relational

Educators often sacrifice time with supportive friends and family due to work-related tasks.

Find ways to include them in work activities, and when you are away from work, focus on being in the moment with them and disconnect from work.



Professional

Educators must ask for the support they need in their classrooms and set boundaries.

Teachers may need to say no to coaching a sport or being the advisor for a new student club. It may mean not working on school-related tasks on Sundays.

Self-care is not about giving educators more items to add to their to-do list. If you can do only one of the suggested activities, it still can have a dramatic impact on your stress level. Your career longevity and even health depend on making sure you put your oxygen mask on first!

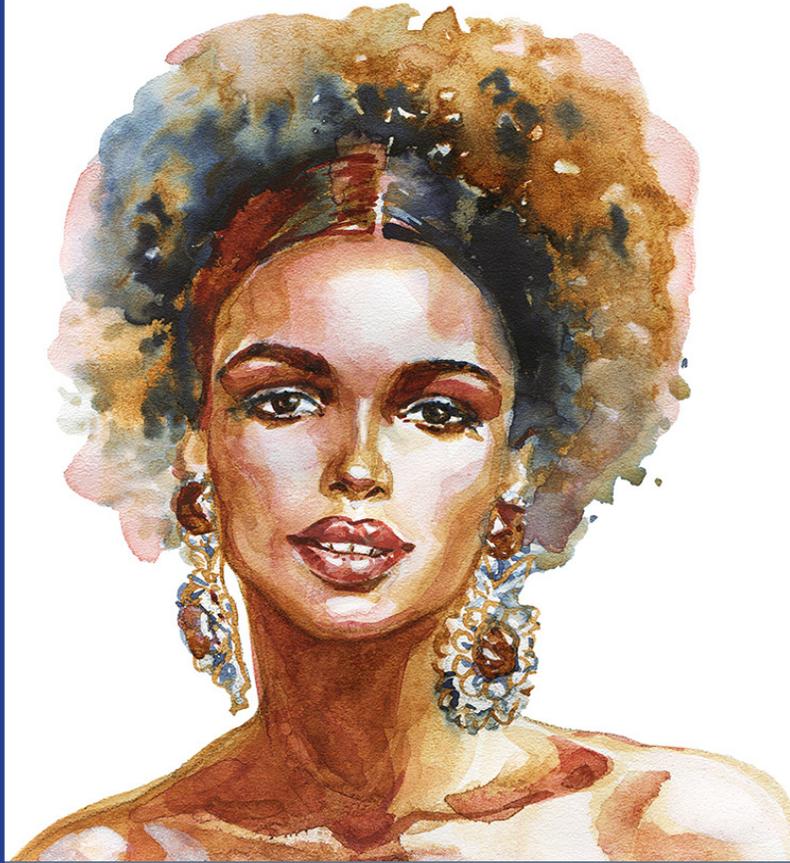
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In My Mind



In my mind I see myself as a Queen,
This body is the temple of a spiritual being.
In my mind I see myself as a Boss,
I can get the job done no matter the cost.

In my mind I see myself as Diva,
I shun the very presence of evil.
No negativity, envy, jealousy or strife around me,
I can be free in my mind, body, and soul as I stand
bold to help my friends to see
that they too can be the key to a world of
endless possibilities
All of this is in my mind you see.

Yalaunda Taylor
Beta Alpha Chapter
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AROMA THERAPY

Mind Body Soul

Even though the term “aromatherapy” didn’t appear until the early 1900’s, the concept has been around for thousands of years. Little is known about the history of aromatherapy or the origin, but Egyptians are credited with developing one of the first distillation machines to extract oils from plants. The cinnamon clove, and cedar wood were used to embalm the dead. (www.aromatherapy.com/history). The oils are a way of stimulating parts of the brain to help you relax, focus or improve your mood. (www.mitherearthliving.com)

The Greek physician, Dioscorides, wrote books on the healing properties of essential oils. Oil can also relieve labor pains, reduce the side effects of chemotherapy, and promotes sleep. *Aromatherapy; Exploring Olfaction*. By Cynthia Deng. Yale Scientific (Nov. 16, 2011)

Aroma Therapy is phenomenal and can be used in many ways and places. Think of your home. After a long hard day at work, when you get to your sanctuary, what is “that smell,” that aroma that makes you go “ahh...”. Then you take off your shoes, sit in your favorite chair, or on your favorite section of the couch, light that candle, or set up your diffuser and just relax.

