

MODULE 2.2

DEVELOPING RESILIENCE

FACILITATOR GUIDE

Module 2.2

Developing resilience

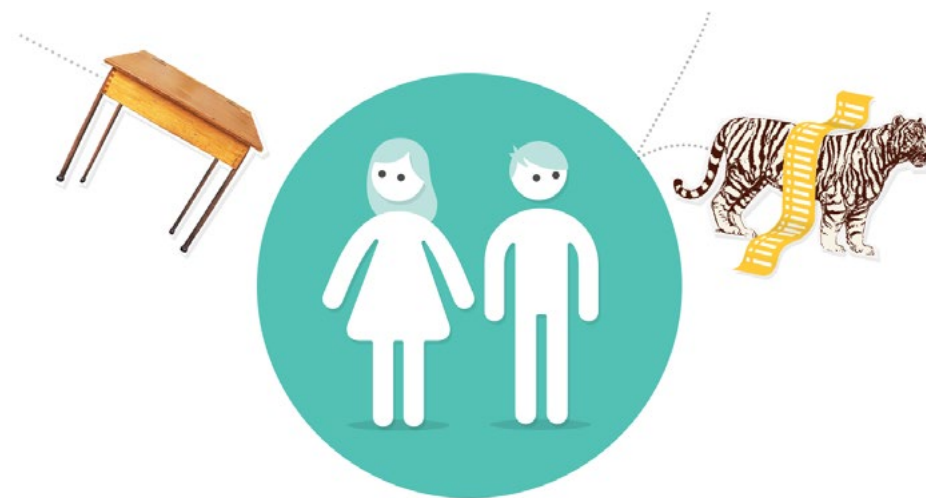
Introduction

The 'Module 2.2 Developing resilience' facilitator guide is designed to assist you to prepare and deliver group professional learning using the MindMatters modules, which can be found at www.mindmatters.edu.au.

It consists of a possible sequence of professional learning activities to use with a group of staff as you move through the module.

MindMatters modules are designed to be used in flexible ways: as an individual, in small groups, as a faculty, as a whole staff, or as an action team. Some of the online activities can be explored in more detail when there is an opportunity to work with others at the same time. Group learning is best facilitated by colleagues from the school action team who have an understanding of mental health and the direction that the school wishes to take.

Implementing MindMatters as a whole school approach requires the active participation of the whole school community – teaching and non-teaching staff. Each of the four components of the MindMatters framework has associated modules.



Prepare

Before you begin facilitating a group session, you might like to undertake the following steps:

1. View and undertake the module(s) yourself.
2. Familiarise yourself with any background reading and references.
3. Decide which activities you will include and how much time you will aim to spend on them.
4. Check that your school allows access to YouTube, as each module contains YouTube videos. If not, speak to your IT team to get access.
5. Select a physical environment conducive to active learning (people sitting in discussion groups, room to move, access to water and refreshment).
6. Decide whether each person will access the online module or whether the group will use large screen projection.
7. Organise any materials needed for activities.
8. Organise copies of any pre-reading.
9. Enlist support of MindMatters action team members (if relevant).

You might also like to:

1. Speak with your local MindMatters project officer about extra hints or support for facilitating groups using online professional learning.
2. Ask the school librarian or resource centre person to gather together existing and relevant social and emotional learning resources for display or use during the session.
3. Consider the range of beliefs that may be relevant to the module you are facilitating — issues, participants, students, the school, the local community.

Overview

MindMatters modules are designed to take approximately one hour to complete. You may prefer your group to view the online video 'The MindMatters panel' at a different time, due to the video length.

Activity	Time	Materials needed
1. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper, markers or post it notes
2. Energiser – Catch and connect	10 minutes	Three soft objects that do not bounce
3. Online wall task 'What are the qualities of a resilient person?'	5 minutes	Online device
4. Online video 'The MindMatters panel'	20 minutes	Online device
5. Online video animation 'Developing resilience' and activity	30 minutes	Online device, hard copies of 'Developing resilience' module overview (one per participant)
6. Online wall task 'How can you support the young people in your school to develop their resilience?'	5 minutes	Online device
7. Online Next steps	5 minutes	Online device (or hard copy)

Before starting the activities

Explain that MindMatters modules contribute to the ongoing MindMatters journey of improving the mental health of students by building a whole school approach.

Detail any 'housekeeping' issues. Clarify the duration of the professional learning session.


