Building Student Resilience Toolkit

BUILDING RESILIENCE
IN THE FACE OF ADVERSITY

MODULE 1

National Center on Safe Supportive Learning Environments

Safe Supportive Learning
Engagement | Safety | Environment

How to Use This Guide

The training modules in the *Building Student Resilience* toolkit were initially designed to be delivered in a live, face-to-face setting, reflective of the time period in which the toolkit was originally created. Since then, major world events, including the COVID-19 pandemic, have changed the training landscape in educational settings. Much of the professional development now being delivered is conducted virtually, utilizing online technology. These realities make the content of this toolkit all the more relevant: If ever there was a time when students need adults in their lives who are keenly aware of how to nurture resilience, *this is it!*

This *Trainer's Guide* presents instructions to facilitate content delivery in a live, face-to-face setting. When necessary, guidance is also provided for adapting the content to virtual settings. We hope these adaptations expand the usefulness of the *Building Student Resilience* toolkit and support your ability to deliver the content in either setting.

Context Realities

The examples, stories, and scenarios described in this training speak to a standard educational setting. If your school is working in a hybrid model or is completely virtual, then participants may find awkward some of these examples. Feel free to replace examples with ones that are more appropriate for the context of your setting. Changing the setting of the examples should not interfere with the ability of participants to achieve the objectives of the training.

Activities

This module includes a significant number of interactive activities that are designed to keep participants engaged in a face-to-face training setting. When converting this content for virtual use, try to keep participants engaged about every 5 minutes. Find opportunities to *increase* the frequency of interactions by using polls, question-and-answer segments, etc.

To help with this engagement in a virtual setting, we have highlighted alternative methods to deliver specific activities virtually. The alternative methods are indicated by the following icon:

Use your own good judgment and creative license when determining which alternatives best meet your needs and the needs of participants.

Note

Some of the activities in this module call for advance planning, for example, preparing materials on a whiteboard or flipchart or placing participants in working groups. Before the training event, plan for such activities to help ensure smooth execution throughout the training.

Delivery Platforms

A variety of delivery platforms support virtual training. Your school or district may already have a contract for such services. However, if you're looking to explore options for an online training platform, be sure to examine several providers before making a final decision. Focus on the options that best meet your needs and the needs of participants. Some providers offer discounts to education-focused customers. Here are some commonly used providers (in alphabetical order):

- Adobe Connect
- ClickMeeting
- Demio
- GetResponse

- GoToMeeting or GoToWebinar, by LogMeIn
- JetWebinar
- Livestream

- WebEx
- WebinarNinja
- Webinars OnAir
- Zoom

Supportive Apps

Once you have your learning platform in place, you may want to consider some valuable "add-on" apps to make the learning environment more engaging and interactive for participants. The following list offers, in alphabetical order, a sampling of available apps:

- Google Jamboard: Provides whiteboard-/sticky-note-type activities to add to your presentations.
- Kahoot: Offers easy-to-use polling features, like multiple choice question.
- Loomie: Allows users to make an interactive 3D avatar that they can use if they prefer not to have their face onscreen.
- MURAL: Gives whiteboard-like functionality to participants.
- Poll Everywhere: Offers nine polling functions with a variety of ways to engage participants.

Getting Started

Module 1 should take 45 minutes to present.

This module describes resilience as an adaptive response that proceeds naturally throughout development for everyone and that can be strengthened by persons experiencing severe stress and trauma. Upon completing this module, participants will be able to

- Explain the definition of resilience,
- Differentiate between stress that is necessary for growth and stress that is toxic and damaging,
- Acknowledge the effects of trauma, and
- Articulate four factors that promote student resilience.

Advance Preparation

1. Review the module in advance, and practice the suggested narration while presenting the corresponding PowerPoint slides.

2. As you plan the training event, determine whether you'll ask participants to complete both the pre-event *and* post-event self-assessments or just the post-event self-assessment. We encourage you to use both self-assessments to gather information about the impact of the training event. **If you choose to use the Pre-Event Self-Assessment,** follow the instructions presented at the end of **Slide 2** in the trainer's outline. Make sure you have enough copies of **Optional Handout A: Pre-Event Self-Assessment** to distribute to participants. The **Post-Event Self-Assessment** is included as **Handout 6.**

3. Make sure you have enough copies of all handouts for each participant, including yourself. Consider making copies on paper of varied colors to create a more interesting presentation and to help participants locate specific handouts during the training.