Maybe you can remember Thanksgiving or Christmas at your Grandma’s house, when you walked in her door, and smelled a specific aroma

that made you smile, and you knew you were safe at Grandma’s house. Different people have different smells that make them happy. Perhaps for you it is the smell of a newborn baby, freshly mowed grass, a cedar chest, or a field of lavender. Each can bring a smile or a warm memory, and you feel relaxed, and peaceful. This setting presents a form of aromatherapy, peaceful, quiet, and relaxing.

Imagine being able to obtain that same peaceful and calm response in your classroom. Let’s analyze what aroma therapy is professionally. According to Healthline, aromatherapy is a holistic healing that uses natural plant extracts to promote health and well-being. It is used to improve the health of the body, mind and spirit.

There are times in your classroom where the smallest changes can make the biggest impact. As educators and professionals, we work hard at staying current with the most recent teaching techniques and data in education with the use of Professional Development, Educational Webinars, Blogging, Conferences, Shadowing Master Teachers, and the professional networking we share with one another. Staying current is important, but occasionally, we need to step back and look at a few of the simple teaching techniques that were tested and found to be tried and true. But somewhere along the line, we have developed all

the technological aspects of teaching and one of the old ways has been set aside and partially forgotten. Aromatherapy can be used in the 21st century as a “teaching trend”. It is a way of connecting students to learn in a “new way”. Students learn more effectively when they are relaxed. The mind can now become a sponge, absorbing new information and retaining new thoughts presented by the instructor. The mind and body are now working together.

Practical classroom application — This can help your classroom exist in a learning environment conducive to learning. If used on a regular basis, students will look forward to coming to your classroom, and that sense of calm relaxation begins as they anticipate coming to your room. According to Leanna Serras, (April 19, 2019) 8 Scents Scientifically proven to Increase Productivity. There are specific scents that can increase performance.

Lavender



Calms and improves the emotional state (best used after recess).

Lemon



Enhances mental and physical task performance (best used when taking tests or doing creative projects).

Jasmine



Eases anxiety, lightly sedates (best used in the nurses office or principal's office).

Rosemary



Improves memory and cognition (best used for memorizing images or numbers).

Cinnamon



Stimulates the brain and heightens attention (best used during study time or classroom discussions).

Orange



Decreases tension and increases tranquility (best used with a distressed student to ease worries).

Peppermint



Improves attention for long periods of time (best used for concentration or memorization tasks).

Citrus



Fights fatigue and depression (best used during a dreary winter day or an afternoon slump).

How can you add these aromas in your classroom? There are several ways, and you can choose what works best for you. A diffuser can be used, growing plants in a classroom, or even sprays. I have used aromatherapy in my classroom for many years as an elementary, middle and high school teacher. My current high school students look forward to my Hawaii orange-pineapple scents in spring and summer, and my peppermint and cinnamon scents in the fall and winter. This is truly a winning experience for the peace, creativity, and order of the students, and the longevity and calm of you, their teacher. Aroma Therapy — What's old is new again for the advancement of the mind, body, and soul.

Remember aromatherapy as you go through your daily teaching as well as when you end the day and go home for your “ME” time.

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reNEWING Body MIND *Heart and* SOUL



One of the most prolific teachings I've experienced in the education realm that deals with body, mind, and soul comes from *The Leader in Me*, a school-wide transformation model, based on Stephen Covey's *The 7 Habits of Highly Effective People* (2004). Of the seven habits taught in the model, habit number seven, *Sharpen the Saw*, focuses solely on daily self-renewal. The process is called "Daily Private Victory" (Covey, 2004, p. 296). It paints a picture for us of how the four dimensions of a person are the body, mind, heart, and spirit, and that each of these aspects need continuous renewal to remain in balance. According to Covey (2004), each of the dimensions is connected so if one of these dimensions is neglected in any way, it will negatively impact the other three. Likewise, if each dimension is nourished, then all four dimensions will flourish.

What I love about the *Leader in Me* Model is that it is designed to be taught to children and adults alike. With the mandates of high stakes testing and teacher accountability, teaching mind,

body, heart, and spirit concepts tend to fall by the wayside. Educators seemingly put more focus on the mind of a child since it's the part that is being measured, tested, and scored. However, no child shows up at school without a body, a heart, and a soul. Neither do teachers, administrators, or any other staff members show up without all four dimensions. It's who we are. So, it should stand to reason that we need to give equal attention to all parts of us in order to be whole.

The *Leader in Me* offers resources that can easily be incorporated into everyday lessons without it becoming something extra for teachers to do. Although the program itself is not a free program, there are many valuable free resources on the internet in places such as YouTube and Pinterest.

