



WORKSHOP DISCUSSION GUIDE

Teaching Resiliency and Growth for Educators

Contents

- About Kognito 3
- How to Use this Guide 4
- Live Facilitation 5
- Workshop Flow 7
- Preparing for the Simulation 9
- Practice 10
- Discussion 10
- Role Play 1 14
- Role Play 2 16
- Our School’s Processes 17
- Conclusion Activities 17
- Note-Taking Guide Handout 19
- Simulation Summary Handout 26
- Role-Play Scenarios Handout 28

About Kognito

Kognito is a leading provider of practice-based digital learning experiences that present strategies to improve mental health and well-being across schools, campuses, and communities. Built on an interactive platform, our products integrate several evidence-based models and techniques, game mechanics, and learning principles, allowing users to learn by engaging in role-play conversations with emotionally responsive humans. Through practice and personalized feedback, users learn and assess their competency to lead similar real-life conversations.

Kognito has been instrumental in providing training to over 1 million educators, administrators, students, and their communities. This innovative approach is changing lives by increasing user confidence and awareness on critical topics that impact critical thinking and decision-making.

The Kognito Model

The Kognito model combines evidence-based SEL skills, learning science, and simulated conversation practice with virtual humans to create a learning experience that leads to improved confidence and behavior change. Learners immerse in simulated real-life scenarios, engaging in virtual human conversations and receiving feedback from a virtual coach. This model ensures a reflective and transformational experience.

At Kognito we believe that:

- **Adults learn best when they *do*.** Kognito’s simulations provide key knowledge on conversation and adult SEL skills, followed by practice opportunities. The active experimentation involved in the simulations turns abstract learning concrete.
- **Adult learners need opportunities for critical reflection.** The conversations provide coaching and other opportunities for learners to reflect on how they are doing and what steps they can take to improve. These critical reflection points allow for more transformative-learning moments and deeper understanding of the communication strategies taught.
- **Adult learning that evokes an emotional response creates a powerful learning experience that is not easily forgotten.** The scenarios are designed to provide these types of “aha” moments by revealing the cause-and-effect relationship between the learners’ communication strategies and the responses they elicit. The learner is then able to relate their experience in the simulation to past experiences and impart new meaning on previous interactions.

How to Use this Guide

To help you facilitate a successful training, we've developed a comprehensive facilitator guide so that you can quickly and efficiently train educators, staff, and athletic personnel. Crafted by instructional design and learning experts, the guide features a road map for facilitating this session and offers a wealth of content and learning activities such as facilitator strategies, learning objectives, group activity and discussion ideas.

- The content found in this guide is intended to supplement, guide, or lead your experience with the Kognito product.
- This guide can be a resource to train workshop leaders discussion leaders.
- This guide can be used for professional development days, in-service days, individual meetings, or group meetings.



Live Facilitation

The following tips offer instructions for leading a live facilitation session using the training module.

Preparation Time: 1-2 hours

Facilitation Runtime: 2-3 hours

Preparation

Determine how to best implement the training at your school:

Decision 1: Will staff complete the online programs prior to the workshop?

- We recommend staff complete online programs on their own and then meet for a face-to-face workshop.
- Alternatively, staff can take the online programs as part of the workshop (on separate computers). Then they rejoin the group for discussion. This would be a half-day training.

Decision 2: Will the workshop be face-to-face or online?

Tips for online workshops:

- Possible software: Zoom, Google Hangouts, WebEx, or Skype.
- The “breakout rooms” in Zoom allow participants to partner for role plays and discussion.
- Share your screen to show PowerPoint slides.
- Assign a co-host to help you manage the workshop.
- Complete a recording of the online workshop and make it available for those who cannot attend.

- ✔ **Review *Teaching Resiliency and Growth for Educators* and the full Workshop Facilitator’s Guide and corresponding PowerPoint.** Customize the PowerPoint to include your school or district’s logo and any mission- or vision-specific details. If you will have less than 3 hours for your workshop, customize it to suit your time constraints.

Discuss your school’s referral process with the school leader, counselor, and/or mental-health team. Customize slides 25 (local resources) and be ready to present this information to the group. *Be sure to include both the traditional at-school referral process as well as the process for referral and connection if students are learning from home. If you will provide mental health services via telehealth, explain that process.*

Cue up the corresponding PowerPoint presentation and make sure you have adequate means to present it to your participants. If needed, you can adjust the length of time of your workshop by adding/removing discussion items or activities.