4. Obtain enough pencils or pens and index cards for every participant to have one of each.

5. Obtain a whiteboard or a flip chart and paper (referred to in the narrative as "board") and the necessary markers.

Onsite

1. Set up equipment for showing the PowerPoint slides.

2. In preparation for Activity 1, on the board:

   - Create a three-column table titled, "Resilience." Label the columns "In the classroom," "In other parts of the school," and "Off campus."

   - Create a two-column table titled, "Stress Effects." Label the columns "Consequences to Self" and "Consequences to Others." Think of a time you acted on your stress in some way and be ready to admit it. Be prepared to enter it into the appropriate column during the training.

3. Make sure the welcome slide is being projected as participants enter the room.

4. Check the room for adequate seating, comfortable temperature and noise level, and pleasant lighting.

Note

Throughout this *Trainer's Guide,* numbers in parenthesis in the left column—for example, "(Citation 1)"—refer to the reference(s) for that content. All references are provided at the end of this guide.

Building Resilience in the Face of Stress

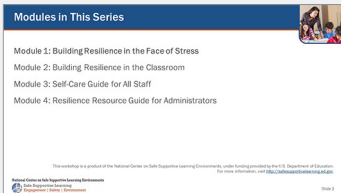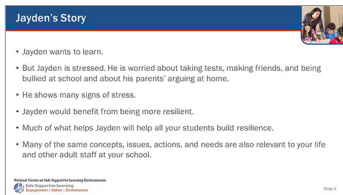| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 1: Welcome to Module 1 1. **Welcome participants and introduce yourself.** [Optional Activity—to be used at the trainer's discretion.] **Optional Handout A: Pre-Event Self-Assessment**	 Distribute **Optional Handout A: Pre-Event Self-Assessment.** Indicate that a similar form will be provided to participants at the end of the training and that their feedback will help you get a sense of the value of the training for participants. Ask participants to take a few moments to read the questions and provide their best self-assessment. Instruct participants how you prefer to collect the completed forms. Collect the **Pre-Event Self-Assessment.**
SLIDE 2: Modules in This Series *Use the chat function and open audio lines.*	This module is the first in a series of four that educators can use to build resilience in their students. The first two modules are designed for educators who work with students in the classroom. The third module consists of a self-study guide for self-care, which is appropriate for all education staff. The fourth module is a resource guide for administrators. This module takes about 45 minutes to complete. Does anyone have any questions before we start? *(pause for responses)*

Slides/Handouts/Activities/Steps	Narrative and Prompts
2. Distribute **Handout 1: Assess Your Knowledge.**	Before we get started on the content for today's session, let's take a few minutes to consider what you may already know. Quickly respond to the eight questions in **Handout 1.** Put your answers in the column or row titled, "Before session." We'll return to the handout at the end, so you can assess what you've learned and name a few strategies you plan to apply in your classroom.
3. Check the time.	Please take 5 minutes to finish this exercise.
4. Call time.	Time's up. Set the handout aside, and we'll begin.
SLIDE 3: Jayden's Story 5. **Tell participants that you're going to read them a brief story about a student named Jayden, who could be any student.**	Jayden comes to school to learn, but something is in the way. That something is stress. The stress comes from many places. At school, Jayden is under a lot of pressure to do well on tests, and he is concerned about making friends. Jayden is also upset about a bully who hangs around the table where he eats lunch. At home, Jayden's parents argue a lot. Because of this stress, he is not doing well in school. Some of Jayden's teachers notice that he is withdrawn in class and avoids eye contact with peers. He sometimes gets in arguments with other students at lunch or in between classes. Jayden's grades have dropped, and he sometimes comes late to class, looking as if he's not had enough sleep.

As educators, we can help Jayden. We can help him become more resilient. That way, when something bad happens— like a fight at home, a poor grade on a test, or a shove in the cafeteria—he can bounce back.

We can help students like Jayden become more resilient in a variety of ways.
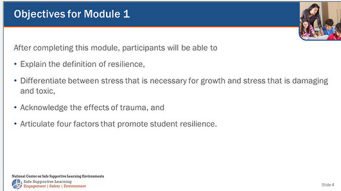
Interestingly, much of what you can do to help Jayden will help to build resilience in all your students. And many of the same concepts, issues, actions, and needs are also relevant to your life and that of the other adult staff at your school. |

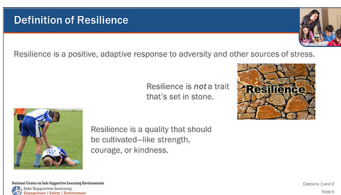| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 4: Objectives for Module 1 *[slide image: Objectives for Module 1]* 6. Read the objectives aloud.	By the end of this training module, you'll be able to ▪ Explain the definition of resilience, ▪ Differentiate between stress that is necessary for growth and stress that is damaging and toxic, ▪ Acknowledge the effects of trauma, and ▪ Articulate four factors that promote student resilience.
7. Conduct **Activity 1: What Does Resilience Look Like?** Brainstorm examples of resilience using the chart paper that you prepared in advance. Enter comments in the appropriate column on the board. *Use the chat function, shared board, or make word cloud and/or open audio lines.*	Let's start by throwing out some ideas about student resilience. What does resilience look like ▪ In the classroom; in other parts of the school, such as on the bus, in the cafeteria, or at the playground; and ▪ Off campus?
SLIDE 5: Definition of Resilience *(Animated)* *[slide image: Definition of Resilience]* (Citation 1) 8. *Animated Slide:* Where you see "(click)" in the narration, activate the animation by clicking the mouse or pressing "Enter" on the keyboard.	Resilience is a positive, adaptive response to adversity and other sources of stress. How does this definition align with what you have described? *(discuss)* This definition implies several things about resilience. *(click)* Most importantly, resilience isn't a trait that's set in stone. Resilience is a quality that should be cultivated—like strength, courage, or kindness.

Slides/Handouts/Activities/Steps	Narrative and Prompts
9. Ask the question and make sure the discussion includes the ideas shown in parentheses.	So, if a person wants to develop resilience, what does the definition say about adversity and stress? Examples of points to emphasize: ■ (Adversity and stress are not necessarily bad or harmful.) ■ (Manageable adversity and stress are essential to developing resilience.) ■ (Learning to cope with challenges is critical to healthy child development.)
(Citation 2)	With support and practice, students will develop the adaptive skills they'll need to cope with life's obstacles and hardships, both physically and mentally.
10. Display on the board the two-column table titled, "Stress Effects." *Insert blank slide with two columns for recording responses via Google doc or the board; receive ideas via the chat function and/or open audio lines.*	Everybody feels stressed out sometimes. Imagine a day in which catastrophes build on one another until, finally, you just can't keep it together. How might you react or respond?
11. In one column, make an entry describing your behavior.	I'll go first. I'm not proud of my behavior, but once I . . . .
12. Encourage participants to admit their own less-than-stellar reactions to feeling stressed. Enter their responses in the appropriate columns in the table.	What are some of the ways in which you've revealed your stress?
13. On reaching a lull, change the color of the marker you're using, and change the focus to students.	Suppose one of your students is feeling intensely stressed. What sorts of behaviors have you encountered?

