

Why is resilience important?

This forms part of our school's Health and Wellbeing (HWB) programme alongside PE, Food and Health, Substance Misuse, Relationships Sexual Health and Parenthood.

We use a range of materials to support learning and teaching including - ICE Pack (Inclusion, Citizenship and Equality), Keeping Myself Safe, What's the Score, Living and Growing, Growth Mindset approaches.

Building Resilience pack is another approach to help us to deliver progression in learning across Health and Wellbeing. It links to GIRFEC, Wellbeing Indicators, UNCRC Rights Respecting Schools.

What do Education Scotland say about Resilience and Mental Strength?

Resilience

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling through school and life with social and emotional needs that greatly challenge schools and welfare agencies. A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

Mental, emotional, social and physical wellbeing

Mental wellbeing refers to the health of the mind, the way we think, perceive, reflect on and make sense of the world. The World Health Organisation describes mental health as:

‘a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.’

Emotional wellbeing refers to recognising, understanding and effectively managing our feelings and emotions.

Social wellbeing refers to being and feeling secure in relationships with family, friends and community, having a sense of belonging and recognising and understanding our contribution in society.

What do we want for our children & young people?



getting
it right
for every child

Risk Factors for Young People's Mental Wellbeing

Individual

- Social isolation
- Low IQ
- Physical illness
- Genetic factors
- Temperament
- Gender
- Perfectionism

School

- Bullying
- Peer pressure
- Truancy
- Low achievement
- Poor peer relationships



Family

- Family breakdown/bereavement
- Poor parental supervision
- Abusive relationships
- Neglect
- Parental illness
- Substance abuse
- Overprotection

Community

- Poor community engagement
- Socio-economic disadvantage
- Availability of drugs
- Social media/technology

Adverse Childhood Experiences – ACEs.

Resilience Factors

1. Positive relationships
2. Positive role models
3. Social & emotional skills development
4. Building on strengths, passions and interests
5. Participation and engagement in activities and groups
6. Caring for others
7. Sense of meaning and purpose
8. Successfully coping with previous adversity
9. Sense of achievement
10. Supportive schools, families and communities

There are many other resilience factors! These are a few and they link to the resource.

Building Resilience

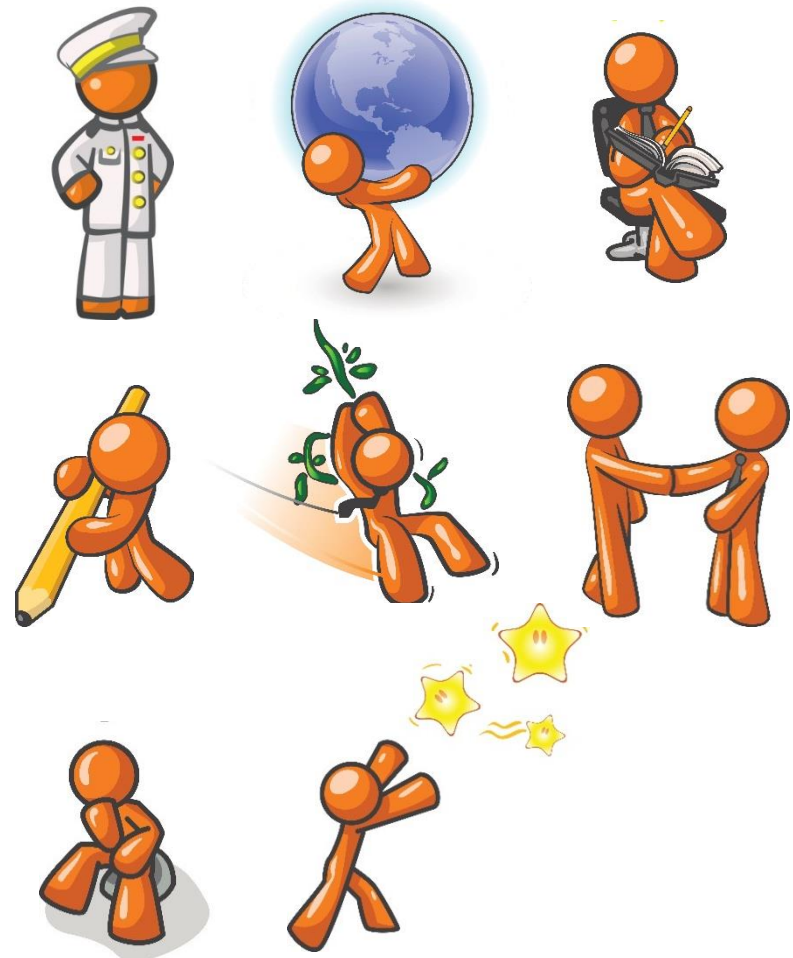
Promoting mental, emotional, social and physical wellbeing



