

WHAT'S INSIDE?

Tips for parents

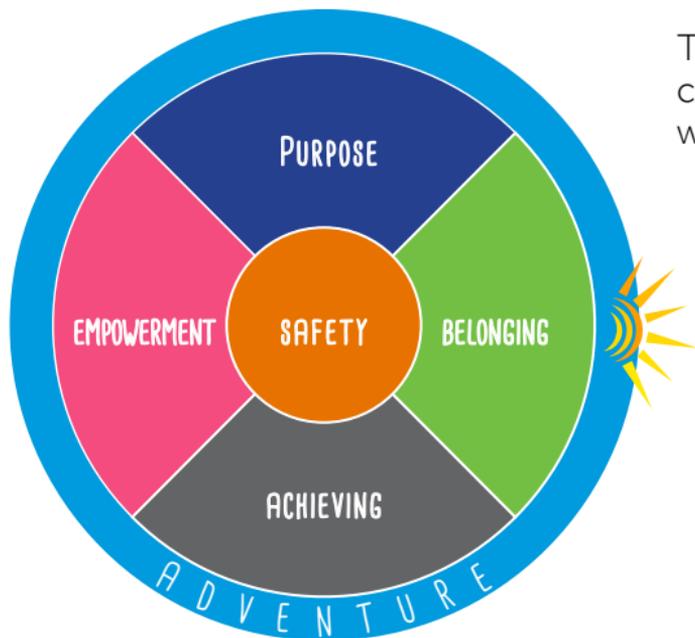
Introduction	1 - 4
Activities with your child	5 - 14
Resilience Wheel and useful ideas	15 - 28
Other things to think about and try	29 - 42

Resilience is the ability to recover quickly from difficulties we might face in life



HOW TO USE...

This leaflet shows lots of ways that you can help to build your child's resilience, wellbeing, and happiness



1. Look at the pages that interest you or may be helpful to you and your child
2. Try one or two ideas in this booklet at a time
3. Hang it somewhere nearby, use it at home, or keep it with you to remind you of things you can try when you are out

Resilience is the ability to recover quickly from difficulties we might face in life

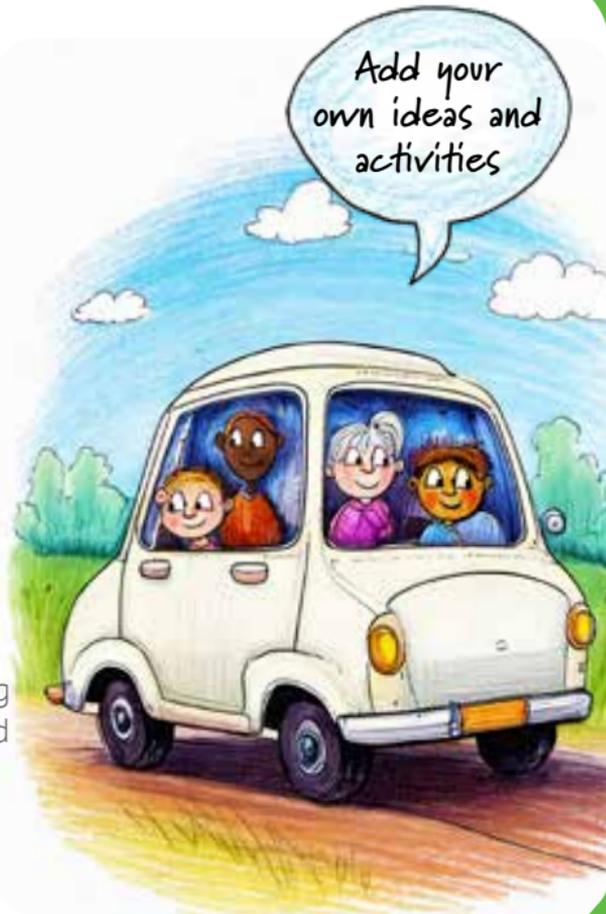
It's important to look after yourself as a parent/carer



ON A JOURNEY

more ideas

- ☑ **Notice** things, read signs/bus numbers
- ☑ **Play/sing along** to some songs or rhymes together
- ☑ **Play:** I spy with my little eye something (name a colour)
- ☑ **Talk** about where you are going, and what you all want to do there
- ☑ **Talk** about a time you were there together before
- ☑ **Describe** the journey.... use words like going up, down, slow, around the corner. Use hand gestures together for up, down, round etc.
- ☑ **Take them to a place** they have wanted to go before, remind them it was their idea



