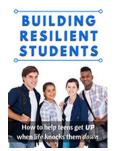


Building Resilient Learners: Helping Students and Families Deal with COVID-19

Molly Kennedy

Students Special Edition COVID-19

Video #1 Facilitation Session

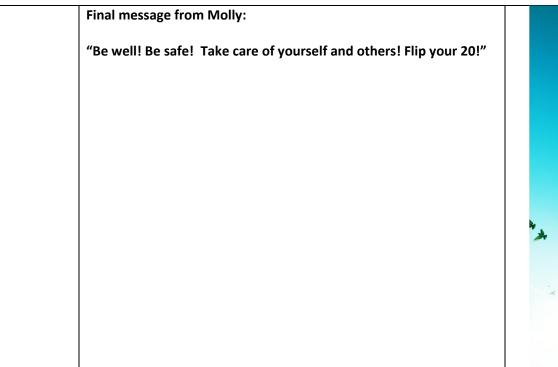


Molly Kennedy is a nationally sought after Youth Motivational Speaker. She has dedicated the past 18 years to empowering today's youth to be resilient and take charge of their future. Molly grew up in a dysfunctional family with addiction, divorce, abuse, neglect, abandonment, suffered from an eating disorder, was suicidal and a runaway at 15 years old. Molly 'walks the walk' when it comes to resiliency, grit and perseverance. She turned her pain into a purpose and has achieved many life goals. Some of these goals include becoming an author, Ironman Triathlete (140.6 miles), bodybuilding champion, and successful female youth motivational speaker.

Time Stamp	Reflection Question	Participant Response
Intro	Why this session? The audience is for students and our hope is that	
	you can replicate this session with your students.	
	Mentimeter Response: What are you feeling?	
	Go to Menti.com; code 50 31 72	
	Facilitator: Teri Calabrese-Gray	
	Moderators: Amanda Zullo and Susanne Ford-Croghan	
1:25	How do I flip my 20?	
	Background information - Perspective – she also calls it your	
	paradigm – paradigm shift – How do you choose to see things?	
	Your paradigm sounds like "A pair of dimes" that is where she came	
	up with "Flip Your 20" - her way of saying paradigm shift. Instead of	
	doom and gloom, flip your 20, how can I be productive in this	
	moment? What you see is what you get!	
	• Do <u>YOU</u> need to flip your 20?	
2:35	Stop and Breathe – Extremely important	
	Calm App – Mindfulness Moment	
2:47	"There is strength in calm!"	
	What do you think Molly means by this?	

	 Do some work on yourself. 	
4:17	What are <u>YOU</u> choosing to see? What are <u>YOU</u> choosing to believe? What are <u>YOU</u> choosing to focus on?	
7:17	 Selfishness versus Selflessness Share an act of selflessness you have seen or have done for someone else. 	
8:37	What can you do with this opportunity? Why is it important for us to see it as an opportunity? Mentimeter Response	
9:38	Go to Menti.com; code 50 31 72 "I've been gifted time" • What do you want to grow and work on?	
10:06	"Flip your 20 Look at the opportunity in front of you. What you see is what you get."	
10:46	 "You can only control what <u>YOU</u> can control. Describe your reaction to this statement. 	
11:36	 "Nothing has meaning except for the meaning you give to it." Please paraphrase this statement. 	
12:43	 "Don't feed off of everyone else's fear or hysteria." Think about SEL – kindness, love, gratitude, etc. Can you add others to her list? 	
14:31	How do you choose to deal with it? Think of prior significant events 1987 (stock market crash), 2001 (9/11 terrorist attack), 2008 (housing and stock market crash). We recovered from those experiences. How can you help others deal with this unprecedented event?	
15:03	 "Power of Being Calm – Gift of Time – I choose to do something with it." What do <u>YOU</u> choose to do? 	

17:04	"Practice kindness and patience."	
	• What can <u>WE</u> do today to practice kindness and patience?	
18:12	 "Great opportunity to learn how to be uncomfortable. Learn how to be inconvenienced do it anyways without losing our cool. Learn to be inconvenienced and uncomfortable but learn the power of calm in that moment." What is her point regarding the above statements? What is she getting at? 	
19:00	"What does calm, cool, collective look like? We have weeks to practice kindness, patience, learning how to deal with discomfort."	
20:12	"What can YOU do with this time to be a better version of yourself? (Energy, light, time)	
20:53	"You are gifted time. How will <u>YOU</u> choose to spend your time?"	
	Mentimeter Responses: How will <u>YOU</u> choose to spend your time? Go to Menti.com; code 50 31 72	



Worries and tensions are like birds, we cannot stop them from flying near us, but we can certainly stop them from making a nest in our mind.

Rishika Jain