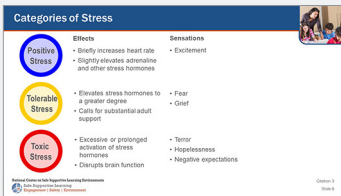| Slides/Handouts/Activities/Steps	Narrative and Prompts
14. Enter the suggestions in the appropriate columns in the table.	
15. Discuss the lists, and emphasize the points shown in parentheses.	What do these lists tell you? Examples of points to emphasize: ■ (People of all ages sometimes take out their stress on themselves and others.) ■ (Some stress behaviors are similar for adults and students, for example, crabbiness, yelling, impatience, inattention, nail biting, and insomnia.) ■ (Other stress behaviors differ between adults and students. For example, small children may cling, and others may whine, while adults may undergo a change in libido or alcohol consumption.)
SLIDE 6: Categories of Stress *(Animated)* **16.** *Animated Slide:* Activate the animation where prompted by "(click)." (Citation 3)	Stressed out students can be hard to teach and can make it hard for other students to learn. However, everyone actually needs a little bit of stress. Stress creates the pressure to develop adaptive skills, like problem solving, emotional regulation, relationship building, planning, dealing with other people's anger, hearing criticism, and more. Only by dealing with discomfort does anyone develop coping skills and learn to deal with adversity—that is, develop resilience. But stress comes in several forms. *(click)* Consider the excitement you get when throwing a party or your nervousness when getting a flu shot. Your heart beats a little faster, and you feel a little rush of adrenalin. You get over the nervousness quickly. This is a form of positive stress. For students, positive stress can motivate them to meet new people or study for a test. *(click)*
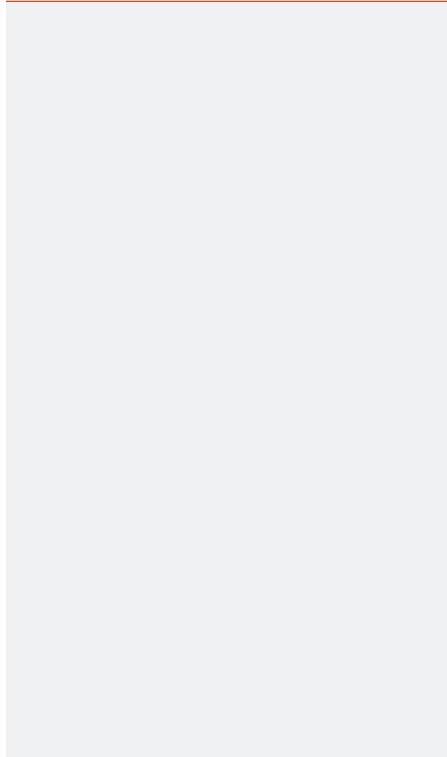
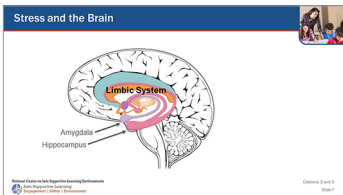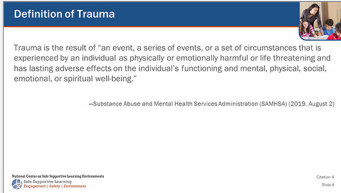| Slides/Handouts/Activities/Steps	Narrative and Prompts
	Intense grief or fear activates stress hormones to a greater degree than that experienced during positive stress. Students can still bounce back from very serious adversity—like a death in the family, a devastating storm, or trauma related to a pandemic or community violence—when supportive relationships with adults help them learn to cope. Adult support buffers the pain, limits the threat, and renders the stress *tolerable.* The support can also help to prevent the onset of toxic stress.
	(click)
	Toxic stress develops when the body's stress response system is aroused to such an excessive or prolonged degree that it disrupts brain function. Toxic stress is associated with persistent terror, hopelessness, and negative expectations.
	When toxic stress reaches the point where a person's brain pumps out stress hormones in ordinary circumstances, that person is likely to be affected by trauma. In fact, the same activities that provoke positive stress in many persons can create toxic stress in persons affected by trauma.
SLIDE 7: Stress and the Brain *(Animated)* Stress and the Brain Limbic System Amygdala Hippocampus 17. *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citations 2 and 3)	By mediating emotion, memory, and behavior, the limbic system is the area of the brain dedicated to emotion (Hippocampus) that interferes with the area dedicated to memory (Amygdala).
	(click)
	When a person experiences intense stress, the area dedicated to emotion interferes with the area dedicated to memory.
	(click)
	Thus, symptoms of trauma include fragmented memories that are out of sequence and charged with fear.
	Persistent toxic stress can permanently damage the brain, especially in the growing brains of children.

SLIDE 8: Definition of Trauma

Definition of Trauma

Trauma is the result of "an event, a series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

—Substance Abuse and Mental Health Services Administration (SAMHSA) (2019, August 2)

(Citation 4)

18. *Encourage participants to respond to this question . . .*

Insert blank slide for recording responses via Google doc or the board; receive ideas via the chat function and/or open audio lines.
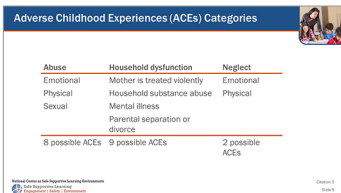
The Substance Abuse and Mental Health Services Administration defines trauma as the result of an event, a series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

What kinds of events or situations might result in a student being affected by trauma?