AT BATH TIME

more ideas

- ☑ **Be joyful** and laugh together
- ☑ **Use different items** that hold or leak water or float
- ☑ Get them to **move water** around, splash and play
- ☑ Use **Emotion Coaching** if they are upset about getting wet/dry/ washed
- ☑ Ask them **what book they will choose** for bedtime story



AT BEDTIME

more ideas

- ✓ **Set the scene** – low lighting, gentle or quiet sounds, things that are calming
- ✓ **Create a routine** away from the phone and tv
- ✓ **Read a book** or look at pictures
- ✓ **Talk about what has happened** during the day, and what will happen tomorrow
- ✓ **Help them to think** about one of the following: a good thing that happened, a thing they learned, a kind thing they did, a kind thing someone did for them
- ✓ **Say something positive** about a worker at your child's nursery/playgroup



PICKING UP AND DROPPING OFF YOUR CHILD

more ideas

- ☑ On the way, remind them of all the **positive things** that the person who is caring for them has said about them. (Communicate trust).
- ☑ Say **goodbye** and **hello**
- ☑ Show you are **happy to see them**
- ☑ Tell them **who will pick them up** and when
- ☑ Remind them of **tasks** they need to do e.g. hang up their coat, speak to a worker etc

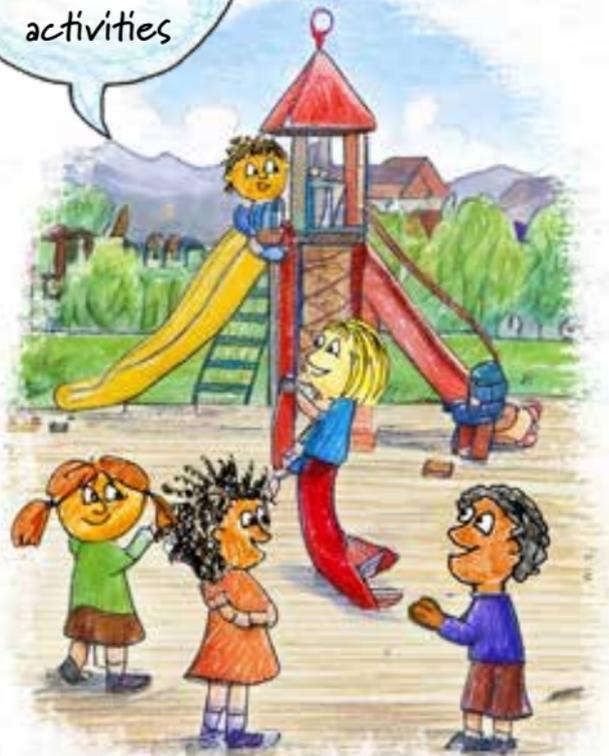


IN THE PARK

more ideas

Add your own
ideas and
activities

- ☑ Let your child have a try on different equipment
- ☑ Let them watch and look
- ☑ Encourage them to try new things and explore spaces
- ☑ Meet with other parents
- ☑ Arrange play dates with other children
- ☑ Look for things in nature - notice leaves and flowers
- ☑ Notice and name colours. Count steps, swings etc. Use words like up, down, under, over etc.



HAVING FOOD

more ideas

- ✓ Sit down and eat together (without TV and phones)
- ✓ Give them choices: flavour yogurt, number of slices of fruit (not what time they eat or free choice to eat or not)
- ✓ Discuss the day, food, the flavours, names, textures and colours
- ✓ Let them pick a subject to talk about when eating together
- ✓ Ask your child about something they were doing when you weren't with them



AT HOME

more ideas

- ☑ Create a fun obstacle course in the home using boxes, pillows and other items
- ☑ Get your child to move, stretch and reach
- ☑ When your child is playing with a toy, think about what they like about the toy and talk about the movement, the colour
- ☑ Keep your home safe for your child, windows, doors, cupboards and locks where needed

Add your own ideas and activities



WALKING

more ideas

Ask
them

- ✓ Can they balance following a line on the pavement?
- ✓ Can they balance on a low wall?
- ✓ Can they jump off something not too high?
- ✓ Count the steps, squares

- ✓ **Look at something you find** – notice the colour, shape, lines, where it came from
- ✓ **Look up**, look in the distance, what can they see, hear, smell
- ✓ **Holding hands** and jumping/ swinging together

Add your own
ideas and
activities



TALKING WITH YOUR CHILD

Under 2s

- You had fun today doing...
- Today we are going to...
- I think you learnt to...
- You look like you are having fun playing



Over 2s

- What did you learn today?
- What did you enjoy the most today?
- Did you have some fun today?
- What are you looking forward to today?
- What did you do that was kind today?
- What made you happy (today/ this week/ at school/ at...)