- ✔ **Print or email the workshop handouts.**

Teaching Resiliency and Growth for PK-12 Faculty and Staff

- Note-Taking Guide (if participants will use the online program during the workshop)
- One-page summary
- Role-play Scenarios
- Local resources page from the simulation

- ✔ **Sample Planning Timeline.**

- **60 Days Prior:** Confirm training date and location
- **45 Days Prior:** Ensure account access for district/school staff
- **30 Days Prior** (If staff will take simulation prior to workshop): Confirm registration and that attendees have created their accounts
- **5 Days Prior:** Send reminder to staff

Workshop Flow

Welcome & Hook Activity 10 minutes

Slide 1: Welcome

- Welcome attendees and thank them for coming.

Slide 2: Your role

[customize]

- Introduce yourself and (if necessary) your role within the school or district.
- Share contact information. Encourage attendees to reach out to you with questions or follow up after the training.

Slide 3: Workshop overview

[customize this slide if participants will not take the program during the workshop]

- Discuss what participants will learn in the workshop.

Slide 4: Group norms

[customize as necessary]

- Sample norms: actively participate, be respectful, do not share names or identifying information of students or staff, seek help if you would like to discuss personal issues, reach out to the presenter at the end if you are concerned about a student.

Slide 5-6: Self-Assessment Activity (5 min)

[customize as necessary]

- Ask attendees to use a scrap piece of paper and record their answers on your self-assessment questions.

Self-Assessment Questions:

- Rate yourself on a scale of 1-10, 1 being 'needs improvement' and 10 being 'excellent', for the following questions: How confident do you feel connecting with your students? How would you describe your effectiveness when checking in with a student? How would you describe your comfort level partnering with your students' parents and caregivers? How would you describe your confidence when supporting students who are struggling with resiliency and fixed mindset?
- What are some professional goals you have related to your relationship with students? What things would you like to do differently to strengthen your relationship with students?
- Ensure there is at least one minute for attendees to write their responses and reflect
- Ask participants to share their goals with a neighbor.
- Ask participants to share a few reflections with the whole group.
- Quick Debrief:
 - Keep your self-assessment reflections in mind as you complete this training. Be open to learning, expanding your skill set and confidence in having conversations about resiliency and growth, and using strategies that encourage resiliency and growth.

Note: If staff have taken the Kognito simulation prior to the workshop (recommended), then skip to section 5 (PPT slide 11).

Preparing for Simulation

Up to 10 minutes

Slides 7-9: Brief overview of Kognito and the simulations they are about to take

- Kognito’s simulations are evidence-based.
- Encourage staff to choose the conversation pathway that best reflects what they would actually say in a real-life conversation.
- Let staff know we are not asking them to become counselors... but to capitalize on the limited time they have with students, parents, and caregivers to provide the most effective support.

Slide 10: Simulation Overview

Teaching Resiliency and Growth for Educators provides the opportunity for you to practice talking with the parents of two students who have encountered difficulties in your class. You will have a short conversation with the student to hear their perspective, and then will have a follow-up conversation with a parent.

Slide 11: Learning Objectives

- Learning Goal:
 - Learners will gain awareness, knowledge, skill, and self-confidence to build resiliency and growth in their students, in partnership with both the students and their parents and caregivers.
- Learning Objectives:
 - Explain the benefits of growth perspective for students’ mental and emotional wellness, positive self-concept, achievement and creativity
 - Implement classroom strategies that encourage an attitude of growth and build resiliency
 - Identify helpful thoughts from unhelpful thoughts and how unhelpful thoughts can negatively affect decision making
 - Model positive self-talk to reframe unhelpful thoughts
 - Identifying how to help meet each student where they are and understand their individual needs
 - Apply communication techniques to engage parents to support their students with a growth perspective

Practice

45 minutes

Slide 12: Take the Simulation

- Ensure participants can login to their account.
- Provide headphones to all participants.
- Distribute the **note-taking guide** to all participants.
- Proctor the room to allow anyone needing assistance to communicate with you.
- Participants who finish early can begin their break. Write on the board what time the workshop will reconvene for discussion.

Break

15 minutes

Discussion

30-40 minutes

Slide 13: Conversations Overview

- Remind participants about the conversations in the simulation (include more detail if the participants took the program prior to the workshop).
- Ask a few questions to get the discussion going.
- Sample questions:
 - How similar did these feel to conversations you've had in real life?
 - Did you try new things in these conversations that you haven't tried in real life?
 - Have you met students like Neel and Joaquina? Parents like Patricia and Deion?