What is the Building Resilience Programme?

- Aims to help children function well, both at school and in life.
- Provides practical strategies and tools to help children cope with the ups and downs of life.
- Is embedded in the curriculum and in the general life of the school.
- Promotes partnerships with families and the wider school community.
- Provides skills for life.

Introducing our character, Skipper



Skipper's journey on the river of life





The River of Life

Sometimes we can describe the ups and downs of life as being like a river.

The river of life takes everyone on a different journey, each one full of expeditions and adventures.

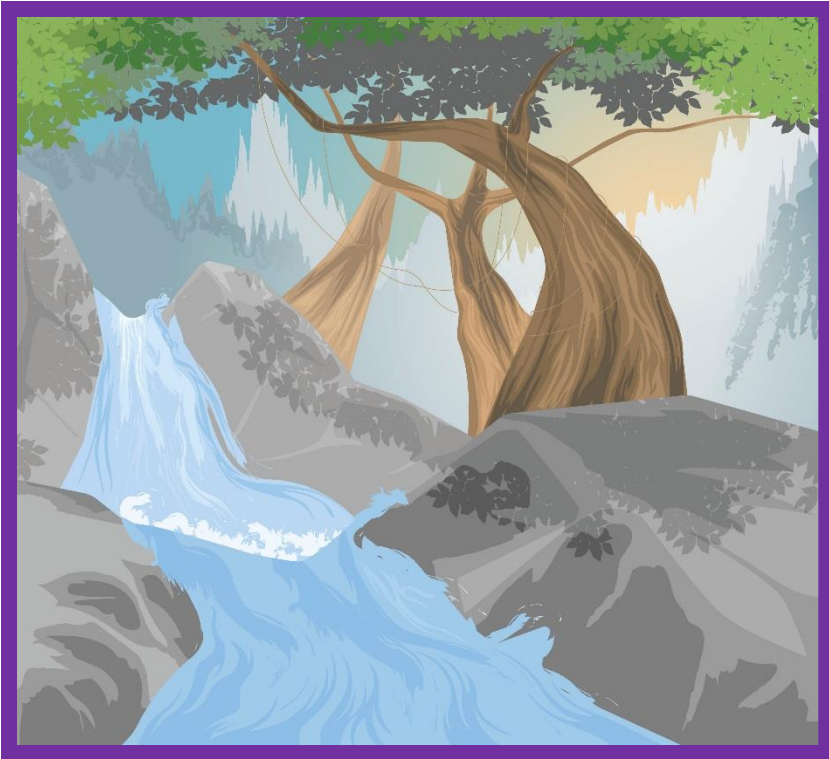
Sometimes we will find ourselves in calm waters



When the river is calm, it is easy to enjoy the journey.

When this happens in life, we feel like everything in our lives is going smoothly.

Sometimes we will find ourselves in difficult waters



When the river hits rocks, rapids and obstacles, it becomes much more difficult to keep going.

When this happens in life, we can find it much more difficult to cope with the ups and downs of life.

