



INSTRUCTIONAL GUIDE

# Friend2Friend: Resiliency and Growth

# Overview

This guide provides companion lessons that can be used to introduce, localize and extend the learning of Friend2Friend: Resiliency & Growth in your classroom. The guide contains preparation materials, handouts, and two 45-minute lesson plans, each with in-person and virtual options for remote learning.

## Learning Goals

Students will develop the abilities to recognize emotions, reassess unproductive or unrealistic thoughts, and reframe perspectives to navigate challenges, retry, and set goals for future success.

✔ **Identify** and express the feelings that come from challenges and setbacks.

✔ **Plan** for skills, values, and resources that can help students thrive in the future

✔ **Analyze** when things don't go as planned to see what they can learn.

✔ **Manage** the emotions that come from challenges and setbacks

✔ **Recognize** emotions and unhelpful thoughts

✔ **Explain** how trying challenging things helps students grow, even if they don't succeed right away.

✔ **Apply** therapeutic self-talk to reframe unhelpful thoughts



- 01 Self-reflection to recognize and articulate feelings
- 02 Reassess self-talk for realism, responsibility, or perseverance regarding strengths and areas to improve
- 03 Retry by making plans to prepare for the next challenge



# CASEL Core Competency Alignment

- 01** Develop self-awareness skills to have knowledge of one’s emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems.
- 02** Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success.

## Lesson Plan Snapshot

Includes: 2 class sessions, 45 mins each

### Part 1

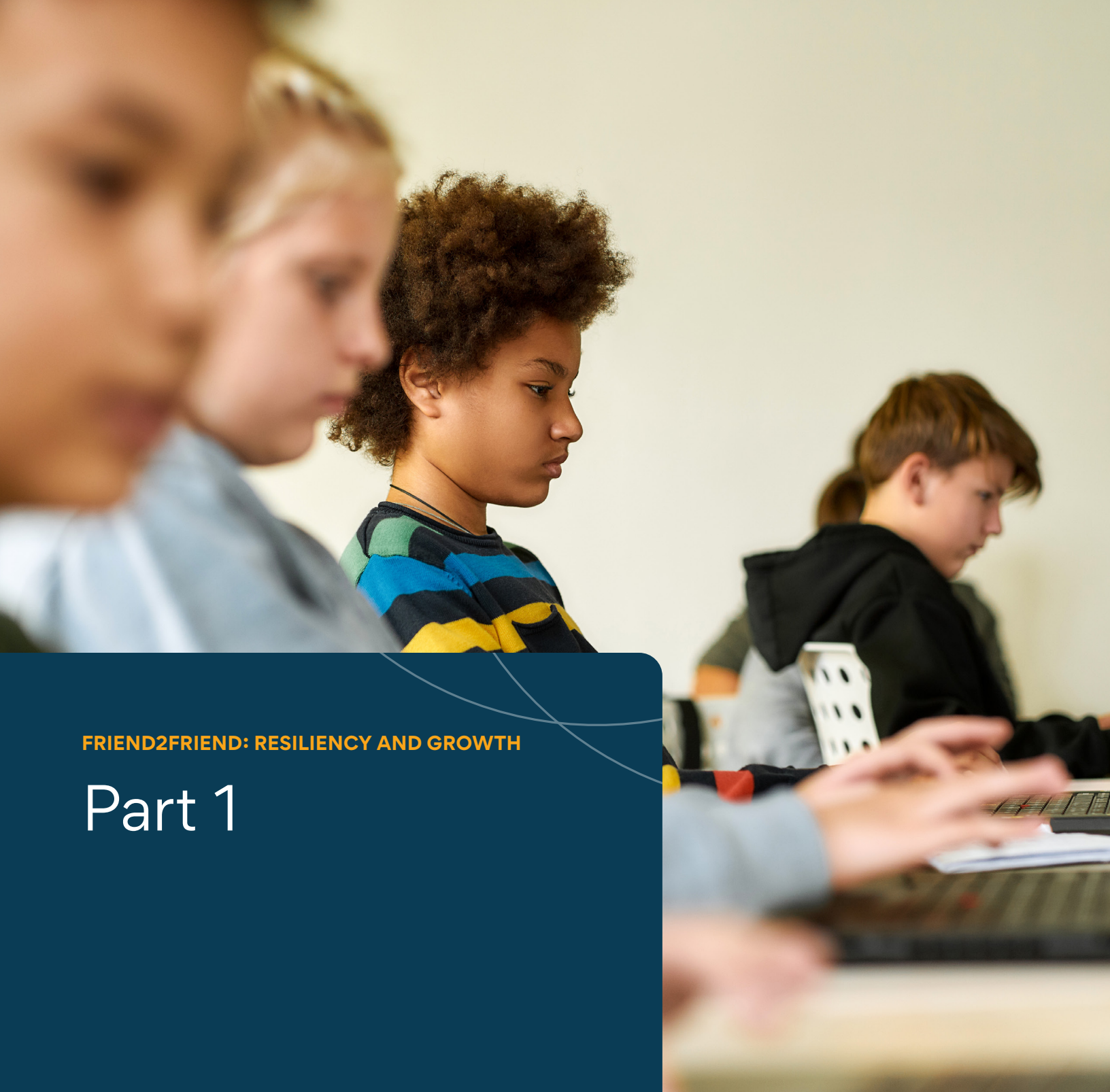
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- 01** Mini-Lesson: Getting Ready for Friend2Friend (10 mins)
- 02** Students Complete Friend2Friend Simulation (20 mins)
- 03** Reflection & Wrap-up (15 mins)