Highlight that the focus of this module is resilience. Read the section 'What is resilience?' on page 4 of the module overview.



 **TIME:** 5 minutes.

 **MATERIALS:**

- 'How to facilitate MindMatters modules' guide. [DOWNLOAD AND PRINT](#)
- Whiteboard or poster paper.
- Markers or post it notes.

 **PURPOSE:** To create a safe learning environment so that all staff can contribute to the session in a respectful way. To make expectations clear to ensure all participants contribute their views and ideas. To encourage people to take responsibility for their own learning and be accountable to colleagues.

1. Develop (or revisit) agreements for working together

Instructions:

1. Ask participants to brainstorm and share ideas about how they wish to work during the session.
2. Individuals can write suggestions on post it notes or the facilitator can record suggestions on whiteboard or poster paper.

Here are some examples for agreements for a successful session:

- listen to each other
- respect different perspectives
- share only what you are comfortable sharing
- engage in one conversation at a time
- share airspace.

For more examples, download the 'How to: Facilitate MindMatters modules' guide and follow the instructions on 'How to: Develop an agreement for working together'.

Debrief: Say to the group "Negotiating group agreements takes time and is an important part of a professional learning session. It helps to create safe and supportive environments, which is a key protective factor for our mental health and wellbeing. A safe learning environment also enables open, robust discussion in both staff and student settings."



🕒 **TIME:** 10 minutes.

📄 **MATERIALS:**

- Three soft objects that will not bounce or roll. E.g. Koosh ball, stuffed toy, pencil case stuffed with plastic bags.

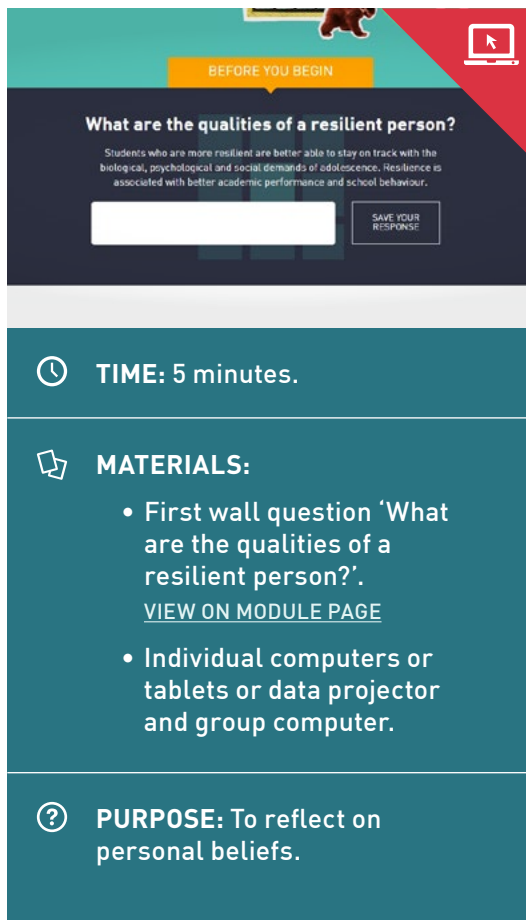
❓ **PURPOSE:** To connect the group and share its understanding of resilience. To orient participants to the content of the session by helping them think about what skills people utilise to be resilient. To role model an activity that could be facilitated with students.

2. Energiser – Catch and connect

Instructions:

1. Have the group sit or stand in a circle.
2. Toss one of the objects from person to person. The thrower calls their own name first and then the name of the person they are throwing to until everyone in the group has touched the object. As the activity will repeat that same throwing order, tell participants to remember the person to whom they are throwing and the person from whom they are receiving.
3. Play a few rounds, making sure everyone in the group is included in the throwing pattern.
4. After these rounds add in the other two objects. Concentration will need to be exercised.
5. Ask participants to share:
 - a. the behaviours they observed in others that demonstrated resilience
 - b. what helped them to be resilient when the activity might have felt stressful?

Debrief: Sometimes we are faced with competing demands, which can feel stressful. Just like trying to keep up with this activity, practising our resilience skills and drawing on support in times of stress can help us stay on track. Reflecting on interactions we have enables us to refine ways of working together to enhance resilience.



BEFORE YOU BEGIN

What are the qualities of a resilient person?

Students who are more resilient are better able to stay on track with the biological, psychological and social demands of adolescence. Resilience is associated with better academic performance and school behaviour.

