

Useful Resources

- *Gloucestershire Healthy Living and Learning* www.ghll.org.uk
- *Make me a Super Hero*
- *Little Book of Resilience—Matthew Johnson*
- *Build your Resilience —Donald Robertson*
- *The Day the Crayons Quit—Drew Daywalt*
- *Teaching Happiness— Ruth MacConville*
- *Think Good—Feel Good— Paul Stallard*
- *Red: A Crayon's Story—Michaela Hall*



Keeping Children Well & Happy

Just because today is a
terrible day doesn't mean
tomorrow won't be the best
day of your life.
You just gotta get there.

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**Building
Resilience**



'Resilience involves a sense of self-esteem and self-confidence, a belief in one's own self-efficacy, an ability to cope with change and adaptation, and a repertoire of social problem solving approaches

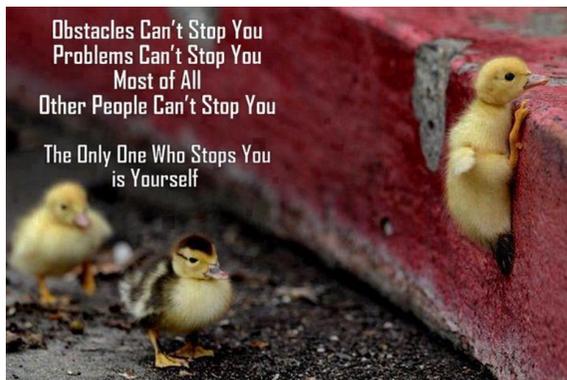
Resilient Children Can:

- ◆ make positive choices
- ◆ know when things are right and wrong
- ◆ cope with change and difference
- ◆ care about other people & their feelings
- ◆ have a belief system
- ◆ show curiosity
- ◆ like to learn new skills
- ◆ like to play and have fun
- ◆ show ability to be happy alone
- ◆ can make and keep friends
- ◆ tackle problems and learn from them
- ◆ show creativity
- ◆ seem happy with who they are



10 Top Tips

1. Humour
2. Containing Thinking
3. Distraction
4. Seeking Help
5. Offering Hope
6. Positive Reframing
7. Acceptance
8. Maintaining Perspective
9. Flexible Thinking
10. Taking Action



Creating your own Resilience Tree

Children are asked to draw a tree on a piece of paper including roots and branches. Along the roots the children are asked to write all the times/situations/ places where they already feel confident eg: at home, with my friends, when I'm singing, etc. This is described as being like a tree's roots - the things that keep you strong.

Along the trunk of the tree children are asked to write a situation in which they would like to feel more confident/ something they want to work on eg: meeting new people, putting their hand up in class, talking in front of a group of people.

When this is completed children are asked to cut out leaves (from two different coloured pieces of paper). On the first colour leaves they are asked to think about/discuss/write down ideas about things they could do to help with that situation eg: talk to people about my worries, practise the things learned in the session, have good eye contact etc.

On the second set of leaves children are asked to think about/discuss/write down all the things that other people could do to help them such as encouraging them, giving them praise and not making them do things they are very uncomfortable with also reminding them of all their achievements so far.

