

About our project

In Miami, FL we embedded messages about student agency, normalizing mistakes, seeking help, and reframing struggle into YPP's peer-led afterschool math program for up to 20 6th & 7th graders facilitated by 10 of their 8th grade peers, and enhanced by videos created by the 8th graders.

Top learnings about impact

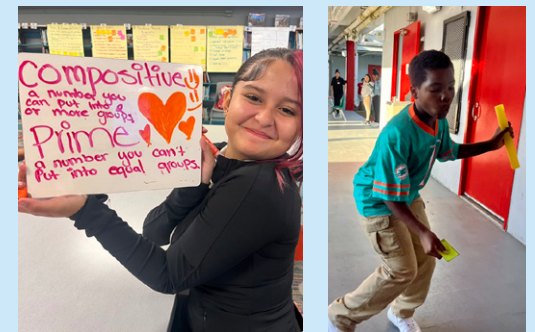


Combining near-peer teaching and key messaging elevated student agency and centered emotional experience as central to math learning. 8th grade leaders and 6th/7th grade students described YPP as a space that positively shifted their emotional relationships with math, giving more autonomy and control over what was taught and how. This helped normalize discussions about the value of making mistakes, struggling in math, and asking for help. Key to our findings is that near-peers make excellent messengers!

"But when you actually ask (the 8th graders) for help they will be like, 'Oh, you need help. I can help you right now. I don't have nothing to do.' They help you understand the answer correctly, and you tell them, 'Thank you for helping me. You're a good teacher, and I like you.'" - Gabriel

"The eighth graders try their hardest to make sure we know everything. And they try, they try their hardest to teach us." - Trevor

The group discussions about the 8th graders' math narrative videos validated the 8th graders, helping them focus and organize themselves to create the learning environment they wanted. After the videos 6th/7th graders adopted a mantra: "Humans make mistakes!"



Left: Heydy, a Math Literacy Worker, prepares for a composite / prime number competition. Right: 7th grader Michael dominates a YPP Flagway relay race.



Sample Math Narrative Messages from 8th Grade Math Literacy Workers in Miami Dade. Password = mnp



Slide show of Math Literacy Worker (MLW) training and program outreach at Brownsville Middle School in Miami, Florida. Password = mnp

Top learnings about process



- Sharing the videos was pivotal. For the pre-survey, students responded with answers they expected us to want to hear. However, when we discussed the videos, they were more open and honest.
- Via debriefs, researchers' conversations, and focus groups students articulated how they experience the messaging recommendations in YPP but not in school and teachers discussed the value in adopting peer-led learning to support messaging recommendations in the classroom.