

LA 7.2 Responding to the Impact of Trauma and Building Resilience

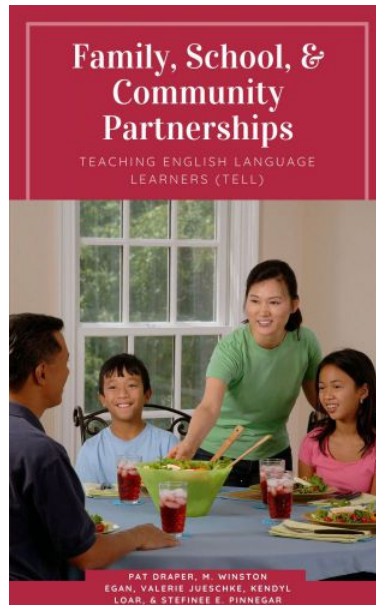
Creating Supportive Classroom and School Environments



Learning Outcome	Pedagogical Intent	Student Position
<p>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Assessment: 25 pts. TA: 40 minutes</p>	<p>Teachers can advocate for their students who need to learn skills for being resilient in their daily school life.</p>	<p>Students have completed most of the work in the Parent and Family course. They now consider the topic of resilience for immigrant students in trauma. They will create a plan to assist these students to learn the skills of resilience.</p>

Instructions

1. In your group, each person will share their plan for supporting a particular student in becoming more resilient.
2. Discuss what you learned about how schools and teachers could support students in developing resilience.
3. Working together, identify key talking points that you could share with your grade level team or school faculty concerning how to support children in overcoming the impact of trauma and the development of resiliency. (Keep your key talking points to less than ten, preferably five).
4. Each group will present their talking points.
5. Working as a whole class, together develop a shared list of talking points that can help you as teachers respond to children's trauma and develop resiliency.



Draper, P., Egan, M. W., Hales, V., & Pinnegar, S. E. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>