

Videos and discussion prompts

To support training on trauma sensitive schools

These videos used best in conjunction with the curriculum *Anchoring Resiliency: Trauma Sensitive Practices for Educational Settings*ⁱ. Some of these videos are already included in that curriculum and are highlighted.

Trauma and resiliency frameworks

Resiliency trailer

<https://vimeo.com/137282528>

2 minutes

- In regards to trauma: “The child might not remember, but the body remembers.” How have you observed that the adversity your students experience affect their physical health?

Changing Minds: Unique

<https://vimeo.com/184721136>

5 minutes

- Refer to the Resiliency Infographicⁱⁱ. What elements of resiliency are you able to identify from Unique’s childhood?

Changing Minds: Chad

<https://www.youtube.com/watch?v=sFH6GR0ASKg>

5 minutes

- Refer to the Resiliency Infographic. What elements of resiliency are you able to identify from Chad’s childhood?

How childhood trauma affects health across a lifetime

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

16 minutes

- Dr. Burke Harris, a pediatrician, describes the universality of childhood adversity and the impact on *physical* health. How do you observe childhood adversity to impact social emotional or spiritual health? What are the other impacts you observe in the classroom?

Remembering Traumaⁱⁱⁱ

<https://www.youtube.com/watch?v=v13XamSYGBk&t=16s>

16 minutes

- What were all of the labels given to the student featured in this video? How do you think those labels impact the student’s relationship with his family, how he was treated by professionals, or the services he received?

Building Adult Capabilities to Improve Child Outcomes: A Theory of Change

https://www.youtube.com/watch?v=urU-a_FsS5Y

5 minutes

- What is an example of a policy or program that positively or negatively affects students who have experienced trauma or adversity?

Rewiring for Growth: the impact of trauma on the developing brain

Science of Childhood Trauma

<https://changingmindsnow.org/science>

1 minute

- How have you observed complex trauma or toxic stress impact a student in your classroom?

Neuroplasticity

<https://www.youtube.com/watch?v=ELpfYCZa87g>

2 minutes

- What is an example that you can think of - from your personal or professional realm - where you built a new neural pathway and/or habit? What were the conditions that made that possible?

Mindfulness and Neural Integration: Dan Siegel

<https://www.youtube.com/watch?v=LiyaSr5aeho&t=314s>

18 minutes

- Dan Siegel explores concepts that are at the foundation of social and emotional intelligence: reflection, relationships and resilience. How do you create opportunities in your setting to develop these capacities in students?

Race, Gender and Intersecting Systems of Oppression

** Do not show these videos in isolation. See the Anchoring Resilience curriculum for examples of how to set these videos up with so that participants can first define how they are positioned to this content in terms of race, gender, ability, language, etc. There are also general recommendations around facilitating social justice or dialogue.*

A Conversation About Growing Up Black

<https://www.nytimes.com/video/opinion/100000003670178/a-conversation-about-growing-up-black.html>

Five minutes

- What protective factors, or elements of resiliency, do these students have present in their lives?

Some Girls Never Get a First Chance

https://www.youtube.com/watch?v=RIRc_zpyfis

Six minutes

- How do you connect with the experiences of the girls in the video? Think both personally, as well about the experiences of students in your school.
- What are the intersections of race and gender you saw in the videos?
- What could you do differently tomorrow?

With Health and justice for All

<https://www.youtube.com/watch?v=29NHxReLvAY>

Three minutes

- This video describes the school to prison pipeline. How do you see this showing up in your school community?

I am From

<https://www.youtube.com/watch?v=5FVFb94gZFw>

Two minutes

- This is one example of youth having the opportunity to identify and celebrate different aspects of their identity. What are examples of how schools can facilitate positive connection to culture and race?

More than that

<https://www.youtube.com/watch?v=FhribaNXr7A>

Three minutes

- This video is a youth created response to an article about gang violence on Native American reservations. How do you help students tell their own stories? What does this look like in your curriculum and lesson planning?

