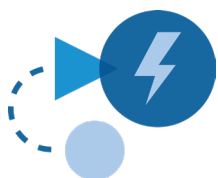




MESSAGING RECOMMENDATIONS: **Students**

These recommendations are intended for people communicating with 6th to 10th grade **students**, including teachers, instructional designers, district leaders, curriculum developers, content developers, and others who work to engage, motivate, and enable students to learn math.



ELEVATE STUDENT AGENCY: Messaging should elevate student agency and center students' emotions and experiences, which are critical to their math learning.

- Position students as active participants in their math learning with messages that feature peers who describe their own experiences learning math and how their choices have enabled them to be persistent when math gets difficult.
- Elevate near-peer student messengers (an older student close in age) with a range of experiences and feelings about math to help students relate more positively and quickly to the message.
- Messages about math learning should balance honesty with agency.



ACKNOWLEDGE REAL-WORLD CONTEXT: Empathize with students, teachers, and parents by acknowledging and naming the real-world challenges they face.

- Acknowledge the realities students face (e.g., sometimes help is unavailable, having a bad math teacher for one or more classes can interfere with math learning, COVID-19 learning interruptions, large class sizes, fear of embarrassment during adolescence, pacing and testing, issues outside the classroom, etc.).



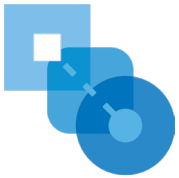
ACKNOWLEDGE EMOTIONS IN MATH LEARNING: Normalize the emotional nature of learning math and provide examples of how negative emotions can be reinterpreted.

- Acknowledge that mixed or negative emotions, like feeling frustrated, overwhelmed, or confused about learning math, are normal and shared by others.
- Reframe negative emotions as an indication of a need to seek help and not an indication of an inability to learn higher-level math.



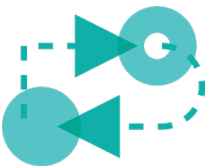
MAKE MATH RELEVANT: Deliver credible and motivational messaging on the relevance, value, and utility of higher-level math for students' lives, desired careers, and futures.

- Deliver credible messaging on higher-level math's relevance, value, and utility for students' lives and futures.
- Use different examples that resonate to different degrees with different young people.
- Alleviate heightened stress about learning math by pairing messaging about relevance with messages that show students where and how they can get help, support, and resources.



AFFIRM THE VALUE OF MISTAKES: Normalize making mistakes as an important and valuable part of learning, including learning math.

- Normalize making mistakes as an important and valuable part of learning.
- Affirm that making mistakes does not reflect on a student's overall capability or potential but rather indicates that you need more help or support.



ENCOURAGE HELP-SEEKING: Build student confidence to seek the help they need to learn math and equip parents and teachers with messaging that supports and encourages students to seek help.

- Take the stigma out of asking questions during math learning. Encourage students to recognize that asking questions is a valuable part of the learning process and that everyone has questions at some point.
- Share stories of students who demonstrate and model confidence and have the agency to ask questions in and out of the classroom.
- Expand students' perceptions of the places and people who can assist them with learning math.