

Parent/Carer Information

What is Resilience?

Resilience is the capacity to adapt in challenging situations utilising a range of protective factors. These experiences provide opportunities to develop and practise strategies to enhance wellbeing.

Moving Forward focuses on developing the following skills:

- o Planning
- o Resilience
- o Coping
- o Communication

All children benefit from participation in Moving Forward by:

- o identifying their personal qualities/strengths
- o utilising a 3 step model
- o acknowledging their achievements
- o developing a range of coping strategies
- o identify people in life who provide support
- o developing resilience

Pause, Plan, Proceed Model

The introduction of the 3 step model 'Pause, Plan, Proceed' highlights the process children may use to cope with challenging situations. It is acknowledged resilience can be practised and refined over time. Children will build on their experiences and learn to move forward.

3 Factors

Resilience can be developed through recognition of their qualities and strengths (I am), protective factors already present in their lives (I have) and providing opportunity to develop a range of skills and coping strategies (I can). To overcome challenge, children draw from 3 sources:

I Am- a worthwhile person

- o loved and loveable
- o willing to help others
- o respectful of others/myself
- o responsible for what I do

I Can- make a difference

- o talk to others about how I feel
- o find help when I need
- o find ways to solve problems
- o control feelings when needed

I Have- people who I trust

- o show me how to do things
- o want me to learn things
- o help me when I need
- o keep me safe

What does research tell us about resilient children?

Children who are resilient:

- o talk about their accomplishments and personal achievements of which they are proud
- o express a sense of belonging and connectedness
- o demonstrate a sense of autonomy and personal responsibility when they talk about their lives
- o have definite plans and positive views about their future
- o have at least one skill which gives them pride and acceptance
- o are responsive, socially adept, capable of initiating and sustaining close relationships with adults/peers and are able to show appropriate empathy
- o have good communication and conflict resolution skills and possess a healthy sense of humour
- o are able to think creatively and flexibly about problems, to make plans and take action on them
- o are able to ask adults for help when needed and show resourcefulness in dealing with problems
- o show a healthy degree of independence, are able to think/act autonomously from adults and able to reflect critically on their environment
- o have a well-developed sense of identity and believe in their ability to effect change in the environment
- o are better placed to take opportunities and turn them into positive experiences

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“Resilient learners persist where others give up. Persistence in the face of adversity requires a feeling of safety about not having achieved an answer yet.” - Andrew Fuller

Protective factors

Peer groups at school are a powerful protective factor for children. They believe being connected to peers is an important factor in their own lives and friendships/socialising are most important factors in liking school. The following protective factors assist in developing resilience in young people:

Environmental

- o feeling connected
- o feeling cared for and supported by adults
- o having a sense of belonging/worth in the family
- o having one caring adult outside the family unit
- o being involved in community life

Personal skills and beliefs

- o knowing how to think helpfully/optimistically
- o having skills for resourcefulness and adaptivity
- o demonstrating competence in social skills
- o being emotionally literate
- o having a healthy self esteem

Family Strengths

The following can enhance family resilience:

- | | | |
|----------------------|--------------|--------------|
| o communication | o affection | o commitment |
| o togetherness | o support | o resilience |
| o sharing activities | o acceptance | |

“Children should see mistakes as basis for learning- too much protection from disappointment/failure may not give children chances to learn how to deal with mistakes or difficult situations.” - Parenting SA

What can parents do to promote resilience?

- o model resilient behaviours when facing challenges
- o remind children of appropriate ways help manage feelings
- o praise accomplishments, particularly those which have required perseverance
- o continue to help children learn to recognise and name their feelings as well as those of others
- o help children become increasingly aware of their temperament as well as others in their life
- o gradually expose children to adversities or prepare them by talking, reading books and identifying and discussing resilience factors which may be helpful
- o encourage children to demonstrate empathy, to be pleasant and do kind things for others
- o encourage children to use communication/problem-solving to resolve interpersonal problems
- o communicate with children discussing, sharing and reporting on days' events, ideas and feelings
- o help children begin to accept responsibility for behaviour and understand actions have consequences
- o provide opportunities for children to set goals, make decisions, show initiative and take responsibility both independently and with support
- o establish family rituals to celebrate events and daily routines
- o help children feel more secure by showing them they are loved, wanted and that they belong
- o ensure children are getting enough sleep
- o encourage regular physical activity they enjoy
- o encourage time spent outdoors to clear the mind
- o ask for their opinion so they have practise at communicating their views

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Questions and answers

What is the Peer Support Program?

The Peer Support Program provides a fun and engaging environment for young people to address issues such as bullying, relationships, and self image. Modules are designed to equip young people with skills to deal proactively with life experiences, develop a sense of self worth and belonging, and to encourage taking responsibility for decisions and actions.

How does the Peer Support Program work?

Trained Peer Leaders facilitate activities with small groups of younger students. A teacher supervises each group which includes: two Peer Leaders and multi age groups of eight to ten younger students.

How can I support the Peer Support Program in my child's school?

Discuss with your child the activities, concepts and understandings they are developing each week. This helps to foster a positive connection between school and home.