



Midlothian Educational Psychology Service

Resilience Reflection Tool for Schools

A psychology-informed resource pack to support resilience and wellbeing



Welcome to a brave new world

The Covid-19 outbreak has been experienced across the world. Everyone will have been aware of, or affected by, this global pandemic in some way.

There is an opportunity when children return to school to explore, discuss and learn from a real life situation in which we all had to find different ways to cope.

This tool is a guide for schools and teachers to be used when students return to school. It aims to help school staff with ideas of how to acknowledge, validate and recover from the impact of the lockdown. This can be done by exploring resilience within the pupils' own lived experience of what has happened globally.

Contents

1. Resilience	5
Pupil discussion: What is Resilience?	5
Being able to adapt to challenging situations.....	6
Teacher Note: Adult responses to children’s worries and fears.....	8
Pupil Discussion: What are your resilience building blocks?	9
Top 10 tips for resilience.....	10
Pupil Activity: Dealing with ups and downs.....	11
Questions	12
Pupil Activity: You cannot stop the waves.....	13
Key exploration and discussion points.....	14
Final note	15
2. Teacher Note: Building resilience through recovery	16
Before we can help others, we need to help ourselves.....	17
What might be helpful during the recovery period?	18
Fostering a sense of belongingness and connectedness	18
Promoting help seeking	19
Support development and learning	20
Recognising the impact of thoughts and feelings on behaviour following a significant event	23
Pupil Activity: The tree of life.....	24
Final Note.....	25
3. Teacher Note: Reconnecting.....	26
Classroom and group activities to promote connectedness and resilience	27
References	29
Appendix 1: Top 10 Tips: Resilience Activities (adapted from Building Resilience https://stenhouseps.com/building-resilience/).....	32
1. Keep Connected	32
2. Respect Yourself.....	33
3. Challenge Your Mindset	34
4. Take A Moment.....	35
5. Talk Things Over.....	35
6. Get Active.....	37
7. Make a Difference.....	38
8. Look on the Bright Side	39

9. Be Kind to Others	39
10. Have a Goal	40
Appendix 2: Further Resilience Activities: Look on the bright side	41
The Resilience Spin Wheel	41
Strengths and gifts activity.....	42
Imagining a more positive future.....	42
‘Why I like me’ cards.....	43
The confidence tree	43
Reframing our thoughts.....	44
Everyone has pleasant and unpleasant feelings.....	45
Good mood hunt.....	46
Go on your own Good mood hunt.....	46
Make a happy cube.....	47
Make a hand hopper.....	47

1. Resilience



Pupil discussion: What is Resilience?

Resilience is the ability to bounce back from adversity.

Bouncy balls and eggs are useful objects to help explain to children the concept of resilience:

- If you throw a raw egg against a hard wall what would happen?



- If you throw a rubber ball against a hard wall what would happen?



- People can become stronger after going through a challenge?



- Can you reflect and identify a time that you have been the rubber ball in your life? What made the difference?



The more resilient we can learn to be, the better we are at getting through tough times, and the better their chances at recovering from experiences of adversity in the future (Gilligan, 2004).

Being able to adapt to challenging situations

Feeling worried or overwhelmed is completely understandable at a time of crisis like the COVID 19 outbreak. The ability to cope and recover from the challenges of lockdown can vary from one person to the next. We are each experiencing this current situation differently and some of us may have found difficult aspects of it a challenge. While it is easy to focus on the worst aspects of any situation, it is important we learn what has helped us to cope with the difficulties of this challenging time and how our coping strategies can help us with future challenges throughout our lives.



“We are not all in the same boat. We are all in the same storm.” --

- Damien Barr, ((@Damian_Barr) April 21, 2020)

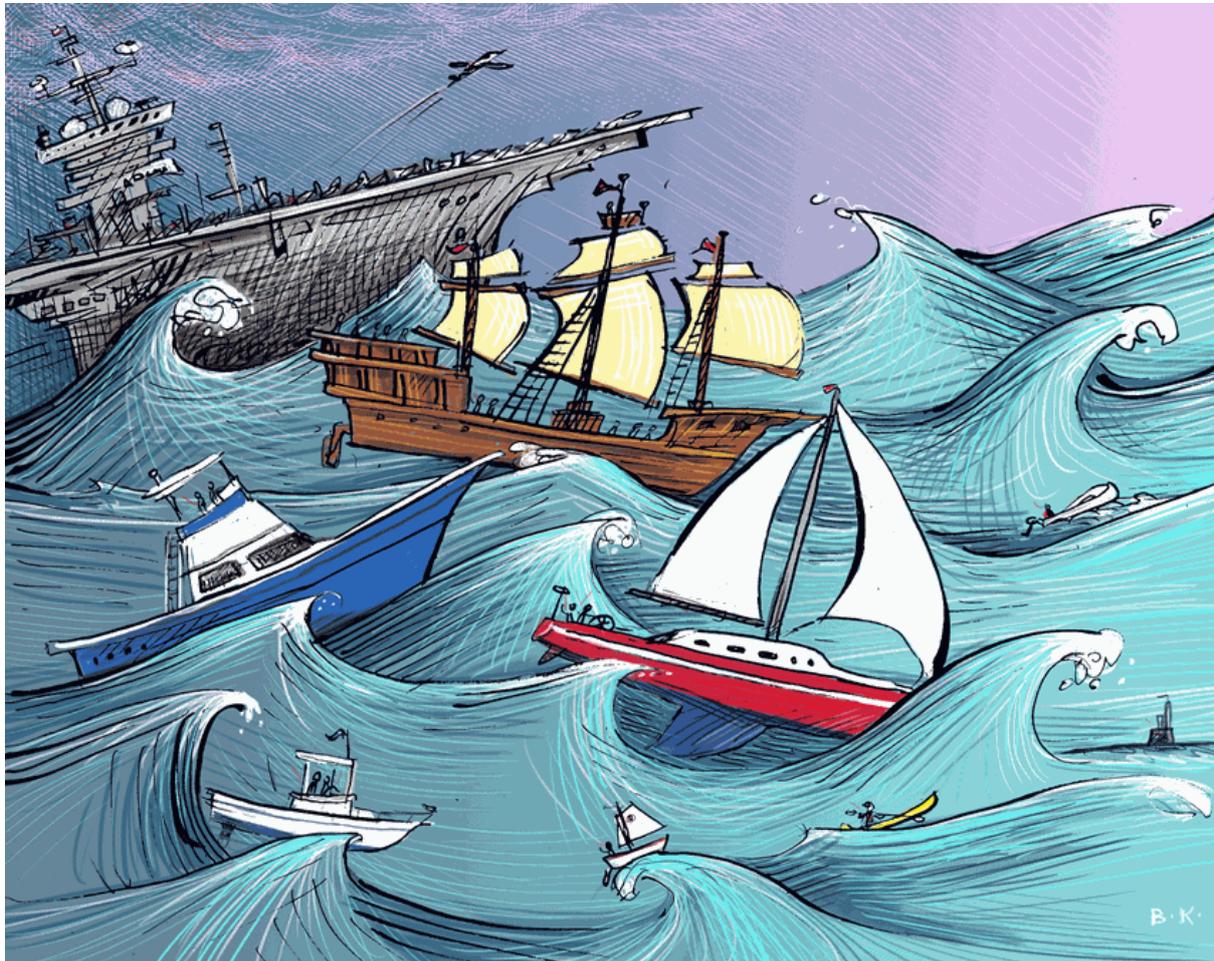
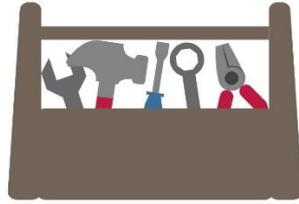


