Building Student Resilience Toolkit

BUILDING RESILIENCE
IN THE CLASSROOM

MODULE 2

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 2 should take 45 minutes to present.

This module describes how to build resilience in all students in the classroom. Upon completing this module, participants will be able to

- Associate aspects of a positive classroom climate with factors that boost resilience,

- Describe how building resilience helps students learn to cope with stress and trauma,

- Select strategies to build resilience in the classroom, and

- Identify strategies they may be already using that help students build 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. Include spare copies of **Handout 5: Seven Strategies for Fostering Resilience** from Module 1.

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

5. Obtain a white board or a flip chart and paper and necessary markers.

Onsite

1. Set up equipment for showing the PowerPoint slides.

2. In preparation for Activity 1, on the white board or flip chart paper (referred to in the text as "board"):

   - Create a table called "The Best Work Situation Ever" with four columns labeled: "Positive relationships," "Empowerment," "Adaptive skills," and "Supportive context."

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.
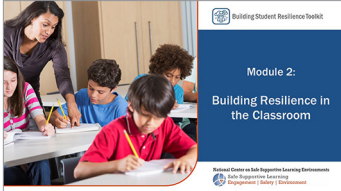
Building Resilience in the Classroom

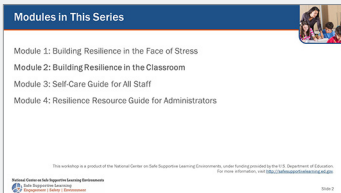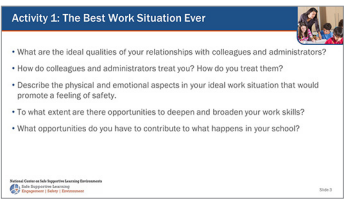| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 1: Welcome to Module 2 **1. Welcome participants and introduce yourself.** [Optional Activity—to be used at the trainer's discretion.] **Optional Handout A: Pre-Event Self-Assessment**	Distribute **Optional Handout A: Pre-Event Self-Assessment.** 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/or open audio lines.*	This module is the second 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 items 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: Activity 1: The Best Work Situation Ever *(Animated)* Conduct **Activity 1: The Best Work Situation Ever** 5. *Animated Slide:* Where you see "(click)" in the narration, activate the animation by clicking the mouse or pressing "Enter" on the keyboard.	Let's begin by talking about your ideal work situation.
6. Arrange participants in random groups of three or four people.	To do this, I'd like you to sort yourselves into groups of three or four people, and select one person in the group to take notes for reporting back to the main group.

Slides/Handouts/Activities/Steps	Narrative and Prompts
7. Once participants are settled, read the narration and activate the animation when prompted by "(click)." *Use the chat function and/or open audio lines.*	You'll have 10 minutes to talk in your groups. I want you to think about your ideal work situation; the best work situation you can imagine in a school setting. If you want to, think about the ideal version of your current job, but don't get bogged down with specific details. Assume that you have a say about the nature of the work environment. Here are some questions to help you think about this. *(click)* What are the ideal qualities of your relationships with colleagues and administrators? *(click)* How do colleagues and administrators treat you? How do you treat them? *(click)* Describe the physical and emotional aspects in your ideal work situation that would promote a feeling of safety. *(click)* To what extent are there opportunities to deepen and broaden your work skills? *(click)* What opportunities do you have to contribute to what happens in your school? You don't need to answer all of these questions. They're just here to prompt your discussion. I'll leave these up for you to look at while you talk. Does anyone have questions? *(pause for responses)* I'll let you know when you have 5 minutes left.
8. Let participants know when they reach the 5-minute mark.	You have 5 minutes left.
9. Be ready with the four columns on the board for this activity.	

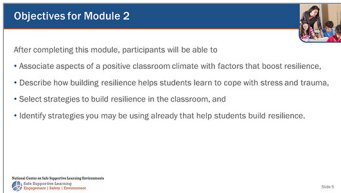| Slides/Handouts/Activities/Steps	Narrative and Prompts
10. **Tell participants that their time is up.**	Okay, let's come back together and organize the ideal things you've listed for yourselves into some general categories. As we go through your lists, I'll write down your ideas. I want you to suggest the heading under which to place each of your ideas.
11. **Ask the notetakers one at a time to share the responses from their group.** *Use the chat function, shared board, or make word cloud and/or open audio lines.*	
12. **Enter participants' ideas in the appropriate columns. Help participants to select the best heading when necessary.**	
SLIDE 4: Resilience Factors *(Animated)* 13. *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citation 1)	The ideas you've identified that describe your best work situation also illustrate the four factors that help students become more resilient. *(click)* Positive relationships. *(click)* Empowerment. *(click)* Adaptive skills. *(click)* Supportive context. Those of you who've already completed Module 1 about building resilience in the face of stress may recognize these four factors. They were introduced during that training. Today, we'll be talking more in depth about strategies in these four areas that you can use to help build resilience among all students in your classroom.

