

MODULE 2.3

RESILIENCE PROGRAMS AND PLANNING

FACILITATOR GUIDE

Module 2.3

Resilience programs and planning

Introduction

The 'Module 2.3 Resilience programs and planning' 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. Refer to the list of resilience programs in the Module 2.2 'Developing resilience' module overview.
4. Decide which activities you will include and how much time you will aim to spend on them.
5. Check that your school allows access to YouTube, as each module contains YouTube videos. If not, speak to your IT team to get access.
6. Select a physical environment conducive to active learning (people sitting in discussion groups, room to move, access to water and refreshment).
7. Decide whether each person will access the online module or whether the group will use large screen projection.
8. Organise any materials needed for activities.
9. Organise copies of any pre-reading.
10. 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. Energiser – Hot-air goals	5 minutes	One balloon for each pair
2. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper, markers or post it notes.
3. Read, reflect and share	10 minutes	Hard copies of 'Resilience programs and planning' module overview (one per year level group)
4. Online wall task 'What would you say are the key features of a successful whole school resilience program?'	5 minutes	Online device
5. Online video 'The MindMatters panel'	20 minutes	Online device
6. Online video animation 'Resilience programs and planning' and discussion	5 minutes	Online device
7. Online wall task 'How could you help maximise the impact of a resilience program at your school?'	20 minutes	Online device
8. Online Next steps	10 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.



🕒 **TIME:** 5 minutes.

📄 **MATERIALS:**

- One balloon per pair.

❓ **PURPOSE:** To help people connect with each other. To orient participants to the content of the session by linking success to choosing relevant programs for their school. To role model an activity that could be facilitated with students.

1. Energiser – Hot-air goals

Instructions:

1. Invite participants to form pairs.
2. Say to participants “The game is to tap a balloon to each other for two minutes. The challenge for each pair is to do this as many times as you estimate before you begin. What will your goal be?”
3. When everyone is ready, start the play and the timer.
4. Stop the game after two minutes and ask pairs who met their goal to consider aiming higher and those who did not meet their goal to consider if they want to revise their goal.
5. Play the game a few times.
6. Use focus questions as a guide in processing the activity such as:
 - How did you respond when you failed to meet your goal?
 - How did you respond when you met your goal without any real effort?
 - How did you respond when you met your goal after significant effort?


Debrief: Say to participants “In the process of deciding which Resilience programs you will use in your school there will be a mixture of reactions in regard to the success of the programs. Coping with these diverse reactions will require initial planned strategies, followed by seeking feedback leading to repeated attempts to achieving your desired outcome.”



 **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 participate in the session in a respectful way. To make expectations clear to ensure all participants can contribute their views and ideas. To encourage people to take responsibility for their own learning and be accountable to colleagues.

2. Develop (or revisit) an agreement for working together

Instructions:

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

MODULE 2.3

RESILIENCE PROGRAMS AND PLANNING




 **TIME:** 10 minutes.

 **MATERIALS:**

- Hard copies of 'Resilience programs and planning' module overview (one per year level group).

[DOWNLOAD AND PRINT](#)

 **PURPOSE:** To develop an understanding of the term 'resilience programs' and reasons for using one. To identify resilience programs and activities currently in place within the school.

3. Read, reflect and share

Instructions:

1. Allocate participants to their year level groups.
2. Provide each group with a copy of pages 4 and 5 of the module overview: 'What is a resilience program?' and 'Why use a resilience program?'.
3. Allow groups a few minutes to read the pages.
4. Ask participants to identify and record programs and activities currently in place for their year level area and in the broader school community.

Debrief: Say to participants "From this activity we have begun identifying what is currently happening in our school. At the end of this module, we will have identified effective approaches our school could take towards planning and coordinating student resilience programs."

TIME: 5 minutes.

MATERIALS:

- First wall question ‘What would you say are the key features of a successful whole school resilience program?’.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.


PURPOSE: To reflect on our current knowledge and understanding of resilience programs.

4. 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 2.3 ‘Resilience programs and planning’.
5. Invite participants to complete the first wall question individually ‘What would you say are the key features of a successful whole school resilience program?’.

Debrief: Say to participants “We have reflected on our personal knowledge and understanding. We can now collectively build a shared understanding in order to implement a successful whole school approach.”



TIME: 20 minutes.

MATERIALS:

- 'The MindMatters panel' video.

[VIEW ON MODULE PAGE](#)

PURPOSE: To consider questions raised by the online video.


5. Online video 'The MindMatters panel'

Instructions:

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

1. Why is staff buy-in important when implementing a new program such as a resilience program?
 2. How will your staff know that a resilience program is working?
-

Debrief: Discuss your answers to these questions with the person next to you.



The screenshot shows a video player interface. At the top, it says 'MODULE 2.3' and 'Resilience programs and planning'. Below that, there is a play button and a 'VIEW ON MODULE PAGE' link. The video content shows a question: 'What would you say are the key features of a successful whole school resilience program?' and a search bar.

TIME: 5 minutes.

MATERIALS:

- 'Resilience programs and planning' animation.

[VIEW ON MODULE PAGE](#)

PURPOSE: To develop an understanding of the key elements for implementing a successful resilience program.

