



AP ©Solver6 Stewardship Activation Framework

The goal of the ©AP Solver6 activation framework is to provide a TOOL that connects your mentor leadership with your student's stewardship passion, enacting real world participation for PEOPLE & PLANET. We believe that when children and youth are SUPPORTED & CONNECTED through TOOLS & HELPERS, they can change the world. *Please be mindful to assist them in creating age appropriate participation opportunities as your students grow into their stewardship responsibilities. Thank you!!!

The ©Solver6 framework blends SEL principles with real world community and activation opportunities, allowing K-12 teachers to coordinate, create and activate impactful, real world learning in and out of their classrooms. This framework collaborates with the elementary program: ©KIND IDEAS 5 Day Kick Off Experience & poster tools, assisting young leaders to understand & revisit the 5 R's, ©AP Centering Sequence and ©AP Problem Solving Sequence while activating solutions. The ©AP Solver6 Framework works as a powerful, supplemental layer within a district level 21st century, SEL infrastructure and is built to enable teacher collaboration between students, educators, their communities and organizational alliances. We highly recommend the exploration and integration of all subjects as you utilize the ©Solver6 framework to build your project & service-based learning activation experiences.

We recommend layering the framework with other available high-level tools and resources, especially the Committee for Children's ©Mind Yeti centering e-tool for elementary level students and the ©HeadSpace app for middle and high school students. We suggest making your ©Solver6 projects global, with the Kind Foundation's ©Empatico Tool, linking teachers & classrooms to other classrooms around the world! *We note in our framework where these tools can be most effective, but you'll know where they can have impact as you get into your program!

PLEASE FIND WITHIN THE FRAMEWORK: the AP Stewardship Activation 5 R's and 6 Focus Challenges List

©AP Solver6's SIX STEPS utilize the science of *HOW we learn* to inspire life skills & stewardship, allowing students to PARTICIPATE, ACTIVATE & REGENERATE a BETTER world for PEOPLE & PLANET, while they *grow into* their stewardship responsibilities.

1. WE CENTER.

Through this step, you will introduce your students to a TOOL that they can use in their project, education & life. Often, when children & youth are introduced to real world challenges, as they seek to

participate in solutions, they become overwhelmed with the magnitude of very real crisis, requiring coping & centering tools while they seek the helpers, who are always present, to participate in solutions with them. We offer our centering sequence for K-12 educators and recommend (K-5) ©Mind Yeti & (6-12) ©HeadSpace as classroom tools that compliment. Offer these tools to your students to use anytime they feel scared, overwhelmed, distracted, frustrated, or other to bring them back to center so they can make responsible choices as stewards for a better world.

©AP Centering Practice Sequence

STOP. When I am bored, frustrated, overwhelmed, angry or other, I can STOP to refocus. Students stop what they are doing and sit or stand in a comfortable position.

CENTER. I can listen to my body, thoughts and feelings, without judgement or action, then calmly come back to CENTER. Facilitator demonstrates & prompts students to NOTICE how their body, thoughts & emotions feel in the moment. Ask students not to try to solve anything, just notice, and put their focus on their deep, in and out breathing.

BREATHE. I can breathe to calm my thoughts and feelings and make responsible choices. Facilitator guides students to focus on the up and down motion of their belly when they breathe in through their nose, then out through their mouth. Facilitator guides careful focus only on the breath's up and down belly motion, refocusing if the mind begins to drift to other thoughts. This sequence continues for 1-5 minutes.

2. WE'RE INSPIRED.

Through this step, you will introduce your students to a world challenge(s), seek the root cause through reading, research and information and explore sustainable solution opportunities, while offering life skills building opportunities. *Service learning* allows students to explore the **root of a problem**, so they are more able to develop projects that solve, **sustainably**. *Inspire* your K-12 student's passions by introducing them to *climate, water, pollution, wildlife, food and/or land challenges*. These 6 topics hold the opportunity to impact the health and sustainability of everything living on our planet, and currently, all are threatened or hold the cause of the threat. Utilize & introduce your students to the 5 Environmental R's as an impact tool to discuss the different topics, possible solutions for global challenges and how these challenges impact the lives of all living organism, driving solutions toward sustainable opportunities that regenerate.