Slide 15: Classroom Strategies

- The course discussed 4 main types of classroom strategy:
 - Encourage students to use language of resiliency and growth
 - Give thoughtful and specific feedback
 - Conduct emotional check-ins
 - Tap into community support

- Possible discussion question:
 - Have you used any of these strategies in your own classroom? How did they go? Which strategies do you think you're most likely to implement?

Slide 16: Productive vs Destructive Struggle

- Possible discussion question:
 - Why is it important for teachers to notice when a student is experiencing destructive struggle, reach out to the student, and possibly refer them for support? *(Possible answers: with support the student can gain understanding of the material without losing confidence; the student knows you are available to help them; the student knows there are resources available to help them; the student knows you care; students who are struggling productively rather than destructively may take less of our time and attention in the classroom and cause less disruption)*

Slide 17: Goal Setting

- When we get to know our students well, we can help them set and achieve goals that align with their idea of success and help them build a positive self-concept.
- Possible discussion questions:
 - What's your process when getting to know your students?

Slide 18: Check-ins

- Possible discussion questions:
 - What are some different ways of conducting check-in conversations that you've tried with your students? Have any of them worked better than others?
 - What do you struggle with when you're checking in with students?
 - What has worked well?

Slide 19: A Strength-Based Approach

- A strength-based approach builds on a student's strengths and develops skills that can help them in areas where they are less strong.

- Possible discussion questions:
 - How could you apply a strength-based approach to your own life? What are some strengths you could build upon to improve in other areas?
 - What are you hoping to improve on?
 - Have you tried a strength-based approach with your students? What did that look like? If not, what would you want it to look like?

Slide 20: Community Support

- When students are encouraged and given opportunities to help each other, it leads to broad community support for students, leading them on a growth path.
- There are resources to support the educator, the student, and the parent/caregiver.
- Possible discussion questions:
 - How do students in your classroom support one another?
 - When are students in your classroom working together towards a common goal?
 - What other opportunities could you create for them to support each other?

Slide 21: Conversation Techniques

- Conversations where educators are partnering with parents or caregivers typically have three main phases:
 - 1.** Understanding the situation and building rapport.
 - 2.** Sharing information to establish a shared goal of student success.
 - 3.** Planning a course of action to best support the student.
- Understanding the situation and building rapport:
 - Ask open-ended questions
 - Use affirmations
- Sharing information to establish a shared goal of student success:
 - Ask-Tell-Ask
- Planning a course of action to best support the student:
 - Collaborate
 - Summarize the plan

- Possible discussion questions:
 - Have you ever been concerned about a student, but you weren't sure how to talk to their parent or caregiver about your concerns? If so, can you share what you would do differently today?
 - Have you had concerns about a student in the past and initiated check-in conversations with them or with their parent? What worked well for you?
 - How did you do in the conversation with Patricia? Did anything surprise you about the different approaches to talking about Neel?

Slide 22: Open-Ended Questions:

- Review this technique with participants. Asking questions can create space for the caregiver to share their thoughts, perspectives, and feelings.
 - Possible discussion questions:
 - What's an example of an open-ended question you might use in a conversation like this?
 - How do open-ended questions help build a rapport with parents and caregivers? *(Possible answers: They help them feel like they have a place in the discussion, that you value their perspective)*

Slide 23: Affirmations

- Review this technique with participants. Use affirmations to recognize strengths and positive change.
- Possible discussion questions:
 - What's an example of an affirmation you might use in a conversation like this? *(Examples should be as specific as possible, an affirmation that is too general or vague will be less effective.)*
 - How do affirmations help build a partnership between parents and teachers? *(Possible answers: They can build their confidence in being a part of the solution, they encourage them to keep building on their efforts)*

Slide 24: Ask-Tell-Ask

- Review this technique with participants. Use the technique of Ask-Tell-Ask to share information and additional strategies.
 - **Ask** what they already know, or ask permission to share information about some techniques that might work.
 - **Tell** them a small chunk of information.
 - **Ask** a follow-up open-ended question like, “What do you think about that?” to get their response
- Possible discussion questions:
 - How could using Ask-Tell-Ask be useful, rather than just telling the parent or caregiver new information? *(Possible answer: the parent is less likely to push back against the idea if you use a soft approach; the parent doesn't feel like you're talking down to them; the parent feels like you value and respect them)*
 - Have you tried using Ask-Tell-Ask? What was the situation? When do you think you're likely to try it in the future?