Illustration: Not in the same boat (Barbara Kelley, 2020).

There is no ‘one size fits all’ when it comes to reflecting on our experiences during the pandemic. Our own circumstances are unique. What we all have in common is that none of us has been through anything quite like this before. We may have learned things about ourselves, our tolerance and our ability to cope.

Teacher Note: Adult responses to children's worries and fears



As adults, we often want to fix difficult emotions for young people, or even try to prevent them happening in the first place. It is important for adults to recognise that young people need to experience these difficult feelings and to learn to handle them, in order to be able to develop resilience to cope with the difficulties of life.

‘Strong emotions such as anxiety, depression and anger exist for a purpose: they galvanise you into action to change yourself or your world.’ (Seligman, 1995).

Adults need to talk about, demonstrate and model resilience. This means talking about when times were hard for you, and what you did to manage, cope and carry on despite the difficulties you faced.

Pupil Discussion: What are your resilience building blocks?



Resilience is a key factor in protecting and promoting positive wellbeing. It helps us deal with the difficulties of life. Resilience is not about being quiet and putting up with a potentially harmful situation.

Think about what you need to have around you, in your life, to stay resilient – use ‘Maslow’s Hierarchy of Needs’ (pictured below) to prompt your discussion:



Source: <https://www.teacherspayteachers.com/Browse/Search:maslow's%20hierarchy%20of%20needs%20poster>

Top 10 tips for resilience

Resilience is a key factor in protecting and promoting positive wellbeing. While we can't always predict what life throws at us, the good news is there are a range of different skills, strategies and resources that can help us to cope. The 10 tips below are areas that we can work on over time to build our resilience. See appendix 1 and 2 for suggested activities for each tip.

1. Keep Connected

2. Respect Yourself

3. Challenge Your Mindset

4. Take A Moment

5. Talk Things Over

6. Get Active

7. Make a Difference

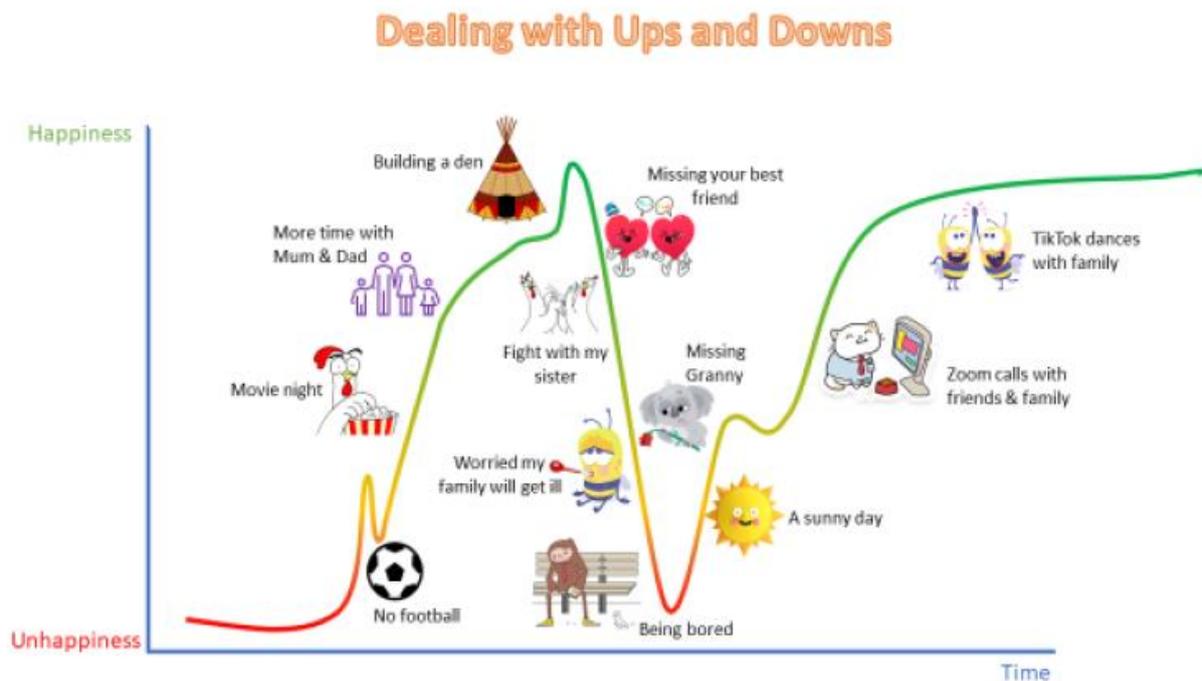
8. Look on the Bright Side

9. Be Kind to Others

10. Have a Goal

Pupil Activity: Dealing with ups and downs

A life graph is one way of showing the adverse events that we face and is something that could be created to reflect our Coronavirus experiences. This life graph belongs to Sophie, age 14. It shows the difficulties that she faced during the Coronavirus outbreak from March to August 2020.