### Part 2

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- 01** Mini-Lesson (5 mins)
- 02** Apply New Knowledge (20 mins)
- 03** Reflecting on “What Can I Do Now?” (15 mins)
- 04** Wrap-up (5 mins)



FRIEND2FRIEND: RESILIENCY AND GROWTH

# Part 1

# Prepare

- ✔ **Before inviting students to watch *Friend2Friend: Resiliency and Growth*, spend some time reviewing the simulation yourself.** Try out a variety of possible choices, beyond the ones you think are correct. Explore what happens when the characters say things that foster support, and when the opposite occurs.
- ✔ **Review this lesson plan and make any adjustments** that make sense for your students and the instructional setting.
- ✔ **Keep in mind that students will have very different experiences** with the simulation because they choose their individual responses. As a result, during class sharing they may refer to scenarios that another student did not experience during the simulation. Offering context will keep the discussion relevant.
- ✔ **Inform your school's administration and mental health staff** that you are conducting this Friend2Friend activity, and that they may see an increase in support requests.
- ✔ **To engage the *Friend2Friend: Resiliency and Growth* simulation,** each student will need headphones and a computer with internet access.
- ✔ **Confirm** login information
- ✔ **Notetaking Guide for all students:** Printout, or document file for remote learning
- ✔ **Review and customize PowerPoint** if needed

# Instruction

## 01 Mini Lesson: Getting ready for Friend2Friend: Resiliency & Growth (10 min)

Use the following suggested prompts to prepare students. Customize as you see fit. You can incorporate different activities to poll their responses to the prompts.

Sample Poll Activities:

- Journal entry
- Show of hands if the statement is true for them
- Designate stations in the classroom representing a spectrum of “strongly agree” to “strongly disagree,” where students can stand, depending on how they feel.

Sample Poll Prompts

- *“When I feel big emotions, I know how to name them.”*
  - OR for older students, *“I am able to find words to describe the emotions I feel.”*
- *“It’s difficult for me to find the most accurate words to describe my feelings.”*
- *“When I talk/think to myself, I use kind and encouraging words.”*
- *“My friends help me through tough situations by being caring and honest.”*

Summarize the poll or ask students who are comfortable to share their perspective with the group. If you’re leading an internal poll, move to the final question and introduce the simulation.

Present a final statement for polling consideration:

- *“I believe that I can learn from any challenge, even if I don’t succeed.”*

## 02 Introduce the purpose of simulation lesson and what students can expect; setup/login for the simulation. Distribute the Note-Taking Guide.