Slide 25: Summaries

- Review this technique with participants. Use summaries to communicate interest and understanding.
 - How could using summaries be useful in a conversation like this? *(Possible answer: make sure you share the same understanding, clarify next steps, provide the opportunity to go over any areas of uncertainty).*
 - What are some things to keep in mind when using summaries? *(Summaries should be specific, accurate, collaborative, non-judgmental)*

Role Play 1

30 min

Slide 26: Roleplay #1 Talk with Tas

Prepare for the role play (5 min)

- Ask participants to break into groups of two for a set of role plays. Online-meeting systems like Zoom offer randomized break-out rooms for set periods of time and set group sizes.
- Tell participants they will role play two conversations. Ask them to decide who will play the teacher first.

Role Play (10 min)

- Pass out the role-play handout to all participants. Ask them to read Scenario A on the handout and read ONLY about their character (the concerned teacher or the student). Together, they can decide a target age/grade for Tas, based on the age of their real-life students. Begin their first role play.
- Optional: Keep up Slide 12 (classroom techniques).
- Give participants a one-minute reminder before the end of the role play.

Role-Play Scenario A

Concerned Teacher:

Your student Tas is not doing well in your class. They are getting consistently negative feedback on assignments and don't seem to care.

You want to know what is going on with Tas and how you can support them. You ask them if you can have a check-in.

Tas:

You used to really like school, but everything seems to be getting harder. For a while you were trying really hard, and you still weren't doing as well as your classmates. Now, you'd rather not try at all. Then at least the negative feedback is because you don't care about school, not because you're not smart enough to do better.

Role play discussion (15 min)

- If you played the role of the teacher, what did you learn about Tas's attitude towards school?
- If you played the role of the student, what did your teacher do in this conversation to help you feel comfortable and respected?
- What kind of a plan could the teacher and Tas make for how to support Tas?
- What kind of advance planning, if any, is necessary for conducting a conversation like this? *(Possible answers: checking your emotions to put aside any unhelpful thoughts or presumptions you may have about the student; considering how you might bring up the things you've noticed and what kind of language you will use, knowing what support options are available)*
- How else might you better support Tas at school?

Role Play 2

30 min

Slide 27: Roleplay #2 Talk with Ewell

Prepare for the role play (5 min)

- Ask participants to break into groups of two for a set of role plays. Online-meeting systems like Zoom offer randomized break-out rooms for set periods of time and set group sizes.
- Tell participants they will role play two conversations.
- Ask them to decide who will play the teacher first.

Role Play (10 min)

- Pass out the role-play handout to all participants. Ask them to read Scenario A on the handout and read ONLY about their character (the concerned teacher or the student). Together, they can decide a target age/grade for Ewell's child, based on the age of their real-life students. Begin their first role play.
- Optional: Keep up Slide 18 (conversation role-play techniques).
- Give participants a one-minute reminder before the end of the role play.

Role-Play Scenario B

Concerned Teacher:

One of your students doesn't seem at all interested in school. They aren't trying on any of their projects or assignments and spend most of their time daydreaming. While they are not at risk for failing, you want to see what you can do to help them improve. You have tried to engage them during class and offer support options, but they are disinterested.

You set up a check-in with their caregiver Ewell to find out more information and see how you can partner to support your student.

Ewell:

No one in your family or in your community has gone on to higher education. While you want your child to do well in school, you don't really know how to support them, and you're overwhelmed with all of your responsibilities. Everyone in the family works at the family business, and you expect that your child will work there too when they finish school.

Role play discussion (15 min)

- If you played the role of the teacher, what did you learn about Ewell's attitude towards their child's schooling? What about the child's?
- If you played the role of the caregiver, what did the teacher do in this conversation to help you feel comfortable and respected?
- How were the techniques (*asking open-ended questions, affirmations, Ask-Tell-Ask, and summaries*) used to build a partnership with Ewell? Alternatively, how could they have been used to make the conversation even better?
- What kind of advance planning, if any, is necessary for conducting a conversation like this? (*Possible answers: checking your emotions to put aside any unhelpful thoughts or presumptions you may have about the student or parent; considering how you might bring up the things you've noticed and what kind of language you will use, knowing what support options are available*)
- How did Ewell react to this conversation?
- How else might you better support their child at school?

