

2025 Whole School Resilience Program

Curriculum

Resilience is fostered when we understand the impact of adversity and build protective factors—such as stable, nurturing relationships—that support children and families. In recent years, students, caregivers, and families have faced prolonged adversity: the mental health toll of the COVID-19 pandemic, increasing community division and violence, and the traumatic exposure to images of school shootings. These challenges have undermined feelings of safety, creating an environment of fear and uncertainty. However, schools have a unique opportunity to build resilience and create safe spaces for learning and growth. With daily contact with students, schools can provide essential resources and foster environments that help mitigate the effects of adversity. This support is crucial for brain development, learning, and positive behavior. By focusing on resilience within the school community—teachers, staff, students, and families alike—we can improve student behavior, attendance, and academic outcomes. Our approach centers on creating safe, calm, predictable, and nurturing environments, as well as fostering a positive school climate. Through this work, we aim to teach honesty, empathy, emotional intelligence, and self-awareness, first within our staff, and then within our students. By strengthening these protective factors, we enhance overall student and school success.



CURRICULUM GOALS

- Build strong, resilient relationships between staff and students, supporting self-management for both adults and children.
- Promote a positive school climate rooted in empathy, honesty, and emotional intelligence, where conflicts are addressed with compassion and restorative practices.
- Provide wellness programs for staff to nurture their well-being and capacity to support students.
- Encourage parental involvement and provide educational resources for families.
- Embed the Five Protective Factors into the fabric of school culture.
- Launch communication campaigns that raise awareness of how adversity impacts mental health, reduce stigma, and promote healing interventions.
- By integrating these strategies, we aim to create a more resilient, supportive school environment that nurtures both students and staff, fostering an atmosphere where everyone can thrive despite adversity.

PRINCIPLES FOR HOW WE TREAT EACH OTHER

Our Practice of Respect and Community Building

1. **Create a hospitable and accountable community.** We all arrive in isolation and need the generosity of friendly welcomes. Bring all of yourself to the work in this community. Welcome others to this place and this work, and presume that you are welcomed as well. Hospitality is the essence of restoring community.
2. **Listen deeply.** Listen intently to what is said; listen to the feelings beneath the words. Strive to achieve a balance between listening and reflecting, speaking and acting.
3. **Create an advice free zone.** Replace advice with curiosity as we work together for peace and justice. Each of us is here to discover our own truths. We are not here to set someone else straight, to “fix” what we perceive as broken in another member of the group.
4. **Practice asking honest and open questions.** A great question is ambiguous, personal and provokes anxiety.
5. **Give space for unpopular answers.** Answer questions honestly even if the answer seems unpopular. Be present to listen not debate, correct or interpret.
6. **Respect silence.** Silence is a rare gift in our busy world. After someone has spoken, take time to reflect without immediately filling the space with words. This applies to the speaker as well – be comfortable leaving your words to resound in the silence, without refining or elaborating on what you have said.
7. **Suspend judgment.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully.
8. **Identify assumptions.** Our assumptions are usually invisible to us, yet they undergird our worldview. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.
9. **Speak your truth.** You are invited to say what is in your heart, trusting that your voice will be heard and your contribution respected. Own your truth by remembering to speak only for yourself. Using the first person “I” rather than “you” or “everyone” clearly communicates the personal nature of your expression.
10. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, or shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?”
11. **Practice slowing down.** Simply the speed of modern life can cause violent damage to the soul. By intentionally practicing slowing down we strengthen our ability to extend nonviolence to others—and to ourselves.
12. **All voices have value.** Hold these moments when a person speaks as precious because these are the moments when a person is willing to stand for something, trust the group and offer something they see as valuable.
13. **Maintain confidentiality.** Create a safe space by respecting the confidential nature and content of discussions held in the group. Allow what is said in the group to remain there.

Prepared by the Peace and Justice Institute with considerable help from the works of Peter Block, Parker Palmer, the Dialogue Group and the Center for Renewal and Wholeness in Higher Education.

Workshops for All School and District Employees

Principles for How We Treat Each Other

Workshop Description (2 hours)

Skilled communication and inter-cultural competence are vital to our workplace, interpersonal relations and national discourse. How We Treat Each Other provides people with effective tools for engaging in difficult conversations, empathetic listening, perspective taking and relationship building. This workshop invites participants to place storytelling at the center of their work in order to develop authentic and meaningful relationships. Through the utilization of the principles and their practices we increase our capacity to be peace builders. Participants will learn how to ask open and honest questions; how to listen deeply and how to effectively engage in self- reflection and self- disclosure.