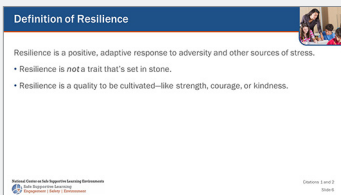| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 5: Objectives for Module 2 *(Animated)* 14. *Animated Slide:* **Activate the animation where prompted by "(click)."** 15. **Read each objective aloud.**	By the end of this training module, you'll be able to Associate aspects of a positive classroom climate with factors that boost resilience. *(click)* Describe how building resilience helps students learn to cope with stress and trauma. *(click)* Select strategies to build resilience in the classroom. *(click)* Identify strategies you may be using already that help students build resilience.
SLIDE 6: Definition of Resilience *(Animated)* 16. *Animated Slide:* **Activate the animation where prompted by "(click)."** 17. **When you can, connect examples of what participants have said in their ideal work discussion with details in this definition of resilience.** (Citations 1 and 2)	As we discussed in Module 1, resilience is a positive, adaptive response to adversity and other sources of stress. *(click)* Research on resilience tells us some important things. First, resilience is not a trait that's set in stone. Learning to be resilient can be a part of the healthy development of any student. *(click)* Resilience is a quality to be cultivated—like strength, courage, or kindness. All students have the capacity to adapt to the challenges of life when they have the support they need. When you help students become more resilient, you help them to learn the adaptive skills and coping strategies they need for everyday life. Building resilience in your classroom also helps to develop a more supportive classroom and overall positive school climate—both of which further benefit all students.

Slides/Handouts/Activities/Steps	Narrative and Prompts

SLIDE 7: Resilience Building
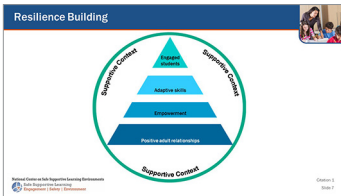
(Citation 1)

 Use the chat function and/or open audio lines.

Does anyone remember this graphic from the end of Module 1?

(pause for responses)

During the rest of this training, we'll go through each of the four factors of resilience we just identified and talk about a variety of strategies for implementing each factor in your classroom. This graphic gives you a quick snapshot of the factors and the strategies we'll be discussing.

You should have received a handout in the first training titled "Seven Strategies for Fostering Resilience." That handout summarizes many actions that we'll be covering, but you won't need it today. Just let me know if you need a replacement copy, and I'll be sure you get one.

SLIDE 8: Factor 1: Positive Adult Relationships
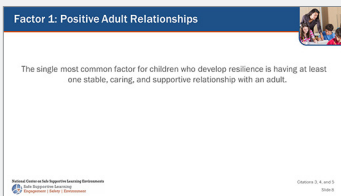
(Citations 3, 4, and 5)

 Use the "raise hand" function of the online platform, if available, or use a "Yes/No" poll.

Let's start by talking about the importance of developing positive relationships with your students. Research tells us that the single most common factor for children who develop resilience is having at least one stable, caring, and supportive relationship with an adult.

Raise your hand if one of those important adults was a teacher that you remember in your own life?

(pause)

So, you probably already realize that, for many students in your classroom, their relationship with you is likely the foundation for building their resilience.
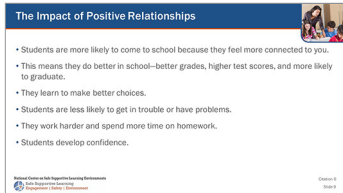
Your relationship is the active ingredient in building resilience in students at school. In the teacher–student relationship, teachers respond to the needs of students, protect students, and encourage students to develop important capacities—such as self-confidence, planning, recognizing feelings, and self-control. The relationship also promotes students' skills for adapting to changing circumstances and skills that enable them to cope with adversity.