*“Understanding how we feel, especially during challenging situations is difficult for anyone. This next lesson is going to present information and very practical tools to help you become more comfortable working through emotions and reactions to setbacks, and planning to move forward in positive ways. One of the tools is practice-conversations with an animated virtual peer. In the first section, you play as a student giving a presentation. Later, you discuss the presentation with a friend and work through three steps that can help you navigate tough situations. These steps are meant to help you practice skills in growth perspective. When you finish, we’ll discuss together with some follow-up lessons.”*

Introduce group norms for lesson. Customize if necessary. Examples of group norms:

- Actively participate
- Be respectful
- Respect privacy
- Do not share names or other identifying information of students or staff
- Reach out to me or another trusted adult if you would like to talk

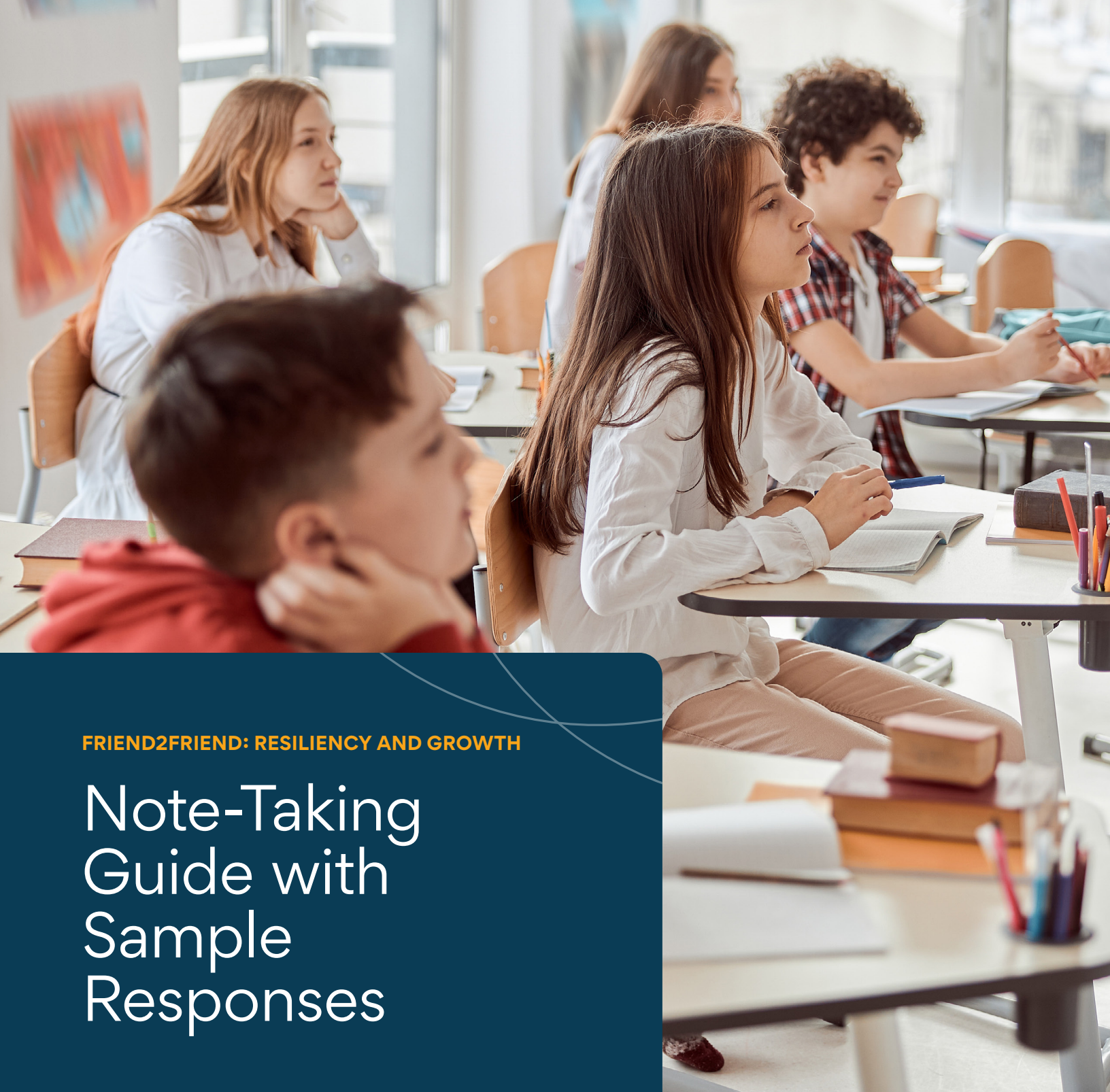
### **03 Students complete the Friend2Friend Resiliency and Growth simulation (20 mins)**