Stephen Covey says that Habit 7 is "preserving and enhancing the greatest asset you have – you" (Covey, 2004, p. 288). He likens it to the parable of the goose with the golden egg. You must nourish that goose. It's how you become effective. So how does one go about renewing mind, body, heart, and soul?

Renewing the body includes factors such as eating healthy, exercising, drinking plenty of water, and getting plenty of rest. Reading good books and learning new skills help keep the mind sharp. Spending time with loved ones and repairing broken relationships are great for the heart. The soul can be refreshed by listening to uplifting music, journaling, meditating, and praying.

This list is not exhaustive. These are only a few suggestions in which to renew body, mind, heart, and soul. There are numerous means of renewing each dimension depending on personal preferences. My favorite way to win my daily private victory is to hydrate upon waking each morning by downing a bottle of water, reading my devotional, listening to an inspirational message on YouTube by speakers such as Les Brown, John C. Maxwell, Bishop TD Jakes, or Inky Johnson, and getting some form of exercise. I don't always execute perfectly, but I am a work in progress. I can tell the difference in my day when I start my day off with daily renewal.

Given the high demands of life today, it is so easy to lose focus on renewing all four dimensions; but we must remember that if any one of the dimensions is not renewed, we get out of balance or alignment, and all four dimensions will suffer. A scenario that may help you visualize this concept more thoroughly is what happens with your car when the four tires are not balanced. If the tires are not balanced it causes unpleasant driving experiences in a variety of ways, including unwanted vibrations when driving at higher speeds. Something similar happens to us when our lives are not balanced. When life gets busy at unprecedented paces, we find ourselves being shifted out of alignment, and we begin to experience stressors and unwanted and sometimes uncontrolled emotions that can lead to even more unpleasant experiences that can

render us ineffective. It happens not only in adults, but in children as well. Taking care of our whole being doesn't just happen. We must intentionally plan to renew these areas daily. It doesn't have to take a long time, but it is vitally necessary even when life is busy and hectic. Sean Covey, son of Stephen Covey, tells a story in one of his videos about waking up later than usual one morning and not having time to renew his four dimensions. Suddenly, he heard his late father's voice in his head telling him that he would never get too busy to stop and get gas for his car if it was very low on gas. If you ran out of gas, you'd never make it to your destination. You as a person are so much more valuable than your vehicle. Take good care of yourself and model for your children how to take care of themselves. Proverbs 27:17 (New International Version) says "As iron sharpens iron, so one person sharpens another." When we've spent time sharpening our own saws, we're in a much better position to help sharpen someone else.

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THE CHARGING STATION

“

I have
come to
believe that
caring for
myself is
not self-
indulgent.
Caring for
myself is
an act of
survival.

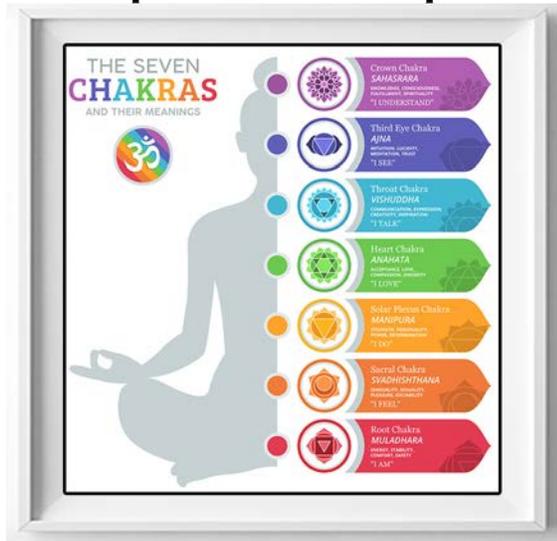
”

The students call my office, “The Charging Station.” I thought they called it that because I noticed mostly they would come in and immediately take out their chargers and begin refueling their much needed cellular lifelines with valuable electricity to stay connected to Instagram, Snap Chat, TikTok and whatever other social media platform they use these days.

Some start conversations, but quickly assess when I’m in the middle of working on a serious project, so they grab a book off my private library shelf, filled with Toni Morrison, Octavia Butler, Angela Davis, or special collections of Black Sci-Fi and poetry. Some will do homework using their plugged-in cell phones, laptops, or tablets. However, for the most part, they just sit. They quietly inhale and exhale until either I finish what I’m doing and open up the space for conversation or they leave for their next class.

