|  |
| --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Features of a Healthy Learning Environment

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  | 6 |  | 7 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 |  |  |  |
|  |  |  |  |  |  |  | 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 12 |  |  |  | 13 |  |  |  |  |  |  |  |  |  |  | 14 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 15 |  |  |  |  |  |  |  |  | 16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 17 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Across**  **2.** The brain is very adaptable and always changing/growing. At a young age the brain shows high levels of \_\_\_\_\_\_ which is important to teach our kids to increase self-efficacy and remember as teachers to not judge based on past behaviour or teacher’s opinion.  **4.** As teachers we should strive to keep our students in their \_\_\_\_\_ brain where they are aware of actions and ready to learn. Red brain will be damned students’ blue brain and lead to stress response. Less learning can occur, and stress behaviour can occur.  **9.** Both engagement and disengagement are reciprocal and \_\_\_\_\_\_ : Highly engaged (Disengagement) --> Increase (Less) student engagement --> Increased (decreased) attainment, enjoyment, belonging.  **13.** Teachers do not \_\_\_\_\_\_ mental illness but should know the signs to watch out for and who to reach out to for support.  **15.** Many different \_\_\_\_\_\_\_\_\_\_ can have an effect on a student’s readiness to learn and often times those that are affected by one determinant are affected by multiple. These are aspects of a child’s wellbeing we as teachers need to consider when creating a healthy learning environment.  **18.** \_\_\_\_\_\_ built between student and teacher, peers, themselves, and/or learning can determine their engagement and success with learning (both positive and negatively)  **19.** Regular \_\_\_\_\_\_\_ can help with building a healthy Learning environment by providing structure for students, can lower feelings of stress and uncertainty.  **21.** Reframe idea of misbehaviour when children act out to \_\_\_\_\_\_\_\_. | **Down**  **1.** Reframe, recognize, reduce the stress, reflect, and respond are the 5 steps to \_\_\_\_\_\_  **3.** Have students \_\_\_\_\_\_ and critique there learning, this teaches students to expand thinking, be able to explain reasoning and can indicate gaps. Focus on learning and work ethic rather than outcome. This teaches students persistence in their learning!  **5.** Teachers can provide \_\_\_\_\_\_\_\_ and support for students to help with stress levels.  **6.** \_\_\_\_\_ goals can help challenge our learning and goal setting in general can lead to focused learners as it provides the learning with purpose.  **7.** \_\_\_\_\_ is deliberate and bad where stress behaviour is due to overload and actions based on feeling need to protect or survive.  **8.** give you the chance to either strengthen or weaken a student’s relationship with education and you!  **10.** Students with mental illness should not be blamed and teachers must realize treatment is not linear or \_\_\_\_\_\_\_ for each student.  **11.** Building a Healthy learning environment should be \_\_\_\_\_\_\_ for all students, accommodate all backgrounds, consider outside environment and be adapted when needed.  **12.** Teaching kids about mental health literacy can help improve the \_\_\_\_\_ towards it  **14.** Teachers are the \_\_\_\_\_\_\_ workers with youth and should not take their responsibility lightly. It is important to build and maintain trust and respect within the classroom to create a positive environment for all to grow.  **16.** \_\_\_\_ involving feedback is fixed and focus on position in class. Consider feedback choice when creating a healthy learning environment that promotes growth.  **17.** \_\_\_\_ involving feedback provides feedback on how students can improve, what can be done differently and is ongoing.  **20.** It is important to remember there are \_\_\_\_\_domains of stress a child could be under: biological, emotional, cognitive, social, prosocial. All these can lead to blue brain being damned and red brain taking over. |

   Interactions       Stigma       Diagnose       coping mechanisms       Relationships       Self-Regulation       Inclusive       Routines       Front-line       Task       Ego       Justify       compounding       Social determinants of health       Stretch       Plasticly       Five       Stress behaviour       Misbehaviour       Blue       Identical