Why Positive and Adverse Childhood Experiences (PACES) Matter

Workshop Description (2.5 hours)

In this workshop, participants will learn the basics of the science of Positive and Adverse Childhood Experiences (PACES), trauma, toxic stress and the brain. Additionally, the workshop details additional realms of adversity that can negatively impact individual and community wellbeing. The workshop specifically addresses the intersection of PACES and resilience, to prevent trauma and increase healthy child and family development. This workshop will also discuss trauma informed practices, the five protective factors, and



strategies that promote individual healing and resilience.

Why Being Trauma Informed Matters

Workshop Description (3 hours)

This workshop builds off of the Why PACEs Matter workshop by providing individuals with next steps in implementing a trauma-informed approach. In the workshop, participants will examine the three E's conceptualization of trauma; explore the 4 assumptions of a trauma-informed approach; learn the 6 key principles of trauma-informed care; define the stages of development in becoming trauma-informed; and lastly, examine various implementation domains for a trauma-informed approach including the personal/individual, organizational, and sectoral.

Resilience: the Biology of Stress and the Science of Hope Film Screening and Forum

Workshop Description (2.5 hours)

This workshop provides the perfect entry way into the important topics of Adverse Childhood Experiences (ACEs), trauma, toxic stress and resilience. In this workshop, we screen the 1-hour award winning film Resilience and build in time throughout for reflection, facilitated dialogue, and invitations to learn more. While the film provides the foundation for understanding the biology of toxic stress and ACEs (Adverse Childhood Experiences), participants are given tools for dialogue in a safe setting to discuss the film content as it relates to their life experience, family and the community. Participants will use the Principles for How We Treat Each Other to listen deeply, suspend judgment of others, and engage in self-reflection and self-disclosure. With these new tools in hand, participants will develop practices of respect and community building. The goal of the workshop is to build a resilient community, moving from trauma to healing.



Workshops for Parents

Building Bridges at Home: Communication, Connection, and Understanding Workshop Description (2 hours)

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Building Strong Foundations: Trauma-Informed Parenting and Resilience Workshop Description (2.5 hours)

In this workshop, participants will learn the basics of the science of Positive and Adverse Childhood Experiences (PACES), trauma, toxic stress and the brain. Additionally, the workshop details additional realms of adversity that can negatively impact individual and community wellbeing. The workshop specifically addresses the intersection of PACES and resilience, to prevent trauma and increase healthy child and family development. This workshop will also discuss trauma informed practices, the five protective factors, and strategies that promote individual healing and resilience.

Art of Parenting

(10 part series of meetings; 1.5 - 2 hours each)

The Art of Parenting: Mohala is a resiliency-based, peer support parenting class, led by peer leaders. Parents meet once a week for ten weeks and use the Art of Parenting: Mohala curriculum to build the five protective factors. The Art of Parenting: Mohala curriculum has been piloted throughout the State of California and evaluated by TGL Associates. Hui International worked with Dr. Ken Ginsburg, pediatrician, author of Building Resilience in Children and Teens, and founding director of the Center for Parent and Teen Communication in developing the curriculum. Hui International is known for creating effective and transformative programming for parents, sponsors, and caregivers from culturally, ethnically, racially diverse communities and effective health equity work (Zhuang et al. forthcoming).

The program includes a leader's guide, pre and post evaluations, participant kits, and on-going program support from Hui International.

Workshops for Teachers

Teachers Leadership Series

(Each workshop is 2.5 - 3 hours)

This series of workshops is designed for teacher renewal and resilience, recognizing the enormous challenges teachers have faced, and continue to face post Covid 19 and considering the divisive social and political climate of the day. Workshops are highly interactive in nature, foster relationships and invite reflective practice for self-awareness and healing. The series is designed to renew the educator, provide resilience and wellness support, as well as tools and pedagogical practices that can be transferred to the classroom and campus culture through clubs and activities.

Session 1 Workshop: Building Resilience: We Teach Who We Are

This workshop equips educators with practical strategies to foster respect, empathy, and authentic connection in their classroom. Rooted in the Principles for How We Treat Each Other, this workshop explores how storytelling, deep listening, and perspective-taking can strengthen relationships and create inclusive learning environments. Through self-reflection, small group discussions, and pedagogical tools, teachers will develop skills to navigate difficult conversations, model self-awareness, and engage students in meaningful dialogue.