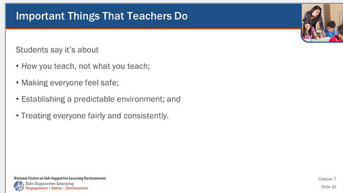| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 9: The Impact of Positive Relationships (Citation 6)	Students get a lot out of having positive relationships with you. They're more likely to come to school because they feel connected to you. This means they do better in school in a lot of important ways. They get better grades and higher test scores, and they stick around long enough to graduate. They learn to make better choices. They're less likely to get in trouble; have emotional problems; use cigarettes, drugs, or alcohol; have sex; or experience suicidal thoughts or attempt suicide. Students who feel close to their teachers also work harder, spend more time on homework, and develop more confidence in their academic abilities. For example, teachers in the Chicago Public Schools participated in a federal education grant, Promoting Student Resilience. The teachers learned about the positive impact of resilience through intentional efforts to provide trauma-informed care to students affected by violence and civil unrest. Behavioral health teams identified students whom they thought would benefit from structured psychotherapy and group peer support. Students were taught strategies for managing emotions and coping. An evaluation of the work showed reductions in suspensions, and students reported that they liked the activities, camaraderie, trust, support from their peers, and the relationships they cultivated with staff.

SLIDE 10: Important Things That Teachers Do *(Animated)*

> **Important Things That Teachers Do**
>
> Students say it's about
> • *How you teach, not what you teach;*
> • Making everyone feel safe;
> • Establishing a predictable environment; and
> • Treating everyone fairly and consistently.

18. *Animated Slide:* Activate the animation where prompted by "(click)."

19. Distribute **Handout 2: Important Things That Teachers Do.**

(Citation 7)

Use the chat function and/or open audio lines.

I'm giving you **Handout 2: Important Things That Teachers Do.** You can use this handout to follow along in the next section on positive relationships with students. I invite you to check off the strategies that you're already using in your classrooms. There's also room on the handout for you to write in some ideas about new things you can try out. Does everyone have the handout?

(pause for responses)

If you ask students what's really important about their relationships with teachers, they'll tell you that it's more about how you teach than what you teach.

(click)

How you make everyone feel safe.

(click)

Establishing a predictable environment.

(click)

And treating everyone fairly and consistently all makes a big difference to students, even if you don't think they're noticing.

You probably do a lot of little positive things everyday with students that you don't even think about, but students say these little things are important to them.

Give me some ideas about what your students may have said you do that is important to them.
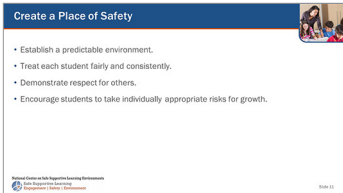
(pause for responses)

Those are all good examples. Let's talk about some additional ways to use everyday gestures to build relationships and promote resilience in all of your students.

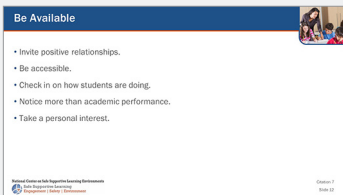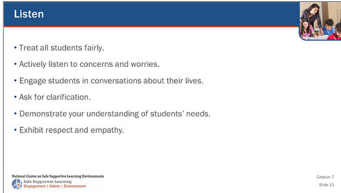| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 11: Create a Place of Safety *(Animated)* *[slide image: Create a Place of Safety]* • Establish a predictable environment. • Treat each student fairly and consistently. • Demonstrate respect for others. • Encourage students to take individually appropriate risks for growth. **20.** *Animated Slide:* **Activate the animation where prompted by "(click)."**	Students can do their best work when they feel safe, which you can help when you *(click)* Establish a predictable environment. *(click)* Treat each student fairly and consistently. *(click)* Demonstrate respect for all students. *(click)* Encourage students to take individually appropriate risks for growth.
SLIDE 12: Be Available *(Animated)* *[slide image: Be Available]* • Invite positive relationships. • Be accessible. • Check in on how students are doing. • Notice more than academic performance. • Take a personal interest. **21.** *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citation 7) *Use the chat function and/or open audio lines.*	Students describe several ways they like teachers to be available to them. *(click)* Students like teachers who invite positive relationships. *(click)* Students like to know that you, as a teacher, are accessible to them. *(click)* They like it when you sincerely ask how they're doing. *(click)* Students respond to teachers who are interested in more than just their academic performance. *(click)* Students feel like you care when you notice and take a personal interest in all aspects of their lives. Can you give me some examples of ways you practice being available in your classrooms? *(pause for responses)*

