



Project Restore - Understanding Your Students' Experiences Session Facilitation Guide

| Materials | Notes |
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| <ul style="list-style-type: none"> • Facilitation Notes • Understanding Your Students' Experiences Video • Writing Tool • Paper • Computer | <ul style="list-style-type: none"> • Facilitator should watch each video in advance and make sure to have the stops down on the time stamps below. • Facilitator should complete the time section on the table below based on the run through of the videos. • Assumption is that the facilitator is leading this professional development session virtually over an online platform (e.g., Zoom) but it can be facilitated in person as well. • The narration for the facilitator is in italics. |

| Time | Minutes | Section |
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| | 4 minutes | Opening |
| | | <ul style="list-style-type: none"> • <i>Today marks the third session of our trauma-informed series training. We will gather notes and key takeaways over the entire series to build a trauma-informed toolkit. Our general norms around professional development will be in place. I will share my screen so you can see and hear the videos. Please have a writing tool and paper with you to take notes on. We are going to actively participate in this session.</i> • <i>As a note, there will be times that the material being covered will be heavy so please take a pause if you need to and step away. The video is available 24/7, so you can access it when you are ready on your own if necessary.</i> • <i>Please spend thirty seconds jotting down one reflection from the last video; Understanding Your Experiences and Building Resilience video.</i> <p>Ask three participants to share their takeaways with the rest of the group.</p> <ul style="list-style-type: none"> • <i>As a reminder, the learning objectives for the last session were to have participants be able to:</i> <ul style="list-style-type: none"> ○ <i>Understand your personal experiences with trauma and loss caused by COVID-19</i> ○ <i>Gain awareness of triggers that lead to stress for you, as an educator</i> ○ <i>Learn strategies for reducing stress and enhancing self-care</i> |



| <i>Transition</i> | | |
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| | 25 minutes | Section 1 |
| | | <ul style="list-style-type: none"> • <i>The learning objectives for this session are to have participants be able to</i> <ul style="list-style-type: none"> ○ <i>Understand the stress students have experienced</i> ○ <i>Recognize potential student stress reminders</i> ○ <i>Learn strategies for establishing secure relationships with students</i> |
| | | Show Understanding Your Students' Experiences Video (0:00-4:06) |
| | | <ul style="list-style-type: none"> • <i>Please spend one-minute jotting down stressors that your students and students' families might have experienced during this pandemic.</i> <p>Ask three different participants to share out stressors that their students and students' families might have experienced during the pandemic with the rest of the group.</p> <ul style="list-style-type: none"> • <i>There are many COVID-19 stressors that our students and students' families may have experienced, as we continue to learn, please continue to write them down.</i> |
| | | Show video (4:07-7:11) |
| | | <ul style="list-style-type: none"> • <i>Fight, flight or freeze is a stress response that can be expected by someone who has experienced trauma. In this section the brain is telling the individual "I don't feel safe, I don't feel calm, I feel out of control." Please spend two minutes thinking about an experience with a specific student in your class who has exhibited fight, flight or freeze. Jot down their initials, if they exhibited fight, flight, or freeze and what outward behaviors the student exhibited. Consider this student's experience for the remainder of this video.</i> |
| | | Show video (7:12-8:25) |
| | | <ul style="list-style-type: none"> • <i>It is important for educators to recognize the potential for trauma reminders. Please spend two minutes jotting down one stressor that might be causing Farooq to experience a stress reminder.</i> <p>Ask three different participants to share one stressor that Farooq might be experiencing as a stress reminder with the rest of the group.</p> |
| | | Show video (8:26-10:34) |



