

## HW 6.4: Building Resilience



**HOMEWORK**

<b>Learning Outcome</b>	<b>Pedagogical Intent</b>	<b>Student Position</b>
<b>Provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Assessment: 50 pts. Due: Session 7</b>	<b>Teachers can work better with students when they understand the issues that come with them to school and know ways of helping students to be resilient so they can learn better.</b>	<b>Students have learned about adverse childhood experiences and have gained understanding of the importance of family involvement in their children's education. Now they will read about resilience and how they can assist students in becoming more resilient.</b>

Instructions:

1. Read the summary entitled [Resilience](#). As you read, think about a student you have worked with that you think needs support in becoming more resilient.
2. Respond to the reading [guide](#) with this student in mind (Remember this may not necessarily be an EL student).
3. Next you will read a set of tips for building resilience in children from the [Imagine Project](#). (Scroll down the page to the seven tips.) Using these tips, create a plan for building resilience in the specific child about whom you have been thinking.
4. Bring this work to session 7.



Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>