Session 2 Workshop: Emotional Intelligence and the Reflective Practitioner

In this workshop, participants explore the meaning of a reflective practice and obtain tools for greater self-knowledge, practical ways to receive and provide feedback through the theory of emotional intelligence by using the Principles for How We Treat Each Other to create a compassionate, nonviolent, hospitable and respectful workplace and

school culture. As the pace of the world increases and our environment makes more and more demands on our cognitive, emotional, reflective resources, emotional intelligence and reflective practice are increasingly critical skill sets for leadership success. Through a multimedia presentation with skill-building exercises and group discussion, this workshop provides participants with the opportunity to identify their own challenges in maintaining self-regulation, positive environments and collaborative relationships as well as overcoming resistance and negativity.

Session 3 Workshop: Why Positive and Adverse Childhood Experiences (Paces) Matter

In this workshop, participants will learn the basics of the science of Positive and Adverse Childhood Experiences (PACES), trauma, toxic stress and the brain. Additionally, the workshop details additional realms of adversity that can negatively impact individual and community wellbeing. The workshop specifically addresses the intersection of PACES and resilience, to prevent trauma and increase healthy child and family development. This workshop will also discuss trauma informed practices, the five protective factors, and strategies that promote individual healing and resilience.



Session 4 Workshop: A New Lens for Discipline: Self-Regulation, Resilience and Healing

This workshop invites educators to shift their perspective on discipline from traditional compliance-based approaches to brain-aligned, relationship-centered practices. Participants will explore the impact of the adult nervous system on classroom dynamics, practice regulation strategies, and engage with restorative practices that promote healing and transformation. By integrating the Principles for How We Treat Each Other, teachers will reimagine discipline as a process that begins with self-awareness, fostering connection, empathy, and community. Through practical strategies, routines, and rituals, educators will learn to create a supportive environment where students develop self-regulation, resilience, and a sense of belonging.

Session 5 Workshop: Turning Conflict into Connection: Navigating Conflict Skillfully

It's common to see conflict as a negative, but what if you were able to turn conflict into a win-win? Starting from the premise that everyone looks at conflict in a unique way, this workshop offers a transformative approach to working with conflict as a potential for positive change. Organizational cultures that view conflict as an

opportunity are better poised to maximize the benefits of their diverse workforce. In this course, participants will learn about the components, roles and needs active in conflict, identify their own conflict style, and be introduced to conflict resolution practices for the purpose of more productive and positive outcomes. Participants will engage in various exercises, including role-play for the purpose of integrating these skills into a working knowledge.

Session 6 Workshop: Teacher TLC: Tools for Compassion and Self-Care

This workshop equips educators with practical tools for managing stress, fostering emotional resilience, and promoting well-being in the classroom. Through mindfulness practices, self-regulation strategies, and self-compassion exercises, participants will explore how to cultivate balance and emotional awareness while navigating the challenges of teaching. By engaging in reflective activities, guided meditation, and restorative practices, educators will learn to strengthen their own resilience and create a supportive learning environment for their students. Building on the first two sessions and ending with a celebration, this workshop session empowers teachers to lead with intention, empathy, and self-care, fostering a culture of connection and healing in schools.

Retreats for Social Support Services

Heart of the Healer

This restorative one-day retreat is dedicated to deep reflection, connection, and renewal. Through guided meditations, storytelling, journaling, and creative expression, participants will explore the Principles for How We Treat Each Other and practice radical compassion—toward themselves and others. This retreat offers space to slow down, engage in open and honest dialogue, and awaken to the wisdom within.



Workshops For Students

Youth Summit (A) - All Day

The Student Leadership Summit is an interactive and engaging experience designed to empower middle and high school students as ambassadors for positive change. This summit fosters a school culture where everyone feels welcome, valued, and included. Through a series of reflective activities, leadership discussions, and emotional intelligence exercises, students will explore the Principles for How We Treat Each Other, develop self-awareness, and strengthen their ability to be upstanders in their community.

This full-day summit includes dynamic discussions, skits, mindfulness practices, and leadership exercises tailored for either middle or high school students. Participants will discover their strengths, connect with peers, and set a vision for a more inclusive and supportive school environment. With an emphasis on resilience, conflict transformation, and community building, students will leave with practical strategies to lead with empathy and make a lasting impact in their school.



Student and Participant Feedback



•The ACES segment was extremely educational and important. Small groups discussions/takeaways were profound. As a teacher, I thank you for creating this program and implementing it with the young people in Seminole county. It's change in action.