Instruct students to use the Note-Taking Guide as they watch, and include thoughts about:

- Key takeaway(s)
- Examples of emotions that might come up with challenges (4-6 emotions)
- Examples of both helpful and unhelpful self-talk (2-3 examples)
- Examples of a fixed perspective (2-3 examples)
- Examples of a growth perspective (2-3 examples)
- Examples of ways to retry (2-3 examples)

### **04 Reflection & Wrap-up (15 mins)**

- Simulation Review: encourage students to discuss some of their key takeaways. Ask students to share about what stuck with them most about a conversation or scenario in the simulation. Ask students to reflect on the characters in the simulation: could they see themselves or their friends in those characters? This will give students the opportunity to share the impact of the conversations and allow them to actively listen to each other's experiences.
- Summarize with the students and instruct them to add additional feelings, tips, and strategies to their Note-Taking Handouts
- Allow students to share thoughts on the note taking points
- Inform students that the following lesson will build on themes touched on in the simulation
- Collect Note-Taking Guide or ask students to keep them for Part 2



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# Note-Taking Guide with Sample Responses



# Note-Taking Guide

My key takeaway(s):

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## Recognizing Difficult emotions

As I played the simulation, I noticed these types of emotions:

Examples: *shame, confusion, embarrassment*

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## Reassessing thoughts

Examples of my current self-talk are:

Example: *"I'm such a failure. I was never going to pass that test, no matter how hard I tried."*

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## Reassessing thoughts

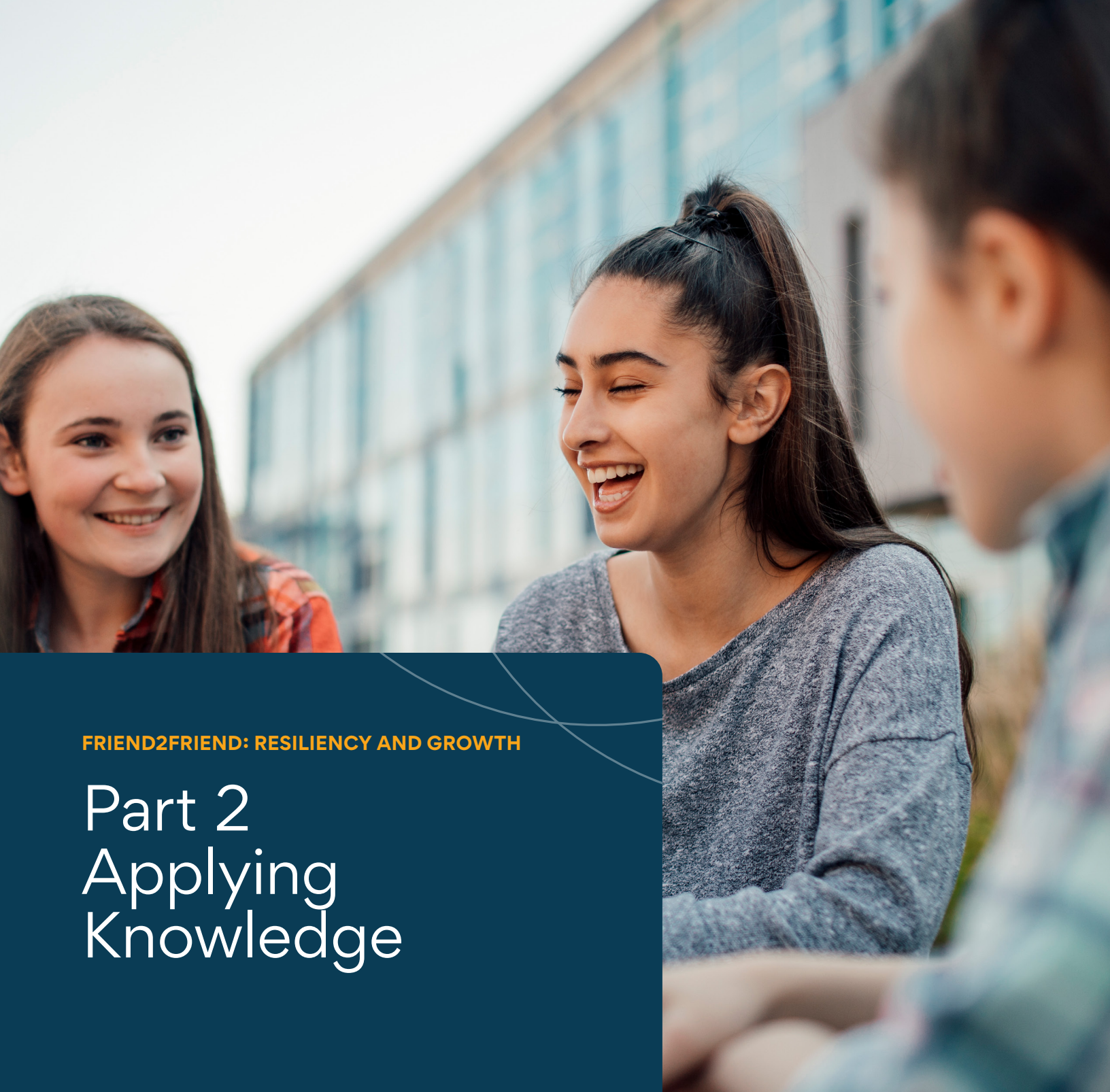
Examples of how I would like my self-talk to sound:

Example: *"I feel disappointed. I believe that I can try new study techniques next time to do better."*

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# Part 2 Applying Knowledge

# Prepare

- ✓ **If learning is virtual:** determine how students will submit work, and if virtual breakout rooms will be used for discussion.
- ✓ **Handout:** “What Can I Do”
- ✓ **Review and customize PowerPoint** if needed

# Instruction

## 01 Mini Lesson – review wrap-up of Lesson 1 (5 mins)

Review Group Norms

Let students know that today’s activities will build on the themes from the simulation, including following up with a friend after a they’ve had a personally challenging situation or setback.

## 02 Applying new knowledge - “What Can I Do Now?” (20 mins)

Guiding question:

- *Why is it important to assess what you’ve done in a critical and productive way?*

Distribute or display Handout. Instruct students to consider the challenge scenario about things not going as you had planned.

Divide students into groups of 2-4.

Instruct each group to consider the following scenario:

“This is my last year in middle school and last chance to be the lead in a musical before getting to high school and auditioning with all the big fish! I spent all summer listening to the show’s soundtrack, memorizing every lyric and every beat. The week before auditions, I had a hard time practicing when other people were around, I stayed up late every night to sing bars to myself, and I would listen to the music on the bus each day. I visualized myself in the lead role. But when the actual audition came around, I could only mumble the words to myself. I totally choked! I can’t believe I blew my last opportunity to reach my goal. How will I ever survive high school theater... let alone make my dreams come true?”

Instruct the groups to complete the group challenge. Groups will come back together as a class for shared responses and whole class discussion.

### **03 Reflecting on “What Can I Do Now?”**

Return students to groups and instruct each group to brainstorm strategies, tips, ways to make a new plan when things don’t go as planned.