(pause for responses)

SLIDE 9: Adverse Childhood Experiences (ACEs) Categories

Adverse Childhood Experiences (ACEs) Categories

Abuse	Household dysfunction	Neglect
Emotional	Mother is treated violently	Emotional
Physical	Household substance abuse	Physical
Sexual	Mental illness	
	Parental separation or divorce	
8 possible ACEs	9 possible ACEs	2 possible ACEs

(Citation 5)

Probably the most famous study on this issue began in 1995 when Vincent Felitti began to look at why people dropped out of a weight-loss program at Kaiser Permanente. He learned that a majority of the dropouts were sexually abused during childhood. Felitti speculated there might be a link between adverse experiences during childhood and higher risk for early death.
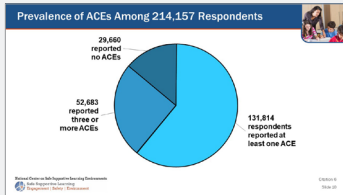
And he was right. Felitti's survey included 17 types of adverse childhood experiences, or ACEs, across three categories of abuse and four categories of household dysfunction. ACEs were later included across two categories of neglect. He found that the more ACEs a person reported, the greater the incidence of risky behavior, chronic health conditions, and low life potential—all of which are associated with poor academic achievement and not graduating from high school.

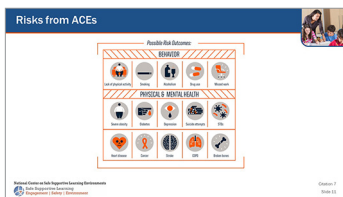| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 10: Prevalence of ACEs Among 214,157 Respondents *(Animated)* **19.** *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citation 6)	In 2018, an article in JAMA Pediatrics evaluated ACE data for 214,157 adults nationwide who responded to the annual Behavioral Risk Factor Surveillance System survey. People just like you and me. *(click)* Nearly 62% of participants in the study reported experiencing at least one ACE. *(click)* And almost 25% reported experiencing three or more ACEs. *(click)* Which leaves a relatively small percentage of participants reporting no ACEs.
SLIDE 11: Risks from ACEs (Citation 7)	For people who haven't effectively addressed their own toxic stress, ACEs raise a person's risk for a variety of behaviors and conditions. These risk outcomes are also possible among people who aren't treated for toxic stress, and these outcomes are the reason why more than half of us need to work actively on our own resilience.
SLIDE 12: National Stressful Events Survey (Citation 8)	Childhood abuse and neglect are common sources of sustained, unmanageable, and intense adverse experiences. But, did you notice that the ACE survey focuses on family problems and excludes natural disasters, war, or mass shootings—all of which are also known to affect many students? This table shows data from the National Stressful Events Survey of 2,953 adults, which used the *Diagnostic and Statistical Manual of Mental Disorders* to identify potentially traumatic events. These events could include disasters like extreme weather and fire, as well as community violence and pandemics. Comparing the sample size to the number of reported events in this second study on stressful events, it's clear that many people experience trauma from multiple sources.

Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 13: Sources of Student Stress	Here's a quick brain dump of sources that cause stress among students. Can you think of other sources?
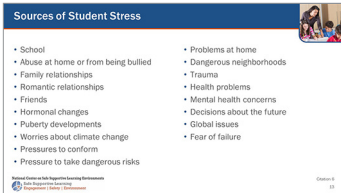
Sources of Student Stress
- School
- Abuse at home or from being bullied
- Family relationships
- Romantic relationships
- Friends
- Hormonal changes
- Puberty developments
- Worries about climate change
- Pressures to conform
- Pressure to take dangerous risks
- Problems at home
- Dangerous neighborhoods
- Trauma
- Health problems
- Mental health concerns
- Decisions about the future
- Global issues
- Fear of failure

(Citation 6)

(pause for responses)

Insert blank slide for recording responses via Google doc or the board; receive ideas via the chat function and/or open audio lines.

SLIDE 14: Effects of Student Stress	Let's consider how a student's toxic stress might look at school. Glance at **Handout 2** and consider what you have encountered personally.

Effects of Student Stress
- Anxiety, fear, and worry
- Withdrawal, numbness
- Physical complaints
- Change in academic performance, inattention
- Over- or under-reacting to bells, physical contact, doors slamming, sirens, lighting, sudden movements
- Resistance to authority
- Disruptive, aggressive, or angry behavior
- Experimentation with risky behaviors

20. Distribute **Handout 2: Indicators of Toxic Stress.**

(Citation 9)

(pause for review)

Use the chat function and open audio lines.