Our School's Processes

10 min

Slide 28: Local Resources

- Pass out copies of the "Local Resources" page from the simulation.

Conclusion Activities

20 min

Slide 29: 3, 2, 1 Activity

- On a new piece of paper, write down 3 things you learned today, 2 questions you have, and 1 way you're going to change your practice.
- Allow participants to share their answers.

Slide 30: Bridging the Gap Activity

- "Let's do some action planning, to think about your students, and commit to some takeaways. Visualize where you are, where you'd like to be, and what it takes to get there."

1. Where you are: First, list some of your observations of yourself in helping students build resiliency and an adaptive attitude.
2. Where You'd Like To Be: Second, list some of the qualities of your ideal version of yourself as providing opportunities to make mistakes and guidance to learn from those mistakes.
3. What It Takes: Finally, list some ideas that might bridge the gap between where you are and where you'd like to be.

Slide 31: Conclusion

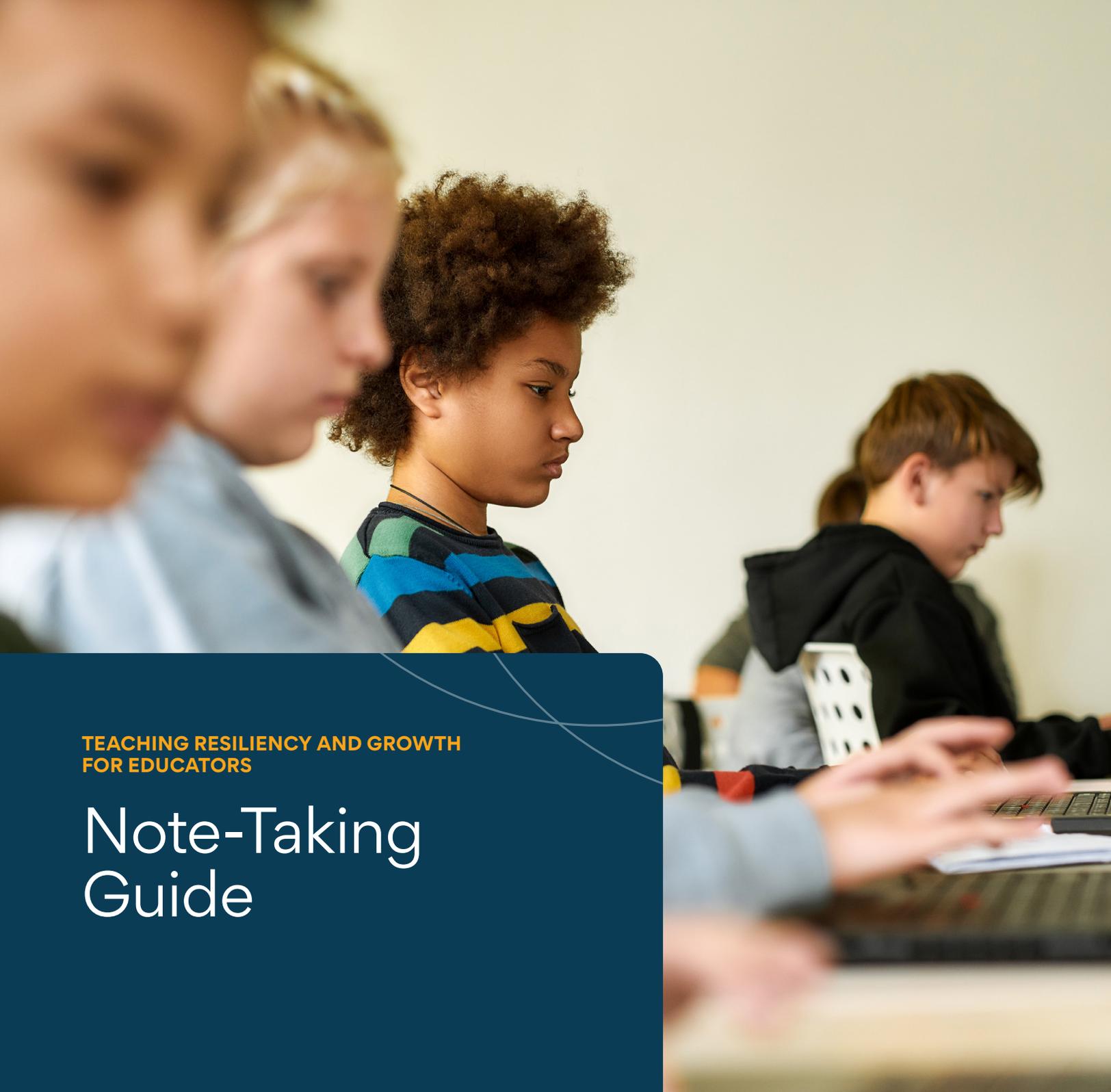
- Faculty and staff don't necessarily have to become well-versed in the most current psychological studies in order to support their students.
 - We can support our students in building resiliency and developing a growth-oriented attitude to help them cope with adversity, trauma, and manage difficult feelings. It is powerful when teachers model these skills for their students, helping to foster this mindset.
 - We can build partnerships with parents and caregivers so students feel consistently supported.