SAVE YOUR RESPONSE

⌚ TIME: 5 minutes.

📄 MATERIALS:

- First wall question 'What are the qualities of a resilient person?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

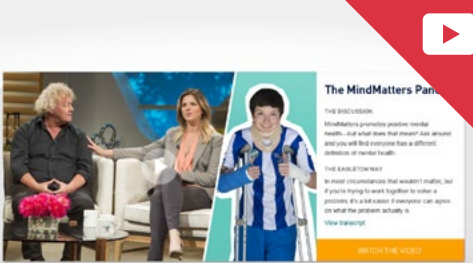
❓ PURPOSE: To reflect on personal beliefs.

3. Online wall task

Instructions:

1. Connect to the internet.
2. Log in to your MindMatters account.
3. Select component 2 'Student skills for resilience'.
4. Select Module 2.2 'Developing resilience'.
5. Invite participants to complete the first wall question individually 'What are the qualities of a resilient person?'.
6. Invite participants to share their ideas with a partner.
7. Invite participants to share with the large group any insights they had during this activity.

Debrief: Say to participants "At the end of this session, you will have a deeper understanding of resilience and of the most up-to-date theories behind resilience programs for secondary schools."



TIME: 20 minutes.

MATERIALS:

- 'The MindMatters panel' video.

[VIEW ON MODULE PAGE](#)

PURPOSE: To consider questions raised by the online video.

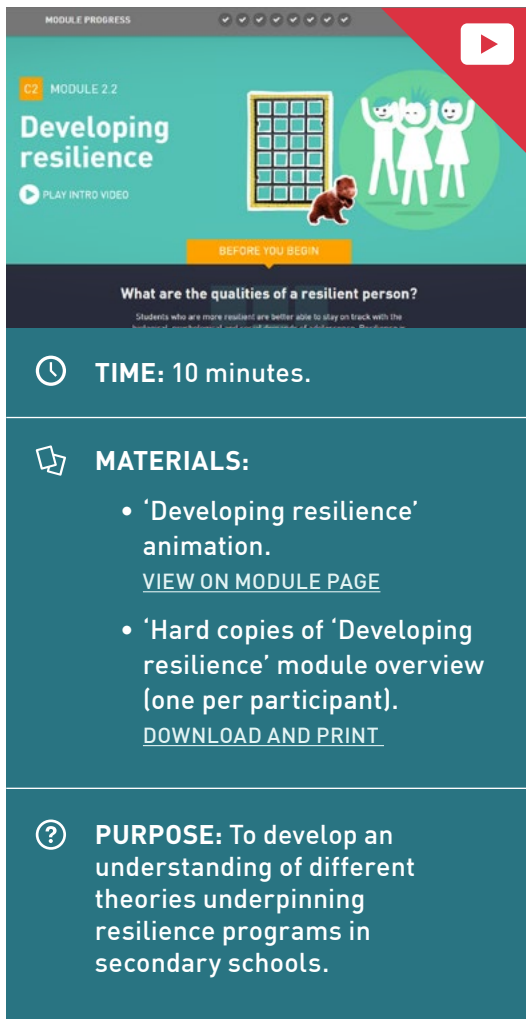
4. Online video 'The MindMatters panel'

Instructions:

Consider the following questions as you view the video 'The MindMatters panel':

1. What are some of the common challenges adolescents might face that would affect their resilience?
 2. What does resilience look like at your school?
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Debrief: Discuss your answers to these questions with the person next to you.



MODULE PROGRESS

C2 MODULE 2.2

Developing resilience

PLAY INTRO VIDEO

BEFORE YOU BEGIN

What are the qualities of a resilient person?
Students who are more resilient are better able to stay on track with the

TIME: 10 minutes.

MATERIALS:

- 'Developing resilience' animation.
[VIEW ON MODULE PAGE](#)
- 'Hard copies of 'Developing resilience' module overview (one per participant).
[DOWNLOAD AND PRINT](#)