Positives

- More time with Mum and dad
- Nice weather
- More movie nights
- Playing in the garden
- Making dens
- Video calls with my friends
- Doing tik toks with my family
- Video messages from my friends on my birthday
- My best friend writing happy birthday in chalk outside my house

Challenges

- Worrying that my family will get ill
- Overhearing my Mum and Dad arguing about not having enough money
- Missing my best friend
- Not being able to see my Granny or my cousins
- Being bored
- Fighting with my sister
- Only being able to go for a walk once a day
- No gymnastics

The coronavirus pandemic brought many challenges to Sophie and her family. The red points represent challenges during the pandemic that had a negative impact on Sophie's wellbeing (e.g. money worries, Mum and dad arguing, boredom, worry). The green points represent turning points, which had a positive impact on Sophie's wellbeing (e.g. video birthday messages, more time with Mum and Dad, movie nights etc.). The turning points were things that happened to help Sophie bounce back from adversity.



Questions

- What do you think people did to cope and 'bounce back' during the coronavirus?
- How did you 'bounce back' from difficult times during the coronavirus?
- What do you think stopped Sophie falling off the graph completely?

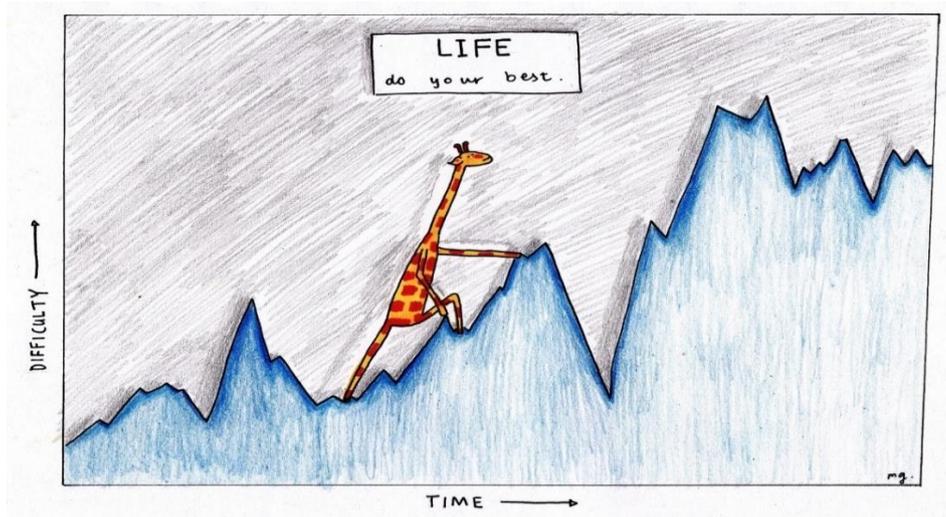
Pupil Activity: You cannot stop the waves



(waves-of-life.com)

“You cannot control the sea. You cannot stop the waves, but you can learn to surf on them” (Snel, 2013). Life is full of difficulties that we have to navigate – these are like waves. Learning to surf is not an easy sport. You cannot make waves any smaller or push them higher. They come and go at their own pace: sometimes they are high, sometimes low. Sometimes there are lots of them, and sometimes the surface of the water is smooth (Snel, 2013).

Our feelings and emotions are like the weather – they change throughout the day and are influenced by the difficulties of life. By not wishing these feelings away or wishing they were different, you can learn to notice the “weather” inside and root yourself in what is really happening (Snel, 2013).



Key exploration and discussion points

These points can be discussed and explored through artwork, talking in pairs or groups and across stages.

- What just happened? Create/discuss a timeline of events for 2020 starting with when no one had heard of the Coronavirus, up until the present day.
- Draw and discuss memories of feelings when getting important news for the first time e.g. when school was closed, exams were cancelled, not able to go out of the house, not able to see friends.
- Create a worry wall in the classroom with post-it notes to show each worry you had during the COVID outbreak.
- What did being worried feel like? Draw round a person and mark parts of the body where you felt worry. What did worry make you do differently? E.g., sleep, cry, get cross with siblings etc.
- Put the worries into a large circle of concern in the classroom.
- How did you cope with your worries? Using different colour post-its label all the things you did to help you cope with worries and put these into the circle of influence sitting within the circle of concern.
- What was life like during school closure? Describe your day through art work/cartoon strip/discussion. What did you like about it? What didn't you like about it?

- How did you look after your health during lockdown- artwork around what physical activities pupils did to stay healthy, diet, variety of indoor/outdoor activities?
- What, if anything, was good about being in lockdown?
- What was not good about being in lockdown? Discuss and learn to listen activity.
- What things do you want to keep doing even though you are not in lockdown anymore?
- What advice would you give someone who has never been in the situation you have just gone through?
- If something like this ever happened again, what would your building blocks for resilience be? What would you do to cope with this if it ever happened again?

Final note

“Resilience does not come from rare and special qualities, but from the everyday magic of ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships, and in their communities”

(Ann Masten, 2001)

In coming week and months, we will be asking pupils to cope with this strange and stressful disruption and adapt to a ‘new normal’.

Focusing on the factors that foster healing in the face of adversity will support pupil’s feelings of safety, understanding, wellbeing and inclusion. Giving our pupils opportunity, space and time to reflect on, process and learn from their personal experience will help to build personal capacity in response to future challenges.