This has been going on for about a year without me ever stopping to notice just what they were doing. It turns out that my office is where they come to “re-charge” themselves. I found this out from a young lady who came in my office, not to talk, study or read, but to cry, release, and purge whatever it was that she had going on that day (I never found out what it was). But, she came to my door, peeked in, and asked “can you make space for me?” This is a term I teach them when my attention is needed





other than just us sitting quietly. I responded, “yes,” and she said, “I don’t need you to like literally make space, like talk or whatever ... I just need your energy, and to do that thing you do that helps us.”

I turned toward the door; not quite understanding exactly what she meant. But I was curious, one of the young men that I mentor, came in my office last semester, quietly closed my door, sat down, and began crying. I whispered with my back to him, if I could turn around and look at him, since the way my desk is positioned, if I am typing on the computer, my back is to the student unless I swivel my chair around. I’ve developed this practice because sometimes the students, especially the young men, do not feel comfortable with face to face especially when they are talking about sensitive issues. He responded, “No, I’m good. I just need this energy right now.” And so I continued working on whatever it was I was working on at the time while simultaneously sending into the universe (what some might call prayer) healing energy to this young man, who left my office so much better off than when he came in.

Two weeks into this semester, students started coming into my office, filled with anxiety and stress which were related to unpaid balances, schedule changes, graduation challenges, student life versus work-life needs. However, they didn’t want to talk, just sit. So, when this young woman came in my office, I asked her how could I help her and what made her come to me? While still crying, she pointed to my wall hangings and a converted bookshelf that I have created to resemble a sanctuary garden of sorts.

I’d been so busy in my new position in leading my organization as president and having a new semester schedule that I hadn’t been mindful of how I had intentionally decorated my office at the beginning of the Fall semester. One wall hanging has a quote by Audre Lorde embroidered with the words, I have come to believe that caring for my self is not self-indulgent. Caring for myself is an act of survival. The other hanging is a rug in the colors of the chakras with a label that tells what each color heals. Below that hanging is my own little Zen garden, with an orchid plant, bamboo tree, and various essential oils that I use in an electric diffuser and three candles labeled Love, Hope, and Dreams. The chakra hanging and Zen garden is what the students face when they are sitting down.

Unbeknownst to me, the talk is, if you have anxiety or anything else that is not a physical ailment but more emotional, go to DC’s Office (short for Dr. Carter). Look on the wall and wherever you’re hurting, look for the color, and it will tell you how your emotional self shows up or impacts areas of the body.

Then she followed up by saying, “They say, even if DC is typing on her computer or working silently, she sends energy for you to feel better, without even saying a word. That’s why no matter how

NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

bad you feel when you go in there, you always feel better when you leave. Plus, her office is not cluttered with a lot of papers, you can actually breathe in there.” As she looks at another wall, tears stream down her face. I still say nothing. And in about two minutes, she starts noticeably inhaling and exhaling.

On that wall is a poster I made entitled “The 10 Minute Mental Toughness Time Out.” It navigates students through breathing techniques and visualization exercises that help to reduce stress and anxiety. On the final wall, there is just a saying a poet colleague and friend of mine wrote as a Facebook post, “Breathe. The Ancestors Survived Worse, and They Carry Us Now. Fear Not.”

We continued to sit in silence while she finished the ten-minute process. She then got up and said, “I think I’m good now, thank you.” Before she left, I asked what I always ask my students who come in like she had, “Do I need to refer you to the counselor?” She said, “No, I just forget sometimes to take care of me. I just needed to be reminded like you always say during class, to schedule me time in my day like I schedule meals, homework, and practice.”

With the suicide rate amongst African American and college students skyrocketing, not just me, but our campus is quietly working to add holistic approaches across departments and divisions for our students. From our Honor’s Academy, creating a food pantry, the Social Science Department, creating a hygiene pantry, the Psychology Club starting Monday Meditations, and creating hashtag awareness campaigns to promote on social media #MakeHealingDopeAgain, I too have found a way to reach students, and now even staff and faculty come just to sit and breathe. In doing so, I know I have helped and supported students with their

mental and emotional wellness in navigating young adulthood, all while teaching valuable skills for coping and perseverance. In some cases, I have called the counselor immediately. In those cases, I can imagine the outcome had the student not come to my office first, where someone could spot the signs of depression.

There are times that I have to close my door to “re-charge.” I can hear students coming to my door, knowing that I’m in there. However, because my door is always open and they respect when it’s closed and that I too need to take time for self-care, they wait. And it never fails whenever I reopen the door, there will be at least four students waiting. Some will come and plug in their cell phones, lie on the floor, and start doing homework. Others will trade old books for a new book to read. Yet some will sit and appear to be aimlessly staring at four walls. But we all know, when the door is open, so is DC’s Charging Station.