Slide 32: Final questions:

- How confident do you feel in your abilities to address support your students in building resiliency and developing a growth perspective, and why?
- If you had to state one thing you took away from this experience, what would it be? How does it relate to your role as a faculty or staff member?

Slide 33: Thank you

- Thank participants for their time and remind them of why this topic is important.
- Allow for questions.



TEACHING RESILIENCY AND GROWTH
FOR EDUCATORS

Note-Taking Guide

Note-Taking Guide

Neel Conversation

Joaquina Conversation

Note-Taking Guide

Patricia Conversation

Deion Conversation



TEACHING RESILIENCY AND GROWTH
FOR EDUCATORS

Simulation Summary

Simulation Summary

Resiliency & Growth for Educators is a unique model for partnership with parents, caregivers, and students to encourage the growth, resilience and perseverance that leads to success for each student. It includes proven communication techniques, interactive conversation practice, and classroom strategies to nurture an environment in and beyond the classroom where a student can identify and manage goals, setbacks, successes, and ultimately thrive according to their potential.

The keys to an effective partnership between an educator, parents, caregivers, and students are communication, consistency, and collaboration. With these, you are available to talk, to listen, and to build rapport make a plan to best support an individual student.

Learning Objectives

- Learners will gain awareness, knowledge, skill, and self-confidence to build resiliency and growth in their students, in partnership with both the students and their parent and caregivers.

Learning Objectives

- Describe growth perspective vs fixed perspective and the impact of each on mental and emotional wellness, positive self-concept, student achievement and creativity.
- Explain the benefits of a growth perspective and classroom strategies that encourage growth
- Identify helpful thoughts from unhelpful thoughts and how unhelpful thoughts can negatively affect decision making.
- Practice modeling positive self-talk to reframe unhelpful thoughts.
- Identify opportunities to engage parents in building growth in students
- Learn communication techniques to engage parents to support their students with a growth perspective
- Practice engaging parents in creating growth-oriented action plans for their students
- Understand additional support resources and how to discuss them with parents and students



TEACHING RESILIENCY AND GROWTH
FOR EDUCATORS

Role-Play Scenarios

Role-Play Scenarios

Role-Play Scenario A

Concerned Teacher

(Read this if you are playing the teacher role)

Your student Tas is not doing well in your class. They are getting consistently negative feedback on assignments and don't seem to care.

You want to know what is going on with Tas and how you can support them. You ask them if you can have a check-in.

Tas

(Read this if you are playing the student role)

You used to really like school, but everything seems to be getting harder. For a while you were trying really hard, and you still weren't doing as well as your classmates. Now, you'd rather not try at all. Then at least the negative feedback is because you don't care about school, not because you're not smart enough to do better.

Role-Play Scenarios

Role-Play Scenario **B**

Concerned Teacher

(Read this if you are playing the teacher role)

One of your students doesn't seem at all interested in school. They aren't trying on any of their projects or assignments and spend most of their time daydreaming. While they are not at risk for failing, you want to see what you can do to help them improve. You have tried to engage them during class and offer support options, but they are disinterested.

You set up a check-in with their caregiver Ewell to find out more information and see how you can partner to support your student.

Ewell

(Read this if you are playing the student role)

No one in your family or in your community has gone on to higher education. While you want your child to do well in school, you don't really know how to support them, and you're overwhelmed with all of your responsibilities. Everyone in the family works at the family business, and you expect that your child will work there too when they finish school.