



Friday 1st May 2020

Please see below this week's free resources that centre on the Resilience Framework. These can be shared with colleagues in your school and also with parents and carers where you feel appropriate.

The Resilience Framework

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Get someone for the child/YP to talk to Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Hold a sense of hope
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	Help the child/YP to know how/when
	Access to transport	The more healthy relationships the better Take what you can from relationships where there is some hope	Map out career or life plan	Putting on new-brain glasses	Help the child/YP take responsibility for how/when
	Healthy diet	Get together people the child/YP can count on Responsibilities & obligations	Help the child/YP to organise how/when	Calming down & self-soothing	Help the child/YP take responsibility for how/when
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Remember someone is another day	Foster their talents
	Enough sleep	Make sense of where child/YP has come from		Lean on others when necessary	There are tried and tested treatments for specific problems, use them
	Play & leisure	Provide a good experience of someone or something new	Develop the skills		
	Being free from prejudice & discrimination	Make friends and mix with other children/YPs		Have a laugh	
	NOBLE TRUTHS				
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

(being being adapted from Hart, Blincow & Thomas, 2007)

This model looks at ideas, split into five headings or compartments, that a professional can consider to practically promote a child or young person's resilience. Within each of these compartments is a selection of evidenced based ideas (known as **resilient moves**) to draw on when trying to promote a child or young person's resilience. You can use this framework creatively and on an individual basis, selecting different resilient moves for different children. The idea is that resilience is considered regularly and built up over time.

Compartments

Basic: The things we need to get by.

Belonging: Looking at building on good influences and relationships.

Learning: Finding out about new things and fostering interests.

Coping: Everyday ways to get by.

Core self: Inner thoughts and beliefs.

Noble Truths

The noble truths along the bottom of the framework relates to staff. These encapsulate the underlying beliefs, values and attitudes that staff need to hold in order to put the resilience framework into action.

Accepting: Concentrating on what needs to happen.

Conserving: Preserving the good things.

Commitment: Promoting resilience is rarely a quick fix.

Enlisting: Some pupils may need more people involved in supporting them.

Hopefully you remember the Compass BUZZ Interactive Resilience Framework from our level 1 training, built to give lots of ideas of things to do for each resilient move. Recently, we also shared a parent version of this with you too. Please find both here:



Resilience



Interactive

Framework for Staff. | Resilience Framework

Below, we have focused on one resilient move from each of the 5 compartments, but I am sure you will agree the Resilience Framework gives us lots of ideas and starting points for tonnes of different ideas!

Resilient Moves:

Enough Sleep

Sleep can significantly impact wellbeing and mental health. It could be a good idea to set a research activity on sleep and the benefits of sleep. Find NHS guidance around sleep for both children and teens here: <https://www.nhs.uk/live-well/sleep-and-tiredness/sleep-tips-for-teenagers/> and more information from the Children's Sleep Society here: <https://www.thechildrenssleepcharity.org.uk/teen-sleep-project>
Below is an infographic relating to sleep for teens, tips for relaxing before bed and a leaflet on sleep and diet:



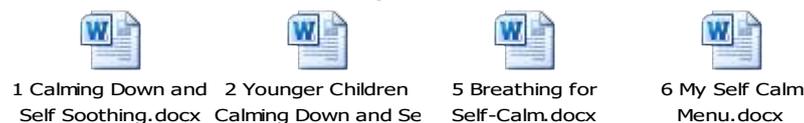
Keep Relationships Going

Here is a Compass BUZZ resource for writing a letter to someone, perhaps a friend or family member, to show your gratitude to them.



Calm Down and Self Soothe

Here are some resources that give some specific ideas for calming down and self soothing that are appropriate for children and young people. Thanks to Resilient Rutland for sharing.



Develop Life Skills

Whilst home-schooling may feel like it has taken over, you could also benefit from more time outside of the traditional classroom, to develop those all essential life skills. If you are struggling for a maths lesson, tie this into a lesson on money and use objects around your house. Science can take place at bath time, looking at which objects float and which sink, take some measuring jugs into the bath for some fun bath time experiments (keep the mess contained!), bring basic cooking and baking into your new school routine, get children to create some healthy snacks or try a new cake recipe (again developing other areas like creative thinking, numeracy skills, design skills). The children could be given a budget and plan the weekly food shop. How about teaching basic first aid skills, things like putting a plaster on or learning the recovery position, these skills can be practiced on teddies, dolls and willing family members from the household. You could start off with a game of charades or a scenarios game- see here an example <https://www.twinkl.co.uk/resource/t2-t-16884-first-aid-charades-activity>.

Support the child to understand other people's feelings

The current situation might be a good time to develop children's emotional literacy. Emotional literacy is "the ability to understand your emotions, the ability to listen to others, and empathise with their emotions and the ability to express emotions productively" (Steiner, 1997). This pandemic is affecting people in all sorts of ways, bringing new levels of stress and worry to the household, but also in lots of households boosting that connection with family members via more than usual video calls with relatives. There might be lots of ups and downs, and it is likely to be a confusing time for children and young people, as it is for adults too.

Inside Out is a great Disney Pixar film that explores the emotions felt by an eleven year old girl as she moves to a new town and school. She goes through times of feeling fear, anger, joy, disgust and sadness, as she struggles to cope with her new life. This has a Compass BUZZ rating of 5 star! Currently available on Disney Plus. How about a family movie night? You could then start to explore emotions further using the Inside Out worksheets below, or by creating masks out of card/paper plates, discussing people you see on the TV, how might that situation be making them feel, play some scenario games etc. You could follow your movie night with a family board game night and play the Feelings Game below. We have also added a Compass Feelings Mat for your child to track their feelings and try to understand why they are feeling that way and what they could do to help- which could also be linked to the information above on calm down and self soothe.



