



Resiliency: Raising Strong Children Family Workshop

Featuring



Al's Pals™
Kids Making Healthy Choices

Workshop Overview

In this 90-minute interactive training module, families will examine how to support their child's (or children's) resiliency. Participants will engage in hands-on experiences and reflective discussions to identify the four components of resiliency. Participants will reflect how their child demonstrates resiliency, analyze how to use protective factors to promote ongoing resiliency, and consider how resiliency can help children face challenges or adverse situations throughout their lives.

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INTENDED TIMEFRAME:

This is a 90 minute (1.5 hours) workshop. The facilitator's guide provides activities on recognizing and nurturing protective factors to build resiliency, giving workshop facilitators the ability to extend or modify this workshop into multiple, shorter sessions.

LEARNING OUTCOMES:

Participants will:

- » Define and name four components of "resiliency."
- » Identify at least one trait of resiliency you see in your child..
- » Identify two protective factors that help promote resiliency in children.
- » Create a future vision of your child and identify the characteristics of resiliency reflected in that vision.

WORKSHOP FORMAT

***Note:** Each activity has a recommended video but other video options are provided so facilitators can customize the workshop to meet the age/skill needs of participating families.*

1. Introductions and Icebreaker "Picture Mill"
2. Activity: "Problems and Stressors"
3. Activity: "Weathering the Storm"
4. Activity: "Areas of Resiliency"
5. Reflection on Resiliency
6. ReadyRosie™ Modeled Moment
7. Activity: "My Resilient Child"
8. Reflection
9. Explore the ReadyRosie™ Video Library
10. Action Plan
11. Reflection and Closing

MATERIALS

1. PowerPoint presentation
2. Name tags for participants (optional)
3. Paper
4. Pom-poms, cotton balls, or confetti
5. Prepared flip chart/easel
6. Markers, chalk, crayons
7. Masking tape
8. Clock/watch
9. Audio clips: "We Are Stars" and "Here, Now & Down the Road"
10. Speaker



HANDOUTS

- » Areas of Resiliency
- » Social-Emotional Skills
- » Protective Factors
- » Idea Catcher
- » “We Are Stars” lyric sheet

SPECIFIC MATERIALS FOR THIS WORKSHOP:

- » Play “Here and Now and Down the Road” as families arrive.
- » Prepare 3 pages of the flip chart with the following information:
 - » **Workshop objectives**
 - » Define and name four components of “resiliency.”
 - » Identify at least one trait of resiliency you see in your child.
 - » Identify two protective factors that help promote resiliency in children.
 - » Create a future vision of your child and identify the characteristics of resiliency reflected in that vision.
 - » **Workshop Group Guidelines**
 - » Start on time.
 - » Learn and connect with others by listening to each other and sharing ideas.
 - » Silence cell phones and step outside to take important phone calls, if necessary.
 - » Take care of yourself.
 - » Keep discussions confidential.
 - » **“My Resilient Child”**
 - » “What is your child like as a person?”
 - » “How would you describe your child’s personality?”
 - » “How does your child spend his/her time?”
 - » “What is important to your child?”
 - » “What are your child’s plans for the future?”

ACTIVITY

Welcome families, build excitement, and introduce yourself.
[Play “Here and Now and Down the Road” as families arrive.]

1. **Say:** “Welcome! I’m so happy you have all decided to join me today!”
2. [Introduce yourself, begin to build trust and rapport, and tell why you are excited to share the information in this workshop.]
3. [Take care of any housekeeping details, for example: the location of restrooms.]
4. **Say:** “First, let’s make sure we are all on the same page. Let’s review some guidelines for our time together.”
5. [Write guidelines on flipchart paper and hang at every session, if presenting in a series.]
6. **Say:** “Guidelines serve as a good reminder of what was agreed upon by the group.”
 - » **Start on time.**
 - » **Learn and connect with others by listening to each other and sharing our ideas.**
 - » “Group discussions are only as strong as your contributions! Think of the phrase ‘step up and step back.’ If you notice that you haven’t contributed to discussions, challenge yourself to step up. If you notice that you’ve spoken a lot during discussions, challenge yourself to step back so others can step up.”
 - » **Silence cell phones and step outside to take important phone calls, if necessary.**
 - » **Take care of yourself.**
 - » “This means if you need to step out to use the restroom or if you need a moment to collect yourself, please do!”
 - » **Keep discussions confidential.**
 - » “In this session we will be thinking about difficult situations that we have experienced and how we can help our children if or when they face similar events. Because this may bring up some of our own strong emotions and memories, it’s important that we feel free to share. We can only feel free to share our thoughts and feelings if we can trust each other. Let’s keep each other’s stories confidential. This means we will NOT repeat what we hear about each other. Can we all agree that what we hear today about each other does NOT leave this room?”
7. **Say:** “Are there other things we should add to the list that would make the workshop enjoyable for all?”
8. **Say:** “Finally, before we dig into our topic about resiliency, I want to remind you that this might be a difficult topic as it deals with thinking about the challenges you and your child may face as they grow and interact in the world. Please feel free to take a break or step out if you need.”