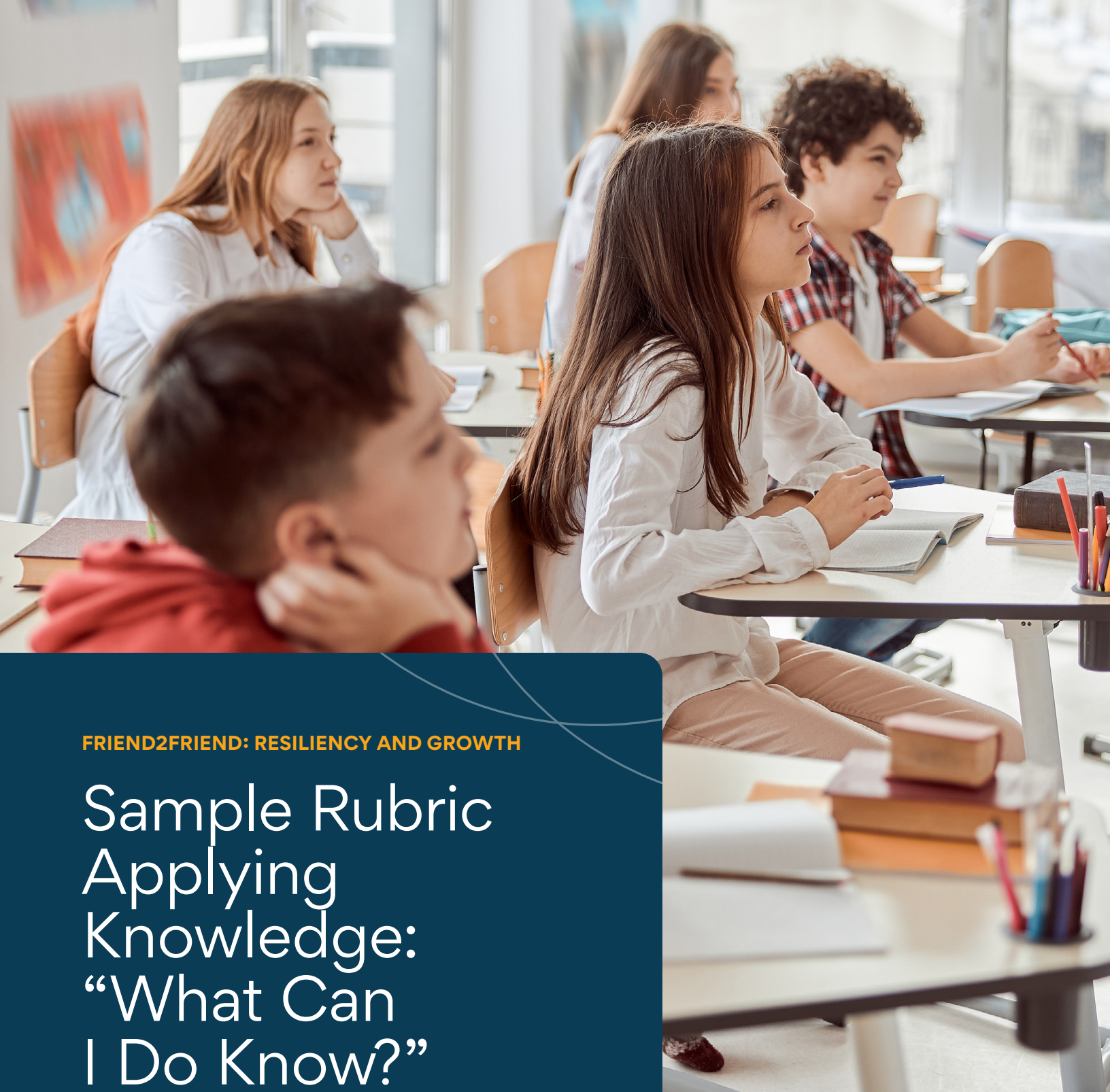
As a whole class, fill a whiteboard with all the retry-strategies that the small groups brainstormed.

### **04 Wrap-up (5 mins)**

My Resources

1. Distribute to students a list of school resources available to them, and include all relevant contact information, such as school website links, contact names, etc.
2. Invite students to take 5 minutes and start a list for themselves of at least one specific person they would go to for help them through these situations. Remind them that this list is for their private use and reference, and to select a person who meets these criteria:
  - a. The student trusts them to listen with understanding
  - b. The student trusts them to be honest in a caring way
  - c. The student feels like they can bounce ideas around with them
  - d. The student values their advice as helpful and productive

Students can write more than one name. Encourage students to continue the reflection beyond the class, in a quiet moment.



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# Sample Rubric Applying Knowledge: “What Can I Do Know?”