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21. Give participants a short time to look at **Handout 2** and then select a participant at random and ask . . .	About how many of these indicators have you run into? Just throw out a number. *(pause for responses)*

Slides/Handouts/Activities/Steps	Narrative and Prompts
22. After the person answers, follow-up with . . .	How many of those indicators do you usually attribute to stress? *(pause for responses)*
23. After the person has responded, ask a few more participants to give their thoughts. (Citation 10)	Toxic stress affects memory, feelings, and behavior, but it also interferes with focus, reasoning, comprehension, and organization. Basically, toxic stress interferes with everything students need to do their best at school. It also interferes with a sense of safety and trust, both of which are needed for them to successfully access the higher order skills required for academic success.
24. Distribute **Handout 3: Classroom Triggering.**	It's no surprise that students bring their stress to school, even if they try to deny it. Sometimes, something sets off a student in a way you didn't see coming. In fact, a lot of pretty innocuous things can trigger students to react strongly to an event.
25. Conduct **Activity 2: Pair & Share, "I've Seen That!"** Take a minute to let participants find a partner and then explain the activity. *Form pairs in advance of training. If platform allows breakout rooms, create them by pairs (can also be randomly generated in the moment in some platforms). Alternatively, assign "chat partners" and have pairs join in a private chat about the question for the allocated time.*	Let's take a short time to explore our own experiences with students whose trauma may have triggered a reaction to something in the classroom. Find yourself a partner. Try to pair up with someone you don't know well or don't work with regularly. Feel free to take your handout and move to another spot. *(pause)* Using information from Handout 3, talk with each other about any such sudden emergencies and your response. I'll give you 5 minutes.

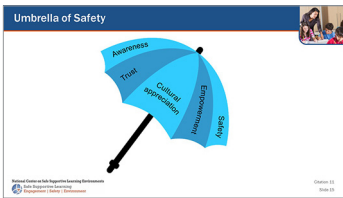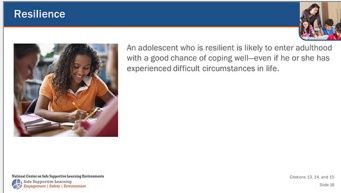| Slides/Handouts/Activities/Steps	Narrative and Prompts
26. Call time after 5 minutes and prompt participants for their insights.	Time is up. Would anyone like to volunteer their experience?
	(pause for responses)
	As the SAVE protocol suggests, addressing strong reactions from students requires patience and compassion. You may need to ask for help from another staff member at school in order to manage the situation and attend to the rest of the class.
SLIDE 15: Umbrella of Safety *(Animated)* **27.** *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citation 11)	Perhaps you've heard of trauma-sensitive classrooms. They can be described as providing an umbrella of safety *(click)* under which the responsible adults are aware of the prevalence and impact of trauma *(click)* and there is a commitment to safety, *(click)* development of trust, *(click)* promotion of individual empowerment by way of voice and choice, and *(click)* a practice of cultural appreciation that is responsive to and respectful of the needs of diverse groups of students. The same elements contribute to classrooms that promote resilience for everyone.
28. Distribute **Handout 4: Classroom Environment Assessment.** (Citation 12)	Here's a simple assessment that you can take with you and perform in your own classroom as you consider the things that affect your students' sense of safety, trust, empowerment, and cultural appreciation.

SLIDE 16: Resilience

Resilience

An adolescent who is resilient is likely to enter adulthood with a good chance of coping well—even if he or she has experienced difficult circumstances in life.

National Center on Safe Supportive Learning Environments
Engagement | Safety | Environment

Citations 13, 14, and 15
Slide 16

29. **Read the narration statements and give participants time to respond. Then read the prompts where indicated.**

(Citations 13, 14, and 15)

Use the chat function and/or open audio lines. Have participants quickly answer in the order in which they appear in the participant list. Some add-ins, like Poll Everywhere, have a "true/false" poll function.

Let's pause here to consider what we've talked about so far. As I read each of the following six statements, tell me if you think the statement is true or false.

A person is born resilient.

(pause for responses)

(*False.* Resilience is a lifelong adaptive work in progress. Although we are more adaptable at some developmental stages than we are at others, happily, it's never too late to become more resilient.)

Resilience is important for more than riding out troubles.

(pause for responses)

(*True.* Resilience builds off of a strengths-based attitude for coping with all sorts of problems. In many cases, resilience enhances skills that will be needed again and again.)

Resilience efforts are designed for students who live in high-risk environments.

(pause for responses)

(*False.* Although inspired by students who struggle with adversity, resilience efforts help everyone. Certainly, self-imposed pressures and pressure from family members or peers to perform, conform, or excel are not exclusive to particular groups.)