Workshop Objectives - 3 minutes

Slide 2

Session Objectives

Workshop Objectives

TODAY WE WILL

- Define and name four components of "resiliency."
- Identify at least one resilient trait they see in their child.
- Identify two protective factors that help promote resiliency in children.
- Create a future vision of their child and identify the characteristics of resiliency reflected in that vision.

Today we will:

1. Define and name four components of "resiliency."
2. Identify at least one trait of resiliency you see in your child.
3. Identify two protective factors that help promote resiliency in children.
4. Create a future vision of your child and identify the characteristics of resiliency reflected in that vision.

ACTIVITY

Share workshop objectives.

PRACTICE

Read prepared chart paper posted on wall with objectives.

- » Define and name four components of "resiliency."
- » Identify at least one trait of resiliency you see in your child.
- » Identify two protective factors that help promote resiliency in children.
- » Create a future vision of your child and identify the characteristics of resiliency reflected in that vision.

[Distribute Idea Catcher handout]

Say: "We will cover a lot of useful information today. You can make notes and jot down your thoughts throughout the workshop on this handout."

TRANSITION

"Let's get going!"

Picture Mill - 5 minutes

Slide 3

Picture Mill

Picture Mill

- Think about your child for a moment.
- Think about what you love about them.
- Now pick one quality that your child has that you really love.
- Draw a sketch or a symbol that represents that quality that you love in your child.



Picture Mill

1. Think about your child for a moment.
2. Think about what you love about them.
3. Now pick one of those qualities that you really love.
4. Draw a sketch or a symbol that represents that quality that you love in your child.

ACTIVITY

Picture Mill: Do something fun and learn about each other's children

PRACTICE

Pass out one sheet of 8.5 x 11 paper and crayons or markers to each participant.

1. **Say:** "Think about your child for a moment." Pause (10 seconds max) to let family members really get an image in their minds.
2. **Say:** "As you picture your child, think about what you love about him or her." Pause (10 seconds max) to let participants think.
3. **Say:** "Now pick one quality that you really love. By quality I don't mean something your child does, but rather something about who your child is as a person."
4. **Say:** "Now I'd like you to draw a sketch or a symbol that represents that quality that you love in your child. I'll give you about 3 minutes. This is not a contest and it does not matter how well you can draw. You could draw a whole picture or you could draw a symbol. For example, if your child is very loving and affectionate, you could draw a heart."

After everyone is finished drawing, say: "Okay, now let's take a few minutes to get to know each other. Let's go around the room. Tell us your name and your child's name and age. If you want to, you can also describe the quality you drew on the paper. Let's start here [point to person] and go this way [indicate the direction]."

Note: If the group is large, you might have them share at their tables. This can go long.

DEBRIEF/REFLECT

- » "Did anyone hear another family member parent admire the same quality you selected in their child?"
- » "What similar quality did you both admire in your children?"
- » "Did anyone have an unusual characteristic they loved about their child?"
- » "What interesting things did you discover, if any, that you have in common?"

SUMMARY

"As family members, we all love our children and are here because we want to give them all the opportunities for a happy, healthy life. We probably have a lot in common with each other. Let's keep this in mind as we learn from each other today!"

TRANSITION

"One thing we probably all have in common is facing challenges and stress in our lives. We're going to take a look at some of the issues that families are dealing with these days."

Problems and Stressors - 5 minutes

Slide 4

Problems and Stressors

Studies show us that
a flexible, supportive environment
offers protection during times of stress and
helps us overcome difficult situations.