2. Teacher Note: Building resilience through recovery

“Those who live through terrible times will often be able to help others...and some may go on to do something to make the world a better place. Even terrible things can teach some good things – like understanding, caring, courage...and how to be okay during difficult times.”

(Marge Heegaard, 1991).

Supporting your students is a big responsibility, especially when we acknowledge that many of you in this school community have also survived a significant event and could be experiencing a similar range of emotions and reactions as the children, young people and families you are supporting.

We know that adults working in schools have the skills needed to support young people through difficult times, to help inspire their resilience and hope to help them recover their wholeness and find comfort.

Now is the time that the work you have done previously with the students in your school will help them in their responses to the challenges that can arise. And, as always, we can continue to ‘top up’ resilience in the way we teach, interact with and model positive behaviour. This does not mean we pretend that it did not happen or that we have not found it to be a horrible, tragic, scary and sad

event. What it means is we show that people can endure such challenges and are especially able to withstand such hard times when those around them are supportive and caring. It is important to acknowledge that everyone will have their good and bad days and that there are things that we can do that will help us to feel less distressed.

Before we can help others, we need to help ourselves



As school staff, we need to be seen to be practicing what we are encouraging our students to do. Congruence between our actions and our expectations is vital for developing and maintaining trusting relationships with students.

Over the recovery period, and while we adjust to a new way of “normal”, you might be exposed to stories and information that are upsetting. It is vital to recognise that our own levels of stress will determine how effective we can be in helping children to feel calm and safe (Wilson, 2018). These (often subtle) changes in our body language and tone of voice are picked up by others, often without awareness – this is a concept called neuroception (Wilson, 2018).

Taking time to firstly recognise your own stress levels, and then taking steps to feel calm and safe can “shift” our social engagement system, which in turn influences our interactions. The adoption of “Grounding” strategies are helpful tools to support personal awareness and connection e.g. breathing techniques and self-care (for more information, please see Grounded, by Wilson, 2018).

What might be helpful during the recovery period?

Staff



Fostering a sense of belongingness and connectedness

Relationships are one of the key principles of resilience. We are social beings who have an inherent need to belong, relate and connect with others. Now, more than ever, in a world where isolation, a different way of working and unprecedented challenges are the new norm, it is important to foster a sense of belonging and connectedness with others.

Research exploring teacher resilience highlights the significance of Teacher-Head Teacher relationships; Teacher-Teacher relationships; Teacher-Student relationships; Teacher-Personal relationships.

This emphasises the importance of relationships at all levels and our need to look after one another as well as our pupils. Under the

current circumstances, resilience and relationships has never been more crucial. We have included ideas of how promote, maintain and develop these important relationships.

- Regular check in's with staff. Everyone will be exceptionally busy as we prepare to return and as we all adjust to a new normal. Therefore, using everyday opportunities to build in relational support and connecting with one another will help staff to feel valued and 'held in mind' by one another.
- Talk to each other, support each other – the staffroom can become a real sanctuary at times when things are feeling difficult. It never hurts to try to come together for a quick catch-up at break time.
- We're living in a time that is full of uncertainty and fast change. Whilst none of us have all of the answers, communicating updates regularly with all staff can foster a sense of unity. We're all in this together.

Promoting help seeking

- Promote an openness about mental wellbeing, and encourage staff to feel comfortable sharing concerns.
- Think about having a buddy in school, so you can check in with each other at various times if needed. It might also be helpful to have someone on hand to help you think through any questions that might come up in class and work through them together.
- Adding mental wellbeing of staff as an agenda item at staff meetings.

- Mindfulness based activities – having strategies you can use in the moment to support you to stop...clear your mind for a few seconds...focus on your breath...carry on again.
- Making sure we make time for family and friends. Wider personal relationships, and the support networks we have around us including friends and family are key promoting positive resilience.

Support development and learning

“It is likely that at this time, many teachers may be experiencing feelings of self-doubt, particularly as they try to develop ways of being a teacher in uncharted waters”

(British Psychological Society, 2020)

It is likely that navigating these uncharted waters may pose unique challenges. Staff groups will be reflecting, adapting and adjusting their practice in response to successes and challenges. This situation will continue to evolve as both teachers and pupils make sense of their experiences and adjust to a “new normal”. Research has shown that learning supports the development of self-efficacy (the belief we have in our own abilities), which in turn cultivates resilience (Day & Cu, 2010).

In order to continue to foster resilience through learning, the British Psychological Society suggest that it may be helpful for staff groups to consider the following points:

- **Explicitly recognise reflective conversations as learning opportunities.**
- **Recognise learning as inherently challenging and an experience that can lead to feelings of self-doubt or vulnerability.**
- **Engage in initiatives that promote team reflection e.g. a virtual staffroom**
- **Trial a solution- focused approach with a specific focus on doing more of what is working well.**

(British Psychological Society, 2020)

Students



“To assume that children can pick up from where they left off ...is to disregard the impact of toxic stress on children’s memory, processing, attention organisation, emotional regulation and other facets of executive functioning”.

(Moore, 2020)

The impact of COVID- 19 and “lockdown” has had such a varied impact on families across the world. There are many questions that we currently do not have the answers for. However, we do know that nature of our support will continue to adapt and evolve in response to individual pupil need. The 6 nurture principles seek to provide enriching and restorative experiences for children whose social and emotional development has been disrupted by loss or change.

These serve as helpful guiding principles to support **all** pupils following the return to school:



<https://www.epinsight.com> | Twitter - @EPInsight

1. Learning is understood developmentally

- Rather than “catching up”, we may need to revisit previous topics & concepts.
- Opportunities for play and activities which evoke laughter and satisfaction should be initially prioritised over academic expectations.
- Provide meaningful, practical and multi-sensory experiences for new learning, with tasks which are broken down into small steps and actively modelled.
- Consider attachment needs - tasks which can be completed with little support vs time-limited bursts of independent working and regular reassurance from staff.