We can't control what life throws at us



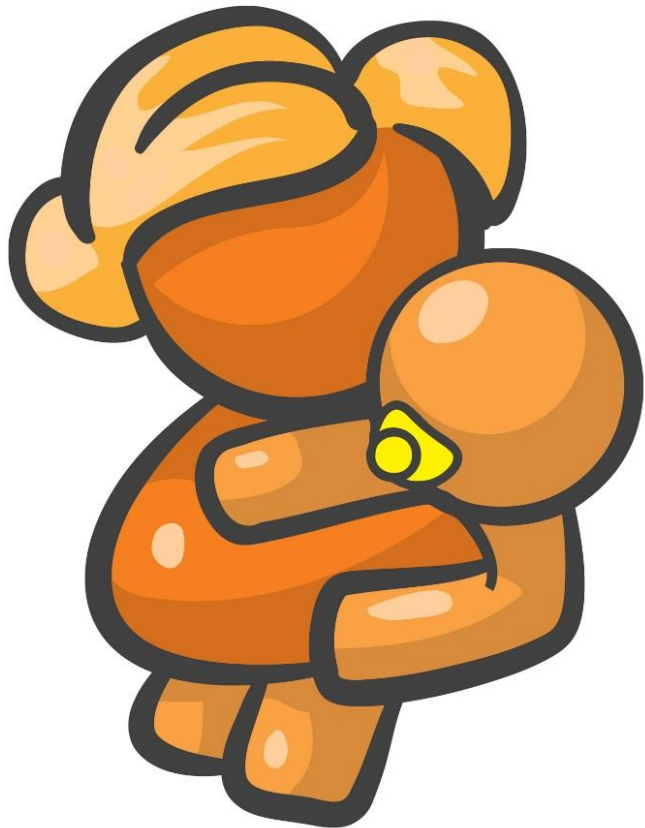
Everyone will enjoy times in the calm waters



Do you know?
This is a normal
part of life

Sometimes we will all find ourselves in difficult waters

We can all learn ways to cope better with the river of life



Skipper wasn't born with an ability to navigate his way through choppy waters. He had to learn the skills he needed as he grew up.

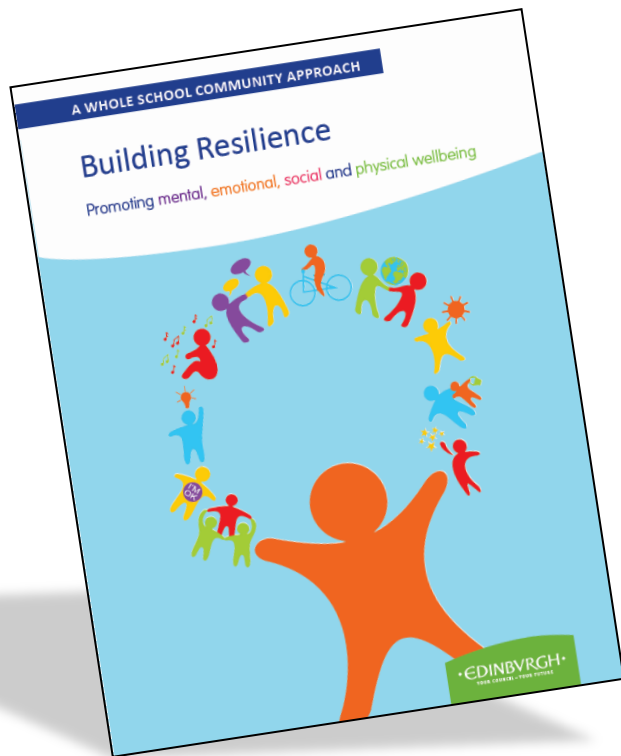
Each time he met a new challenge, he developed ways to cope.

Building Resilience – An Introduction

Skipper's toolkit - based on the '10 things' that help us to navigate the river of life



Overview of Building Resilience



- Structured approach to teaching each of these skills

EACH UNIT

Whole school launch

Home learning resources

Class activities

Reflection assembly a week later

Class activities

Sharing assembly towards the end of term.