(Animate on click to show)

Studies show us that a flexible, supportive environment offers protection during times of stress and helps us overcome difficult situations.

ACTIVITY

Introduce the concept of coping with difficulties.

PRACTICE

Pass out one sheet of 8.5 x 11 paper and crayons or markers to each participant.

- Say:** “What are some of the problems or stressors children and families have to face in today’s world? Just say them out loud! You might think of small things, like losing their favorite toy, or bigger things, like divorce, separation, etc. Would anyone like to help write our answers up front on the flip chart?”
 - » Allow a bit of wait time. This could be a sensitive topic.
“We will wait a few moments here for everyone to get comfortable with the ideas and feelings this might provoke.”
 - » After a few moments, offer an example or two if participants need a bit of support to share: *natural disasters, worrying about food or housing, prejudice, violence, pandemics like COVID, or social distancing from family and friends.*
- Say:** “No matter how much we love our children, or how loveable they are, we cannot protect them from all the stressors in our society. Life is full of stressors and challenges.”
- Say:** “Children face many stressors and risks. These stressors can be common childhood events, like struggling to make friends, or more serious stressors like adverse childhood events, but there are skills that will help all children manage a stressful situation. Sometimes we think that bad circumstances can ‘doom’ a child and guarantee that he or she is scarred for life. More and more research is focusing on the children whose flexibility helps them manage difficult life circumstances. Studies show that families can create environments that offer protection to help children adapt and overcome difficult situations, no matter what they are facing.”
- CLICK to animate slide.

DEBRIEF/REFLECT

“Children can be resilient! It’s not all bad news! You might have your own examples of how you have overcome difficult situations in your life. Take a moment to silently think about that time. You don’t have to share. I just want you to think about something you’ve faced in your own life.”

SUMMARY

After a few moments, say, “Now, whatever your situation was, you probably found a way to deal with it. Every one of us has qualities inside that help us deal with tough life situations in positive ways and overcome them! Researchers are looking at what helps people adapt and manage difficult situations, or what helps develop resiliency. These are called ‘protective factors.’ We will talk about them in just a moment. These protective factors are important for all people—children included—to help us move forward during times of stress.”

TRANSITION

“Now let’s see how protective factors support resiliency to adapt and manage difficult situations.”

Weathering the Storm - 5 minutes

Slide 5

Weathering the Storm



ACTIVITY

Weathering the Storm: Participants will learn what resiliency means and the four components of resiliency.

1. Hold up a handful of cotton balls, pom-poms, or confetti over your head.
2. **Say:** “Pretend that these [objects] are raindrops in a storm.” Drop the objects, letting them hit your head, shoulder, etc. Pause for another moment for effect.
3. **Say:** “In some ways, this represents how prepared we are to face life’s difficulties. People face a huge stressor, or ‘storm,’ and without any preparation or protection become physically and mentally overwhelmed and have difficulty living their life how they want.”
4. **Ask:** “What happens if you go out in a rainstorm without an umbrella’s protection? You can think about this without needing to respond.”
5. Allow time for participants to think silently.
6. “There are people who cope with ‘storms,’ or difficult situations, in healthy ways by using their ‘umbrellas.’”
7. Pause for a moment, then hold up the small objects over your head again. Pause again briefly for effect.
8. **Say:** “If I took an umbrella out in a rainstorm, what would happen? This umbrella represents the protection or shield used by those people who are able to move forward despite life’s difficulties. They hit a huge stressor, but they are able to stay safe and move forward using inner resources. This is what resiliency is: having the tools to weather the storms and feeling confident about where you are going. It is not about never being sad or depressed or feeling down while pretending that everything is ok. Resilient people do experience hard times. But they survive them, they find healthy ways to deal with them, and they continue meeting the challenges of life.”

PRACTICE

- » **Say:** “I’m going to ask you to think about something that might be difficult. Please take care of yourself and do not feel pressured to share or participate. Feel free to take a break and leave the room, if needed.” [PAUSE]
- » **Say:** “Now, think about a time in your life when you had to overcome a hardship or problem, even a simple problem. Now think about one **personal characteristic** you relied on to get you through.”
- » Pause for a moment to give participants a chance to think about a **characteristic**.
 - » To encourage participants to answer, share an example from your own life, e.g., you maintained your sense of humor while ill or your calm demeanor helped you manage the process for repairing storm damage to your home.