6. The importance of transitions

- Explore feelings about the return to school by asking for letters, drawings or videos.
- Make an online virtual tour to show the layout of classrooms, corridors and communal areas.
- Help children anticipate new routines through verbal/visual countdowns, rhythm or music.
- Consider transitional objects which help the child to feel connected and held in mind.

5. All behaviour is communication

- Playfulness to reduce stress - personalised greetings and fun rehearsals of new routines.
- Acceptance of the child's thoughts and feelings - “You loved spending time with your parents every day and it's sad to leave them”.
- Curiosity to help elicit the child's views - “I noticed you've been quiet since coming back...”.
- Empathy - “I know this is really tough for you. The classroom looks so different from the last time you were here”.

4. Language is a vital means of communication

- “Name it to Tame it” - talk through difficult situations like a story.
- Use emojis, short scripts and role-plays to recognise and regulate emotions - “I am feeling ___ because...” and “When I feel ___, I can...”.
- Use warm and welcoming language - “I've missed seeing your smile”; “When I saw ___ on TV, it reminded me of you”.
- Agree on simple, concise and factual statements about the passing of relatives, typical responses to grief and coping methods.

2. The classroom offers a secure base

- Consider a whole-school Social story, which acknowledges the difficulties of the lockdown, welcomes the children back to school, shows how things will be different and explains why.
- Emphasise structure and predictability - visual scheduling; seating plans; clear labelling of new areas for storing resources and possessions.
- Identify designated places for relaxation and calming sensory input.
- Create a sense of belonging by decorating a wall with photos of the children and key staff.

3. The importance of nurture for wellbeing & self-esteem

- Notice their strengths and creativity during the lockdown - ask parents for photos and videos of rainbow paintings, homemade dens, Joe Wicks workouts, etc.
- Offer choice in new tasks and routines, as a way of providing control and promoting autonomy.
- Celebrate and remind them of success - keep a book or box with evidence of their effort and achievements.
- Give hope during more challenging tasks by praising their effort and persistence and emphasising how we learn through practise, mistakes and small steps.



Recognising the impact of thoughts and feelings on behaviour following a significant event



For many schools one of the key challenges has been to think about how to uphold boundaries, consistency and manage transition for students whose behaviours might change following the experience of a significant event. We know that consistent boundaries help students feel safe, and that school needs to feel like a predictable place after the experience of something that was unpredictable. However, knowing how to balance this with the need, for some students, to access support that is more intensive can feel challenging.

The following principles are central to understanding behaviours:

- All emotions are natural and normal, and not always a matter of choice.
- Behaviour is communication.
- Emotional 'first aid' (calming, soothing) is needed first: 'connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009).
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying- their emotional state.

Pupil Activity: The tree of life



The “tree of life” concept is a visual metaphor in which a tree represents your life and the various elements that make it up – past, present and future. The tree of life invites us to tell a different or preferred story of ourselves, outside of the influence of problems. This can be a difficult story to tell but by labelling these parts, you not only begin to discover aspects of yourself shaped by the past, but it is also a useful tool for exploring what skills and strengths you have developed in the face of adversity. You can then begin to actively cultivate your tree to reflect the kind of person you want to be moving forward.

Prior to completing the tree of life, explain to the children the purpose of the activity: to share their story from their perspective; to think about where they came from; to think about what they are good at; to think about their hopes dreams and wishes; to think about the significant people in their lives; to think about the challenges they have overcome.

How to make your tree of life:

- Draw a tree including the different parts such as roots, trunk, branches and leaves.
- Roots of resilience – add the names of your support people to the roots.

- The trunk – this should represent your strengths and values that have helped in each challenge and helped you to keep strong. Remember to ask others to help list some of your strengths. Different people will see different strengths in you.
- Branches – identify your long and short-term hopes and dreams. What are your wishes and hopes for the future – ready to grow and bloom when the time is right?
- The leaves could represent memories and some challenges you have faced – some of them might want to be blown away, others might grow on your tree and help give you some joy.

Final Note

Building resilience through recovery may take time; it is vital that staff and pupil wellbeing, connection and strong relationships lie at the heart of the recovery process. Showing our pupils that they are thought about, valued and held in high regard while protecting and supporting our own wellbeing promotes optimism and strong foundations for future resilience.

3. Teacher Note: Reconnecting



School provides a community of care for students and it is through the relationships that young people have with friends, teachers and other adults that they can begin to recover from, and make sense of, the events they have experienced.

For many young people, their teachers and supportive adults in school are people in whom they can confide and ask difficult questions. Many young people express the view that they do not want to upset their parents or further stress them by asking questions or saying that they are struggling. This is when a trusted relationship with an adult at school will allow the young person to gain the help and support they need.

Classroom and group activities to promote connectedness and resilience



The activities listed below may be helpful in promoting connectedness and resilience within and beyond the classroom:

- Local heroes – we have heard so many incredible stories of people who have gone above and beyond during a difficult time. Can you write a story/create some artwork about your local heroes.
- The role of the individual, family, community in healing. Thinking about how different communities came together through this tough time.
- Coronavirus time capsule – Capturing your student’s experiences of this event will lead to a fascinating record for future generations to understand what this time was like. It may also help to encourage reflection on their new way of life. You could make a note on the calendar to look back on this work to remind yourselves of what life was like for a while and how you overcame a difficult time.
- Some children and young people might prefer to express themselves in ways other than talking – by drawing, creative writing pieces or through music. We all have many different ways of expressing ourselves and this could be another outlet.
- WORDLES can be helpful in allowing young people to explore the feelings and thoughts they are experiencing – using online tools, children can generate word clouds from the text that they input. The Wordle gives more prominence to words that appear more frequently in the inputted text.