A 3 year rolling programme across levels Early First and Second

Building Resilience: A 3 Year Programme

| | Year 1 | Year 2 | Year 3 |
|------------------------------------|--------------------------------------|--------------------------|--------------------------------|
| Block 1 August-October | Be Resilient | Take a Moment | Look on the Bright Side |
| Block 2 October-December | Keep Connected | Talk Things Over | Be Kind to Others |
| Block 3 January-March | Respect Yourself | Get Active | Have a Goal |
| Block 4 April-June | Challenge your <u>Mindset</u> | Make a Difference | Assess your progress |

1. Launch Assembly

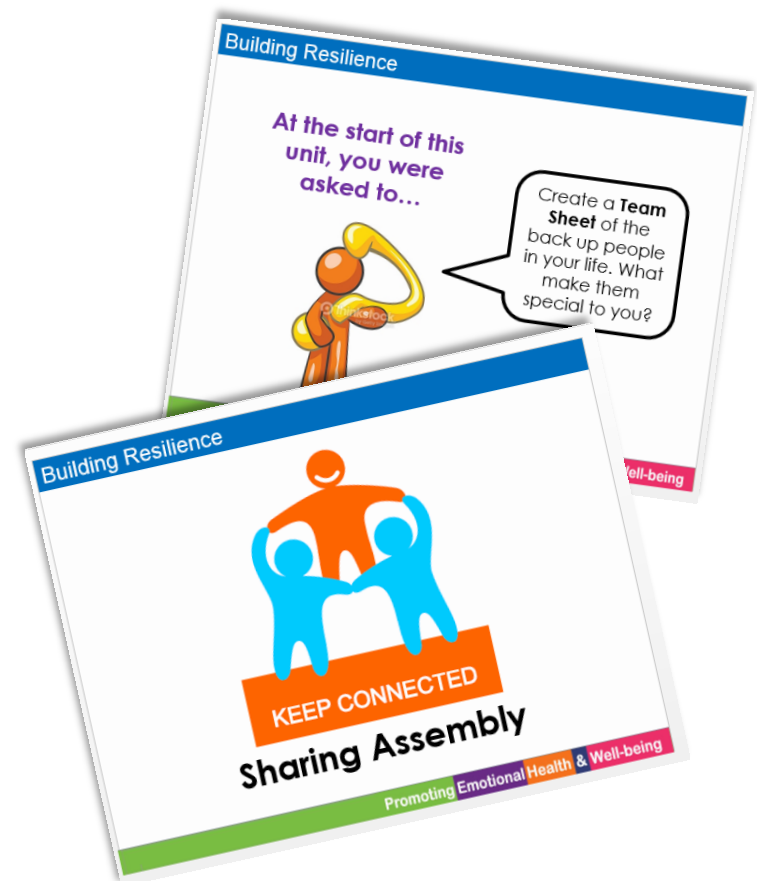


Links to Fischy Music!

2. Reflection Assembly




3. Sharing Assembly



4. Parent/Carer Leaflet

Parent & Carer Guide



KEEP CONNECTED

“There is nothing better than a friend, unless it is a friend with chocolate.”


Linda Grayson

Promoting Emotional Health & Well-being

Keep Connected

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 critical factors which supports our ability to cope with life's ups and downs.

During this unit, we will be thinking about people who are special to us. For many children, these special people will have regular contact with them. For some children, however, a special person may no longer be in contact, or perhaps they do not have contact on a regular basis, but they will be nevertheless special to your child. This will be encouraged.



Finn, the fish helps the children to learn how to be more resilient. In this unit Finn does not like being on the river at night. It is dark and scary. Finn explains that we need to reach out to our **Keep Connected Team** when we are down.

