

Building Resilience

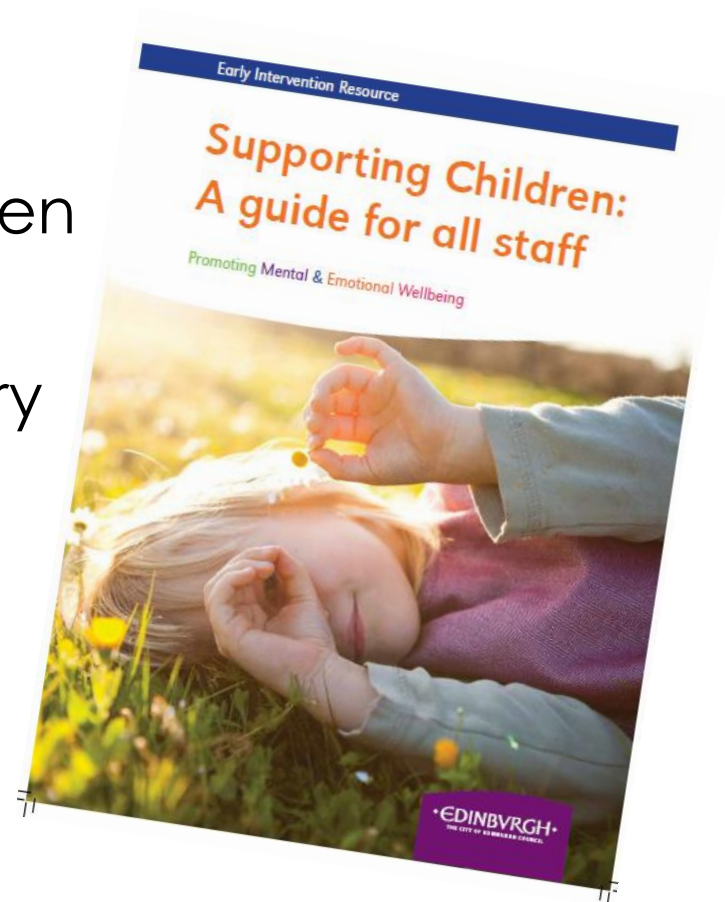
Promoting mental, emotional, social and physical wellbeing



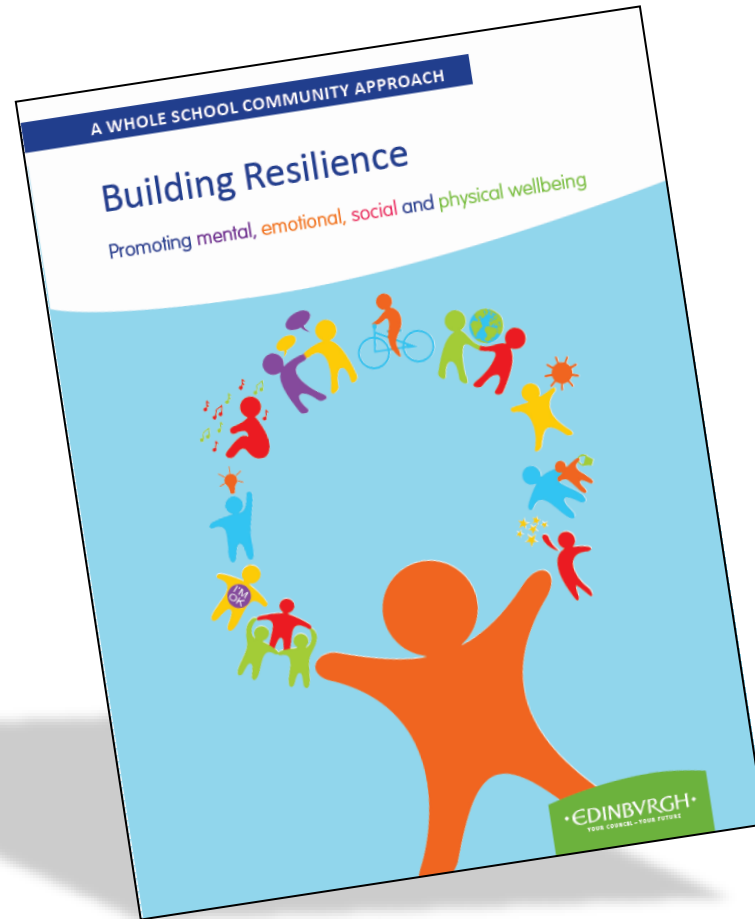
The Background

It began with...