- Connecting with others: Drawings or artwork representing family or friends involved in an activity or doing something fun since the event, or something fun they are looking forward to doing with their family/friends in the future.
- Drawing around hands and writing on each finger the people that they can talk to about their thoughts and feelings.
- Positive memory in the palm of your hand. Draw an outline of your hand and write a positive memory for each of the 5 senses (1 per finger) to help them feel safe and calm wherever they are.
- Develop a class memory book or jar where students can complete sentence strings about their experiences and this can become an activity you do together or in small groups, where you read them out together:
 - ❖ A challenge I have overcome...
 - ❖ A new skill I have learned...
 - ❖ Things I have appreciated most about my family/friends/adults in school...
 - ❖ What I hope for the future...
- Balloon task (caring for one another) – a teacher brought balloons to school and asked her students to blow them all up and each write their names on their balloon. They then mixed up and tossed all of the balloons into the hall, including some blank balloons. The teacher gave them 2 minutes to find the balloon with their name on it. As time ran out – hardly anyone had managed to find their own balloon. Then the teacher told them to take the balloon closest to them and give it to the person whose name was on it. In less than 2 minutes, everyone had their own balloon.



References

Barr, D. (2020). Retrieved from <https://www.twitter.com/DamianBarr> on 12 May 2020

British Psychological Society (2020). Teacher resilience during coronavirus school closures. Retrieved from: <http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2019/Teacher%20resilience%20during%20Coronavirus.pdf> on 12 May 2020

British Red Cross. Retrieved from: <https://www.redcross.org.uk/get-involved/teaching-resources/kindness-calendar> to access these helpful resources on 25 May 2020.

Broughton Primary School, Edinburgh (2020). Building Resilience – Make a Difference. Retrieved from: <https://broughtonprimary.org/2020/01/29/building-resilience-make-a-difference/> on 12 May 2020

Day, C. & Gu, Q. (2010). *The new lives of teachers*, London: Routledge Falmer.

Gilligan, R. (2004). Promoting resilience in child and family social work: Issues for social work practice, education and policy. *Social Work Education*, 23(1), 93-104.

Heegaard, M. (1991). *When someone has a very serious illness: Children can learn to cope with loss and change*. Woodland Press.

Kelley, B. (2020). Not in the same boat. Retrieved from https://www.directoryofillustration.com/illustration_image_details.aspx?AID=6123&IID=277899 on 13 May 2020

Masten, A. (2001) Ordinary magic = Resilience Processes in Development. *American Psychologist*, 56, 227-238.

Moore, D. Supporting post-lockdown education using the 6 principles of nurture. Retrieved from: <https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture> on 24 May 2020

Resilience Toolkit: Part of Health Promoting Youth Organisations. Retrieved from: <https://www.seemescotland.org/media/8155/resilience-toolkit.pdf> on 12 May 2020

Riley, P. (2009). An adult attachment perspective on the student–teacher relationship and classroom management difficulties. *Teaching and Teacher Education* 25(5), pp. 626–635.

Seligman, M. (1995). *The Optimistic Child*, Houghton Mifflin, Boston, Mass.

Siegel, D. J. (2013). *The developing mind: How relationships and the brain interact to shape who we are*. Guilford Press.

Snel, E. (2013). *Sitting still like a frog: mindfulness exercises for kids (and their parents)*. Boston: Shambhala Publications, Inc.

Stenhouse Primary School, Edinburgh (2020). Building Resilience: <https://stenhouseps.com/building-resilience/> on 12 May 2020

St Margarets Primary School (2018). Building Resilience. Retrieved from: <https://www.stmargarets-primarieschool.co.uk/pupil-resilience-unit-5-talk-things-over/> on 12 May 2020

Wilson, C. (2018). Grounded: Discovering the missing piece in the puzzle of children's behaviour. Chew Initiatives.

Appendix 1: Top 10 Tips: Resilience Activities (adapted from Building Resilience <https://stenhouseps.com/building-resilience/>)

1. Keep Connected



In general, people with caring and positive relationships are happier, healthier and live longer. Close relationships with family and friends provide love, meaning, support, and an increase in our feelings of self-worth and our sense of belonging. Having caring and positive relationships is one of the most important factors of our ability to cope with life's ups and downs.

In 'keeping connected', pupils will be thinking about people who are special to them. They can be people we see regularly or not very often, young or old, family, friends or anyone we come into contact with in our school or our community.

It is important to recognise that:

- Relationships are important for our health and wellbeing
- Belonging to a group can be a good way to build friendships.
- Good relationships are a two way thing.

Talk it over:

Think about the people who are in your "Back Up" Team. Share this with others if you would like to.

Activity:

Who is in your "Back Up" Team? Create a **Team Sheet** of the important people in your life. What makes them special to you?

You can add drawings/photographs of each person.

Key Book: 'The Snail and the Whale' by Julia Donaldson

Adapted from: <https://stenhouseps.com/building-resilience/>

2. Respect Yourself



People who respect themselves, like themselves. Nobody's perfect – but learning to accept ourselves warts-and-all, identifying our strengths and looking after ourselves and our bodies increases our enjoyment of life and wellbeing.

Within “Respect Yourself”, encourage pupils to reflect on the uniqueness of being. We may be different to other people in some ways and similar in other ways but we also have our own special characteristics. Nobody is perfect and if we were all the same it would be a very dull world. Nobody should feel pressure from others to be someone they are not but it is important to treat ourselves with respect and compassion.

It is important to recognise that:

- There is no one quite like you.
- Everyone has different strengths.
- I treat myself with myself with respect.

Talk it Over:

Tell your pupils what you like about yourself. Discuss with your pupils, things that they like about themselves and what makes them a unique and special person.

Activity:

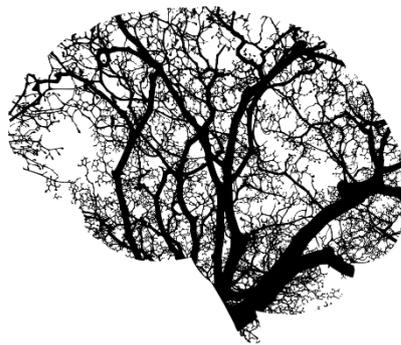
Encourage your pupils to create a picture of them self and fill their picture with

all the great things about them, their strengths and their achievements. What makes your pupils special to you?