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HOW TEACHERS OF FAITH ARE PROMOTING SOCIO-EMOTIONAL LEARNING



in Alabama's Black Belt 21st Century Classroom

How can we ensure that students in high poverty schools are maximally equipped with the necessary skills to become productive citizens in today's world? Despite their external circumstances, students from impoverished communities deserve equitable opportunities to live out their full potential (Gorski, 2013). There is no doubt that educating students from high poverty backgrounds requires expertise beyond the traditional education training acquired at higher institutions (Palacios-Barrios & Hanson, 2019). As teachers of faith in a high poverty school setting in Alabama's Black Belt, we have found that socio-emotional learning strategies are most effective. These strategies seem to maximize our impact on the student's well-being and on their achievement (Wyness & Lang, 2016). By prioritizing relationships

over test scores, we strive to connect with students' intrinsic desires to succeed as we provide intentional space to primarily reach our students' hearts over their minds (Goleman & Senge, 2014).

Mindset Matters

On the first day of school, Teacher Veronica establishes the belief with her class that they will function as a family and that they are responsible for taking care of one another. To build on this premise, she creates a psychologically safe and nurturing environment where students feel free to make mistakes. As community issues frequently trickle into the school, she works hard to reassure students that her classroom will be a safe haven. For instance, her students engage in "Mindset Matters Checks" on every Friday. During these "family check-ins," the students receive a

framework to reflect on their choices which results in the students determining whether they have demonstrated characteristics of a fixed or growth mindset throughout the week. Then, the students must outline steps for improvement during the next week. Simultaneously, Teacher Veronica monitors the students' conversations, reads their written responses, and provides verbal feedback. Teacher Veronica believes that attaching a growth mindset to teaching and learning does more than enable students to grow and become deeper learners, but it develops a sense of resilience that is essential for productivity in this competitive society (Marzono, 2011).

The Science of Laughter

Teacher Sharonoa believes a strong teacher-student relationship is one of the most powerful tools. She contends that when students believe you care about them, they are more likely to perform well in your classroom. It is important for her to take an active role in connecting with each student to show them that she cares and that she is fully committed to their success. As a teacher, she strongly suggests that teachers should maintain a professional distance from their students; however, she finds that making small talk before and after class or even cracking a joke or two during the lesson helps break down defensive barriers that students often form. Some educators would argue that Education is a serious business, but one does not have to portray a serious demeanor for true efficacy. Therefore, Teacher Sharonoa strongly believes that learning science should be fun and exciting. Over the past 22 years, she has excelled at creating an engaging classroom. At a minimum of three times a week, her students engage in a hands-on activity such as a puzzle, riddle, dissection or an escape room game. Yet, every class meeting Mrs. Moss makes certain that she and her students laugh and enjoy the presence of one another.

Teaching His

As teachers of faith in a public school, we are well aware of the restrictions in place to share our faith. However, we hold a personal conviction that "it is no longer we who live but Christ who lives in us." (Galatians 2:20). While we may not be able to quote or discuss scriptures in the workplace, we uphold a Christian duty to demonstrate their mandates through our words and deeds daily. We, teachers of faith, can be all that is needed to reach our students through love, patience, kindness, grace and mercy because the power of God is at work on the inside of us to perform His good works on the Earth (Ephesians 2:10). Our relationship together has truly been a spring of support for encouragement, prayer, and fasting. Through this spiritual bond, we demonstrate love. For Christ compels us to seek and to save every lost student that may find themselves disconnected and to ascertain they feel welcomed and included among a loving family (Luke 19:10). Before we are anything or anyone else, we are Christ's ambassadors. Thus, our validation and our wealth in this profession is not reflected in our paycheck or in our evaluations, but it is rooted in our relationships with God, with His Word and with His children.

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Trauma of a NATURAL DISASTER

A natural disaster is an event by the natural forces of the earth where great damage and, sometimes, loss of life occurs. Natural disasters can take many forms, ranging from earthquakes and tsunamis, to floods, volcanic eruptions, mudslides, wildfires, and hurricanes. Some natural hazards can occur because of forces outside our control. For example, the movement of Earth's crustal plates triggers earthquakes and tsunamis. Variation in solar radiation entering the atmosphere and oceans triggers storms in the summertime and blizzards in the winter. The effects of experiencing and surviving a Hurricane is something I have experienced firsthand. Meet a survivor of Hurricane Harvey August 2017. Feel My Story!