- Confident Staff Confident Children
- Supporting Children Guidelines
- Pilot at South Morningside Primary
- Education Scotland Funding
- Good practice form across CEC



Introduction to the resource



Building Resilience

BUILDING RESILIENCE



Promoting Emotional Health & Well-being

Overview of *Building Resilience*

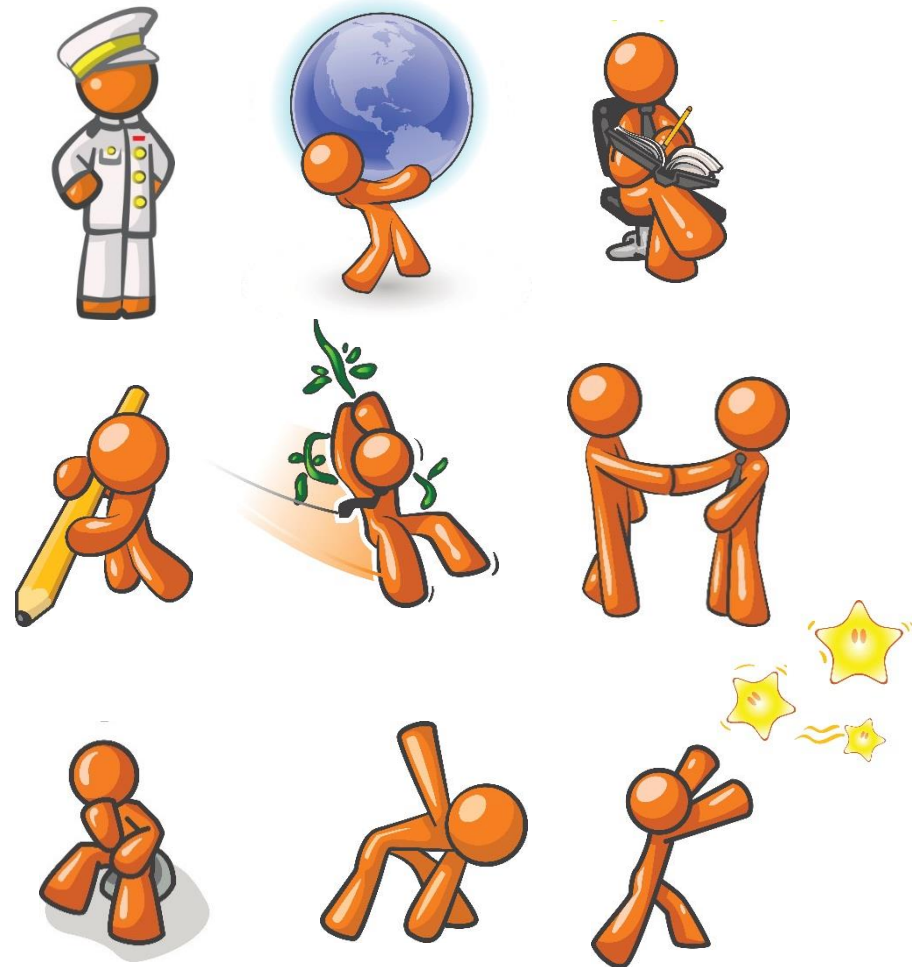
- Aims to help children to function well, both at school and in life
- Provides practical strategies and tools to help children cope with the ups and downs of life
- Contains all the materials required to deliver a whole school programme
- it is embedded in the curriculum and in the general life of the school
- Promotes partnerships with families and the wider school community
- Provides skills for life