DEBRIEF/REFLECT

- » “Would anyone like to share the characteristic that helped get you through tough times? Please remember, you do not need to share the difficult situation if you do not want to.”
- » “Would anyone like to write answers down on the flip chart?”

[Allow a few seconds for people to respond.]

SUMMARY

“I notice that we seem to share similar characteristics! These are characteristics we are demonstrating every day to our children and family. What a gift we are giving our children when we show them how we use characteristics like [insert responses from flip chart] in stressful times!”

TRANSITION

“Now let’s take a closer look at the four areas of resiliency.”

Areas of Resiliency - 15 minutes

Slide 6

Areas of Resiliency

Areas of Resiliency
Social Competency
Problem-Solving Skills
Autonomy/Sense of Self
Having a Vision of the Future

Areas of Resiliency:

1. Social Competency
2. Problem-Solving Skills
3. Autonomy/Sense of Self
4. Having a Vision of the Future

ACTIVITY

Show Me 5: Review the four broad areas of resiliency and learn what each one means.

PRACTICE

Say: “Take a look at the slide. [Read the text on the slide.] These are the four areas of resiliency. You may have heard of some of these. When I repeat each area, show me on a scale of 1-5 how comfortable you are with the term.”

- » “1 finger means I don’t think I’ve heard it”
- » “2 fingers means I have heard the term”
- » “3 fingers means I know a little about it”
- » “4 fingers means I’m pretty confident about what it means”
- » “5 fingers means I am a rock star!”

1. **Say:** “The way children express these areas of resiliency will look different for children of different ages. For example, two-year-olds are GREAT at having a high self-esteem, but they are not always developmentally able to manage their strong emotions. Let’s take a closer look at each of these.”

[Distribute the *Areas of Resiliency* handout]

- a. **Say:** “First, there’s **social competency**. This refers to how well children manage their emotions and work with other children. Social competency has three main components.”
 - i. “Identifying your emotions. Think about your own child. Can they tell you what they’re feeling? When we’re able to identify what we are feeling, it helps us feel more in control of our strong emotions.”

[Offer an example from your own experience or ask for volunteers to share their ideas.]

“Are you able to put a name to your feelings?”

“How does it feel when someone mislabels your emotions? For example, you feel frustrated, and somebody says you’re ‘being dramatic’?”

“This leads us to the next component of social competency.”

- ii. “Managing your emotions. Research tells us that children who are able to manage their emotions positively do better in school. Think of your own child and how they react when they are very mad, frustrated, scared, or excited. Social competency doesn’t mean your child never experiences or shows these emotions; rather, it means that they are able to feel the strong feelings and then calm themselves and return to a relaxed state.”

[Pause and allow volunteers to share questions or comments.]

Areas of Resiliency - 15 minutes

Slide 6

Areas of Resiliency

Areas of Resiliency
Social Competency
Problem-Solving Skills
Autonomy/Sense of Self
Having a Vision of the Future

- iii. “Social-emotional skills. Let’s break this down a bit further. These are skills that will serve your child today, as they go into kindergarten, and as they grow into confident adults. Think of people you know and admire in your own life. Think of what makes them important to you. What qualities do they have?”

[Encourage volunteers to share the positive qualities they’re thinking of.]

“Many of the qualities you’ve mentioned are related to strong social-emotional skills!”

[Distribute the Social-Emotional Skills handout]

Say: “You can take notes, draw, or write your child’s name on this handout. You might want to identify which skills are your strengths and which are your child’s strengths.”

