**Building Resilience: Real Time (In person or Virtual) Facilitator’s Guide**

This guide is designed to help your PTA facilitate an in person or virtual ***Healthy Minds: Building Resilience*** session.

Approximate event length: 45 min. for in-person; 35 min. for virtual.

**Event goal:**

1. Explore examples of adversity.
2. Discuss what resilience is and is not, and why it is important.
3. Practice ways adults can help the children in their lives build resilience.

**Participant Handouts:**

1. [Healthy Minds: Resilience Education](https://www.pta.org/docs/default-source/files/programs/mental-health/what-is-resilience.pdf)
2. [Building Resilience: What Can Families Do?](https://www.pta.org/docs/default-source/files/programs/mental-health/building-resilient-kids---what-can-families-do.pdf)
3. [Building Resilience: Family Action Plan](https://www.pta.org/docs/default-source/files/programs/mental-health/building-resilient-kids-family-action-plan.pdf)
4. Healthy Minds: Gratitude Worksheet

**Note:** If virtual, add all handouts to the virtual platform you are using ahead of time, or put them in the chat at the beginning of the session.

**Facilitator’s Script:**

This script accompanies the ***Building Resilience*** session [PowerPoint.](https://www.pta.org/docs/default-source/files/programs/mental-health/session-resources/building-resilience-sychronous-presentation.pptx)

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| **Slide #** | **Facilitator Script** |
| 1: Intro | **Note:** Add school name, date and school branding  **Say:** Hello and welcome to this Building Resilience session.  **{click to next slide}** |
| 2: Session Objectives | **Say:** During this 45 min./35 min. session we are going to:   1. Explore examples of adversity. 2. Discuss what resilience is and is not, and why it is important. 3. Practice ways you as parents and caregivers can help the children in their lives build resilience.   This will be both an educational and interactive session. We want to give participants a lot of opportunities to talk to and learn from each other. We also have handouts that include more detailed information about what we are discussing today and help with the activities.  I will now introduce **{insert speakers name and title},** who is going to kick off this session.  **{click next slide}** |
| 3: What is adversity? | **Say:** Adversity is defined as a grave or persistent difficulty, misfortune or tragedy. The  COVID-19 pandemic has been a time of adversity for the entire world.    Adversity is typically group into five categories: physical adversity, mental adversity, emotional adversity, social adversity and financial adversity.  What are some examples of physical adversity? **{If no one answers, offer these examples:}** Physical disability, chronic pain or illness, or abuse.  What are some examples of mental adversity? **{If no one answers, offer these examples:}** Mental disorders or illnesses.  What are some examples of emotional adversity? **{If no one answers, offer these examples:}** Experiencing loss, trauma, chronic stress, relationship issues.  What are some examples of social adversity? **{If no one answers, offer these examples:}** Experiencing racism, hate, bigotry, bullying, exclusion, isolation.  What are some examples of financial adversity? **{If no one answers, offer these examples:}** Poverty, job loss, homelessness, food insecurity.  **{click to next slide}** |
| 4: What is resilience? | **Say:** Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. It is the ability to not only successfully overcome serious challenges, but to grow from the experiences.  The foundation of resilience is a combination of supportive relationships, adaptive skill-building, and positive experiences. Focusing on four core components—connection, wellness, healthy thinking, and meaning—can empower a person to withstand and learn from difficult and traumatic experiences. Adults who strengthen these skills in themselves can better model healthy behaviors for their children, thereby improving the resilience of the next generation.  **{click next slide}** |
| 5: What does resilience look like? | **Say:** When you think of someone who is resilient, who do you think of?  Many of us are familiar with Oprah Winfrey’s story. She was born into poverty in rural Mississippi to a teenage single mother and later raised in an inner-city Milwaukee neighborhood. She experienced considerable hardship during her childhood, including sexual abuse and a pregnancy at 14 that resulted in her son dying in infancy.  She rose above adversity to host "The Oprah Winfrey Show" which was the highest-rated program of its kind in history. She has been ranked the richest African American of the twentieth century, the greatest black philanthropist in American history, and was for a time the world's only black billionaire. She is also considered by many to be the most influential woman in the world.  But someone doesn’t have to go through that level of trauma or reach that level of success to be resilient. All of us in this room have overcome adversity resulting from the pandemic and the countless ways it has changed our lives. We have all become more resilient as we've established new routines, learned to work and help our children learn in different environments, processed the feelings of fear and loss, adapt to the new normal, and managed to find a sense of strength to keep going during the past two years.  A person who is resilient can have any type of background and life experiences. Would anyone else like to share other examples of resilience, either what it looks like to you or someone who you can think of who you see as resilient?  **{let participants offer 3-4 examples of resilience.}**  **{click on next slide}** |
| 6: Why is resilience important? | **Say:** Every person at some point in the life will experience everyday challenges, difficult circumstances or a traumatic event, like the death of a loved one, a life-altering accident, or a serious illness. Becoming more resilient not only helps you get through difficult circumstances; it empowers you to grow and even improve your life along the way.    Over time, people’s life experiences and the coping skills they have gained help equip them with the tools to address future challenges. In other words, the more positive life experiences and coping skills you’ve built throughout your life, the heavier that side of the scale will be. So, when adversity strikes, the good experiences will keep the scale balanced in your favor even when weight of what you are experiencing seems too much to bear.  Because of this, children who build resilience early in life have a better chance of achieving positive health and development outcomes even when faced with a heavy load of negative factors and challenges.  **{click to next slide}** |
| 7: Myth versus reality | **Say:** Some people think that being resilient requires having to face extreme hardships. Others think that if someone is resilient, they never experience stress or difficulty. But that is not always the case. Resilience can be developed from both positive and negative experiences, and someone who is resilient can still struggle with mental and emotional challenges. Finally, it is never too late to build resilience. Age-appropriate, health-promoting activities can improve the abilities of children and adults to cope with, adapt to, and even prevent adversity in their lives at any age.  **{click next slide}** |
| 8 What can families do? | **Say:** The single most common factor for children to develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult. I’m going to share some ways that you can help the children in your life build resilience next. All of these are also listed on a handout provided to you.    Helping them make connections. Connecting with others provides social support, validates feelings, builds strong values, creates a sense of security and helps people feel less alone. Teach your child the importance of engaging, connecting and actively listening to others. Find ways to help them foster connectivity by suggesting they connect to family members or peers in-person or through phone, video chats, and texts.    Having them help others. Children who feel helpless can feel empowered by helping others. Your child’s understanding that they can make a difference can promote competence, confidence and empathy and help them gain a sense of purpose and foster self-worth.    Maintaining a daily routine. Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Work with your child to develop a routine, and highlight times that are for school, work and play. Particularly during times of distress or transition, you might need to be flexible with some routines. At the same time, schedules and consistency are important to maintain.    Helping them identify and practice healthy coping skills. An important part of building resilience is learning how to calm yourself down when you're upset and cheer yourself up when you're down. Learning healthy skills to cope effectively with adversity will help children be better prepared to overcome life’s challenges and prevent alternative destructive paths. Caring for your physical and mental health, having open and honest conversations regularly with your children, and prioritizing having fun shows children how to adapt to difficult circumstances or emotions positively and appropriately.    Teaching your child self-care. You are your child’ biggest role model. Teach them importance of basic self-care. Make more time to eat properly, exercise, and get sufficient sleep. Make sure your child has time to have fun and participate in activities they enjoy.  **{click next slide}** |
| 9: What can families do? (continued) | **Say:** And there’s more…    Help them move toward their goals. Establishing goals where children can focus on a specific, achievable task can help them build the resilience to move forward in the face of challenges. Teach your child to set reasonable goals and help them to move toward them one step at a time. Examine what is going well and have a plan of action for what is not.    Nurture your child’s positive self-view. Children need to realize that the world is a better place because they are in it. Help your child focus on their individual strengths and remember ways they have successfully handled hardships in the past. Teach them to trust themselves to solve problems and empower them to make appropriate decisions. Help them understand that adversity will strengthen their ability to handle future challenges.    Help them Maintain a hopeful outlook. Even when your child is facing very painful events, help them see that there is a future beyond the current situation and that the future can be good. An optimistic and positive outlook can enable children to see the good things in life and keep going even in the hardest times. But also, be sure to validate their feelings in the moment and don’t force positivity until they’re ready.    Look for opportunities for self-discovery for your child. Tough times are often when children learn the most about themselves. Having them look at how whatever they’re facing can teach them “what am I made of.” Helping them develop a solid set of morals and values will make it easier for them to determine right from wrong.    Help them accept change. Change can be scary for children and teens. Help your child see that change is part of life and new plans and goals can replace old ones that are no longer possible or that might just not be a good fit anymore. Share how you have navigated changing goals and plans in your life.  **{Click to next slide}** |
| 10: Activity 1: Practicing Gratitude | **Say:** If children can identify and practice healthy coping skills early in life that help them get through everyday stressors, challenges and ups and downs, they will be much better prepared to overcome adversity and avoid destructive behaviors such as substance misuse as they get older.  When people are going through difficult or traumatic times, they may not feel that they have anything to be grateful for, or that talking about gratitude will minimize any hardships experienced or are still going through. Practicing feelings of gratitude in tough times can remind a person that if they just stop and pause, there is still good all around us and it is happening each day. It is simply a way to focus on the positives happening all around us every day, versus fixating on only the negatives we are experiencing in the moment. It can be the air we breathe. It can be that the sun came out. It can be that we lived another day.  Simply put, it is a few seconds spend thinking about something that is not negative. If we can learn to practice gratitude when things are good, we will be able to build up this positive muscle for when things are not.  We’ve now come to the interactive part of the agenda, where you start to apply what you’ve learned so far. I would like everyone to take the next 4 minutes to reflect on the gratitude handout you were given. I’m going to set the timer for 4 minutes. Ready? Start reflecting!  **{set the timer for 4 min. When it ends say:}**  Ok time is up. I hope you were able to come up with some things to be grateful about. Would anyone like to share something that they feel grateful for?  **{allow one minute for answers. If no one shares move on.}**  **{Say}**  Thank you for participating in this exercise. We strongly encourage you to teach the children in your life how to practice gratitude using this handout and then decide together how often you want to do it.  **{Click to next slide}** |
| 11: Activity 2: What helps you cope? | **Note: If virtual:**   * **Discuss activity as a full group, or breakout into small rooms** * **Determine if a share out at the end is necessary.** * **If discussion lags, shorten the timing to 3-4 min.**   **Say:** Now it’s time for you to learn from each other. Find someone to partner with.  Over the next five minutes, take turns asking each other these two questions   1. What coping strategies have you used to get yourself get through the COVID-19 pandemic? 2. How have you helped your child get through it?   I’m going to set the timer for five minutes. Ready? Start talking!  **{set the timer for five minutes. When it ends say:}**  Ok time is up. I hope you got some great ideas for some good healthy coping strategies to try. Would anyone like to share some strategies they’ve used?  **{allow one minute for answers. If no one share move on.}**  **{click to next slide}** |
| 12: Activity 3: What would you do? | **Note: If virtual:**   * **Discuss activity as a full group, or breakout into small rooms** * **Determine if a share out at the end is necessary.** * **If discussion lags, shorten the timing to 3-4 min.**   **Say:** Now it’s time to think about how you would help your child get through an adverse situation at school.  Your child comes home from school and tells someone they thought was their friend started spreading an embarrassing story about them around school, and now everyone is making fun of them.  Over the next five minutes, work with your partner to figure out.   1. How would you help your child overcome this situation? 2. How can you help your child avoid a similar situation in the future?   I’m going to set the timer for five minutes. Ready? Start talking!  **{set the timer for 5 min. When it ends say:}**    Ok time is up. Would anyone like to share what you would do?  **{allow one minute for answers. If no one share move on.}**  **{click to next slide}** |
| 13: Activity 4: Create a building resilience family action plan | **Note: If virtual:**   * **Shorten the timing to 3-4 min.**   **Say:** Our final activity is for you to take the next 5 minutes to think about what you will do to proactively help the child in your life build their resilience skills, so they are prepared to successful overcome adverse situations they will face throughout their lives.  Use the Building Resilience Family Action Plan as your guide to start stacking up the positive side your child’s resilience scale.  **{set time for 5 min. When it ends say:}**  Ok time is up. I hope you all came up with a plan that will work for your family. Does anyone want to share some ideas you have?  **{allow one minute for answers. If no one share move on.}**  **{Say}**  Thank you to everyone for participating in each of these activities. We hope you got a lot out of talking to other participants and taking some time to reflect on the best ways to help the child in your life build their resilience.  **{click to next slide}** |
| 14: Getting help | **Say:** If your child seems stuck or overwhelmed and unable to use any the tips we’ve talked through today, you may want to consider talking to someone who can help, such as a doctor, school psychologist or other mental health professional in your community.  If you would like more information about depression, anxiety, grief and loss, or loneliness and isolation, National PTA has also created topic specific education and tools that families can use to figure out if you or your child needs additional help with one of these issues. You can find these resources at PTA.org/HealthyMinds.  **{click to next slide}** |
| 15: Thank you | **Note:** If virtual, put the survey link in the chat.  **Note:** Share information about any upcoming mental health sessions/events/activities.  **Say:** This concludes our Building Resilience session.  We want to learn from you so we can keep improving the programs we offer. Please complete the event survey.  **{if virtual say}:** We’ve included the link in the chat. We will give you all time to open the link now.  **{if in person say}:** We will email it to you after this event.  Thank you for attending and for your participation! |
| BONUS ACTIVITY: Q&A with a mental health expert | **{Say}**  Now we would like to give everyone the chance to ask **{insert name and title of mental health expert}** questions.  **{total time 10 mins. }** |