For young, K-5 solvers, in this step, we suggest partnering age appropriate books & video tools about the environmental topic of choice with life skill *trait & topic* definitions & discussions that can be helpful & inspiring for classroom opportunities while you build toward a project.

Video tools and expert websites are excellent resources for all ages. We suggest the 1% For The Planet Organization websites and National Geographic, offering up to date, scientific information and, often learning tools, as well.

The challenge defined and studied in this section will be applied to the problem-solving sequence later.

AP STEWARDSHIP ACTIVATION 5 R's LIST:

(The order of the R's may need adjustment determined by the challenge they are applied to)

REDUCE: I can reduce what I buy and throw away

REUSE: I can find ways to reuse things, instead of creating waste.

REFUSE: I can refuse to buy things that pollute people, animal or planet.

RECYCLE: I can recycle responsibly by learning more about effective waste management

REGENERATE: I can make responsible choices that will help regenerate natural resources for tomorrow. Some natural resources are water, wildlife, soil & forests.

AP STEWARDSHIP ACTIVATION FOCUS LIST WITH 6 KEY ENVIRONMENTAL CHALLENGES:

Developing awareness and sustainable stewardship activation & participation opportunities for students in these categories is our goal for a better world!

FOOD (Regenerative Organic Agriculture & food system education is of particular interest)

CLIMATE

WATER

POLLUTION

WILDLIFE

LAND

3. WE EXPRESS.

In this step, you will develop related curriculum, activities and learning opportunities across art, science, technology and real world outdoor & out-of-classroom opportunities, helping build understanding for the challenge topic, root cause and solution opportunities. We recommend utilizing art, science, technology, real world research visits, school, city and community leadership visits, impact assemblies, expert consultations, scientific trials and experiments in and out of the classroom to help drive discovery and inspiration for the challenge/solution topic. Mentors can help prepare opportunities for their students to understand the chain of leadership that will enable their later action. We also recommend integrating *life skills building* opportunities that include: *self-management, self-awareness, social awareness, responsible decision making and relationship skills*. **Be sure to use** age appropriate activity(s) & lesson(s). COLLABORATIVE learning opportunities for all ages is recommended in this section.

The Kind Foundation's ©Empatico tool can help make this discovery phase an impactful *global classroom* opportunity! *The AP Community Forum is a tool built to assist your ability to offer these impactful learning experiences for your students.

4. WE SOLVE.

Students will now be ready to develop their sustainable solution & ACTIVATE! Your students will have explored many different types of resources, impact opportunities & experiences and information to define a real-world challenge, it's root causes, possible solution opportunities and are now ready to build TOOLS and find HELPERS that can activate others. We offer the ©AP Problem Solving Sequence as a starting point and invite you to visit the ©APYS Activation Pages on the AddyPresLifeSTYLE website to see how the TOOLS & HELPERS developed in this section can activate communities!

©AP Problem Solving Sequence

Sustainable Projects **define a problem**, seek the **root cause(s)** explore possible **solutions**, consult **experts** and **create tools to activate** other community members and leadership. Our problem-solving sequence partnered with the other steps of the ©AP Solver6 will not only allow your students success in these tasks, but also build their character and life skills along the way. The end result of stepping through this sequence should produce tools that 1) Inform & Educate 2) Participate in Regenerative Solutions 3) Tackle a Root Cause(s) 4) Motivate Leadership and 5) Activate others

WITH BRAIN POWER I CAN:

STOP.LISTEN.BREATHE. Offer the centering practice to students as a TOOL to revisit as needed throughout their work, education & life. (see directive above).

DEFINE. What is the PROBLEM? What is the ROOT CAUSE(s)?