The Cost of Caring: risk and protective factors for vicarious trauma

Beyond the Cliff: Laura van Dernoot Lipsky

<https://www.youtube.com/watch?v=uOzDGrcvmus>

20 minutes

- What are the positive and negative impacts on your wellbeing of your work? Consider mind, body, thought, and spirit.
- What conditions – if any - in your work pace mitigate the negative impacts?

Supporting School Employees through Stress Reduction and a Trauma-Informed Approach

59 minutes

<https://thrivingschools.kaiserpermanente.org/school-employee-wellness-webinar-series/>

- This webinar offers the concept of collective care. What are some examples of healing and resiliency that occurred in community with your colleagues? Examples could include any sort of gathering or activity that was organized or supported by your school leadership or district.

Trauma Sensitive Behavior Response: Regulate, Relate, Reason:

Just Breathe

<https://www.youtube.com/watch?v=RVA2N6tX2cg>

4 minutes

- What reactions did you physically have to watching this video?
- What would it look like to do this in a classroom setting?

Sesame Street: Common and Colbie Caillat - "Belly Breathe" with Elmo

<https://www.youtube.com/watch?v=mZbzDOpylA>

2 minutes

- What language or strategies have you used to communicate to students how they can practice deep breathing, *and* why it is important?

Brene Brown on Empathy

<https://www.youtube.com/watch?v=1Evwgu369Jw>

3 minutes

- What are some examples of language or script that you often use with families or students when they disclose difficult things?

Don't Flip Yo Lid

https://www.youtube.com/watch?v=he-fW9_3egw

4 minutes

- What strategies have you used to promote student voice and expression?

Every Opportunity

<https://www.youtube.com/watch?v=VxyxywShewI>

- What are examples of everyday relationship building gestures that you use to let students know you like them and are happy to have them at school?

The Danger of a Single Story: Chimamanda Ngozi Adichie

<https://www.youtube.com/watch?v=D9lhs241zeg>

19 minutes

- Is there a 'single story' told about your school community? If so, what is it?
- What example comes to mind where you learned of something did not fit your prior assumption about a student or family?
- How do you stay open to non-dominant narratives about your students and families?

Trauma sensitive learning environments

Why We Need Trauma Sensitive Schools: Trauma and Learning Policy Institute

<https://traumasensitiveschools.org/why/>

11 minutes

- The video describes how to attend to the environment in order to create safety. What were the environmental elements that you observed? (Could include: positive greeting, morning meeting, present at recess and hallways, positive and warm interactions with students).

Paper Tigers: Official Trailer

<https://vimeo.com/110821029>

2 minutes

- One of the teachers describes trauma sensitive approaches this way: "You have to unconditionally love them and believe that their behavior is out of their control". What are your reactions – positive or negative - to that?

A San Diego Principal takes on Trauma

<https://www.youtube.com/watch?v=dcvQb9e-VLI>

6 minutes

- This video has some good examples of family involvement and empowerment. What lessons can you take away for your own school community?

Growing Roses in Concrete: Jeff Duncan-Andrade

<https://www.youtube.com/watch?v=2CwS60ykM8s>

13 minutes

- How do you celebrate your student's tenacity in the face of adversity?
- How do you work to make instruction in your classrooms relevant to what Dr. Andrade calls the 'material conditions' - or day to day experience - of your students outside of school?

ⁱ *Anchoring Resiliency* curriculum materials can be found at: <https://sites.google.com/a/multco.us/resources-for-trauma-sensitive-schools/powerpoint-presentations>

ⁱⁱ Resiliency Infographic can be found at: <https://www.futureswithoutviolence.org/promoting-resiliency-infographic/>

ⁱⁱⁱ The complete Facilitator's Guide to Remembering Trauma can be found at: <http://www.rememberingtrauma.org/>