6. Online video animation 'Resilience programs and planning' and discussion

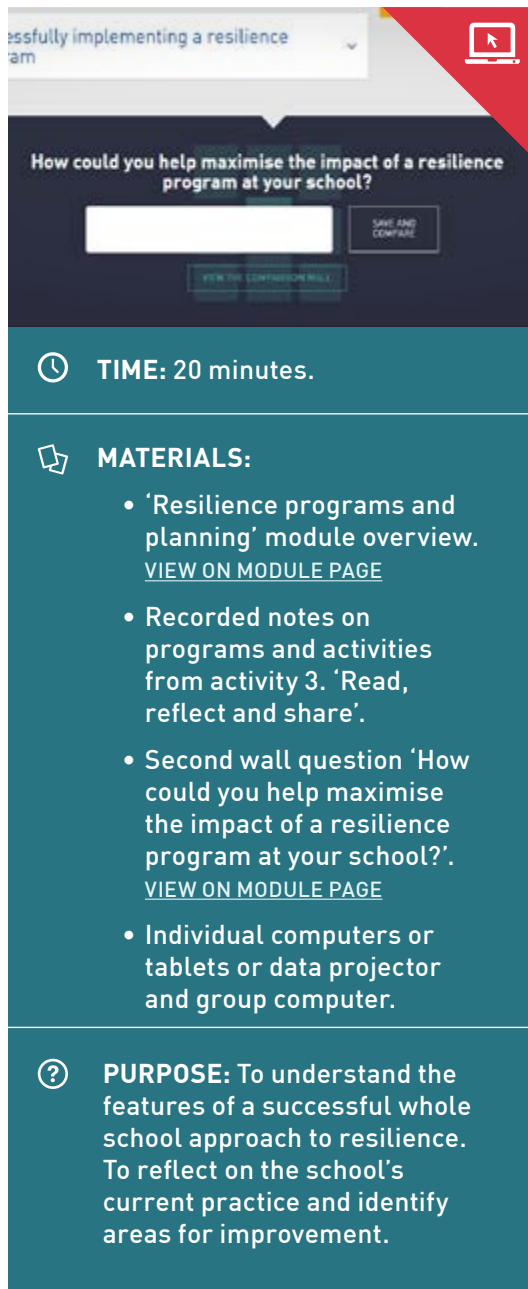
Instructions:

1. Before playing the video animation ask participants to take note of the key messages in the animation about implementing a resilience program.
2. View the video animation 'Resilience programs and planning'.
3. Ask participants to call out the considerations needed for 'implementing a program that really takes off'.

Possible answers:

- be selective
- achieve buy-in from staff and students
- delivery approach
- applying the content day-to-day
- evaluating the program.

Debrief: Say to participants "As a school we need to choose wisely, plan carefully and keep thinking critically about our school's approach and strategy towards implementing resilience programs."



How could you help maximise the impact of a resilience program at your school?

TIME: 20 minutes.

MATERIALS:

- 'Resilience programs and planning' module overview. [VIEW ON MODULE PAGE](#)
- Recorded notes on programs and activities from activity 3. 'Read, reflect and share'.
- Second wall question 'How could you help maximise the impact of a resilience program at your school?'. [VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

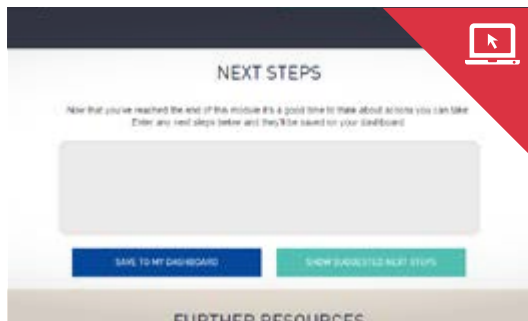
PURPOSE: To understand the features of a successful whole school approach to resilience. To reflect on the school's current practice and identify areas for improvement.

7. Repeat online wall task

Instructions:

1. Ask participants to read pages 6 to 9 of the module overview.
2. Invite participants to form pairs with the person closest to them and turn to the list of key features of a successful whole school approach to resilience on page 6.
3. Ask pairs to reflect on the six key features by discussing which features are currently in place and functioning well and which features need strengthening within the school.
4. Ask participants to record their responses with their recorded notes from activity 3. 'Read, reflect and share'.
5. Invite pairs to share one feature they believe is functioning well and one that requires strengthening.
6. Invite participants to individually complete the second wall question 'How could you help maximise the impact of a resilience program at your school?'.
7. Collect the recorded notes from each pair for future action team planning.

Debrief: Developing a whole school approach requires an understanding of the successful features for implementing resilience programs, and a shared understanding and commitment towards the school's implementation strategy.



TIME: 10 minutes.

MATERIALS:

- 'Resilience programs and planning' module overview. [VIEW ON MODULE PAGE](#)
- 'Developing resilience' module overview. [VIEW ON MODULE PAGE](#)
- Next steps section. [VIEW ON MODULE PAGE](#)
- Alternatively, pens and paper.

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

8. Next steps

Instructions:

1. Invite participants to select and explore:
 - 'Some common resilience programs used in secondary schools' on pages 13 to 14 of the Module 2.2 'Developing resilience' module overview.
 - 'Key considerations in program selection' on pages 10 to 13 of this module's overview.
 - a website from the 'Further resources' section of this module.

As a group share findings.

2. Invite each person to decide on three next steps they will undertake as a result of learning in the session.
Note: If people are using their own device, these will be recorded on their dashboard for future reference.

Debrief: As a group we have made a significant start in identifying effective approaches our school could take towards refining our planning and coordination of student resilience programs.

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