# Sample Rubric Applying Knowledge: “What Can I Do Know ?”

“What Can I Do Now?”

**Consider this scenario in which you were met with a challenge and things didn’t go as planned:**

“This is my last year in middle school and last chance to be the lead in a musical before getting to high school and auditioning with all the big fish! I spent all summer listening to the show’s soundtrack, memorizing every lyric and every beat. The week before auditions, I had a hard time practicing when other people were around, I stayed up late every night to sing parts to myself, and I would listen to the music on the bus each day. I visualized myself in the lead role. But when the actual audition came around, I mumbled my way through it. I totally choked! I can’t believe I blew my last opportunity to reach my goal. How will I ever survive high school theater... let alone make my dreams come true?”

**Make a list of ways you prepared for the audition: Sample Responses**

1. Example: *listened to the soundtrack over the summer and on the bus.*
2. Example: *practiced singing alone.*
3. Example: *visualized self in the role.*

**Make a list of feelings that may have come up after the audition: Sample Responses**

1. Example: *shame*
2. Example: *embarrassment*
3. Example: *disappointment*
4. Example: *sadness and grief*
5. Example: *fear*

**Record some examples of unproductive self-talk in the scenario above and/or some examples of your self-talk in a similar situation from real life:**

1. Example: *“I can’t believe I blew my opportunity”*
2. Example: *“I’ll never achieve a lead in high school”*
3. Example: *“I won’t be able to reach my goals/make my dreams come true”*
4. Example: *“I shouldn’t have even tried out for the lead”*
5. Example: *“Maybe I’ll just try stage crew so I won’t embarrass myself again”*

**Brainstorm ways you might respond differently next time?**

Remember: Realistic, Responsible, Perseverant

1. Example: *practice singing in front of friends or a teacher*
2. Example: *research audition tips and practice them*
3. Example: *watch videos of people auditioning online to get inspired*
4. Example: *“I’m so disappointed, but it’s a bump in the road. I can’t get every part I want.”*
5. Example: *“I didn’t get the part, but I’m going to the final shows to see how it all comes together, enjoy the soundtrack I love so much, and watch the other performers to get tips.”*



FRIEND2FRIEND: RESILIENCY AND GROWTH

# Student Handouts



# Note-Taking Guide

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My key takeaway(s):

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Why is it important to assess what you've done in a critical and productive way?

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What are some feelings that I personally struggle with:

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# Note-Taking Guide

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What are some situations that I recently struggled with:

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What are some examples of ways I can reframe my fixed perspective into a growth perspective?

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# Applying Knowledge

## “What Can I Do Now?”

Consider this scenario in which you were met with a challenge and things didn't go as planned:

*“This is my last year in middle school and last chance to be the lead in a musical before getting to high school and auditioning with all the big fish! I spent all summer listening to the show’s soundtrack, memorizing every lyric and every beat. The week before auditions, I had a hard time practicing when other people were around, I stayed up late every night to sing parts to myself, and I would listen to the music on the bus each day. I visualized myself in the lead role. But when the actual audition came around, I mumbled my way through it. I totally choked! I can’t believe I blew my last opportunity to reach my goal. How will I ever survive high school theater... let alone make my dreams come true?”*

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Make a list of ways you prepared for the audition:

- 01 \_\_\_\_\_
- 02 \_\_\_\_\_
- 03 \_\_\_\_\_
- 04 \_\_\_\_\_
- 05 \_\_\_\_\_

# Applying Knowledge

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Make a list of feelings that may have come up after the audition:

- 01 \_\_\_\_\_
- 02 \_\_\_\_\_
- 03 \_\_\_\_\_
- 04 \_\_\_\_\_
- 05 \_\_\_\_\_

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Record some examples of unproductive self-talk in the scenario above and/or some examples of your self-talk in a similar situation from real life:

- 01 \_\_\_\_\_
- 02 \_\_\_\_\_
- 03 \_\_\_\_\_
- 04 \_\_\_\_\_
- 05 \_\_\_\_\_

# Applying Knowledge

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Brainstorm ways you might respond differently and more positively next time? Remember: Realistic, Responsible, Perseverant

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02

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