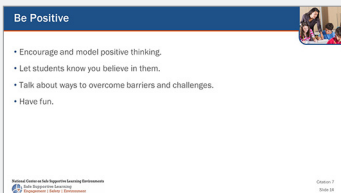| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 13: Listen *(Animated)* *[slide image: Listen]* • Treat all students fairly. • Actively listen to concerns and worries. • Engage students in conversations about their lives. • Ask for clarification. • Demonstrate your understanding of students' needs. • Exhibit respect and empathy. (Citation 7) **22.** *Animated Slide:* Activate the animation where prompted by "(click)." *Use the chat function and/or open audio lines.*	There are many ways to show students that you're listening to them. *(click)* Actively listen to your students' concerns and worries. *(click)* Engage them in conversations about their lives. *(click)* Ask for clarification. *(click)* Demonstrate your understanding of their needs. *(click)* And exhibit respect and empathy. Can you give me some examples of ways you practice listening to students in your classroom? *(pause for responses)*
SLIDE 14: Be Positive *(Animated)* *[slide image: Be Positive]* • Encourage and model positive thinking. • Let students know you believe in them. • Talk about ways to overcome barriers and challenges. • Have fun. **23.** *Animated Slide:* Activate the animation where prompted by "(click)." (Citation 7)	Okay, now let's talk about how you demonstrate being positive in the classroom. *(click)* If you encourage and model positive thinking in your classroom, students are more likely to do the same. *(click)* Let them know you believe in them. *(click)* Students become more resilient because they learn to believe from you that they can overcome barriers and challenges. *(click)* And look for opportunities to use a sense of humor.

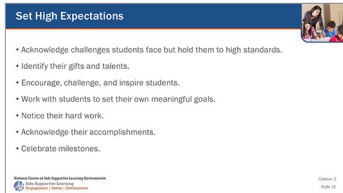| Slides/Handouts/Activities/Steps	Narrative and Prompts
24. Ensure that everyone has a partner. *Form pairs, or slightly larger groups if you have larger numbers of participants. If the platform allows breakout rooms, create them by pairs (can also be randomly generated in the moment in some platforms). Alternatively, assign "chat partners" and have pairs join in private chat regarding the question for the allocated time.*	Let's make a few minutes to discuss ways to be positive in more depth. Turn to a neighbor and, in the next 2 minutes, discuss some examples of ways you practice being positive in your classrooms.
25. Check the time.	
26. After 2 minutes, call participants back together and ask for examples they discussed. *Use the chat function and/or open audio lines.*	Let's come back together as a full group. What are some of the examples you discussed? *(pause for responses)*

Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 15: Set High Expectations *(Animated)*	There are a number of ways to show students that you have certain expectations.
	(click)
	Validate the challenges that students face and still hold them to high standards.
	(click)
27. *Animated Slide:* Activate the animation where prompted by "(click)." (Citation 2)	Identify the gifts and talents of students.
	(click)
	Encourage them while also challenging and even inspiring them.
	(click)
	Work with students to set their own meaningful goals.
	(click)
	Notice their hard work.
	(click)
	Acknowledge their accomplishments.
	(click)
	And be sure to celebrate their milestones.
Use the chat function and/or open audio lines.	What are some of the ways you demonstrate having high expectations for students in your classrooms?
	(pause for responses)

|	
SLIDE 16: Be Real *(Animated)* *[slide image: Be Real — bulleted list]* • Be comfortable with yourself. • Share personal information when appropriate. • Look for opportunities to use a sense of humor. • Admit your mistakes. • Apologize when situations warrant. **28.** *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citation 7) *Use the chat function and/or open audio lines.*	It's important for students to know that you're being genuine in your relationships with them. *(click)* Students trust and relax more when you're comfortable being yourself. Don't take yourself too seriously. *(click)* Without being an open book, share appropriate personal information with students. This will help students feel that you value them enough to share a part of your life with them. *(click)* Students feel more at ease when you can have fun in the classroom. This may not come naturally to everyone or always be relevant, but look for opportunities to lighten things up. *(click)* Admit your mistakes. *(click)* Similarly, be sure to apologize when the situation warrants it. What are some of the ways you try to let students know who you really are in your classrooms? *(pause for responses)* Before we move onto the next factor, does anyone have questions about the material we just covered? *(pause for responses)*
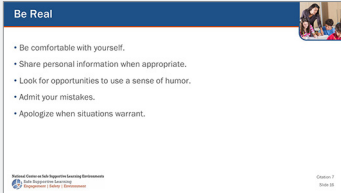
Slides/Handouts/Activities/Steps	Narrative and Prompts

SLIDE 17: Factor 2: Empowerment
(Animated)
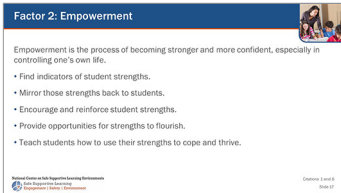
29. *Animated Slide:* **Activate the animation where prompted by "(click)."**

(Citations 1 and 8)

Now let's talk about the second resilience factor we've identified—empowerment.

(click)

Empowerment is a process in which a person becomes stronger and more confident, especially in controlling his or her own life. You can think of this as having a voice and a choice.