1. **Maintaining positive relationship with others** [Expand if needed: People who are able to build positive, happy relationships with others are able to “get along” with friends, colleagues, and family members. When we are able to create a circle of supportive friendships, we have a feeling of security. Times might be difficult, but we are not alone. We have people who we can count on for support.]
 2. **Empathy and caring** [Expand if needed: Empathy means being able to ‘put yourself in others’ shoes.’ Trying to understand what others are feeling helps us care for them and develop deeper relationships and stronger bonds with each other.]
 3. **Healthy coping skills** [Expand if needed: These are skills that we use to manage our feelings during challenging times. What do we do when we feel frustrated? Overwhelmed? Scared? The messages you tell yourself and the actions you take to move past those feelings are coping skills.]
 4. **Ability to think flexibly** [Expand if needed: This means being able to see things differently and change our actions. Thinking flexibly means children can consider different possibilities, find their own ways to resolve conflicts with others, and solve problems.]
 5. **Self-control, self-discipline** [Expand if needed: Being able to control our actions and having self-discipline means understanding that actions have consequences (both negative and positive); comprehending which behaviors are acceptable; being aware that you can control your behavior; and following limits, rules, and expectations.]
 6. **Self-esteem** [Expand if needed: This refers to the feelings we have about ourselves. When we have positive feelings about ourselves, we *know* we are loved and are good people. We feel loved and proud of ourselves. When we have high self-esteem, we feel confident in trying new things and valuing ourselves.]
- b. **Say:** “The next area of resiliency is **problem-solving skills**. This is the ability to work through conflicts with others. First, we stop and think. We need to take time to calm down a bit and identify the problem. We ask ourselves, ‘What is the issue here?’ Then, we work with others to resolve the issue, and then we try out our solution. This is a process that takes time, patience, empathy, and a shared understanding of what can make everybody happy. “
- c. **Say:** “Can you think of a time when you’ve worked through an issue in a similar way?”

[Encourage participants to share examples or share one from your own life.]

Areas of Resiliency - 15 minutes

Slide 6

Areas of Resiliency



- d. **Say:** “Next is **autonomy or sense of self**. This means we are able to see ourselves as independent individuals. Think of your own child. When children have a strong sense of autonomy or sense of self, they know who they are, and they know what is important to them. They are confident in their abilities, and they are aware of their feelings and needs, but they are also aware of and empathetic towards others’ feelings and needs.”

Say: “Does this sound like any of your children?”

- e. **Say:** “The last area of resiliency is **having a vision of the future**. When we have a ‘vision of the future’ we have goals and dreams for ourselves. As families, caregivers, and teachers, we can support this area of resiliency by offering encouragement and supporting children’s aspirations.”

ACTIVITY

Think-Pair-Share

PRACTICE

2. **Say:** “We’re going to do an activity we often do with children in the classroom. It’s called Think-Pair-Share.”
- “First, take a moment to THINK silently about something, then you’ll PAIR with a partner to talk about your ideas, and then volunteers will SHARE what they discussed.”
 - “Okay. Let’s take a moment to *think* about the kinds of opportunities children might need to practice these resiliency skills. What kinds of interactions would children need to have with adults to become more resilient?” [Allow a moment for participants to think.]
 - “Next, *pair* up with a partner and talk about your ideas.” [Allow time for partners to talk.]
 - “Now, let’s hear what you came up with. Who would like to *share* the ideas you came up with?” [Allow time for volunteers to share ideas; record their answers on a flip chart.]
3. **Explain:** “In the classroom, opportunities to promote these skills might look like expecting and supporting children to be independent. For example, when teachers or family members ask children to put away their own toys, which of the four resiliency traits are they supporting?”
- Encourage participants to expand on their reasoning for their answers: feeling confident about their ability to take care of themselves, being independent, working with others, and being an important part of a group all relate to problem-solving and social competence.
 - “Ask 3, Then Me”—Explain that this is a strategy we often use at school. “When a preschool child needs help with something, we ask them to seek help from 3 other people before asking the teacher. Which area of resiliency does this relate to?” [I’d put in brackets here which area it DOES relate to]
4. **Ask:** “What would these strategies look like at home?”

[Pause briefly giving participants time to think before answering. Encourage volunteers to respond.]

Areas of Resiliency - 15 minutes

Slide 6

Areas of Resiliency



5. [Give each participant a copy of the *Protective Factors* handout.] Say: “Take a moment to read over this list.” [Allow a moment for participants to review the handout.]
6. **Say:** “You’ll notice that some of these factors may not feel age-appropriate at this time, like the last two bullets regarding alcohol, drugs, and violence, but children who receive healthy messages about tough topics such as these will be more prepared to use these skills as they get older.”
7. [Refer to the *Protective Factors* handout and read each factor out loud. Pause occasionally to explain what each factor means or ask volunteers to share why these help children develop resiliency.]
Say: “When these factors are in place, children are better able to develop resiliency. As we go through this list, think about why these factors help protect children during difficult times.”
 - a. Caring, supportive adults
 - b. High expectations for their own success
 - c. Meaningful involvement with others and their community
 - d. Opportunities to make decisions in their daily lives
 - e. Recognition and reinforcement of their positive behaviors
 - f. A safe, predictable environment
 - g. Clear messages that children are not to use tobacco, alcohol, or other drugs
 - h. Clear messages promoting non-violent behavior

