



Educator Guide

Welcome to CKG Foundation’s Resilience Mental Wellness Toolkit. This guide is to help facilitate a successful online and classroom follow up experience to meet the content learning objectives.

Learning Objectives

At the conclusion of this activity, students will be able to:

1. Define resilience.
2. Identify resilient behavior.
3. Identify a four-step process for cultivating resilience.

Self-Reflection

The Resilience Toolkit uses self-reflection surveys to encourage students to think about how they approach challenges and how they practice self-care to better understand personal areas for improvement. *All surveys are multiple choice and do not allow for short answer responses. Students are unable to report high risk behaviors or dangerous environments through the toolkit.*

RESILIENCE TOOLKIT LESSON PLAN

Option 1 Toolkit Only	Students complete Resilience Toolkit either in class or at home. 20 minutes*
Option 2 Classroom Discussion	After students have completed the Resilience Toolkit, educator facilitates classroom discussion using questions below. 30 minutes*
Option 3 Segment Completion	Students complete Part One of the Resilience Toolkit and educator facilitates Part One discussion. 25 minutes* Students complete Parts Two & Three of Resilience Toolkit and educator facilitates Parts Two & Three discussion. 25 minutes*

*timeframes are approximate and do not include journal

Set the Tone for Discussion

Mental health and wellness topics are personal by nature and require sensitivity. It is important to set a safe and supportive tone to encourage deeper consideration of the topics and promote a sense of safety to share and learn. Following is a set of suggested guidelines for participants and facilitators. The facilitator will read the expectations, gain agreement, and move to the discussion questions. It can be helpful to have the group write or read each statement aloud starting with: "I will..."

- Listen generously and understand that another's life experience is their truth.
- Respect each other's privacy, values, and personal priorities.
- Speak from the (*my*) heart.
- Be yourself (*myself* - if spoken/written as suggested above).

PART ONE DISCUSSION

1. In the introduction video, what does Roscoe Burnems say helped him through his depression to become more resilient in his life?
Poetry
2. What is resilience?
Resilience is the ability to 'bounce back' & adapt in the face of adversity.
3. What examples did the teens give in the video *Everyday Inspiration* about who in their life demonstrates resilience? Is there anyone in your life who you see as an example of resilience & why?

A mother who remained positive and kept the family together during a difficult time, and a grandmother who has had a stroke but remains focused on the positive and joyful parts of life.

4. In the video *Everyday Resilience*, what adverse event does Ross describe? Looking back on it, what would Ross tell his middle school self? When you look back on difficult events and situations, what positive meaning or purpose have you been able to see now that you could not when the event was happening?

Ross describes being bullied in middle school and losing all his friends. He attributes this experience with the importance and focus he now places on friendships that build him up and not placing his self-worth in what others think of him. He would tell his middle school self that the lessons he was learning would affect him forever in a positive way.

PART TWO DISCUSSION

Review the Steps to Resilience

Step 1: Acknowledge the challenge/setback/disappointment.

Step 2: Acknowledge your feelings. Feel what you feel without judgement.

Step 3: Think of all possible responses. Choose a positive response. What's the silver lining?

Step 4: Stick with your positive response even when it's hard.

5. Practicing finding the silver lining or one good thing about a situation can help us choose a positive response to difficult situations. In the video, *Find the Silver Lining*, teens describe what they see as 'gifts of the pandemic.' What is a gift of the pandemic for you?

Examples may include: more family time, less social pressure/anxiety, prefer virtual school format, developed new hobbies, etc...

6. How is the Mending Walls project by Hamilton Glass an example of Resilience in Action? Identify the four-steps to resilience in this example.
 1. Hamilton Glass acknowledges that the death of George Floyd was a tragedy experienced by many, including himself.
 2. Hamilton Glass acknowledges that he felt the anger and frustration being express by many in riots and graffiti.
 3. Hamilton Glass chooses to start a public art project, pairing muralists of different ethnic and racial backgrounds to create art designed to start community conversations about race.
 4. Hamilton Glass perseveres with this project over time to include 33 artists, 18 murals, a website, and a documentary.

PART THREE DISCUSSION

7. In the video, *A Smooth Sea*, Ross describes what the quote "A smooth sea never made a skilled sailor" means to him. What does this quote mean to you?

FAQs

How do I access CKG Mental Wellness Toolkits?

The Cameron K. Gallagher Foundation requires a point of contact at each school or organization to read, sign, and submit the CKG Toolkit Privacy Security Use Agreement. This Use Agreement outlines educational intent of the Mental Wellness Toolkits, online data privacy policy, and copyright of content.

Once we have received a signed Use Agreement, access to the Mental Wellness Toolkits is provided.

To request a CKG Toolkit Privacy Security Use Agreement, contact: program@ckgfoundation.org

How long will it take my students to go through this course online?

See lesson plan options.

Can I split the toolkit into multiple lessons?

Yes, see lesson plan.

How does a student log in?

- On the course homepage, the student clicks on the Middle School or High School course selection in the middle of the page.
- On the next screen, select Resilience Toolkit.
- At the bottom of the page, click “Get Started Now.”
- This will prompt the student to create an account. The student uses an email address and creates a password.

Does the student receive a course completion notification?

Yes, the student receives a certificate of completion once the entire toolkit has been completed. The student has the option to copy the link to the certificate or download the certificate. The student can access the certificate at any time from their personal “dashboard” once logged into the Toolkit site.

Does the course have to be completed all at once?

No. Once a student has created an account and logged in, they may complete the toolkit over multiple sessions. Once completed, they can go back and review the toolkit, however, they cannot re-visit the self-reflection sections once submitting responses.

Can I see my students' survey responses to questions in the toolkit?

No, responses to questions are not collected. Questions are only intended to prompt personal self-reflection.

Who do I contact to provide feedback about my experience using the toolkit?

We love feedback! We are always working to improve the educator and student experience with our Mental Wellness Toolkits. Please contact program@ckgfoundation.org

VIRGINIA & AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ASCA Mindsets & Behaviors tied to Learning Objectives

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.

ASCA national model: A framework for school counseling programs. (2019). Alexandria, VA: American School Counselor Association.

Standards of Learning for Virginia Public Schools (2020) tied to Learning Objectives

- Sixth Grade
 - 6.2 s. describe strategies to work through adversity and challenges.
 - 6.2 t. analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.
- Seventh Grade
 - 7.1 q. recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings.
 - 7.2 q Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity
 - 7.3 q. Promote strategies for coping with disappointment and adversity.
 - 7.3 r Promote help-seeking for mental health concerns.
 - 7.3 u Identify personal, family, school, community and healthcare professional resources that can help oneself and others with mental illnesses and challenges.

Education, Virginia Department of. "Health." *VDOE :: Health Standards of Learning Resources*, www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml.