Facilitator Notes: Resiliency (8 Slides)

Participant 'Take-Away' Element(s):

Introduction to the strength-based model of Resiliency
The most important/impactful resilience factor is not generally prioritized in schools

Facilitation Type(s) Involved:

Table Cards; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide.*

Slide #1:

This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:

As an introduction, you can share that Resiliency is the oldest strength-based model in the country. Over fifty years ago Nan Henderson and Mike Milstein set out to uncover if there were any factors that help young people successfully make their way to productive adulthood because not every baby that is born achieves that; some die early through accident, illness or tragedy. Others get involved with the wrong people and end up addicted, incarcerated, living under a bridge, etc. The two researchers embarked on a longitudinal study following a rather large cohort of preschoolers into adulthood. Once these individuals reached adulthood, they learned that there are certain factors that do help individuals reach successful and productive adulthood. Then read the definition that they used for the study. Move to the next slide.

Slide #3:

Have them pull out the envelope that is labeled "Resiliency". Once they have the envelope out and the nine cards removed from the envelope, read the direction slide exactly *without embellishment*. If you provide additional direction beyond the "Yes or No!" you will confuse the group and force them to work to find "no" cards and the answer is that they are all yes! When you monitor this carefully you will be able to hear mumblings from the group that, "this is a trick question! or they are all yes!" Once you hear these mumblings from the group, interrupt them and ask, "what are you finding?" Multiple groups will likely say, "they're all yes!" That is what you want them to find. You are anchoring this because later in the task you will ask them to rank order them and you want to be able to reiterate that they all collectively determine student success. Move to the next slide.

Slide #4:

This slide lists the nine resiliency factors *in alphabetical order.* Go through each one so that the group understands what they mean:

1) Careers: this is not just for older students but for younger ones, 'hope and dreams for the future' (A.K.A. what I want to be when I grow up).
2) Hobbies and Interests: not only do I have hobbies and interests, but I am allowed to follow and engage in them.
3) Life Skills: I am developing the skills of becoming a responsible person who makes good decisions, etc.

4) Making Connections and Being Mentored: I have individuals in my life who I look up to, associate with and guide me as well as having friends/peers with whom I do the same.
5) Participation in School, Church and Community: this is more than just 'showing up.' I am involved in extracurricular activities or school-wide efforts/projects or in the church choir, go on faith-based trips or service projects or participate in community efforts such as Earth Day clean-up efforts or recreational activities in the community, etc.
6) Problem Solving and Information Skills: I have the skills necessary to solve all kinds of problems, some having to do with academic efforts/able to seek information and others having to do with problems of a personal nature such as relationship issues or making enough money to pay for lessons or some other kind of desired object/game.
7) Reading: being able to read! How many things can one do without having the ability to read.
8) Social Skills: having the skills necessary to be with others successfully.
9) Taking Care of Others and Volunteering: having opportunities to give to or help others and spend time in non-paying efforts that allow me to be of service to others.

Once everyone is clear on what each of the nine represents, move to the next slide.

Slide #5:

Read the slide and punctuate that 70% is a huge number in the world of research. Ask them to talk with their table colleagues and decide which one of the nine was the one that was most important to a large majority of the individuals followed in the research. Once every table has chosen their one factor. Tell them that on the count of three, hold up the chosen card. "One, two, three!" Most, if not all of them will hold up the mentoring factor, which is the correct answer. If some tables hold up a different card, just let them know that 30% of those in the study mentioned something else. Move to the next slide.

Slide #6:

This is just a place holder slide with the nine factors. Read the additional statement: "We are not born with resilience factors…they get built over time." Move to the next slide.

Slide #7:

Read the directions on the slide and have them complete the task at the table. When everyone has ordered them, ask the group what they have placed at the top of their lists. Get several answers (there is not one way to order them) but usually you will hear, "reading," "social skills" or "problem solving skills." Then ask them what is at the bottom of their lists, and you likely will hear, "taking care of others and volunteering," or "hobbies and interests." Then ask them where that all important one that 70% of those in the study mentioned is the most important. It usually falls somewhere in the middle to the middle bottom. Leave them with the question, "if this one is so important, why isn't it at the top of the list?" No responses are needed. Just move to the final slide.

Slide #8:

This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.