



# Cottesmore St. Mary

## Catholic Primary School

THE DIOCESE OF ARUNDEL AND BRIGHTON

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### What is Resilience?

'Resilience' can be used to explain differences in how well individuals cope with adversity.

### Why promote Resilience?

Resilience is important because it is the human capacity to face, overcome and be strengthened by or even transformed by the adversities of life. Everyone faces adversities and it is important that children are able to equip themselves with the skills and language needed to become a resilient person.

### The language of Resilience

"I HAVE, I AM, I CAN"

### How to build Resilience

The following I HAVE, I AM and I CAN categories are drawn from the findings of the International Resilience Project. They can be divided into three categories.

#### I HAVE

\* People around me I trust and who love me, no matter what  
\* People who set limits for me so I know when to stop before there is danger or trouble  
\* People who show me how to do things right by the way they do things  
\* People who want me to learn to do things on my own  
\* People who help me when I am sick, in danger or need to learn

Key indicators for this are:

I HAVE ...

Trusting relationships

Structure and rules at home

Role models

Encouragement to be autonomous

Access to health, education, welfare, and security services

#### I AM

\* A person people can like and love  
\* Glad to do nice things for others and show my concern  
\* Respectful of myself and others  
\* Willing to be responsible for what I do  
\* Sure things will be all right

I am attitudes and beliefs include:

I AM...

Lovable and my temperament is appealing

Loving, empathic, and altruistic

Proud of myself

Autonomous and responsible

Filled with hope, faith, and trust

And...

#### I CAN

\* Talk to others about things that frighten me or bother me  
\* Find ways to solve problems that I face  
\* Control myself when I feel like doing something not right or dangerous  
\* Figure out when it is a good time to talk to someone or to take action  
\* Find someone to help me when I need it

I can abilities include:

I CAN...

Communicate

Problem solve

Manage my feelings and impulses

Gauge the temperament of myself and others

Seek trusting relationships

## Checklist For Children

The following items were used in the International Resilience Project as a checklist for perceptions of resilience in children.

- The child has someone who loves him/her totally (unconditionally).
- The child has an older person outside the home she/he can tell about problems and feelings.
- The child is praised for doing things on his/her own.
- The child can count on her/his family being there when needed.
- The child knows someone he/she wants to be like.
- The child believes things will turn out all right.
- The child does endearing things that make people like her/him.
- The child believes in a power greater than seen.
- The child is willing to try new things.
- The child likes to achieve in what he/she does.
- The child feels that what she/he does makes a difference in how things come out.
- The child likes himself/herself.
- The child can focus on a task and stay with it.
- The child has a sense of humour.
- The child makes plans to do things

The above has been taken from the International Resilience Project. For further information the full report can be found at:

[https://resilienceresearch.org/files/2006\\_reports/mainreport.pdf](https://resilienceresearch.org/files/2006_reports/mainreport.pdf)

## Activities to develop Resilience

### Create a "My Goals" planner

Include My goal, Why I want to achieve this goal, My obstacles and My actions to overcome them.

### Create a "Dream board" Planner

Include Who I would love to become, Places I dream of going, Things I want to learn and Things I want to see.

### Share stories of "Gritty" famous people.

For example: Greta Thunberg, Rosa Parks, Bill Gates, Mother Teresa, Martin Luther King, Robert Kennedy, Stephen Hawking.

### Share a daily Positive affirmation with you child

These can be found online.

Examples include: I am kind, I am brave, I am beautiful I am loving, I am determined, I am courageous, I am sensitive and I am unique.

### Talk through coping statements with your child

These include: You are important and you matter, you are so loved, our mistakes don't define you, It's OK to ask for help, Productivity doesn't define your worth, Your boundaries are important and worth respect.

I am strong like a tree

Draw a picture of a tree on large paper, decorate and colour the tree as you wish.

Explain to your children that each of us is like a tree. The challenges we are facing are like the wind, which may sometimes bend the tree. Trees stand strong, despite the wind, because of their strong root system.

Ask your child to:

Write on Support systems (Family, friends, pets)

Write on Mindsets (Hope, gratitude, grace)

Write on Positive thoughts (I have, I am, I can)

Write on Beliefs (Religious, environmental)

Write on Values (health, adventure, trust, respect)

"Trees need wind to blow against them, because it causes their root systems to grow deeper, which will support the tree as it grows taller. The tree accepts the tall wind as it helps the tree grow taller and stronger".

In life, challenges make us stronger, such experiences develop our character, our mindset and deepens our roots.

### Make a mistake jar

Write mistakes on a piece of paper and put them in a jar. Celebrate when the jar is full. Mistakes mean learning is taking place.

### Ask your child to teach you something!

### Make a list of things to be grateful for

### Talk through the "Peak" and "Pit" of each day

Empathise with the "Pit" and Celebrate the "Peak"