

The Path to Resilience

Facilitator's Guide

General Note to Facilitator: This series consists of 6 modules, each approximately 20-30 minutes in length. It is recommended that each session be delivered individually, one per day or per week depending on the time you have available. Each session includes a short video to play, questions for individual reflection, partner/small group discussion, or whole group discussion, and an activity. This facilitator's guide is designed to align with each of the video modules and contains objectives and a summary of key learnings, as well as the suggested reflection/discussion questions and recommended activities to further apply the content found within each video. As you prepare, you may determine that some questions are more impactful as individual reflection, partner discussions, or whole group discussions or that some of the written activities would be better as a discussion. In short, there is no right or wrong way to use this facilitator's guide, it is intended to help you plan the conversation and thinking during the work session. Happy Facilitating!

Module 1: What's Ahead

Video Length: 2:28

Note to Facilitator: This is an introductory module. It will be helpful for future learning to have the participants do the activity recommended at the end of this module.

Objectives/Key Learnings:

1. Students will understand the purpose of this curriculum: Learning how to become more Resilient.
2. Students will understand in their own terms "What is Resilience?"
3. Engage in thinking about the benefits of Resilience
4. How might being resilient help me?
5. How might being resilient help my friends and classmates?

Discussion Questions:

1. What kinds of things do you already know about your brain? (use handout for individual thinking on this question first) *[answers will vary but might include: my brain hates to sleep at night, my brain slows down when I get nervous, my brain is very distractible, etc].*
2. What does it mean to you to be a Resilient Learner? Why do you think this might be important to get better at?
3. Why is it important to be resilient?
4. How would being resilient make my day easier?
5. What is a situation you have been in before that where being more resilient would have helped you?

Activities (use worksheets):

1. Generate a group list of things the group already knows about their brains– this is just brainstorming, so it's okay to include items that may be inaccurate here.

Module 2: Your Brain's Operating System

Video Length: 6:49

Note to Facilitator: This module will help the learner understand and begin to identify the biological stress responses when a threat is perceived.

Objectives/Key Learnings:

1. Students begin to see where they are located: Above or Below the Line.
2. Students understand that, in order to stay or get Above the Line, identifying where you are is the first step in the process.
3. Our brain is wired to operate in one of two states: the threat state and the reward state. Our brain wants to watch out for (and respond to!) threats and it wants to find rewards.
4. Perceived threats get an automatic response from the brain.
5. Rewards make you feel good or safe or loved.
6. A simple tool to describe how your brain is operating: a line. Reward = Above the Line. Threat = Below the Line.
7. Your body has a biological response no matter the size of the threat.

Discussion Questions:

1. Where do you think you are right now? Above or Below the Line? What makes you think you are there?
2. Can you think of a time when you felt you were under a threat (real or imagined)? What was your body's response in that moment?

Activities (use worksheets):

1. Are you Above or Below the Line right now? Draw a picture of yourself on your worksheet based on where you are located.
2. What activities do you do that make you feel like you are Above the Line? What about Below? Write them down either Above or Below the line on your worksheet.
3. Working with your small group, brainstorm ideas of how you might move some of your Below the Line activities to Above the Line.

Module 3: Three Tiny Tricks!

Video Length: 4:55

Note to Facilitator: It is easier to operate below the line, bringing yourself above the line takes a bit of effort and motivation. This module gives the participants three quick and simple ways to climb back above the line.

Objectives/Key Learnings:

1. Students will learn the 3 strategies for moving above the line and practice how they work.
2. There are three superpowers that will help you rise above the line if you are overwhelmed or frustrated, they are:
 - a. Appreciate: highlight the things around you that are working out, or making you happy (this releases dopamine, which calms your brain and makes it easier to climb above the line)
 - b. Breathe: focus on your breath; big breath in, slow breath out.
 - c. Curiosity- ask questions, helps to engage the creative part of your brain. Wakes up the pre-frontal cortex.

Discussion Questions:

1. Of the three ways to get above the line, which do you think will come the easiest to you? Which will be the most helpful to you? Why?
2. Of the three ways to get above the line, which do you think might have the biggest impact on bringing you or helping you stay above the line?
3. How might you try all three of them out to see how they work?

Activities (use worksheets):

1. Let's practice these three strategies in small groups. Put your game piece at the bottom of the ladder and roll the die when it is your turn. If you roll a 3 or higher, move one step up the ladder and pick one of the three strategies to practice. If you roll less than a 3, move one step down the ladder. **Note:** *Students need a small game piece to track their movement on a ladder and one die (or spinner or use <https://pickerwheel.com>) per group for this activity.*
2. Record how each strategy worked for you and have a group discussion.

Module 4: Your Brain Loves Mistakes

Video Length: 4:37

Notes to Facilitator: This video introduces the idea of failure as part of the learning process. It teaches how we can choose to use mistakes and failures can be used as a “superpower” for moving above the line.