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| | | <ul style="list-style-type: none"><i>We just learned about the Zones of Regulation including the red, green and blue zones. Take two minutes to create a quick chart with the red zone, green zone, and blue zone. Draw a quick picture of what a student's face might look like in each of these zones.</i> |
| | | Show video (10:35-12:42) |
| | | <ul style="list-style-type: none"><i>Protection and recovery are an important step in healing from toxic stress. Noticing and taking deep breaths can aide in this process. We just spent a few moments practicing self-care by taking several slow deep breaths. Continue this on your own for three more minutes.</i> |



| <i>Transition</i> | | |
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| | 15 minutes | Section 2 |
| | | Show video (12:43-14:26) |
| | | <ul style="list-style-type: none"> <i>Please spend three minutes creating the chart and filling out examples for the stress reminders in school.</i> |
| | | Show video (14:27-15:10) |
| | | <ul style="list-style-type: none"> <i>Please spend three minutes thinking about the different student populations the narrator went over and continue to fill out the column on the right of your chart with various stress reminders from school that might come up.</i> <p>Ask three different participants to share one example of a stress reminder for a specific student population with the rest of the group.</p> |
| | | Show video (15:11-16:32) |
| | | <ul style="list-style-type: none"> <i>We are going to stop right here and take a two-minute break.</i> |



| <i>Transition</i> | | |
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| | 26 minutes | Section 3 |
| | | <ul style="list-style-type: none"> <i>We are down the home stretch for this third video! We have already learned better ways to understand the stress students have experienced and how to recognize potential student stress reminders.</i> <i>Before we learn strategies for establishing secure relationships with students please spend one-minute jotting down potential student stress reminders for the student you were considering during the first part of the session.</i> <i>Please spend thirty seconds writing a potential stress reminder for this student into the chat (please do not name the student).</i> <p>Read off ten examples from the chat.</p> |
| | | Show video (16:33-17:32) |
| | | <ul style="list-style-type: none"> <i>By looking at this chart, you can see the importance of teachers and students to both be in the green zone to co-regulate. Please list at least three ways that an educator could help a student get back into the green zone.</i> <p>Ask three different participants to share one strategy an educator could use to help a student get back into the green zone with the rest of the group.</p> |
| | | Show video (17:33-18:34) |
| | | <ul style="list-style-type: none"> <i>Positive relationships are foundational for ensuring that students feel safe, connected and secure. Take two minutes to answer these self-reflection question, "Who was that one teacher who made a difference for you? What qualities made this relationship special?"</i> <p>Ask three different participants to share their answers with the rest of the group.</p> |
| | | Show video (18:35-19:58) |
| | | <ul style="list-style-type: none"> <i>Educators work to find innovative and creative ways to build relationships with their students in both a virtual and in-person setting. Please spend one-minute typing an example of this in either setting into the chat.</i> <p>Read off ten examples from the chat.</p> |



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| | | Show Video (19:59-22:47) |
| | | <ul style="list-style-type: none">• <i>Please take one-minute to jot down two things you could do so maintain a relationship with the one student from the beginning of this session.</i> <p>Choose five different participants to share out one of their responses with the rest of the group.</p> |
| | | Show Video (22:48-24:07) |
| | | <ul style="list-style-type: none">• <i>As we close out this section of the video consider the importance of flocking and building secure relationships as an educator. Think of one person that you can reach out to in a time of need.</i> |



| <i>Transition</i> | | |
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| | 10 minutes | Section 4 |
| | | Show video (24:08-25:06) |
| | | <ul style="list-style-type: none"> • <i>Please spend one-minute reflecting on who you want to reach out to highlight the importance of safe and secure relationships.</i> • <i>Now spend one-minute either texting or sending a quick e-mail to the person you are thinking about.</i> |
| | | Show video (25:07-25:27) |
| | | <ul style="list-style-type: none"> • <i>Please spend three minutes reflecting on what you have learned from this session, especially around the importance of building relationships, co-regulation, and ways to assist students in developing self-regulation.</i> |
| | | <ul style="list-style-type: none"> • <i>Please log onto texasprojectrestore.org and click on the Review tab of the Understanding Your Students' Experiences section. Spend four minutes completing the quiz and downloading the TEA CPE certificate. You can save it onto your computer and fill out your name and the date on it.</i> |
| | | <ul style="list-style-type: none"> • <i>Please reflect on today's session and feel free to check out the Understanding Your Students' Experiences video again before we move onto the fourth video in the series.</i> |