Resilience isn't a program or curriculum.

(pause for responses)

(*True.* Resilience is a quality built on coping skills that everyone needs. Resilience-building practices can be embedded into existing classroom and school practices, which help build a more positive school environment.)

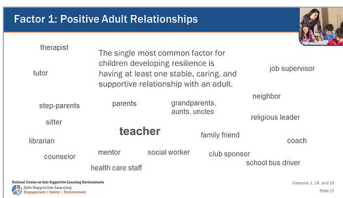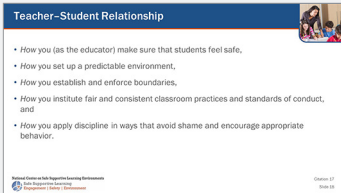| Slides/Handouts/Activities/Steps	Narrative and Prompts
	Resilient people see themselves as victims of their adversities.
	✋⃠
	(pause for responses)
	(*False.* Resilient people understand that life is full of challenges and setbacks. They may struggle to deal with problems, but they learn to thrive.)
	Most people come out okay despite exposure to high-risk environments.
	✋⃠
	(pause for responses)
	(*True.* Close to 70% of youth from high-risk environments overcome adversity and achieve good outcomes.)
(Citation 1)	Child development research over the past few decades has shown that some students do well even under severe stress, while others develop the symptoms of toxic stress.
	Let's look at some factors that help to build resilience, regardless of a student's disposition or personality.
SLIDE 17: Factor 1: Positive Adult Relationships *(Animated)* 30. *Animated Slide:* **Animation is automatic.** (Citations 1, 14, and 16)	The single most common factor for children developing resilience is having at least one stable, caring, and supportive relationship with an adult.
	Ideally, such relationships start with members of a student's family. But such relationships can also be developed with other adults.
	*(as the word **"Teacher"** displays)*
	Including teachers.
	These relationships offer physical and emotional safety. They also build trust by respecting boundaries, adhering to uniform practices and standards of conduct, avoiding assumptions, and applying supportive discipline. Together, safety and trust provide protections that buffer children from adversity.

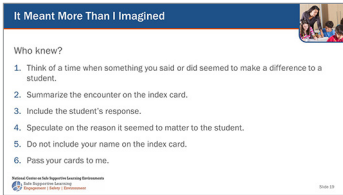| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 18: Teacher–Student Relationship *(Animated)* 31. *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citation 17)	Within this context, the significance of the teacher–student relationship is defined by how rather than what an educator teaches. *(click)* *How* you (as the educator) make sure that students feel safe, *(click)* *How* you set up a predictable environment, *(click)* *How* you establish and enforce boundaries, *(click)* *How* you institute fair and consistent classroom practices and standards of conduct, and *(click)* *How* you apply discipline in ways that avoid shame and encourage appropriate behavior. Students might seem indifferent or inattentive, but they can be quick to judge your response. Children who are neglected or abused expect others to mirror their sense of being unwanted and unlovable. And typically, they see what they expect to see based on past experience. Your words, tone, and facial expression mean more than you'll ever know.

SLIDE 19: It Meant More Than I Imagined

> **It Meant More Than I Imagined**
>
> Who knew?
> 1. Think of a time when something you said or did seemed to make a difference to a student.
> 2. Summarize the encounter on the index card.
> 3. Include the student's response.
> 4. Speculate on the reason it seemed to matter to the student.
> 5. Do not include your name on the index card.
> 6. Pass your cards to me.

32. Conduct **Activity 3: It Meant More Than I Imagined.** Give an index card to each participant.

    Have participants submit their responses to you in a private chat to ensure anonymity.

Take a moment and think of a time when something you said or did—what may have seemed like an inconsequential comment or action—had an outsized *positive* effect on a student based on his or her reaction.

Take about 5 minutes to summarize the encounter on the index card. Include the student's response, and speculate on a reason why the encounter seemed to matter to him or her. There's no need to include your name on the index card.

(pause for writing)

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33. **Call time and collect the cards.**

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34. **After participants have returned their index cards to you, shuffle them and read aloud several cards without identifying the writer.**

(read cards aloud)

SLIDE 20: Factor 2: Empowerment *(Animated)*

> **Factor 2: Empowerment**
>
> **Voice and Choice**

35. *Animated Slide:* Animation is automatic.

(Citation 9)

Empowerment means giving students a voice and a choice—that is, inviting their input and providing options conveys a sense of their value and gives them room to learn from their own selections.