Objectives/ Key Learnings:

1. Students understand that failure and mistakes are part of how your brain figures out how to succeed and is part of how you learn.
2. Your brain requires mistakes to learn... and your brain LOVES to learn.
3. Comfort with making mistakes = a HUGE superpower.
 - a. You can grow this superpower when you understand that every mistake gives your brain an opportunity to get it right (better and faster) the next time.

Discussion Questions:

1. How do some people feel when they make mistakes? (answers might include: embarrassed, deny, make excuses, pretend it didn't happen) How do you think a person feels if they know that every mistake makes them better and stronger next time?
2. Why might those who are open to failure and have strategies to stay above the line be able to understand new ideas twice as well as those who do not deal with failure?

Activities (use worksheets):

1. Write about a mistake you've made recently and how it made you feel.
2. How might embracing that mistake help you learn and do better in the future?
3. Crumple up your worksheet and then uncrumple it and color in the lines/creases. *Note: Students need a crayon, colored pencil, or could just use their pencil to shade in the lines for this activity.*
4. What do you think these crumpled lines might represent?
5. Put this paper in your binder or folder where you will see it every day to be your reminder to embrace failures and mistakes as an opportunity to learn!

Module 5: Climbing Out of Fear Traps

Video Length: 4:35

Note to Facilitator: This video shows participants there are some common ways to easily slip below the line and operate in an unproductive way. Knowing these traps exist help us watch out for them, avoid them, and/or get ourselves out of them when they trip us up.

Objectives/ Key Learnings:

1. Students are able to recognize when they have fallen into a trap and identify strategies to help them climb the ladder out of those traps.
2. There are three common fear traps and the antidote to all of them is to get curious:
 - a. The Perfect Trap: We believe things must be perfect and we have to do things perfectly. We get upset when things aren't how we would like them to be.
 - i. Antidote - Ask: How might I be wrong about the way I think things should be?
 - b. The Rejection Trap: We feel like we can't be ourselves because we are afraid of being rejected.
 - i. Antidote - Ask appreciation questions: Am I still okay? What can I do to fix this situation? What's going well here? What makes me happy about what is happening? If I don't feel included, maybe there are others who feel this way too?
 - c. The Pain Trap: We think we won't like something because it will hurt, be uncomfortable, or boring.
 - i. Antidote - Ask: How can I make this fun or less scary or more interesting? What is one thing that made me smile during this painful experience?

Discussion Questions:

1. Are these traps familiar to you? (Which one in particular?) When have you fallen into one?
2. Pick one of the traps. What question you could ask yourself to overcome or climb out of that trap?

Activities (use worksheets):

1. Think about a time that you fell into one of the Fear Traps. Write about that experience, how you felt during it, and what you did to try and overcome those feelings.
2. Then, write down a few ideas of how you could have climbed out of that Fear Trap using curiosity. What questions could you have asked yourself?
3. Were you able to think of a few ideas to climb out of your fear trap? Anyone willing to share their example?

Module 6: Mindset Matters

Video Length: 6:05

Note to Facilitator: This video introduces the idea that we can choose to own our emotions. When we are Below the Line, we tend to think things happen to us. When we are Above the Line, we take responsibility for our emotions and our role in the situation and things happen by us.

Objectives/ Key Learnings:

1. Students are able to explain in their own words what a mindset is and identify the difference between the "to me" and "by me" mindsets.
2. We experience the world through a certain mindset.
 - a. When we are below the line, we often have a "TO ME" mindset.
 - i. I have to, they are making me (lots of blame here)
 - ii. We give our power away here
 - b. When we are above the line, we have a "BY ME" mindset.
 - i. I had a role in this, I am in control (even when tough things happen)
 - ii. We take our power back here
3. Emotions: you OWN your emotions

Discussion Questions:

1. Which mindset do you tend to live in most often?
2. In which situations do you tend to have a "TO ME" mindset? *(examples might include: difficult classes, new sports, bullying situations, arguments with a parent or teacher, etc)*
3. In which situations do you tend to have more of a "BY ME" mindset? *(examples will likely include situations where you feel more in control - when babysitting, with familiar friends, playing a familiar sport)*
4. How might you pause throughout the day and ask yourself: Am I in control of my emotions right now or am I thinking from a "to me" mindset?

Activities (use worksheets):

1. Look at the example sentences on page 2 of your worksheet. In your small group, decide if each one represents a "to me" or a "by me" mindset. Cut each sentence out and put it in the correct column on page 1. *Note: Students will need scissors for this activity (or could re-write the sentences if scissors are not available).*
2. Where did you put each sentence? What made you think it was a "to me" or a "by me" statement? Which ones gave you trouble?