Trauma of a Hurricane

Water begins to rise in your house to over a foot high. As water rises, fear and panic sets in. You don't know what to do. There is no time to pack anything. All you can do is gather your family and try to find a way out of the frightening rising water. You are blessed when your neighbor, who has a truck, takes your family to an empty parking lot that is not flooded. The US Coast Guard Helicopter landed in the parking lot, and we were safely taken to a "safe area" where the Red Cross was set up. After two nights in a hotel, we are then given the choice of moving to safe areas in neighboring states.

We did not decide immediately. Our minds were filled with thought . . . What do we do? After a week, blessings again appear from sorority sisters and friends who traveled us through back roads to make it back to our home to check out the devastation. Our home was destroyed and deemed nonlivable. More blessings for the next nine months as another sorority sister allowed my family to stay with her. This experience of disaster and uncertainty is very unsettling and severe depression can set in. Physically you might be fine but mentally, you just must dig deep to try and hold it together. With God's grace and faithful friends, we came through the trauma of the unexpected.

After a Disaster

Mind, Body, and Soul must now work together to get through the after effects. One must now be strong mentally, physically, and spiritually to deal with the government and all the red tape to get back to a normal family routine. One must now deal with FEMA (Federal Emergency Management Agency) which helps you get qualified for PREPS (Partial Repair and Essentials Power for Sheltering Program). As the process is put into place you must now wait for the government and insurances to do their part. This means living in your house with gaping holes in the floors and walls and partial sheetrock, a mini refrigerator, a two-burner stove

and two window unit air-conditioners which were provided but still deemed non livable. Contractors who were hired did not finish the job and took half the money for their service. Contractors stole materials and again we are experiencing another disaster. "Don't Give Up." As the struggle goes on, our son, who lost his home in the hurricane, was murdered in one of the hotels he was staying in. "Don't Give Up!"

Take Aways From A Disaster

- Inhale and Exhale as you remain strong and take it day by day
- Stay strong in your faith
- Stick to a daily routine; an idle mind will set you up for depression
- As an educator, continue to serve your students; they can provide you with a rewarding and fulfilling day
- Allow friends and co-workers to be there for you; positive support and energy from others is vital to the mind and soul
- Friends and social media provided support that is not even asked for but can prove to be quite supportive
- Know your resources such as counseling services, mental health services, American Red Cross, community programs, social worker
- Make sure all services you solicit are reputable; Do the investigative work before you engage with anyone for their services
- Don't be in a hurry; take your time to get re-established

Rely on your faith as your Mind, Body, and Soul work together!

*Germaine Eddy
Zeta Beta Chapter
Port Arthur, TX*



**Dedicated to
the National
Sorority of
Phi Delta
Kappa, Inc.**



My Sister has my back!
She will never let anyone attack me!
She is my sister — my sister — you see!
When I am not my very best, she will take me aside!
She will walk with me and talk with me
She would never embarrass me, because she knows that I have pride
My sister — my sister — my sister has my back
My sister walks in a room and she sees my face
She sees my needs and helps me to speed my pace
She is exactly what God has called her to be
She is a real sister to me
My sister — my sister — my sister has my back!
My sister knows without a try
What makes me laugh and what makes me cry
She will never let anyone attack me!
She will stop anyone in their tracks that dare to harm me
My sister — my sister — my sister has my back
Her prayers and petitions never cease
Her uplifting words are my relief
My sista, my sista, my sista!
Our sisterhood is pure as we walk through this world very sure
That's my sista
My sista
My true "sista" has my back!