Empowerment helps students to build a sense of mastery over their lives—a sense of confidence and control. With such mastery comes higher academic expectations and a conviction that persistence overcomes challenges.

Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 21: Factor 3: Adaptive Skills (Citation 1)	Students need opportunities to develop and strengthen adaptive skills in order to fully bloom. What are some adaptive skills that we've already mentioned? (Emphasize the following points: problem solving, relationship building, emotional regulation, planning, and accepting criticism.) Adaptive skills also include abilities that are particularly undermined by toxic stress—such abilities as focus, reasoning, comprehension, organization, and coping with conflict. What do we mean by the capacity to identify feelings and manage behaviors? (Emphasize the following points: It is the ability to act in your own long-term, best interests by controlling what you say and do in the presence of big feelings. You devise strategies to cope effectively with discomfort, excitement, or difficult circumstances.) Like the resilience they support, adaptive skills are lifelong works in progress.

Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 22: Factor 4: Supportive Context *(Animated)* **36.** *Animated Slide:* Animation is automatic. (Citation 1) *Use the chat function and open audio lines.*	A supportive context provides an environment that reinforces the other factors of resilience. All sorts of groups can constitute an effectively supportive context that offers a sense of belonging, a base of values, and cultural traditions that are affirming of the young person's identity, for example: ■ A caring family with their routines and rituals, ■ A well-functioning school, ■ Clubs and sports teams, and ■ Neighbors. Can you think of other groups? *(pause for responses)* By respecting and learning about cultural traditions among your students, you show that you accept and cherish the full range of human diversity. Practicing cultural appreciation helps you respond to the diverse needs of your students and demonstrates your respect and empathy with various perspectives on such things as relationships, emotions, traditions, taboos, practices, beliefs, authority, and attire. Cultural appreciation does not mean you must know everything about everyone, but that you remain open-minded to and respectful of others.
37. Repeat the exercise for **Handout 1: Assess Your Knowledge.**	As we near the end of this session, I'd like you to take out **Handout 1** and complete it again. This time, put your answers in the column or row titled, "After session." This exercise shouldn't take long. Let me know when you're finished.

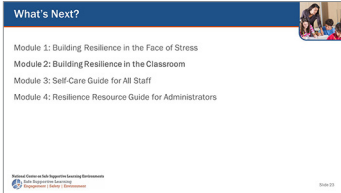| Slides/Handouts/Activities/Steps	Narrative and Prompts
38. Call time and discuss responses from participants in terms of different information or perspectives they have now. Note: Some responses, such as those for Question 3, may depend on the unique experiences of each student.	Expected answers: 5. False. 6. c and d. 7. Excitement, a. Unreported rape, c. Grief, b. Ordinary test anxiety, a. Your turn in a trivia contest, a. PTSD, c. Parents' divorce, b. 8. d. 9. b, c, and d. 10. a. 11. Accept all reasonable responses. 12. Compare responses with the items shown on **Slide 21.**
39. Distribute **Handout 5: Seven Strategies for Fostering Resilience,** and use it to conduct **Activity 4: Respond to Common Setbacks.** *Use the chat function, shared Google doc, and/or open audio lines.*	From all this, you might have some ideas about instituting the four factors of resilience in your classrooms. **Handout 5** describes some strategies to foster resilience, and then presents a half-dozen situations that some students find challenging. Take 5 minutes to look over the pages of this handout. On the second page, suggest some responses that might foster resilience for the situations described. You'll get into this a lot more in the next module. *(call time after 5 minutes)* What do we have? *(pause for responses)*

Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 23: What's Next? 40. **Tell participants how to access the *Self-Care Guide for All Staff* (Module 2) and *Resilience Resource Guide for Administrators* (Module 3).**	Now that we've looked at building resilience in the face of stress, the next topics are ■ Module 2: Building Resilience in the Classroom, ■ Module 3: Self-Care Guide for All Staff, and ■ Module 4: Resilience Resource Guide for Administrators.
41. **Distribute Handout 6: Post-Event Self-Evaluation as you bring the training to a close.**	I'm sending around a short evaluation form for you to fill out about today's training. It would be very helpful to me to have your feedback. You can hand the form to me as you leave today. Thank you all for your time and attention. I wish you good luck in your resilience-building efforts. I'm available to answer any final questions you may have as you bring me your evaluation form.

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