PICK A PHRASE TO USE DURING THE DAY

<i>Thank you for...</i>	<i>I liked the way you...</i>	<i>Look at...</i>
<i>Well done, you finished...</i>	<i>You didn't give up you....</i>	<i>Well done, I noticed that you...</i>
<i>I am thankful for...</i>	<i>I really liked how you...</i>	<i>I thought you tried hard because...</i>
<i>Well done for keeping going because</i>	<i>How could we do this differently?</i>	<i>I am wondering...</i>

TRY DOING THESE NON SPEAKING ACTIVITIES WITH YOUR CHILD AS WELL

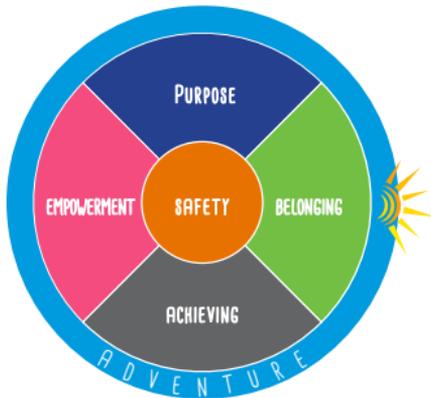
Breathe together

*Mirror your child,
copy noises and actions*

*Drum, tap, make noise
together*

INTRODUCING THE RESILIENCE WHEEL

The resilience wheel is used by the Anchor Approach in Haringey to help school, health, social care and early years staff to support the building of resilience within the community of Haringey



SAFETY
BELONGING
ACHIEVING
EMPOWERMENT
PURPOSE
ADVENTURE



UNDERSTANDING THE RESILIENCE WHEEL

PURPOSE

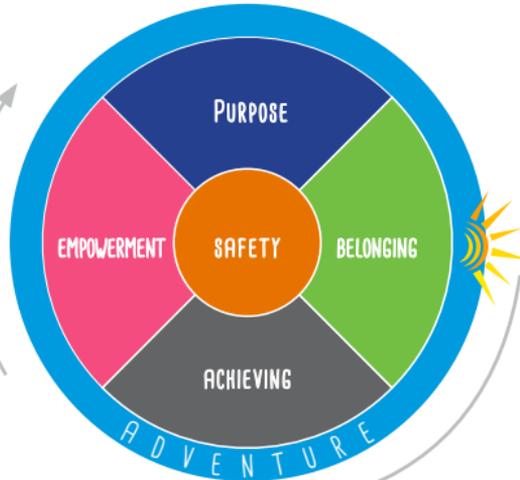
gives meaning to life and helps us to feel valued

EMPOWERMENT

helps us to make decisions and take responsibility

SAFETY

Feeling SAFE is central to resilience



BELONGING

helps us to feel connected and settled in our community

ADVENTURE

We can be ADVENTUROUS when we feel safe

ACHIEVING

helps us to build confidence and understand our skills and talents

BELONGING

Feeling connected to others, accepted, understood, valued, and loved

It helps us feel safe and secure, develop trust in others and helps to increase our confidence



ACHIEVING

Experiencing and celebrating success, playing, learning, and sharing skills with others

Creates a feeling of satisfaction and helps to build our confidence and feel good about ourselves



EMPOWERMENT

Being listened to, having some choice and control (age appropriate)

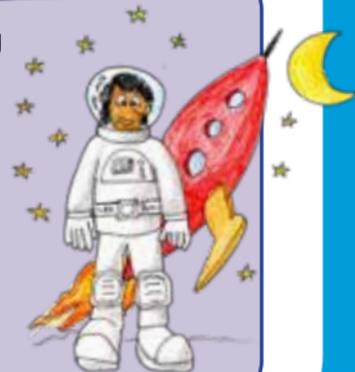
Knowing our opinions are valued and that we have some control over our lives builds confidence to make decisions and reduces anxiety



PURPOSE

Helping others, contributing to the community, and feeling valued

Gives us a reason to do something for ourselves or others. It enables us to show generosity and give service to others



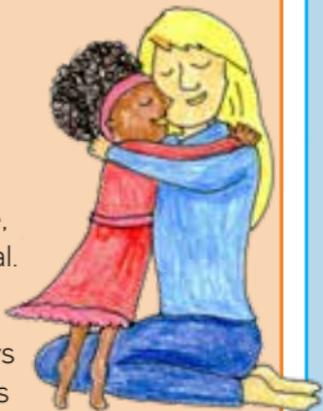
SAFETY

Physical safety - food, shelter, physical safety

Emotional safety - have love and kindness

Free from blame, shame, sarcasm, and disapproval.

