



# H200

ONE WATER SYSTEM. ONE JUST WORLD.

## OUR LEARNING MODEL

## VS. CONVENTIONAL SCHOOL SYSTEMS

Youth have vastly different experiences learning through H200's learning model vs. conventional school systems.

Here are a few differences worth highlighting:



### TOGETHERNESS

VS

### COMPETITION

We are all in this together mentality is fostered and project-based, collaboration with diverse youth is central to learning, shared-learning programming is created allowing each student to contribute their celebrated strengths and knowledge, and inclusive teamwork is foundational where successes include everyone. The collective effect and success of the whole advances humanity and, therefore, society.

Competition is normalized and encouraged through grading systems and incentives for youth to out-compete one another resulting in alienation, creating a false sense of better-than for "winners" and a lower self-esteem for "losers" with long-lasting negative effects, and developing amongst youth an each-person-for-themselves mentality. The "othering" effect and the sense of failure for many regresses humanity and society as a whole.

### WE

VS

### ME

Team-focused work where intentional collaborative skill-building is prioritized in the learning experience prepares youth to engage with others from vastly diverse backgrounds effectively. This skill is required in the real-world beyond academic experiences, and youth move into their careers with an understanding of and excitement in working with others to achieve a common goal.

Individual-focused work fails to allow students to develop skills to effectively collaborate and work with others resulting in youth entering careers without effective collaboration skills and lacking an understanding of the importance of working together to achieve the health of the whole. Humanity and society are impacted as "I" becomes the priority over "we" resulting in an expansive socio-economic divide worsening decade to decade.

## STUDENT HAPPINESS

Each student's emotional well-being is prioritized.

Programming is specifically designed to provide agency, a safe forum for authentic communication and processing of challenges and feelings, and a cultivation of each student feeling valued by the whole. H2OO's programming is youth-informed, as it receives feedback from all youth and evolves its programs accordingly. Youth have agency, and they thrive in programming that is created for and with them. Youth are H2OO's agenda.

VS

## SYSTEM CONTROL

A student's happiness is not factored into curricula nor methodologies, nor is it prioritized and often not even recognized as important nor discussed. Centralized system control is prioritized resulting in students who are disempowered with feelings of unhappiness, as they are unable to practically control their experiences in their most formative years – ages 5-21 – resulting in depression, anxiety and other mental health challenges. Humanity and society regresses as its population suffers with an increase in unhealthy and harmful relationships with self and others. Schools prioritize convention, convenience, control and ultimately its short-term economic agenda.

## STUDENT-CENTERED CURRICULA

Student-centered, real-world, project-based curricula with essential paradigm-shifting skills – critical thinking, creative thinking and problem solving – prioritized throughout and a focus on social innovation, exploration and experimentation addressing student-identified real-world challenges. Students are encouraged to ask questions and develop an understanding of perspective which varies person to person. The learning process holds great value as it stimulates retention of essential skills for life. Students move into the world navigating their respective careers and relationships through their ability to reason, problem solving, and understand the interconnectedness of all in this world. Students learn that each person's perspective is unique and has value.

VS

## TEST-CENTERED CURRICULA

Test-centered, standardized curricula valuing rote, memorized-based learning where youth are instructed to be passive receptors of institution-claimed "facts" without question resulting in devaluing the process of teaching and learning and youth fail to sufficiently develop critical thinking, creative thinking and problem solving skills nor do they understand methodologies to become self-directed and research-informed learners. Students learn that they are defined by an assigned number or letter grade. Humanity and society regresses as adults have not gained the skills to understand and solve complex interconnected concepts nor have they learned to value critical reasoning in addressing challenges.



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Heirs To Our Ocean