What we will be learning that:
I need good relationships in our lives
Relationships are important for our health and wellbeing
Effort to get along with others

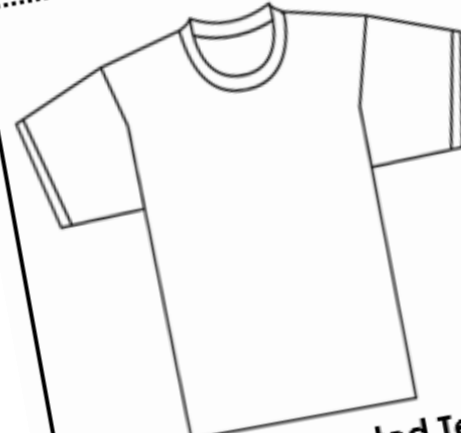
Task:
I will tell you your child the people who are in your Keep Connected Team. This will help your child to learn that we have special people who are important to us.

Activity:
I will create a Keep Connected Team Sheet of the special people in my life. I will draw/photograph of each person to illustrate my team. What make them special to you?

www.handsonscotland.co.uk

Name: Return by:

P1-P4 Task
Create your team t-shirt by drawing or adding photos of the special people in your life.



My Keep Connected Team

5. Staff information

References

Staff Sound Bytes

Unit 1 – Keep Connected



Overview

The main focus of this unit is the importance of relationships and the contribution other people make to our well-being. Our sense of security and belonging is helped when we understand that we are part of a network of people who are special to us. Research finds that people who have caring and positive relationships are happier, healthier and live longer. Even just one loving and encouraging person can help make a big difference to a child's life especially if they are facing multiple other risk factors.

Researchers have proposed that all people have an innate need to belong to social groups. Providing opportunities for children to participate in and belong to groups within school and their communities such as sports, arts, hobbies, youth clubs or farm groups have all been associated with enhanced sense of worth and increased self-confidence. Many studies have identified that good social and interpersonal skills such as warmth, empathy and can be a key protective factor as people move through the ups and downs of life.

Key messages to communicate

- 1. Relationships are important for our health and wellbeing**
In this section, we will look at the importance of feeling loved and cared for and how it can help us to grow physically, cognitively, socially and emotionally. Through this unit pupils will be encouraged to think about who is special to them or on their 'back up team'. It may be someone they see regularly or not often, young or old and may even include a pet or a toy. It is important to identify who makes up the team of people they can go to for support when they are feeling low or need help.
- 2. Belonging to a group can be a good way of building friendships**
This section will be getting pupils to consider which groups they belong to already or what they might like to belong to. Groups might be small ones around an interest or a hobby or larger groups like schools and community organisations. It will provide a chance to explore with children why being part of a group contributes to our feelings of wellbeing.
- 3. Good relationships are a two way thing**
Making friends and keeping them is an important life skill. We need to learn that it takes time, effort and most importantly knowledge and skills to do it well. The good news is most of what goes into being successful at getting along or working with others