Helps us to feel secure and develop healthy ways to cope with tough times



ADVENTURE

Courage to try new things, take age-appropriate challenges and risks.

Be curious and creative

Creates a sense of joy and excitement and improves wellbeing. Helps us to keep going when something gets hard



We all have things that help us day to day to feel well and be resilient; we call these developmental needs: **BELONGING, ACHIEVING, EMPOWERMENT** and **PURPOSE**. When these needs are met we have greater feelings of **SAFETY** and **ADVENTURE**.

BELONGING

things to try

- ☑ Meet with other parents
- ☑ Arrange play dates with other children
- ☑ Help your child to play with other children
- ☑ Say hello and goodbye every time you leave and see your child again
- ☑ Copy faces your child makes and things your child does
- ☑ Go to different places together and with others
- ☑ Attend community groups or events with your child



BELONGING

day to day

Build your relationship through play

Say "Hello!"

Say "Good bye!"

Connect

Introduce your child to others, talk about friends and family, remembering things about them



Look

Tell your child where you are looking, name things

Ask your child to look around them. What do they see?



ACHIEVING

things to try

- ✓ Congratulate your child for trying something, even if they don't succeed
- ✓ Give them a reason why they have done well – e.g. "I like the way you tried to balance"
- ✓ Help them to learn a new skill - physical activity, cooking
- ✓ Repeat action songs
- ✓ Give your child a job - chopping food, sorting food
- ✓ Encourage your child to play, do an activity alone - with you watching nearby
- ✓ Help your child to problem solve without doing it for them
- ✓ Visit the library



ACHIEVING

day to day



Play

with your child,
show them how to
play and have lots
of fun

Let your child
play on their
own and try
new things

Talk

to your child,
explaining things
and what is going
on. Respond to
them when they
communicate with
you

Let your child
communicate with
you, using language
or noises



EMPOWERMENT

things to try

- ☑ Watch your child - what do they do, how do they communicate with you?
- ☑ Give your child choices (e.g. what pair of shoes today – 2 options)
- ☑ Give them small bits of information
- ☑ Explain things in steps and give them time to respond
- ☑ Show you've listened by talking about something they told you earlier
- ☑ Allow them times to not be with you
- ☑ Help your child to develop skills and talents, learn to do things their own way



EMPOWERMENT

day to day



Show

your child how to do something or how things work

Encourage your child to show you things, or find things

Let your child try something alone. Give them time to work it out.

Try

Support your child to try something new with your help



PURPOSE

things to try

- ☑ Encourage and show your child how to help people
- ☑ Help your child to notice other people being helpful to them and to say thank you
- ☑ Help your child to recognise their interests, skills and talents
- ☑ Talk about and encourage them to do things that they like
- ☑ Give them jobs they can do well
- ☑ Encourage your child to share and play with other children
- ☑ Talk with your child about the jobs people do that help the community – shop keeper, nurses, bus driver, police etc



PURPOSE

day to day



Helping

Be helpful, kind and generous when you can

Allow your child to help you and others (age appropriate)

Thankful

Be thankful and show you are thankful

Ask your child to say things they are thankful for

Share with your child things you are thankful for



SAFETY

day to day



Explain

to your child how and where they need to keep safe and why

Help your children to recognise how they feel. Are they hot or cold? What can they do about it?

Ask your child to tell you what they must do to keep safe if the task is a bit risky

Check

Has your child got the right clothes on for the weather?

Check that your child is wearing the right clothes and shoes to play and have fun!



ADVENTURE

day to day

**Build your
relationship
through play**

Help

your child to have courage to try new things safely, with support – and to also know their limits

Allow your child to play their own way – try new things, get messy and be messy
BE CREATIVE

Let your child experience different textures. (Food and objects)

Touch

Describe how things feel- hot, cold, smooth, hard etc





*to support your child to
build resilience*

*6 specific things you can try to
support your child*

HOLDING IN MIND

CO-REGULATION

SELF-REGULATION

EMOTION COACHING

HELPING NOT FIXING

MAKING AND BREAKING

6 WAYS

1

HOLDING IN MIND

Thinking about what they need and remembering them

2

CO-REGULATION

Doing things together and responding to each other

3

SELF-REGULATION

Learning to manage strong emotions for ourselves

4

EMOTION COACHING

A helpful framework to teach children to manage strong emotions

5

HELPING NOT FIXING

Helping children to find solutions when things don't go to plan

6

MAKING AND BREAKING

Learning that things and relationships can break and we can find ways to repair them

WAYS

support your child by:

HOLDING IN MIND

*If they are going to be somewhere without you
– prepare them*

Night before

Talk
about

What is happening tomorrow
(Do this at teatime or bedtime)

Things like...