The St. Louis Public Schools experimented with increasing voice and choice while implementing its grant, Promoting Student Resilience. Along with providing individual and group therapy, the school district used a Connected and Respected curriculum to teach conflict resolution, caring and effective communication, responsible decision-making, and cultural competence and responsibility. The curriculum aimed to increase student leadership and voice in the school. Evaluations found that students who participated in the curriculum spent more time in school, did better on tests, and had fewer disciplinary problems.

You help your students feel empowered when you reflect their strengths back to them. Social worker Nan Henderson wrote about this in an online article for *Educational Leadership.* She described that when she was a child, her teachers showed care and commitment and gave her and her peers opportunities to be themselves even as they set boundaries—all antidotes to her chaotic home life.

Henderson describes how she learned firsthand that a student's self-concept can shift from "It's not about what's wrong with you" to "It's about what's happened to you."

When you make the effort to find even small, perhaps unconventional, indicators of a student's strengths—

(click)

And then mirror them back—

(click)

With encouragement, reinforcement—

(click)

And opportunities, you help those strengths to flourish.

(click)

Slides/Handouts/Activities/Steps	Narrative and Prompts
	This strengths-based approach helps students develop self-worth, confidence, and self-control. This approach doesn't ignore problems. Instead, it encourages students to believe that persistence overcomes challenges and that they have the capacities within themselves to do so. You and your students may be pleasantly surprised at the capacities that emerge.
SLIDE 18: Activity 2: Pair & Share to Identify Strengths Conduct **Activity 2: Pair & Share to Identify Strengths** *Form pairs, or slightly larger groups if you have larger numbers of participants. If the 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 private chat regarding the question for the allocated time.*	The process of identifying student strengths is something you can easily do in your classrooms. Let's do a short activity to see how you can strengthen this practice. I would like everyone to find a partner for this activity. Try to pair up with someone you don't know well or don't work with regularly. Feel free to get up and move around the room.
30. **Give participants a minute to find a partner.**	

Slides/Handouts/Activities/Steps	Narrative and Prompts
31. Once everyone is seated, read the narration and then check the time. (Citation 7) *Use the chat function and/or open audio lines.*	You'll have 5 minutes for this activity. During the first half, one person in the pair will identify a strength he or she has and describe a way in which he or she uses it to their advantage. I'll let you know when half the time has elapsed so you can switch to the other partner who will do the same thing. Feel free to identify your own strength or if you'd like, you can use one of these: - Enjoys new experiences, - Creative, - Thoughtful, - Good storyteller, - Speaks up, or - Sees things a little differently. I'll leave the slide up while you talk. Does anyone have any questions? *(pause for responses)* Okay, begin.
32. Tell participants when 2.5 minutes has elapsed so they can switch roles.	Time to switch!
33. When 5 total minutes have elapsed, discuss with participants what they observed during this activity. *Use the chat function and/or open audio lines.*	Time's up. Is anybody willing to share his or her observations? *(pause for responses)*

Slides/Handouts/Activities/Steps	Narrative and Prompts
34. Introduce the second round of the activity. *Use the chat function and/or open audio lines.*	We're going to do this again, but this time I want you to think about a student you have, maybe even one who's a challenge for you or whose strengths don't seem obvious. Without using any names, you'll each take turns discussing a strength you identify in your student and how that strength might be used to help him or her in your classroom. You can identify a student's strength yourself or use the same prompts shown on the slide. Try to see beyond something only you identify as a problem. Instead, think of things in different ways. For example, a student who doesn't like to participate in group activities might actually enjoy leading more so than just being part of a group. So, his or her strength would be leadership. Also avoid focusing on classroom-related performance tasks, such as "turns work in on time." I'll give you a head's up when it's time to switch partners. Remember, you have 2.5 minutes apiece. Does anyone have any questions? *(pause for responses)* Go ahead and start.
35. Tell participants when 2.5 minutes have elapsed so they can switch roles.	Time to switch!
36. After 5 total minutes have elapsed, bring the group back together.	Okay, time's up.

Slides/Handouts/Activities/Steps	Narrative and Prompts
37. Briefly discuss what participants learned from this activity. *Use the chat function and/or open audio lines.*	How was this a different experience from thinking about your own strengths? *(pause for responses)* Was it harder or easier to do when you thought about a student? *(pause for responses)* Any thoughts about why it was harder or easier? *(pause for responses)*
38. Distribute **Handout 3: Student Strengths Checklist.** *Use the "raise hand" function of the online platform, if available, or use a "Yes/No" poll and alter the question slightly to ask if participants <u>feel ready</u> to implement a strategy.*	Raise your hand if you think you could go back to your classroom and try some sort of exercise to help your students identify their own strengths. *(pause for responses)* To help all of you do this, I'm giving you **Handout 3: Student Strengths Checklist.** There are several ways you can use this simple two-page list for students of any age. ■ For younger students, you can use the checklist to carefully consider each of your students and identify at least two individual strengths. Then you can build a plan for how you'll acknowledge and use those strengths while working with your students in the classroom. ■ For students in middle and high school, you can use the checklist to do an exercise with all students in your classrooms or you can use it for one-on-one conversations with individual students. ■ Some students may not believe they have any strengths, so they may need your support to come up with one or two ideas to get them started. Let them know what you see in them that is a strength. The bottom of the checklist includes a link to find tips about talking with young students about strengths and challenges.