- The 13 Principles are a great tool to use on a daily basis as a mentor and in my personal life.
- I learned how to truly listen and how to walk in somebody's shoes, and how I should be carrying myself around campus. I will ensure that I make Oviedo and the community a better place together with everybody.
- It's ok to open up. Not bottling it in.
- I learned about PACES which I think was very interesting and knowing my ACE score as well as understanding that there are numerous other people who have gone through the same thing will help me throughout my life. I hope we will be able to implement this at our school and I think knowing ACES and understanding how that might impact someone's life is very important to understand.
- The 13 principles and getting to know people at my school that I wasn't close with. You never know what is going on in someone's life and you shouldn't assume they are a lazy person or bad without knowing what they're going through.



What We Know: *Families thrive when protective factors are robust in their lives and communities.*

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit www.strengtheningfamilies.net.

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children's Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

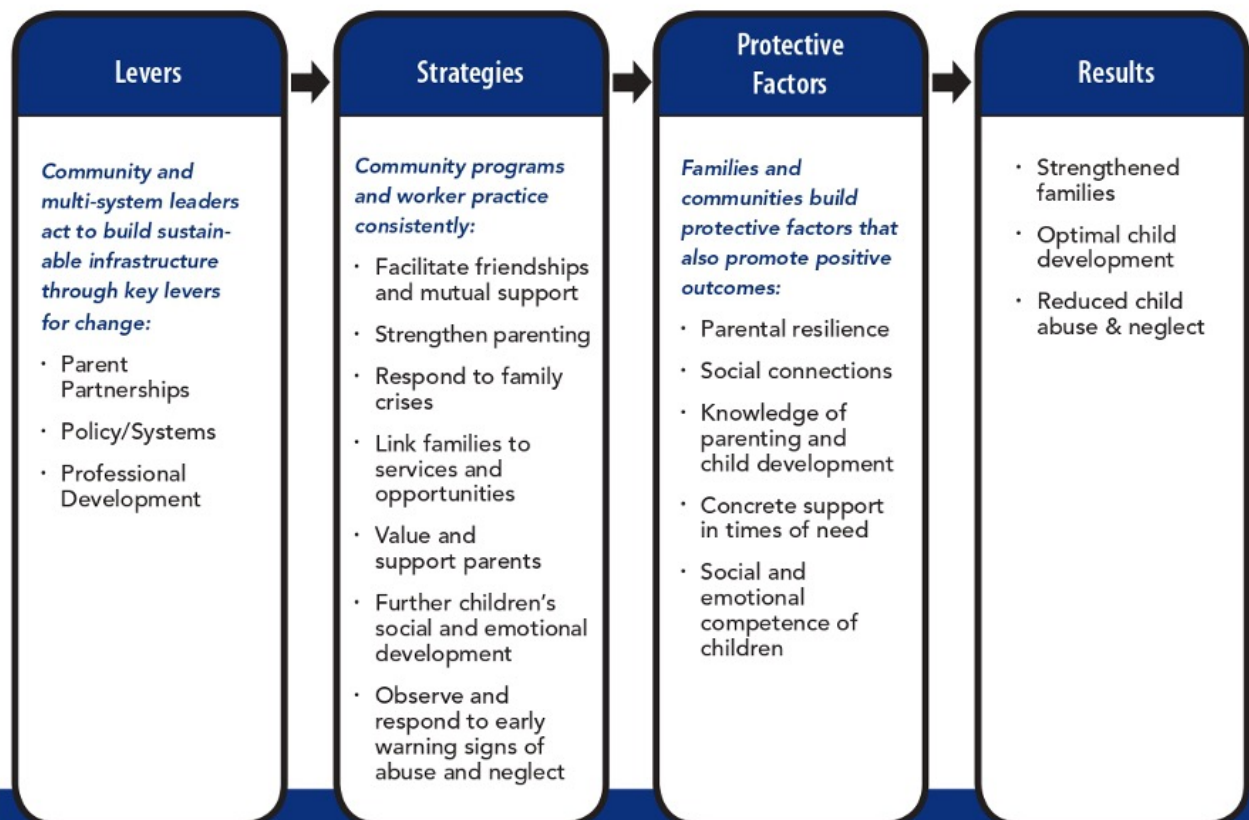
Social and Emotional Competence of Children

A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

Mobilizing partners, communities and families
to build family strengths, promote optimal
development and reduce child abuse and neglect

The Strengthening Families Approach

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge



A New Vision

Families and communities, service systems and organizations:

- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for all children, youth and families
- Recognize and support parents as decision-makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families