DEBRIEF/REFLECT

Ask: “Do any of these protective factors surprise you? What makes them feel surprising to you?”
[Encourage volunteers to share their thoughts or questions about the list of protective factors.]

SUMMARY

“During the upcoming family education sessions, we will discuss and practice ways to put protective factors into our daily interactions with children. Protective factors help shield children from harm and brighten their future. Many of the topics we share in these sessions are about helping families foster resiliency in their children so they will be prepared to handle whatever comes their way in life.”

TRANSITION

“You have done a LOT of hard work! We’ve talked about what resiliency means, why it’s important, and we’ve learned about the protective factors we can offer to help children develop resiliency. Let’s take a moment to reflect on all we’ve covered.”

Reflection on Resiliency - 5 minutes

Slide 7

Reflection on Resiliency

Reflection on Resiliency

- What quality does your child have that will help him be resilient in life?
- Which characteristics of resiliency do you see in your child? How do you know?
- When do you see these characteristics of resiliency?
- Where do you see these characteristics?
- How can you help your child build these characteristics?
- How do you know?

Reflection on Resiliency

- » What quality does your child have that will help him be resilient in life?
- » *Which* characteristics of resiliency do you see in your child? How do these qualities appear in your interactions with your child?
- » *When* do you see these characteristics of resiliency?
- » *Where* do you see these characteristics?
- » *How* can you help your child build these characteristics?

ACTIVITY

Give participants the chance to briefly talk about what they have learned or thought about during the activity.

PRACTICE

- » “Think about the characteristics you shared at the beginning of our session that you really love about your child.”
- » “How do you think those characteristics will help them be resilient in life?”
- » “Which characteristics of resiliency do you already see in your child?”
- » “When do you see them? Where do you see them?”
- » “How can you help build these characteristics in your child?”

DEBRIEF/REFLECT

[Distribute or draw attention to the *Idea Catcher* handout.]

Say: “As we finish this section, take a minute to think about what you got out of what we covered in this section or one thing that you might want to tell a friend. Write it on the *Idea Catcher*.”

SUMMARY

“Keeping notes about what we learned helps us remember the information that is most important to us.”

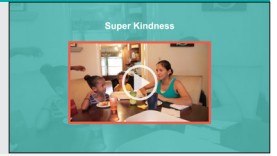
TRANSITION

“Let’s pause for a bit and have a ReadyRosie™ break. We’ll take a look at a video of a family engaged in a ReadyRosie™ *Modeled Moment* video that is related to resiliency!”

ReadyRosie™ Modeled Moment - 10 minutes

Slide 8

[Embedded “Super Kindness” video]



ACTIVITY

“Super Kindness” 2:08 minutes: Watch RR video “Super Kindness” and discuss how an activity focused on kindness can help support social-emotional skills and resiliency.

Say: “We’re going to watch a ReadyRosie™ *Modeled Moment* called ‘Super Kindness.’ As you watch the activity, think about how activities like the one shown can help support social-emotional skills and resiliency.”

After watching, **ask:** “What did this family do to help build their child’s resiliency?”

PRACTICE

Super Kindness

Say: “At your tables, quickly play ‘Super Kindness.’ Form groups of 4-5 people to play the game. Just like in the Modeled Moment video we watched, you and your group mates will come up with your own gestures and symbols.”

[Allow 5 minutes for the groups to work.]

DEBRIEF/REFLECT

Say: “Now, let’s go around the room so each group can share their gestures and/or symbols.”

Ask: “How do you think an activity like this can help provide protective factors to build resiliency?”

[Possible answers include caring, supportive adult; meaningful involvement; opportunities to make decisions; recognition and reinforcement of positive behavior.]

Say: “Building empathy and kindness is a big part of building resiliency. Think of the four areas of resiliency. Which relate to *empathy and kindness*?”