CONSIDER. *Without judgement or action, I consider how a problem probably makes people, planet and animals FEEL & consider solutions that solve root cause(s).* This is an opportunity to discuss & consider the impact of a problem, its root causes, possible solutions and how to make these solutions sustainable with a goal of regenerating or improving a situation, permanently. This is the time to THINK, *without action*, considering all the information and discovery that has been explored to examine the *possible* outcome, how to achieve it and what its impact will be for the living organisms affected.

Students can revisit the 5 R's, and how they might apply to possible, sustainable solutions that address their root problem(s). Students should look at cause/effect scenarios that apply possible solutions to their challenge.

Students should consider: *who* their helpers can be, why they need these helpers through previous discovery, the development of action items and tools, for example: a letter that prompts leadership to change a law or thanks them for their active participation, creates an awareness video, poster or technology tool or explores other ways to activate a *sustainable* solution for the challenge topic.

CHOOSE. *I can make responsible choices for me and others with TOOLS & HELPERS.* Students work to develop their plan of action, the tools they need (to develop or utilize) and the helpers who will assist their efforts to ACTIVATE others with sustainable solutions! Developing & defining a clear ACTION PLAN based on the problem and its root cause(s) from an example template (**visit AddyPresLifeSTYLE: APYS Activation Pages as examples**), will allow students to designate leaders, develop bullet point tasks, create tools and activate solutions for their community or school. Students can plan with lists (with most important tasks at top and progressively diminishing importance, revisiting regularly), consult experts, design and develop

tools like flyers, letter templates for others to use, scripts to meet with leadership or speak in front of groups they need to influence, create informative videos that define the challenge and present action items for others to participate in and/or develop outreach opportunities and social media campaigns that all lead to the desired sustainable solution(s).

WITH BODY POWER I CAN...

ACT. *Brain & Body power help me ACTIVATE sustainable solutions for PEOPLE & PLANET. It's ok if my first choice doesn't work, because my brain grows with each try! K-12 students should have a plan mapped, all their tools to ACTIVATE & make their community stewardship project sustainable!*

Simple Sequence Example:

STOP. LISTEN. BREATHE. Students use the centering strategy daily before beginning their project work.

DEFINE. *Waste management is a problem on our campus because there are no proper sorting bins for compost, recycle and waste. (the root cause is there is no proper sorting bins).*

CONSIDER. *Students consider where overflowing trashcans are going since there is no separation of compost and recycling. They also consider how their waste management has an impact on city waste management workers & how they feel having to sort more, the impact of overflowing landfills and the spillover into the ocean.*

CHOOSE. *Students work to develop tools and find helpers that will address the root cause of the problem, impacting all the other problems that are stemming from it. Students might develop a campus waste management system that includes fluctuating student & adult "sorting helpers" for lunch time and classroom sort & dispose duties, an approach to "leadership helpers" who can purchase the needed bins and communicate to the general public any additional support needed to enact the system. Perhaps students will explore creating a waste management tool that can REDUCE the waste being generated at school by informing their family communities to enact reduce or no waste lunches!*

ACT. *Students activate their TOOLS and HELPERS for a sustainable solution!*

5. **WE REFLECT.** After participating & activating a sustainable solution project, Adult Helpers should offer the opportunity for *reflection* of the project & participation; from start to impact. Adult Helpers should prompt stewards to recall the challenge, the research they participated in, the decision to participate in sustainable solutions, the management of tasks, the final impact that was achieved (whether effective or needing improved measure) and the valuable participation of each steward's contribution. Be sure to discuss and explore the challenges or hurdles that were presented as the stewards participated, if they were overcome or folded a concept, what was learned and what could be improved.
6. **WE CELEBRATE.** Whether your project has a class, school, community, state or national impact, adult HELPERS should offer the opportunity to **celebrate** all that was achieved! Mentors should assist facilitation of this important step with recognition, award, and/or other!

We offer the use of our AP Young Steward *Certificates of Award*, which can be downloaded free and distributed from the ©APYS Mentor Program & Free Toolset page, within the Helpers ToolBox section on the AddyPresLifeSTYLE website.