Building Resilience | Page 1



TED
IDEAS WORTH SPREADING

"Try Something New Every 30 Days"
Watch this 3 min amazing video by Matt Cutts

by Alaa Hassan
passionTribe

Role Model It



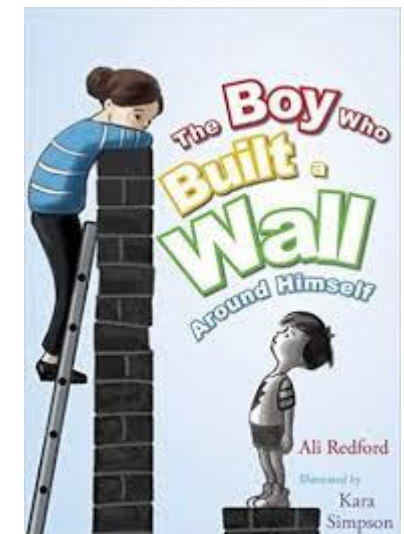
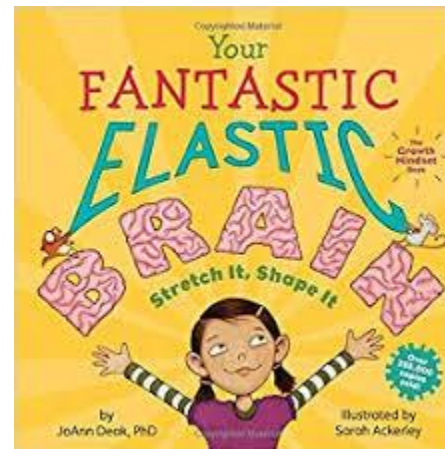
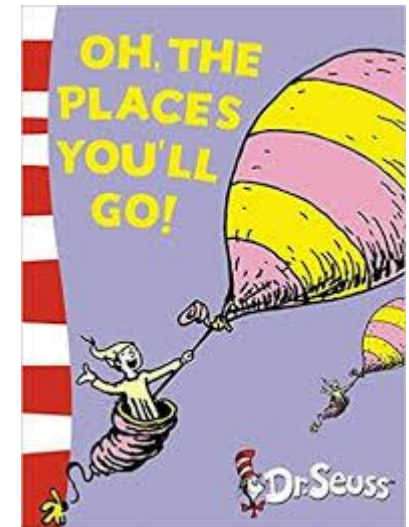
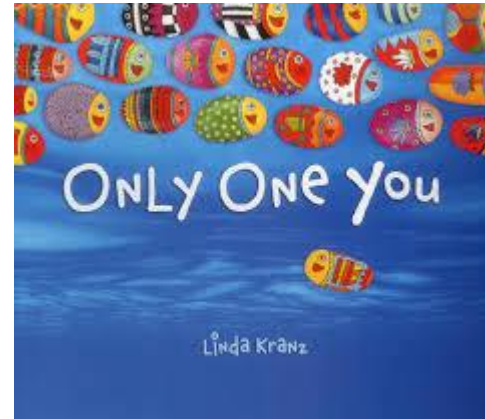
6. Classroom Activities

- Lesson planner of classroom activities for each unit
- Progressive learning - covering early, first and second levels
- Activities are based on the three key learning points for each unit
- Includes 'role model it', 'class tasks', core and additional activities, key questions, cross curricular links
- Links to Wellbeing indicators, UNCRC articles, learning statements
- Additional resources



Building Resilience – An Introduction

Supported by a range of engaging books, Fischy Music and video clips.



Sitting alongside this and linking to resilience skills....

Do Be Mindful - Staff training this term and launched across the school from January.



Building Resilience – An Introduction

Impact already!



Building Resilience – An Introduction

Impact already!

Twitter - A child in my class would like to share with you his poster for our “Be Resilient” lesson. The children had to think of someone that has inspired them. They had to write about a time that the person found challenging and what tools they used to overcome it. 😊

[judy murray](#) Verified account @JudyMurray 17h17 hours ago More

Replying to @P4LowPortPS @andy_murray

Amazing. Thanks for sharing!! We love it.

What a great project! [#bouncebackability](#)

Just says it all. Well done that kid.

Such a lovely poster of Andy Murray... love this so much

That is just brilliant - you should be very proud of yourself and I'm sure Andy will be very impressed

Wow this is fantastic work. What a good project from the teacher and a fabulous summing up from the pupil

Brilliant..Love it Andy definitely great choice of someone with great resilience.



A chance to see the children across classes sharing their learning so far!

Final Thought...

What age do we start to teach our children to look after their teeth, wash their face and hands, etc...



...so when do we begin to begin teaching children the importance of looking after their own mental strength and wellbeing?

The Time Is Now!



Building Resilience – An Introduction



#LPPSHWB Building our children's resilience together

<https://www.youtube.com/watch?v=jop2I5u2F3U&t=5s>

Mindfulness:-

<https://www.youtube.com/watch?v=aNCB1MZDgQA>