[Possible answers include: Social competency skills like identifying feelings, problem-solving skills, and sense of self.]

SUMMARY

Empathy and kindness are part of building resiliency.

TRANSITION

“Now let’s go dig into the last area of resiliency—having a vision of the future”

[CLICK to animate slide to display the following]

- » What is your child like as a person?”
- » “How would you describe your child’s personality?”
- » “How does your child spend their time?”
- » “What is important to your child?”
- » “What are your child’s plans for the future?”

ACTIVITY

Future Vision

Participants will create a future vision of their child and identify the characteristics of resiliency reflected in that vision.

1. **Say:** “As families raising young children, you all know how much energy they require, how they try your patience, how funny and sometimes embarrassing they can be. However, I’d like all of you to imagine that 20 years have passed.”
2. **Say:** “Take a moment to dream about your child in 20 years. What do you hope your child will be, what characteristics do you want your child demonstrate?”
3. **Say:** “Next, what can we do today to help instill these qualities?”
4. **Say:** “As you think about your answer, consider things like:”
[CLICK to show the following]
 - a. “What is your child like as a person?”
 - b. “How would you describe your child’s personality?”
 - c. “How does your child spend their time?”
 - d. “What is important to your child?”
 - e. “What are your child’s plans for the future?”

PRACTICE

5. **Say:** “I’d like everyone to pair off now. In your pair, decide who will be ‘A’ and who will be ‘B’.”
 - a. “First, the person who is ‘A’ will have 2-3 minutes to share their answers to these questions and their vision for their grown child. Then, I’ll ask you to switch so the person who is ‘B’ will have 2-3 minutes to answer.”

[Allow 2-3 minutes for ‘As’ to share and then signal that it’s time for ‘Bs’ to share.]
6. **Say:** “Okay, now we’re going to mix up our groups a little bit. Your pair will join another pair and each person will have 2 minutes to share their vision for their grown child. Be prepared to assign a spokesperson for your group to share any common themes with the large group.” [Allow 2 minutes for the first person to share, then signal that it’s time for another member of the group to start sharing. Continue until all have had a chance to share.]
7. **Say:** “Okay, now that everyone has had a chance to share, let’s hear about what you heard. Were there common ideas that came up as you talked about your vision for your children?”

My Resilient Child - 15 minutes

My Resilient Child

- "What is your child like as a person?"
- "How would you describe your child's personality?"
- "How does your child spend their time?"
- "What is important to your child?"
- "What are your child's plans for the future?"

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"My Resilient Child"

8. **Ask:** "Which group would like to start to tell us about what you talked about?"
[Allow 1 minute for each group to share.]

[As each group reports, write the child characteristics they mention on chart paper.]

[Point out common themes and help link their responses with the characteristics of resiliency— Social Skills, Problem-Solving Skills, Autonomy/Sense of Self, Having a Vision for the Future].

9. Once all groups have shared, **say:** "Thank you so much for sharing. Please return to your seats."

DEBRIEF/REFLECT

"Why do you think we spent so much time today thinking about our dreams for our children? What do you think this has to do with resiliency?"

[Encourage participants to share their ideas.]

SUMMARY

"It's important to keep these visions of our children's future in mind because they help us keep our focus on our goals and dreams for our children. Keeping our goals in mind motivates to take the steps we can take every day to meet our goals."

TRANSITION

"Let's spend a few minutes reflecting on all the hard work you've done today! Keep those Idea Catchers handy to jot down a few thoughts."

- When you think about what you want for your own children, how does it relate to characteristics of resiliency?
- What can you do to reinforce those characteristics?

Reflection

- » When you think about what you want for your own children, how does it relate to characteristics of resiliency?
- » What can you do to reinforce those characteristics?

ACTIVITY

Give participants the chance to briefly talk about what they have learned or thought about during the activity.

PRACTICE

- » **Ask:** “When you think about what you want for your own children, how does it relate to characteristics of resiliency?”

[Allow 5 minutes for them to share. Record responses on the flip chart.]

- » **Ask:** “What can you do to reinforce those characteristics to help your children grow up to be well-rounded, happy, kind adults?”

[Record responses on the flip chart.]

DEBRIEF/REFLECT

Say: “As we finish this section of our session, let’s take a minute to think about what you learned today. Think about one thing that was important to you about this section of our session that you might tell a friend. Write it on the *Idea Catcher*.”