A 3 year rolling 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

Introducing our character, Skipper



Skipper's journey on the river of life



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



THE 12 UNITS

- One unit for each of the '10 things' plus an introductory unit and assess your progress unit
- Each unit is made up of 6 parts
- Each unit has 3 key learning points based on current research
- Linked to GIRFEC, Wellbeing Indicators, UNCRC etc.
- Comprehensive overage of H&WB experiences and outcomes - combine with current programmes for PE, Food & Nutrition, Keeping Myself Safe
- Flexible materials available on 365 share point
- Integrated evaluation toolkit

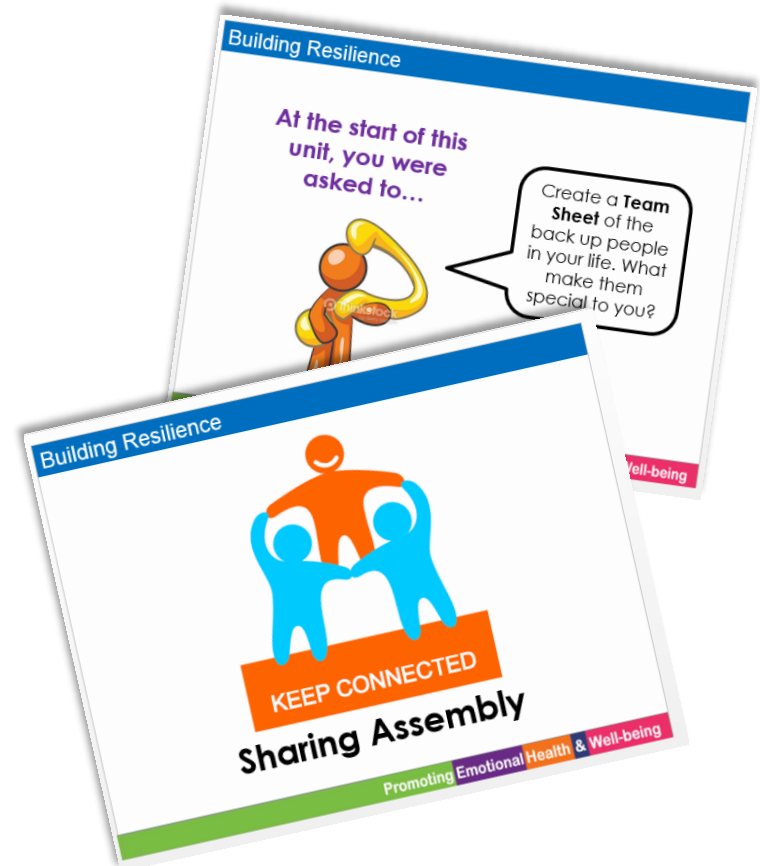
1. Launch Assembly



2. Reflection Assembly



3. Sharing Assembly



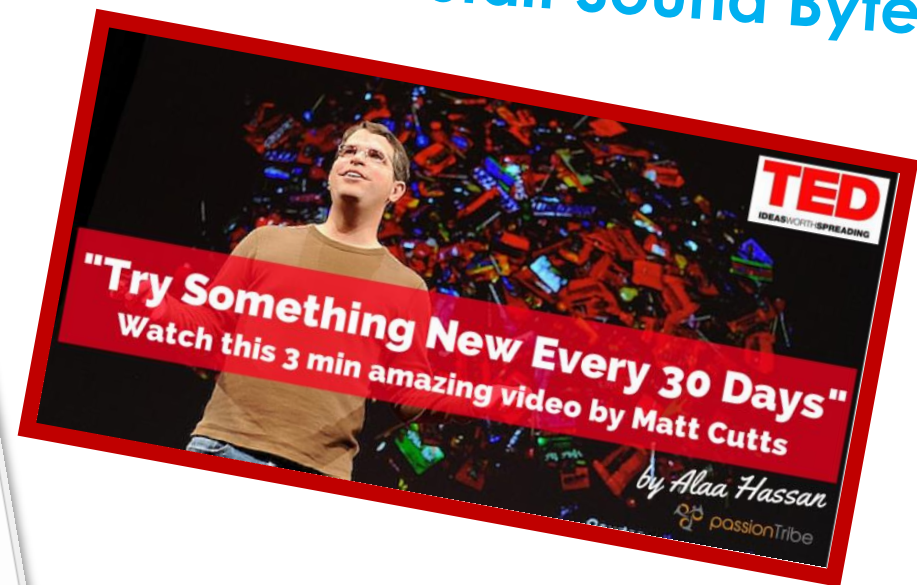
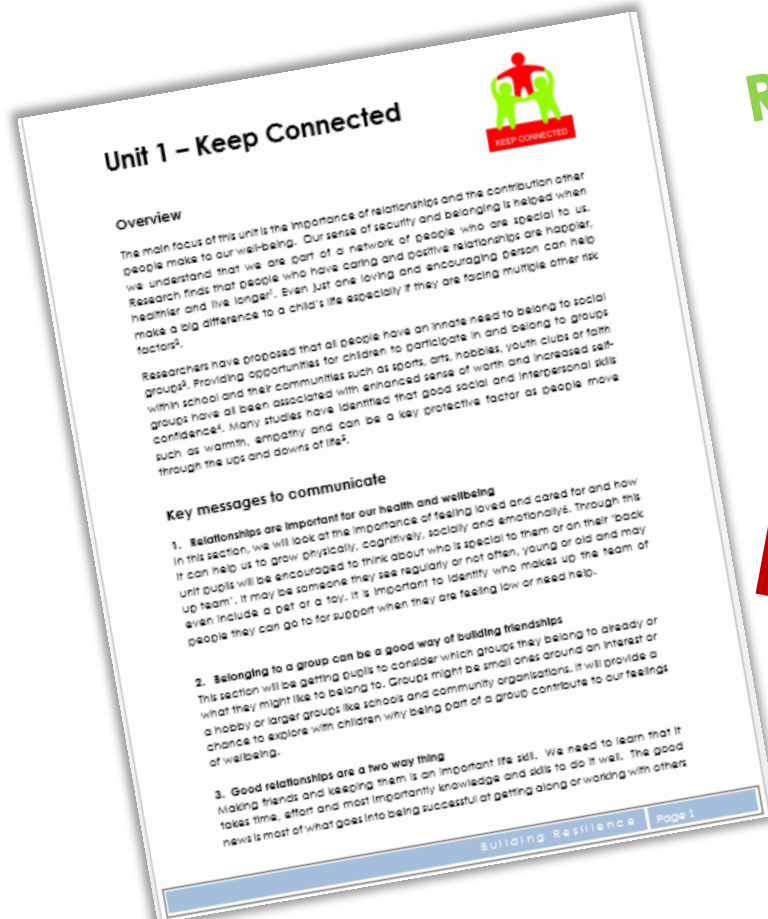
4. Parent & Carer Leaflet