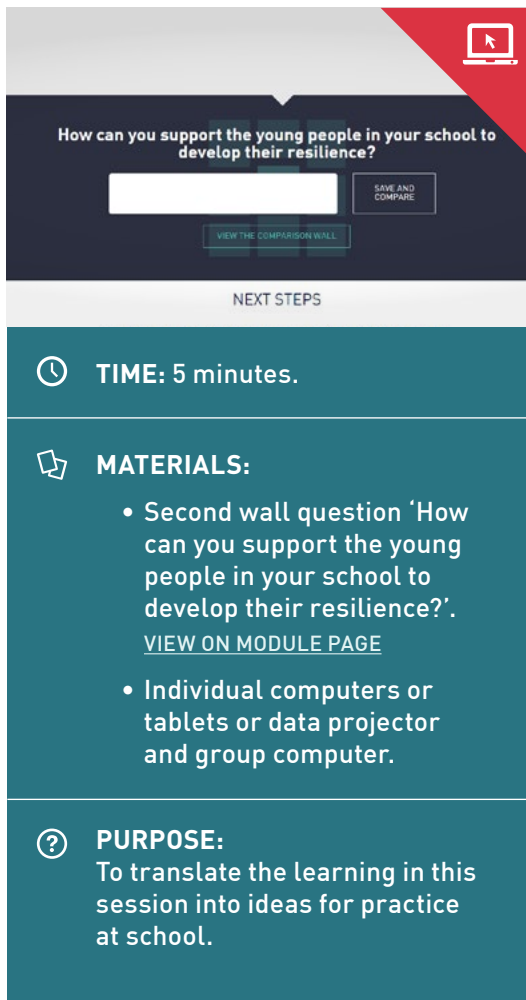
PURPOSE: To develop an understanding of different theories underpinning resilience programs in secondary schools.

5. Online video animation 'Developing resilience' and activity

Instructions:

1. View the video animation 'Developing resilience'.
2. Ask participants to break into four groups:
 - Allocate each group one of the following pages from the module overview, where a theory underpinning resilience programs is explained. Ask each group to read its allocated page:
 - Social and emotional learning on page 8
 - Cognitive behavioural on page 9
 - Positive psychology on page 10
 - Mindfulness approaches on page 12
 - Invite each group to develop a 30 second advertisement arguing that their theory is the ultimate way of growing people's resilience.
3. Come back to the large group and invite participants to present their advertisement.

Debrief: Explain to participants that using information from the readings to identify the aspects of each theory that might already be in practice is of benefit to schools. Sharing across the staff how these practices are in place deepens understanding. Identifying which approaches could help strengthen wellbeing in the school, and to which year levels, groupings or staff they would apply, helps to match appropriate approaches to the school culture.



How can you support the young people in your school to develop their resilience?

SAVE AND COMPARE

VIEW THE COMPARISON WALL

NEXT STEPS

TIME: 5 minutes.

MATERIALS:

- Second wall question 'How can you support the young people in your school to develop their resilience?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

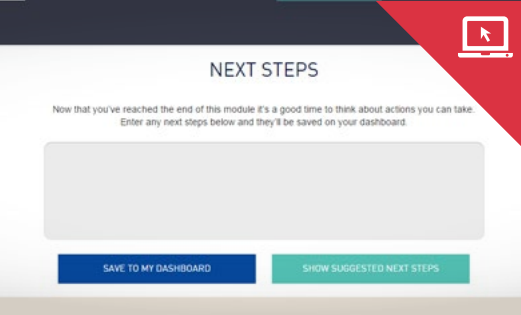
PURPOSE:
To translate the learning in this session into ideas for practice at school.

6. Repeat online wall task

Instructions:

1. Invite participants to individually complete the second wall question 'How can you support the young people in your school to develop their resilience?'.
2. Ask participants to share their ideas with the group.

Debrief: It is important that everyone in the school community has a shared understanding of resilience and that students are provided with regular opportunities to develop skills for resilience as well as practise their resilience in a safe environment.



TIME: 5 minutes.

MATERIALS:

- Next steps section. [VIEW ON MODULE PAGE](#)
- Alternatively, pens and paper.

PURPOSE: To consider what they can do to enhance resilience for the whole school community. To translate learning into action and take responsibility for learning.

7. Next steps

Instructions:

1. Invite each person to decide on three next steps they will undertake as a result of learning in the session. One suggestion might be to explore a website from the 'Further resources' section of the module.
2. Share these intended actions with at least one other person. Note: if people are using their own device, these will be recorded on their individual dashboard for future reference.

Debrief: Remind participants that if we are interested in building resilience across the school, we need to commit to making a change in our behaviour and practice – even if it is a small change.

MindMatters is a national mental health initiative for secondary schools developed by *beyondblue* with funding from the Australian Government Department of Health.

See more MindMatters resources at www.mindmatters.edu.au