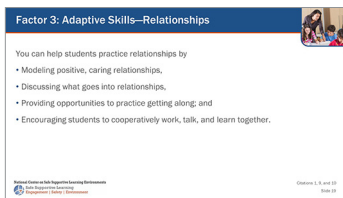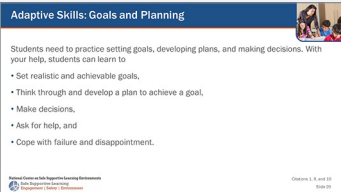| Slides/Handouts/Activities/Steps	Narrative and Prompts
Use the chat function and/or open audio lines.	Does anyone have any questions before we move on? *(pause for responses)*
SLIDE 19: Factor 3: Adaptive Skills—Relationships *(Animated)* Factor 3: Adaptive Skills—Relationships You can help students practice relationships by • Modeling positive, caring relationships, • Discussing what goes into relationships, • Providing opportunities to practice getting along; and • Encouraging students to cooperatively work, talk, and learn together. 39. *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citations 1, 9, and 10)	So far, we've talked about two of the factors that are important for building resilience. The first factor was the importance of developing positive relationships with your students. Developing trusting relationships opens up avenues for you to help empower your students. Empowering students is the second important factor for building resilience. By identifying and then using their strengths, students can boost their confidence while developing their sense of self-worth and self-control. As we said at the beginning of this training, students can learn to be resilient just like they can learn to be kind or courageous. Now we're going to talk about how you can provide opportunities to develop adaptive skills. Whether you're aware of it or not, you're probably already doing it. Let's talk about some of those skills. *(click)* Positive, healthy student-to-student (or peer) relationships are just as important as the relationships that students have with you. But children aren't born knowing how to have relationships with peers. Instead, students have to practice building relationships. Practicing will help students avoid problems or bounce back when there are disappointments and difficulties in relationships. You help them when you: *(click)* Model positive, caring relationships. This means you demonstrate respect and cooperation when you interact with your colleagues. Do this at all times, but ESPECIALLY in front of your students. *(click)*

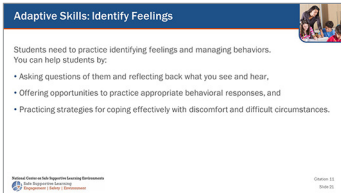| Slides/Handouts/Activities/Steps	Narrative and Prompts
	Discuss what goes into positive relationships.
	(click)
	Provide opportunities to practice getting along with others.
	(click)
	Encourage students to work, talk, and learn cooperatively. For example, you can group students into random pairs or small groups and give them opportunities to work together throughout the year. That way they get to know each other, have fun, and share successes.
40. Distribute **Handout 4: Tips for Promoting Positive Peer-to-Peer Relationships.**	To help you when you get back to your classrooms, I'm giving you **Handout 4: Tips for Promoting Positive Peer-to-Peer Relationships.** This handout covers what we just discussed and also gives you some other ideas to try.
SLIDE 20: Adaptive Skills: Goals and Planning *(Animated)* **41.** *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citations 1, 9, and 10)	Along with relationship building and collaboration, students need to practice setting goals for themselves, developing plans, and making decisions about things. You can facilitate this in the classroom when students are working on projects, completing their homework, or faced with situations in which they need to make choices. You can talk with students about how they can apply these practices to other parts of their lives. With your help, students can learn to: *(click)* Set realistic, achievable goals. *(click)* Think through and develop a plan for achieving a school or life goal. *(click)* Make decisions as circumstances change with an emphasis on becoming proactive. *(click)* Ask for help when they need it. *(click)* Cope with failure and disappointment.

| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 21: Adaptive Skills: Identify Feelings *(Animated)* Adaptive Skills: Identify Feelings Students need to practice identifying feelings and managing behaviors. You can help students by: • Asking questions of them and reflecting back what you see and hear, • Offering opportunities to practice appropriate behavioral responses, and • Practicing strategies for coping effectively with discomfort and difficult circumstances. 42. *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citation 11)	Along with practical issues, you can also help students learn to identify feelings and make decisions about the ways they handle stress. Children can have big feelings, but they may not know exactly what to call them or what to do when they have them. Helping students practice identifying and naming their feelings can help them feel more grounded. Through this, they're better able to make decisions about their reactions and behaviors. They can devise strategies to cope effectively when they face discomfort or difficult circumstances. As a skilled observer, you can help students to identify their feelings and manage their behaviors: *(click)* In some circumstances, you can ask questions of them and reflect back what you see and hear. Working under a federal grant, Promoting Student Resilience, Baltimore City Public Schools introduced morning check-ins with students called "Gauging the Emotional Temperature in the Classroom." The goal was to help students identify their emotional state when they started the school day, asking them how they felt and why and whether they needed help. Students and staff reported that this strategy created a helpful ritual in which students routinely practiced identifying and expressing their feelings. They learned to write statements like, "I feel angry because I had a fight with my brother." These morning check-ins also helped to build more positive relationships with teachers and reduce behavior problems among students. *(click)* You can offer opportunities to practice appropriate behavioral responses. *(click)* You can practice strategies to help students cope effectively with discomfort and difficult circumstances. You can also help students recognize and use empathy, optimism, and forgiveness.

Slides/Handouts/Activities/Steps	Narrative and Prompts

SLIDE 22: Adaptive Skills: Meaningful Participation
(Animated)
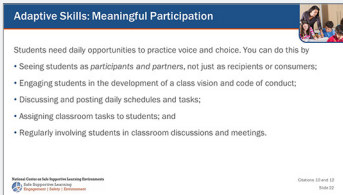
43. *Animated Slide:* **Activate the animation where prompted by "(click)."**

(Citations 10 and 12)

Remember when we talked about empowerment and I said you could think of empowerment as helping students discover their abilities by speaking up and learning to make choices? Well, providing meaningful opportunities for participation in the classroom empowers students and increases their engagement in learning.

The more engaged students are, the better they do in school and the fewer personal and behavioral problems they have. They acquire focus, attention, and persistence—important skills for coping and learning throughout life.

One important thing to keep in mind when we talk about student participation in the classroom is that some students won't have any problem with this. Many students are eager to volunteer, speak up, and take on tasks. But some students are shy or introverted or just not interested in some of the activities you offer. It's your challenge to find ways for all students to participate meaningfully in your classroom. When in doubt, ask students privately what would be meaningful to them. What they see as meaningful might not look conventional to you, so keep an open mind.

What are some of the ways you can do this? The following things can make a significant difference:

(click)

First, think about your students not just as recipients or consumers, but as actual participants and partners in shaping the life of the classroom. With that in mind, there are a number of ways to get students involved.

(click)

Engage your students in the collaborative development of a vision for the class—sort of like the activity we did at the beginning of the training where you described your ideal work situation. What sort of environment do students want to promote together? How will everyone treat each other? What classroom rules and agreed-upon behaviors are important?

(click)

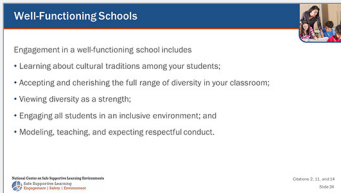| Slides/Handouts/Activities/Steps	Narrative and Prompts
	Discuss and post daily schedules. Some students may find it easier to know what's coming. If that needs to change from day to day, then schedules and upcoming tasks can be posted in the classroom every day.
	(click)
	Students like to know they're valued, so develop and assign tasks for students in the classroom. Everybody likes having a job. This can be particularly appealing to younger children. Rotate tasks so everyone gets a chance to try something new. You can find ways to use student strengths in these task assignments, too.
	(click)
	Regularly involve students in classroom meetings and discussions. This is a popular tactic in bullying prevention efforts because it gives students a way to discuss issues in a safe setting. Students can practice social skills—such as active listening, negotiation, and respectful disagreement—while discussing a variety of topics, not just academic ones.
SLIDE 23: Factor 4: Supportive Context *(Animated)* 44. *Animated Slide:* **Activate the animation where prompted by "(click)."** (Citations 1 and 13)	Let's move on to the fourth and final factor of resilience—what we call supportive context.
	(click)
	Research tells us that students who are solidly grounded within a context of affirming cultural traditions are better able to respond effectively when challenged by stress or trauma. This context can be found in:
	(click)
	Caring families with their routines and rituals.
	(click)
	Supportive organizations outside the family, like schools, clubs, and sports teams.
	(click)
	Connections with well-functioning communities.

| Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 24: Well-Functioning Schools 45. Distribute **Handout 5: Developing a Supportive Context in the Classroom.** (Citations 2, 11, and 14)	Your students may or may not come to you from some of these supportive contexts, but we also know that an important supportive context is provided by engagement in a well-functioning school. That's where you come in. The supportive context of a well-functioning school starts in your classroom. I'm passing around **Handout 5: Developing a Supportive Context in the Classroom.** This handout gives you some tips and resources to explore for developing an inclusive and respectful classroom. 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. It does not mean you are expected to know everything about everyone, but that you remain open-minded and respectful of others. It's important to realize that diversity is a strength, not a risk. Learning about the cultural values and traditions of your students and their communities will help you to identify their strengths and to think of ways to empower students to use those diverse strengths in the classroom. As you can see in the handout, there are a variety of strategies to consider when developing a more inclusive environment in your classroom. This means not only thinking about racial and ethnic diversity, but also about LGBTQ and special needs students as well. Finally, the handout covers some strategies for setting the tone for respectful behavior in your classroom.

Slides/Handouts/Activities/Steps	Narrative and Prompts

SLIDE 25: Pair & Share to Identify Existing Strategies
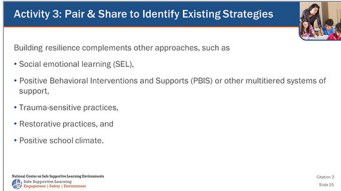
(Citation 2)

Conduct **Activity 3: Pair & Share to Identify Existing Strategies.**

Form pairs, or slightly larger groups if you have larger numbers of participants. If the 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 private chat regarding the question for the allocated time.

46. **Give participants a minute to find a partner.**

Fortunately, building resilience complements other approaches you may already be using in your classrooms. That means you don't have to reinvent the wheel to build resilience. These are just some of the possible approaches.

For our final activity before the training ends today, I want you to pair up with someone you work with regularly. Take **Handout 1 (Assess Your Knowledge)** with you.

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47. **Once everyone is seated, read the narration and then check the time.**

You'll have 10 minutes for this activity. For the first 5 minutes, respond to the eight questions in **Handout 1** again. This time, put your answers in the column or row titled, "After session." Feel free to discuss your responses with your partner. We'll discuss them as a full group following your 10 minutes in pairs.

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48. **Call time after 5 minutes.**

Now, talk with your partners for 5 minutes, and jot down at least two strategies you're already using and a couple of strategies you plan on using in class. Let me know if you'd like to see a particular slide or the strategy handout from Module 1. If you're using something not listed here, go ahead and discuss that.

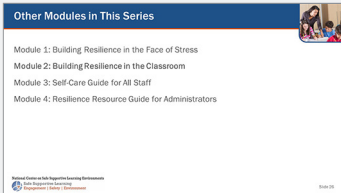| Slides/Handouts/Activities/Steps	Narrative and Prompts
Use the chat function and/or open audio lines.	Does anyone have any questions? *(pause for responses)* Okay, begin.
49. Call time after 5 minutes and discuss participants' responses in terms of different information or perspectives they have now.	Time's up. Let's talk about those questions. Expected answers: 1. a, c, and d. 2. Positive adult relationships. 3. c. 4. a and b. 5. Skills are those one develops by coping with a challenge. 6. d. 7. False. 8. All are correct.
50. Shift the discussion to strategies they currently use and those they plan to implement. *Use the chat function and/or open audio lines.*	So, what strategies do you use now? *(pause for responses)* What strategies are you planning to implement? *(pause for responses)*
51. Reassure participants about the power of compassion in case they feel the weight of responsibility.	I've given you a lot to think about today. I hope you can use this material to find ways to systematically apply these resilience strategies when you get back to your classrooms. This will help all your students develop the skills they need to cope with challenges and to be successful. But remember—change happens very slowly, and you might not see the immediate impacts of some of your efforts. Simple, compassionate gestures are important elements for students who are learning to survive, heal, and become more resilient.

Slides/Handouts/Activities/Steps	Narrative and Prompts
SLIDE 26: Other Modules in This Series Other Modules in This Series Module 1: Building Resilience in the Face of Stress Module 2: Building Resilience in the Classroom Module 3: Self-Care Guide for All Staff Module 4: Resilience Resource Guide for Administrators National Center on Safe Supportive Learning Environments Slide 26 52. **Tell participants how to access Modules 3 and 4.**	Now that you've finished Modules 1 and 2, you may be ready to move onto Module 3, which is a self-study resource for all staff. If you're an administrator, you'll want to look at the Resilience Resource Guide as part of Module 4.
53. Distribute **Handout 6: Post-Event Self-Assessment** 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 for any final questions you may have as you bring me your evaluation form.

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