Key Book: 'Zero' by Kathryn Otoshi

Adapted from: <https://stenhouseps.com/building-resilience/>

3. Challenge Your Mindset



People who believe that we are born artists, athletes or scientists have a fixed mindset about themselves and others. They believe that learning potential and ability are fixed and can be measured. People with a growth mindset believe that effort, not just ability, leads to success.

In “Challenge Your Mindset”, we will encourage children to recognise that challenges, mistakes and problems happen every day in learning activities and social interactions. They will learn that how we respond to those difficulties has an impact on how we see ourselves. This helps us shape our own learning and how we handle the next problem that comes our way. In this unit, Skipper gives up when he finds something hard to do. He learns the importance of developing a growth mindset. Skipper helps the children to see that with effort and practice they can overcome problems by challenging their mindset, so that things that once seemed challenging become easier.

It is important to recognise that:

- Who we are and what we are good at, is not fixed.
- The way we think, feel or learn, shapes our brain
- I can change through the choices I make.

Talk it Over:

Share with your pupils about a time you used a growth mindset when you were faced with a challenge or setback.

Activity:

Changing your words, can help you to change your mindset, e.g. Instead of saying: I'm not good at this, try saying: Mistakes are proof that I am trying. Support your pupils to create their own 'Doodle Art' poster of a growth mindset phrase.

Key Book: 'The Dot' by Peter Reynolds

Adapted from: <https://stenhouseps.com/building-resilience/>

4. Take A Moment



YouTube link "mindful meditation for kids":

https://www.youtube.com/watch?v=Bk_qU7l-fcU&feature=youtu.be

This a simple but effective breathing exercise which is an ideal introduction to Mindfulness. This can be used to help ease worries, anxiety and stress, as well as being a tonic for sleep and relaxation. An idea may be to unwind with your pupils, listening to this mindfulness meditation together.

5. Talk Things Over



At times we all feel worried. It is important to encourage pupils to share and talk about what they might be worried about. It can be difficult in bad times to believe that things will get better, but just like the weather, things will change at some point and better times will come.

It is important to recognise that:

- At times we all feel worried
- If worries are not dealt with, they can sometimes get out of control
- If you are struggling, it is important to ask for help

Activity

Younger pupils: Make a Worry Monster together. A Worry Monster is a 3D junk model monster with a large mouth. The Worry Monster can help children to manage their worries. When they write down their worry, they can post it in the Worry Monster's mouth. It can also make it easier for some children to express their worries if they don't want to share them.

- How many heads does the monster have?
- Does it fly?
- Does it have scales, lumps, bumps, or is the skin smooth?
- How big is it?
- Can it swim?
- How fast can it run?
- Does it have a name?
- What powers does it have?

You may want to give it a funny name and an unusual personality. Now write down one of your worries and post it in your worry monster. Show your class your worry monster if you would like to.

Older pupils: Adapt this task to suit the preference of your pupil e.g. they may wish to create a journal/worry box/chest.

Adapted from: <https://www.stmargarets-primarieschool.co.uk/pupil-resilience-unit-5-talk-things-over/>

6. Get Active



Learning to take care of ourselves plays an important part in helping us to face challenges. Taking steps to keep healthy and fit may include:

- Eating well by making healthy food choices.
- Getting active; do at least 30 minutes of physical activity every day.
- Sleeping well; aim for 9 hours unbroken sleep a night.
- Looking after yourself.
- Taking time out and learning ways to relax.

Individual Activity: Provide each young person with three post-its and ask them to think of and list three things they do that keeps them healthy. Encourage them to think about the day to day (possibly small) things they do that helps keep them healthy. Encourage the young people not just to think about the physical things they do but what they do that supports their emotional wellbeing.

Group Activity: Depending on class/group sizes and if time allows, young people can share their post-its with a partner or in a small group. Encourage all the young people to place their post-its on a wall collage to highlight all the different things we can do to keep healthy. Reinforce that we all have or can do things in our life that helps our physical and emotional health.

Resilience toolkit <https://www.nhsggc.org.uk/media/257099/resilience-toolkit.pdf>

7. Make a Difference



By starting with a small idea or with something they care deeply about, children can contribute to making a difference. We know that when we connect to something bigger than ourselves, we feel fulfilled and have a greater sense of purpose.

Activity: Make a Difference Challenge

Think of something or someone who is deserving of a little help of kindness in the community (this might be a neglected area or a person).

The Challenge:

Step 1: Think of someone or something which is in need of help. Try to come up with an idea that every group or class is happy with.

Step 2: Think of some ideas and devise a plan of what you could do in order to make a difference.

Step 3: Carry out your idea.

Step 4: Share your project with others.

Adapted from: <https://broughtonprimary.org/2020/01/29/building-resilience-make-a-difference/>

8. Look on the Bright Side



See Appendix 2: Further Resilience Activities: “Look on the bright side”

9. Be Kind to Others



During these difficult times, one thing is clear: small acts of kindness make a big difference. The British Red Cross have developed a set of resources to support pupils to:

- learn about the power of kindness
- carry out kind acts
- consider how they can be kind to themselves and others

Visit: <https://www.redcross.org.uk/get-involved/teaching-resources/kindness-calendar> to access these helpful resources.

10. Have a Goal



Individual Activity: Provide each young person with a copy of a “goal worksheet”

Encourage them to think about what they want to achieve in life. This can be a combination of short-term (e.g. reading a book, exercising more) and long-term goals (e.g. specific career path, visiting different countries). Encourage them to think of five things they want to achieve and write them down.

Group Activity: Depending on class/group sizes and if time allows, young people can share their lists with a partner or in a small group. Encourage them to keep their list and display somewhere visible to them (e.g. in their bedroom) so they can refer back to it. Writing our goals down can motivate us to take action and also allows us to see and celebrate any progress and success.