*Dr. Nicole M. Stephens
Pi Chapter
Trenton, NJ*





Eastern Region



Samyia Copelin
Beta Chapter

Southeast Region



Gisselle Ninoska Rosales
Alpha Delta Chapter



Aboubacar Barie
Alpha Epsilon Chapter

Midwest Region



Desiree Taylor
Beta Mu Chapter

Southwest Region



Madison Victoria Smith
Delta Beta Chapter



DeVonte'Marvin-Keith Martin
Zeta Beta Chapter

Far West Region



Eyuche Obiageli Okorie
Beta Nu Chapter



Christopher C. Jones
Beta Phi Chapter

Kappa Omicron TAU



Morgan Longmire
Southeast Region
Gamma Theta Chapter



Jada A. Barfield
Southwest Region
Gamma Nu Chapter

Doctoral



Adrienne Clotman
Midwest Region
Alphi Xi Chapter



Shannon Johnson
Southwest Region
Gamma Nu Chapter

CHAPTERS

Eastern Region

Alpha	Jersey City, NJ
Beta	Washington, DC
Gamma	Baltimore, MD
Epsilon	Charleston, WV
Zeta	Philadelphia, PA
Eta	Camden, NJ
Theta	Brooklyn, NY
Iota	Atlantic City, NJ
Xi	Chester, PA
Pi	Trenton, NJ
Rho	Wilmington, DE
Alpha Zeta	Richmond, VA
Alpha Lambda	Norfolk, VA
Alpha Mu	Annapolis, MD
Alpha Pi	Dover, DE
Alpha Tau	Roanoke, VA
Alpha Chi	Portsmouth, VA
Beta Epsilon	New York, NY
Beta Zeta	Durham, NC
Beta Lambda	Winston-Salem, NC
Beta Omicron	Jamaica, NY
Beta Tau	Salisbury, MD
Gamma Mu	Virginia Beach, VA
Delta Gamma	Virginia Beach, VA
Delta Lambda	Egg Harbor Twsp., NJ
Delta Nu	Bergen County, NJ
Delta Pi	Hillside, NJ
Delta Phi	North Haven, CT
Epsilon Alpha	Somerset, NJ
Epsilon Eta	New Bern, NC
Epsilon Sigma	Gastonia, NC
Epsilon Upsilon	Greensboro, NC
Epsilon Chi	Spring Valley, NY

Southeast Region

Nu	Birmingham, AL
Upsilon	Tuskegee, AL
Psi	Mobile, AL
Alpha Beta	Nashville, TN
Alpha Gamma	Jacksonville, FL
Alpha Delta	Miami, FL
Alpha Epsilon	Atlanta, GA

Alpha Theta	New Orleans, LA
Alpha Omicron	Tampa, FL
Alpha Phi	Pensacola, FL
Beta Beta	Montgomery, AL
Beta Eta	Memphis, TN
Beta Kappa	West Palm Beach, FL
Beta Xi	Orlando, FL
Beta Sigma	Lakeland, FL
Beta Pi	Chattanooga, TN
Gamma Gamma	Panama City, FL
Gamma Eta	St. Augustine, FL
Gamma Theta	Brewton, AL
Gamma Omicron	Miami, FL
Gamma Psi	Jackson, TN
Delta Delta	Jacksonville, FL
Delta Zeta	Waycross, GA
Delta Iota	Olustee, FL
Delta Mu	Memphis, TN
Epsilon Mu	Bainbridge, GA
Epsilon Tau	Stone Mountain, GA
Epsilon Psi	Jackson, MS
Zeta Delta	Selma, AL

Midwest Region

Mu	Chicago, IL
Sigma	Cincinnati, OH
Tau	Indianapolis, IN
Chi	Detroit, MI
Alpha Alpha	Kansas City, MO
Alpha Eta	Evansville, IN
Alpha Nu	St. Louis, MO
Alpha Xi	Cleveland, OH
Beta Gamma	Toledo, OH
Beta Delta	Dayton, OH
Beta Iota	Akron, OH
Beta Mu	Gary, IN
Beta Chi	Milwaukee, WI
Gamma Alpha	Columbus, OH
Gamma Beta	Kansas City, KS
Gamma Delta	Flint, MI
Gamma Kappa	Saginaw, MI
Gamma Rho	Shaker Heights, OH
Epsilon Xi	Forest Park, OH
Zeta Gamma	Maywood, IL