5. Staff information

References

Staff Sound Bytes

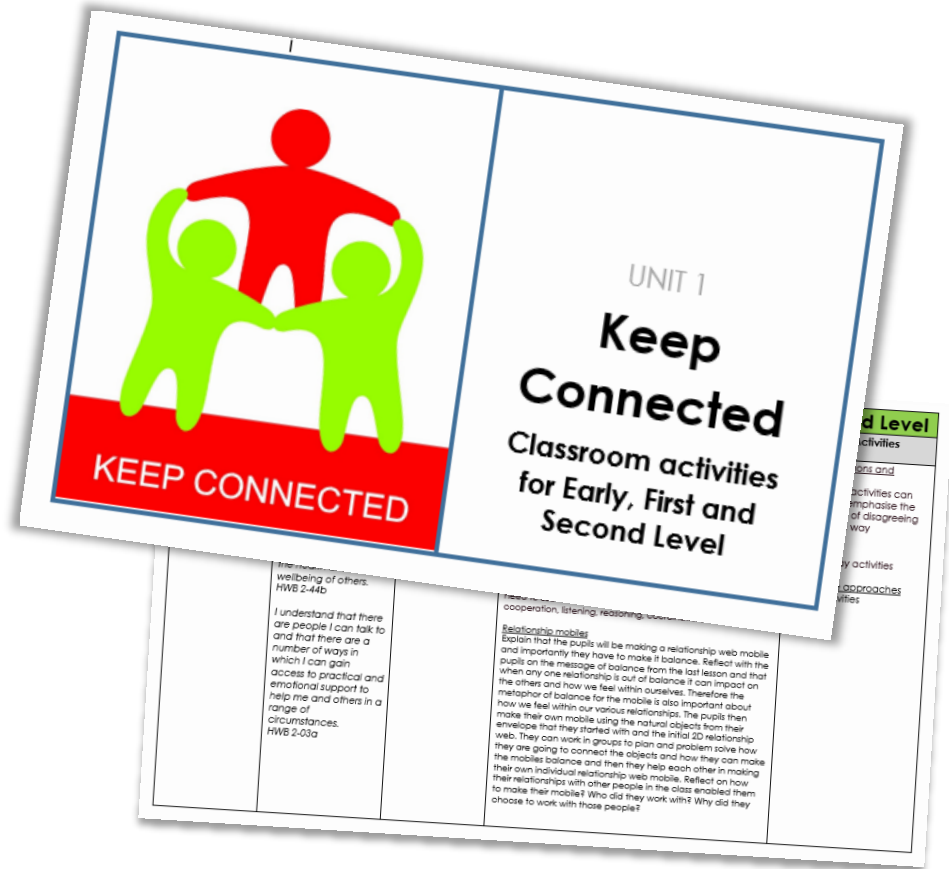


Role Model It



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
- List of suggested resources



Progression across the levels

Unit 1	Keep Connected			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Good relationships are a two way thing	<p><i>I understand that a wide range of different kinds of friendships and relationships exist</i> HWB 2-44a</p> <p><i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</i> HWB 2-44b</p> <p><i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 2-03a</p>	<p>I am learning to use different ways to make friends</p> <p>I know the skills that I need to use to get along with others</p> <p>I understand how my actions can make others feel better or worse</p>	<p><u>Class Task</u> Create a bank of ideas of how to look friendly. Work in pairs to suggest ways in which others look or sound friendly. Children could role play short scenarios to depict their suggestions. Record ideas and add them to the H&WB Toolkit classroom display.</p> <p><u>Balance</u> Ensure that there is enough space for this activity with chairs and tables pushed back. Ask pupils to quickly get into threes and to make a shape that only has four body parts on the ground (e.g. hand, foot, bottom or knee). Then ask them to get into fours with three body parts on the floor. Then fives with seven body parts on the floor. Draw out the key skills that they need to use and develop for this activity – team skills, cooperation, listening, reasoning, coordination, balance.</p> <p><u>Relationship mobiles</u> Explain that the pupils will be making a relationship web mobile and importantly they have to make it balance. Reflect with the pupils on the message of balance from the last lesson and that when any one relationship is out of balance it can impact on the others and how we feel within ourselves. Therefore the metaphor of balance for the mobile is also important about how we feel within our various relationships. The pupils then make their own mobile using the natural objects from their envelope that they started with and the initial 2D relationship web. They can work in groups to plan and problem solve how they are going to connect the objects and how they can make the mobiles balance and then they help each other in making their own individual relationship web mobile. Reflect on how their relationships with other people in the class enabled them to make their mobile? Who did they work with? Why did they choose to work with those people?</p>	<p><u>Class discussions and debates</u> A variety of activities can be used to emphasise the importance of disagreeing in a positive way</p> <p><u>Drama</u> Use role play activities</p> <p><u>Restorative approaches</u> group activities</p>



Intro: Be Resilient

In this unit we will cover:

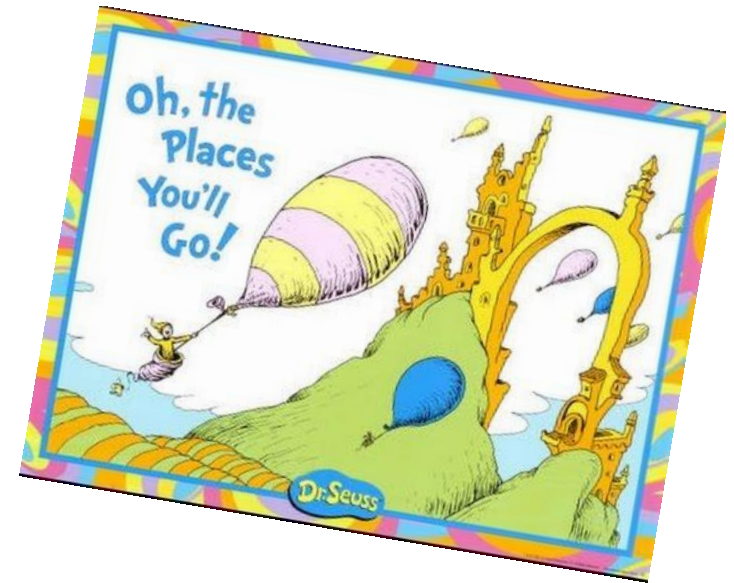
- Everyone goes through ups and downs in their life
- We can learn to be more resilient
- Resilient people cope better with difficulties

Building Resilience

River of life analogy



Resilient Role Models



Resiliency skills
can be learned





1: Keep Connected

In this unit we will cover:

- 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

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Supportive people



Group involvement



Good and bad relationships



UNCRC
Articles 5 & 15



2: Respect Yourself

In this unit we will cover:

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

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I am...I have...I can



**UNCRC Articles
8 & 12**

Self care



*Story of
Invisible
Sam*





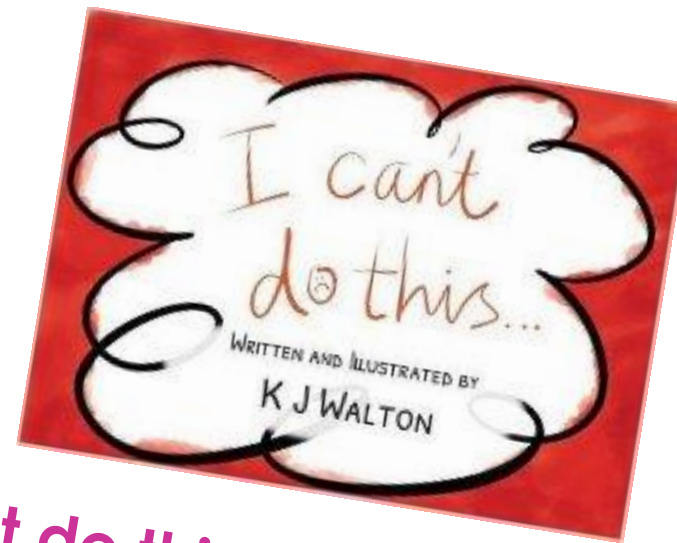
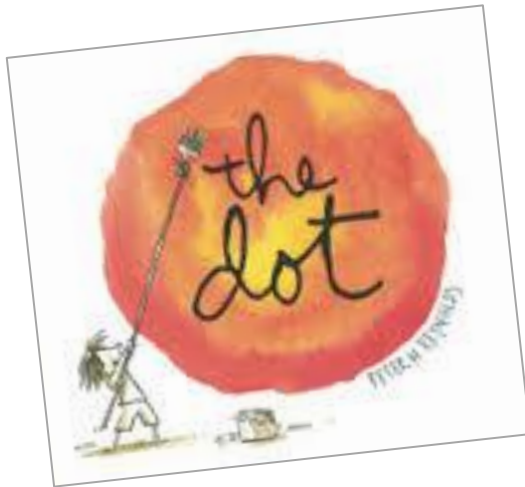
3: Challenge Your Mindset