SUMMARY

“Reflecting on what we’ve learned and celebrating our hard work is something we also do in the classroom with children! No matter our age, it’s important to reflect back on what ‘stuck’ with us and celebrate what we’ve achieved! “

TRANSITION

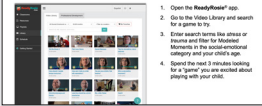
“Now let’s switch gears just a little bit and see how we can continue reflecting on resiliency and helping to build those protective factors—using fun and simple experiences from ReadyRosie™!”

Exploring the ReadyRosie™ Video Library - 10 minutes

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Exploring the ReadyRosie™ Video Library

Exploring the ReadyRosie™ Video Library



Exploring the ReadyRosie™ Video Library

1. Open the ReadyRosie™ app.
2. Go to the Video Library and search for a game to try.
3. Enter search terms like *stress* or *trauma* and filter by the social-emotional category and your child's age to find Modeled Moments videos.
4. Spend the next 3 minutes looking for a “game” you want to play with your child.

ACTIVITY

Give participants the chance to navigate the ReadyRosie™ app to find Modeled Moments videos that address protective factors and resiliency.

PRACTICE

- » **Say:** “We are going to spend a few minutes navigating the ReadyRosie™ app, so you will know how to search for and find content.”
 - » “On your device, open the ReadyRosie™ app.”
 - » “Click on the Video Library and search for a game.”
 - » “You can enter search terms like *stress* or *trauma* and then filter by the social-emotional category and your child's age.”
 - » “I'll give you a few minutes to find a game you would like to play with your child.”

[Allow 3-5 minutes for participants to explore RR.]

- » **Say:** “Please take a moment to PAIR and SHARE with someone near you. Talk about the game you found.”
- » Encourage them to use the app during the week.

Ask: “When will you play the game you found? Why do you think your child will enjoy this activity?”

DEBRIEF/REFLECT

[Return to the *Areas of Resiliency* handout and **ask:**]

- » “What can you do as part of these activities to help reinforce resiliency?” Potential answers might include:
 - » Model being a caring, supportive adult
 - » Demonstrate high expectations for success
 - » Maintain meaningful involvement with your child
 - » Provide opportunities for the child to make decisions
 - » Recognize and reinforce the child's positive behaviors
 - » Create a safe, predictable environment in which to play together

Say: “This next week, please continue to search the Video Library in ReadyRosie™ to find more experiences that support resiliency and protective factors that you think your child would enjoy!”

SUMMARY

“Remember that you have access to the complete library; so, in addition to the videos you receive from us, you can always search for videos on specific topics!”

TRANSITION

“Before we wrap up, let's take just a few minutes to think about how we can continue to support children's resiliency in the next week.”

Action Plan - 5 minutes

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Action Plan



Action Plan “We Are Stars”

ACTIVITY

Participants will choose one way to reinforce resiliency in their child.

PRACTICE

[Distribute “We Are Stars” Lyrics handout.]

Say: “In our session today we have talked about your amazing ‘resilient children.’ Each child is a star in their family. This song was written for children to remind them just how special they are.”

[Play the song “We Are Stars.” Invite participants to sing along if they’d like to.]

[Distribute *Action Plan* handout.]

Say: “Take a moment to choose one characteristic of resiliency that you would like to encourage in your child. Now think of one activity or action you can do during the next week which will encourage that characteristic in your child.”

Say: “Write the activity or action on your *Action Plan* handout. Post this sheet somewhere in your home so it will remind you of your plan until our next session. When we meet again, we’ll talk about how your plan went.”

DEBRIEF/REFLECT

Say: “I wonder if many of us chose to focus on similar areas of resiliency. I also wonder why you chose the area of resilience you chose. Often, we choose the area we are most excited to develop. This is a great step towards supporting your child!”

[Allow time for participants to share if they want.]

Reflection and Closing - 1 minute

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“Thank you!”



Thank You!

Say: “We have talked today about the protective factors we can offer and the areas of resiliency we can help develop in our children to help them during challenges and times of stress.”

Ask: “Turn to the person next to you and share a specific way you think building resiliency will help your child during difficult situations.”

Say: “Thank you for coming today; we are excited to hear how this session helps your family!”