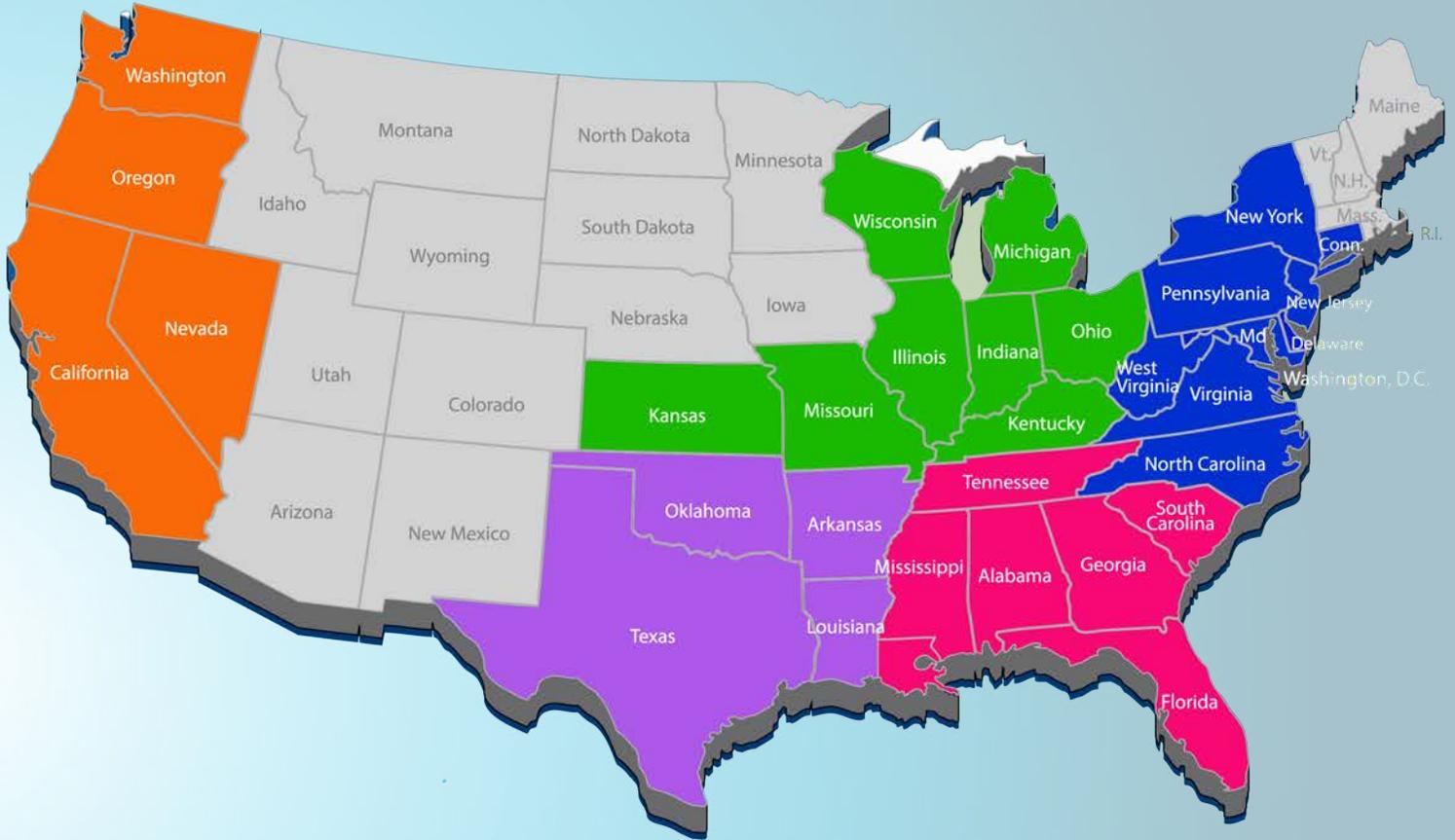
Southwest Region

Alpha Kappa	Tulsa, OK
Alpha Rho	Dallas, TX
Alpha Sigma	Fort Worth, TX
Beta Alpha	Shreveport, LA
Beta Rho	Texarkana, TX
Gamma Epsilon	Oklahoma City, OK
Gamma Nu	Little Rock, AR
Gamma Tau	San Antonio, TX
Gamma Upsilon	Waco, TX
Delta Beta	Austin, TX
Delta Epsilon	Dallas, TX
Delta Omicron	Muskogee, OK
Delta Chi	Houston, TX
Epsilon Beta	Tyler, TX
Epsilon Gamma	Plano, TX
Epsilon Delta	Lawton, OK
Epsilon Epsilon	Edmond, OK
Epsilon Theta	Beaumont, TX
Epsilon Zeta	Ennis, TX
Epsilon Iota	Galveston, TX
Epsilon Lambda	Orange, TX
Epsilon Pi	Arlington, TX
Epsilon Rho	Minden, LA
Zeta Alpha	Mesquite, TX
Zeta Beta	Port Arthur, TX

Far West Region

Beta Theta	Los Angeles, CA
Beta Nu	San Francisco, CA
Beta Phi	Compton, CA
Gamma Lambda	Pasadena, CA
Gamma Xi	El Cerrito, CA
Gamma Sigma	Las Vegas, NV
Delta Kappa	Inglewood, CA
Delta Xi	Long Beach/Carson, CA
Delta Rho	San Bernardino, CA
Delta Upsilon	San Diego, CA
Epsilon Nu	Moreno Valley, CA
Epsilon Omicron	Spokane, WA

REGIONAL LOCATIONS



REGIONAL DIRECTORS

Eastern Region

Dr. Patsy Squire
Regional Director

Southeast Region

Rose Anderson
Regional Director

Midwest Region

Tiffany Pritchett
Regional Director

Southwest Region

Anita O'Neal
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Far West Region

Dr. Elcendia Nord
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