Resilience toolkit <https://www.nhsggc.org.uk/media/257099/resilience-toolkit.pdf>

Appendix 2: Further Resilience Activities: Look on the bright side

The Resilience Spin Wheel



The resilience spin wheel is designed to give young people ideas about how to deal with difficult situations. You could include some ideas on the resilience spin wheel but you could also have a blank spin wheel template for students to add their own ideas. Whenever there is a difficult situation and the young person needs to find a positive solution or coping strategy, they can take the resilience spin wheel out of their pocket or their bag and choose which strategy to use.

How to make the wheel:

- 1) Take two paper plates and cut out a small triangle towards the middle of one plate.
- 2) Spin the plate and write the skills in each section of the second plate that is exposed in the section that was cut out.
- 3) Insert a paper fastener so the plate can spin and reveal the skills.
- 4) Decorate any way you like.

Another fun way to use the wheel is to act out social situations with puppets or role plays and use the wheel to choose which skill to use given the situation. This helps children learn to choose skills that best suit the setting and get more practice using them!

Source: <https://kristinamarcelli.wordpress.com/2016/05/02/spin-the-wheel-of-coping-skills/amp/>

Strengths and gifts activity

Research has shown that identifying and leveraging strengths enhances resilience. Reflect on your individual talents and strengths and consider how you can make a difference using them.



Imagining a more positive future



This activity aims to support children and young people to think about how their life could change in a positive way. Have the young person visualise what they would like to happen over the next 10 years; where they will live, what they will have achieved, how they will feel, who will be with them (friends, family etc.). Capture their hopes and dreams in words or pictures on a whiteboard or large poster paper. Their next task is to write a letter to their future self. Think about what barriers they may have overcome, what doubts they may have had, but what kept them going to achieve their goals.

'Why I like me' cards



The purpose of this activity is for young people to create a pack of cards that represent the positive qualities they possess. Thinking about what positive qualities they have, things they have achieved, and times they have helped others. Their pack of card can then be added to by other students, education staff, family and friends. These can be a handy resource for children to keep in their trays, and if they are having a bit of a down day, they can remind themselves of the positive qualities they hold.

The confidence tree



Cut out leaves from four different coloured pieces of paper. On the first coloured leaves ask students to think of a situation they would like to grow more confidence with. On the second colour, get them to add their worries or potential barriers that could prevent their growth. On the third colour, ask students to write down ideas about things that they could do to help with that

situation/ their worries, how they could overcome the barriers they may face and who could help them to continue to grow. On the fourth, ask pupils to create positive statements about what they could achieve with their new found confidence.

Reframing our thoughts



Often, we think negatively about a situation or an event that has happened or is about to happen. When we think negatively, we are likely to carry on thinking negatively, which helps to make the thought more powerful. When this happens, it is really difficult to find positive thoughts. This can lead to a one-sided view of a situation or event which is often not a true judgement.

Ask students to write down all of the negative thoughts they may have, the thoughts that can impact on their confidence e.g. 'I'm not good at that', 'other people can do it better than me', 'I'm a failure', 'Everyone will laugh at me'. The aim is to capture 8-10 statements by writing each one down on a piece of folded card. One by one, students are asked to write down a counter argument on the other side of the card. So for example instead of 'I'm not good enough' this is changed to 'I have lots of positive qualities such as...'

The more positives you can find, the more positive you will think, as the negative thoughts will be reduced and the situation will appear more balanced.

Below are some interesting activities that you can try at home and at school. We've included a couple of examples but more can be found at: www.pearson.com.au/bounce-back

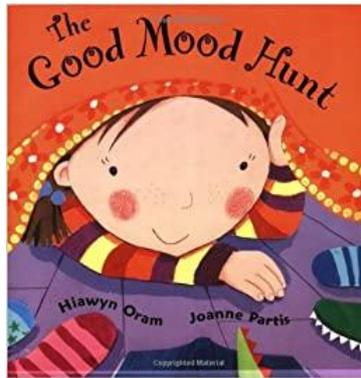
Everyone has pleasant and unpleasant feelings

Younger children could make a paper plate puppet – on one side of the paper plate is a happy emoji face, on the other side a sad emoji face. Older children could make a range of different emoji masks. All can play, how would you feel if...

- You got soaking wet while playing or walking outside
- You won a prize for your drawing or writing
- You were playing your favourite game
- You got lost in the shopping centre
- Your best friend phoned you to play a game over the phone
- You fell over and hurt yourself
- Someone said you were stupid
- You broke your computer or tablet
- You found something you love that you thought you had lost
- Your friend said something mean to you
- Your grandma gave you a special present.

Talk about how everyone has pleasant feelings most of the time and that it's normal anytime, but especially during COVID-19 lockdown, to also experience some unpleasant feelings like feeling frustrated or sad. We naturally feel this because we can't go to school, visit our friends or other people in our lives that we would like to see, and can't do group sports or many other activities that take us outside the house. So we need to be the boss of our unpleasant feelings and learn to change our bad mood into a good mood.

Good mood hunt



The Good Mood Hunt by Hiawyn Oram and illustrated by Joanne Partis is a great picture book for shared reading (also available on YouTube). It's about Hannah who wakes up in an infectious happy mood and then remembers she has nothing for Show and Tell and her good mood disappears. As she looks for something to show her classmates, she discovers all kinds of things she had lost that make her happy. Although this book is for young children, the message is relevant for all ages – we can change a bad mood into a good mood by actively engaging in activities which boost positive emotions, so we cope better at this time of lockdown.

Go on your own Good mood hunt



Look around your home or classroom for 3 things that help you feel happy – it might be your favourite book, photo, drawing, soft toy or game. For older children what activities do you like doing best at home/in school that help change a bad mood into a good one, such as reading, painting/drawing/craft, playing music, kicking a football, hitting a tennis ball against a wall, developing dance routines etc?

Make a happy cube



On each of the six sides draw and write about one thing that makes you happy. When you are feeling down, roll your cube to remind you of how to change your bad mood into a good mood.

Make a hand hopper



Use an outline of your child's hands and write down or ask each other four questions about positive emotions representing each finger, such as what makes you calm, curious, proud, happy, excited, interested, surprised or grateful.