



SUGGESTED SCOPE AND SEQUENCE

Resilience During Crisis Module Field Test

Second Step® SEL for Adults

Unit 1: Self-Care

(estimated time:
9 microlearnings, approx.
10 min. each = 1.5 hours
total)

In this unit learners will examine educators' role in crisis response and in nurturing resilience in themselves and their school community. They'll explore how the recent crisis has affected their resilience and learn routines that can help reduce their stress and support their journey to recovery.

MICROLEARNINGS

OBJECTIVES (in this microlearning you will ...)

1. Resilience During Crisis

Learn about crisis response, resilience, and the role of educators in nurturing resilience, and learn about how this module can support you as you and your school community recover.

2. Reactions and Recovery

Assess symptoms you might be experiencing in the aftermath of a crisis and identify which areas of self-care to focus on to support your coping and recovery.

3. Managing Strong Emotions

Learn two routines to reduce stress when you're experiencing strong emotions.

4. Sleeping Better

Take a survey to identify how your sleep has changed since the crisis, learn strategies that can help you improve your sleep, and commit to trying one strategy out for a week.

5. Eating Well

Use a survey to pinpoint what, if anything, has changed about your eating habits since the crisis, consider what healthy eating habits worked for you before—or what new changes you want to make—and commit to trying one healthy habit for a week.

6. Moving More

Complete a survey to identify your current physical activity levels, learn strategies that can help you get more movement into your days if you need to, and commit to trying one strategy out for a week.

Unit 1: Self-Care (cont.)

MICROLEARNINGS

OBJECTIVES (in this microlearning you will ...)

7. Enjoying Life

Answer questions to identify what's changed about the things you do to enjoy your life since the crisis, recall what you enjoyed doing in the past, and commit to adding one thing back into your life—or trying a new thing—for a couple of weeks.

8. Self-Compassion

Use a survey to identify anything in your professional life that might be more challenging now than it was before the crisis, and set a goal for showing yourself compassion.

9. Unit 1 Reflection

Reflect on what you've learned and determine what knowledge, skills, and understandings you want to use moving forward as you continue to take care of yourself.

Unit 2: Caring for Each Other

(estimated time: 5
microlearnings, approx.
10–15 min. each = 1 hour
total)

In this unit learners will focus on ways they and their colleagues can support each other in the workplace after a crisis.

MICROLEARNINGS

OBJECTIVES (in this microlearning you will ...)

1. Setting Intentions

Practice a skill called "setting intentions," which will help you act in ways that reflect your true values in your interactions with colleagues, particularly when you're under a lot of stress.

2. Asking for Help

Reflect on how your ability to meet others' expectations has changed since the crisis and learn a technique to ask for help or support when you need it.

3. Expressing Gratitude

Learn a powerful gratitude routine that, if used regularly, can help offset your stress and strengthen your school community.

4. Recognizing Each Other

Learn simple practices for recognizing your colleagues in ways that can bring you closer, build resilience, and remind you and your colleagues regularly that "You've got this."

5. Unit 2 Reflection

Reflect on what you've learned and determine what knowledge, skills, and understandings you want to use moving forward as you continue to take care for your colleagues.

Unit 3: Student Care

(estimated time: 7
microlearnings, approx.
10–15 min. each = 1.5
hours total)

In this unit learners will focus on ways they can support students after a crisis, learn about how students react to crises, and explore how to help strengthen students' resilience by giving them a sense of safety and security.

MICROLEARNINGS

OBJECTIVES (in this microlearning you will ...)

1. Students' Reactions and Recovery

Explore common ways students react in the aftermath of a crisis and how to monitor their reactions over time, particularly those students at most risk.

2. Keep It Consistent

Focus on things you can do to help strengthen your students' resilience by making your classroom a safe, predictable space.

3. Build Connections

Learn how to use Community Circles to build and maintain strong connections with students.

4. Banking Time

Learn how to use the Banking Time routine to build connections with individual students who may be vulnerable or at-risk following a crisis.

5. Give Students Voice and Choice

Consider ways you can incorporate more Student Voice and Choice into your classroom to help re-establish students' sense of control.

6. Start Talking

Learn practical strategies for handling difficult conversations with your students.

7. Unit 3 Reflection

Reflect on what you've learned and determine what knowledge, skills, and understandings you want to use moving forward as you continue to take care of students.

Supplemental Student Activities

(estimated time: varies from 15–30 minutes each, depending on grade level and activity)

These short, research-based student activities are designed to help teachers support students' recovery following a crisis. Each activity focuses on a topic or skill known to support students' coping and well-being.

Grade K–1

STUDENT ACTIVITY	OBJECTIVES (students will ...)
Creating a Worry Jar	Record their worries in words or pictures and put them in a jar to contain them so they don't dominate their thoughts.
Creating a Support Tree	Identify people they can go to for comfort and support and create a "Support Tree" with each person they identified represented on a leaf.
Practicing Belly Breathing	Practice belly breathing, a simple breathing technique that helps them calm their body and manage strong feelings.

Grade 2–3

STUDENT ACTIVITY	OBJECTIVES (students will ...)
Telling My Story	Use words and illustrations to create a short story that describes their experience of a difficult event.
Naming Feelings	Expand their emotional vocabulary by naming feelings they're having because of the difficult event.
Managing Strong Feelings	Practice belly breathing and discuss other ways to calm down. Then they make a plan to use calming-down strategies to manage their strong feelings.

Supplemental Student Activities (cont.)

Grade 4–5

STUDENT ACTIVITY	OBJECTIVES (students will ...)
Tracking Feelings	Generate more specific words for each of the six basic emotion categories. Then they use these words to track their feelings for one day
Making Movement Routine	Plan ways to move more during the school day as a class to help them cope with stress.
Gratitude Journal	Focus on the positive things in their lives and say thank you for them by practicing gratitude.

Middle School

STUDENT ACTIVITY	OBJECTIVES (students will ...)
Tell Your Story	Make sense of a difficult experience by telling their story about it.
Handling Grief and Getting Help	Reflect on what they've lost since the crisis to help them let it go, then identify ways they want adults at school to support them.
Getting a Good Night's Rest	Learn facts about sleep and stress, then assess their sleep quality and habits and identify one sleep-improvement strategy to try for a week.

Supplemental Student Activities (cont.)

High School

STUDENT ACTIVITY

OBJECTIVES (students will ...)

**Processing Through
Personal Narratives**

Make sense out of a difficult experience by telling their story about it.

Naming Emotions

Learn how naming emotions can help them manage them, then apply the emotion-naming strategy to accurately label strong emotions they've experienced recently.

**Make Sleep Your
New Best Friend**

Learn facts about sleep and stress, then assess their sleep quality and habits and identify one sleep-improvement strategy to try for a week.