In this unit we will cover:

- 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

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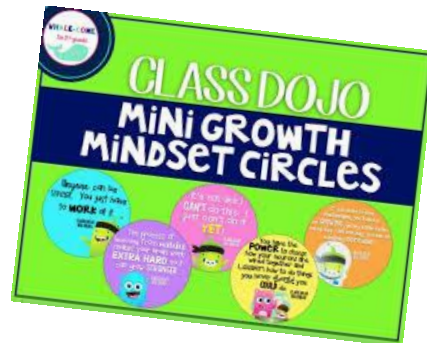
Growth Mindsets



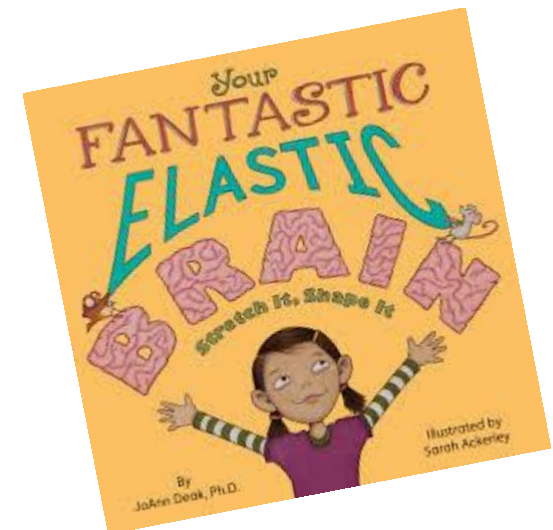
Making choices



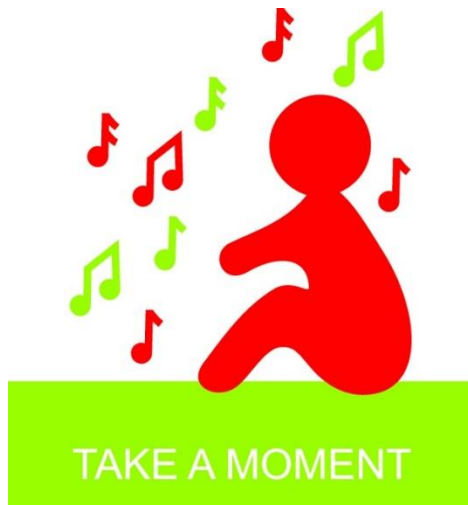
I can't do this...yet!



Brain development



UNCRC Articles
28 & 29



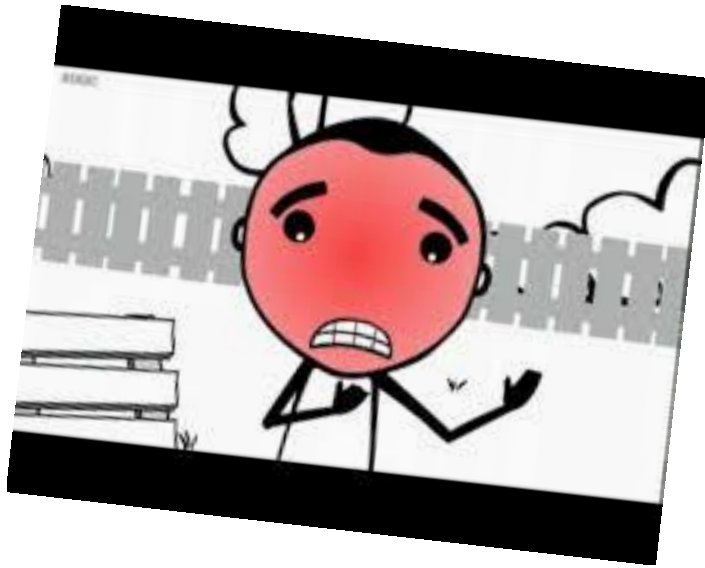
4: Take a Moment

In this unit we will cover:

- We all experience a range of emotions everyday
- Sometimes we feel stressed
- I have ways to help me cope

