



Ruby Talks About RESILIENCE

How Best to Use This Video:

Time Needed: 20 Min

1. Explain to the class that you are going to be watching a short video about Ruby, who is resilient, and a boy named Nick who struggles to be resilient. If they aren't already familiar with TEAMology, explain that Ruby has a super strength and, with the other TEAMmates, hangs out at the TEAMology House.
2. Tell the class that the TEAMology house is a place of unity and respect where anyone can come be part of the TEAM. Everyone in the house is expected to treat each other with respect, have each other's backs, and celebrate each other's differences.
3. Have a discussion with students about the difference between a positive and negative mindset. Positive mindset meaning that you can focus on the good in any situation; you tend to be happier. Negative mindset meaning that you focus on the bad in any situation; you tend to be more upset, angry or frustrated.
4. Ask students which mindset they think would help them have better days. Have them explain their thoughts.
5. Introduce or re-introduce the word Resiliency – the ability to bounce back when something doesn't go the way you want or were expecting. We can be resilient by having a positive mindset and trying our best to react positively when bad things happen.
6. Watch the video together.
7. You can pause the video at points throughout to ask about certain behaviors and things the characters say and ask students if they are exhibiting a positive or negative mindset.
8. Ask students what they think about the house theme song. You can prompt with questions such as "What was the song all about?", "What do you think you can learn from the song?", and "What message do you think the characters are trying to get across in the song?". You can re-watch the theme song part of the video, if needed. Allow time for answers.
9. Ask students what they think Ruby's super strength is. If they don't know tell them it is Resiliency. Explain that resiliency is about bouncing back when something upsetting happens, doing your best when something is hard and not letting setbacks get you down.
10. After the video ask students what they learned about resiliency and having a positive mindset.
11. Ask students how having a positive mindset helped Ruby. Then ask them how having a negative mindset made things harder for Nick.
12. Have students share times they had a positive mindset or had to be resilient.
13. Additional Discussion Questions:
 - o Why do you think a positive mindset is important?
 - o What are some things that could happen if you always had a negative mindset?
 - o How can you help someone else have a more positive mindset?

Follow Up Activity: Mindful Breathing

Time Needed: 15 Min

1. Give every student a copy of the Mindful Breathing Handout.
2. Explain to students that mindful breathing just like how Ruby taught us to take deep breaths in the video is a tool to stay positive and improve our resilience.
3. Follow the Mindful Breathing steps together as a class.
4. Encourage students to use this tool whenever they are feeling worried, anxious, frustrated or just need to take a moment to pause and think through something.

Mindful Breathing



1. Find a quiet, relaxing place and sit in a comfortable position.

2. Close your eyes. Take a deep breath in through your nose for 4 seconds, hold it for 4 seconds and let it out slowly through your mouth for 4 seconds.



3. Take another slow, deep breath. This time pay close attention to every sensation you feel from your toes to your head.

WHAT DO YOU FEEL?

4. Take one last slow, deep breath. Pay attention to the air as it goes from your nose and down into your lungs. Then focus on your breath as you blow the air

FOCUS ON YOUR BREATH.