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Emotional literacy

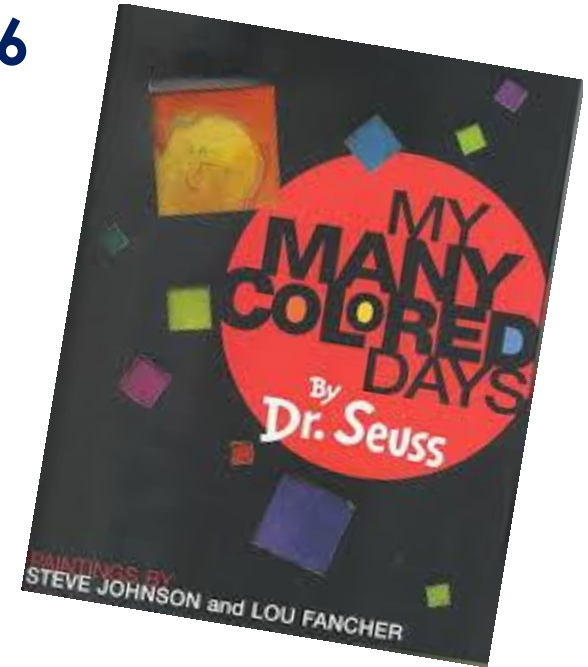


Positive and negative stress

UNCRC
Articles 3 & 6

Wellbeing
Wheel

Coping
strategies



Calming
techniques



5: Talk Things Over

In this unit we will cover:

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

Negative
thinking

*Cora's
Dragon*

Strategies for
dealing with
worries



Bag of worries

UNCRC
Articles 19,
34 & 37

Ask for help

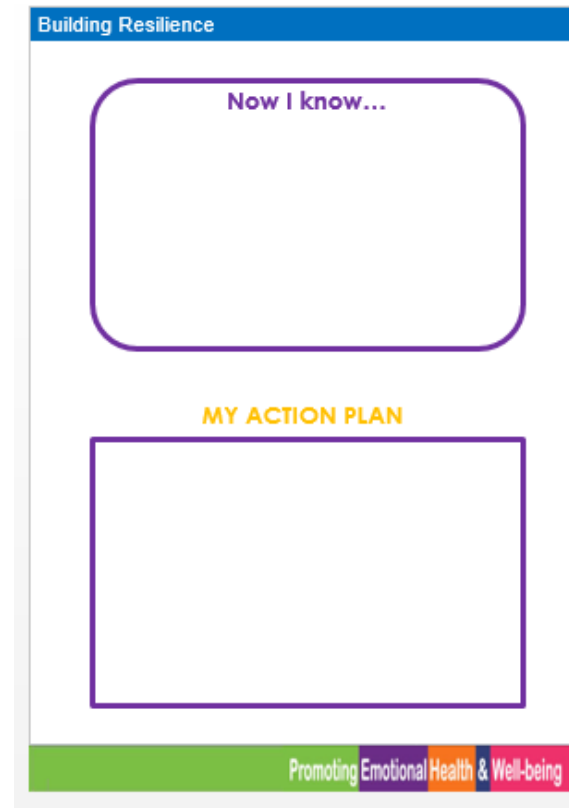


Getting Started *Building Resilience*

- Folder of materials (first 6 units)
- Identify lead facilitator
- Resources available from October
- Introduction to staff - presentation
- Introduction to Parents - leaflet
- Resources – posters, books etc
- Evaluating progress



Self Evaluation *Toolkit*



Building Resilience Working Group

- Karen Richmond – South Morningside PS
- Natalie Borrowman – Bruntsfield PS
- Robyn Campbell - Victoria PS
- Kate Mechie – Gracemount PS
- Jenny Burnett – Castlevue PS
- Karen Foster – Educational Psychologist
- Nikki Cliff - ASN Teacher
- Jen Drummond – Mental Health & Wellbeing Team
- Pattie Santelices – Mental Health & Wellbeing Team
- With thanks to Education Scotland