- ✓ Going to nursery, Family Hub, play group, park, shopping
- ✓ Seeing Nanny/Grandad, friends
- ✓ Having fruit, lunch, story times
- ✓ People who say nice things about them, care or like them

Morning or just before

Remind them about

- ✓ What's happening today
- ✓ Adults /friends who care about them
- ✓ Things adults/friends have said about them that shows they care
- ✓ **Who** will be collecting them and **when**

Let your child know that you think about them, and they are important



HOLDING IN MIND

If they are going to be somewhere without you – prepare them

When you collect them:

Ask about their day

- What they did
- What games they played
- What fruit they had
- How they got on with something you talked about earlier
- Did they play outside

Listen to them...

Notice what your child is doing, look for signs of:

- Tiredness
- Hunger
- Sadness
- Anxiety

...and respond



support your child by:

CO-REGULATION

To develop healthy communication and relationships

Connect with your child by moving and doing together:

- ✓ **Do things with actions together**... row the boat, tidy up, pairing socks, folding towels, plant/cook/carry together
- ✓ **Connect with your child** – mirror and copy what your child does
- ✓ **Play with your child**, get them to stand on your feet and walk with them



support your child by:

CO-REGULATION

To develop healthy communication and relationships

Connect with your child by 'playing' with words together:

- ✓ **Sing nursery rhymes together**, rhymes with actions – e.g. Insy Winsy Spider
- ✓ **Look at books** with rhyming words– encourage your child to say the rhyming words
- ✓ Encourage your child to point to the words as you read together



support your child by:

SELF-REGULATION

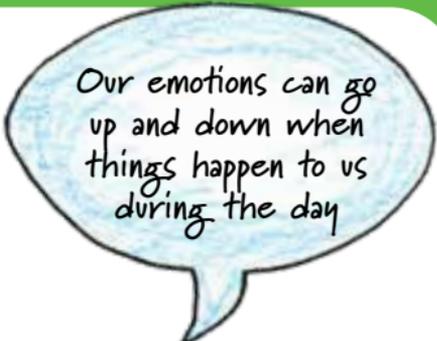
Helping your child to be calm when upset or over excited and be ready to be curious and interested

Soothe when

- ✓ They are getting **upset** or **over-excited**
- ✓ They **look away/cry/kick** or hit out
- ✓ They are **quiet, not joining in**

If your child is too stimulated – to soothe...

- ✓ **Engage** – check how they are
- ✓ **Listen** and respond
- ✓ **Relax** and respond with a soothing voice
- ✓ **Touch** – cuddle, rock and stroke



Our emotions can go up and down when things happen to us during the day

Things that help to soothe:

- ✓ Breathing
- ✓ Stroking
- ✓ Counting rhymes
- ✓ Rocking
- ✓ Patting
- ✓ Music (calming)
- ✓ Swinging and hanging
- ✓ Climbing
- ✓ Pushing or carrying
- ✓ Sucking (water from sports bottle)
- ✓ Crunching, chewing

support your child by:

SELF-REGULATION

Helping your child to be calm when upset or over excited and be ready to be curious and interested

Stimulate

if they are not engaging with activities or conversation.

Watch your child
— are they ready
to learn and
engage?

Do they
need
stimulation?

Things we
can do that
stimulate:

- Talking
- Spinning
- Playing
- Hopping
- Teaching
- Jumping



support your child by:

EMOTION COACHING

A conversation to support your child when they need soothing

- 1. Name the emotion**
Not the behaviour
- 2. Acknowledge and validate how they are feeling**
so child relaxes and knows it is normal
- 3. Set limits - if needed**
Quietly explain what is not acceptable and why
- 4. Offer guidance**
Once settled and calm

Based on American Psychologist John Gottman's Emotion Coaching



EMOTION COACHING

A conversation to support your child when they need soothing

Give your child time to recover from the upset. Kindly and calmly be clear on any limits your child needs to follow to avoid hurt to others and themselves

1. Name the emotion

e.g. 'I wonder if you are feeling **frustrated** because we have to go home.'

Try to use a range of words more than happy and sad, e.g. joyful, sad, disappointed, nervous, excited, disgusted

2. Acknowledge and validate how they are feeling

e.g. 'I think most people would find that... **frustrating/ exciting/ disappointing...**'

You can change the 'most people' to 'some people/ lots of people/ I would find that...'



3. Set limits

e.g. 'I know it's difficult when... but it is not okay for', 'I know you feel..... but...(hurting/hitting/shouting) is not kind to others.'

4. Offer guidance

e.g. 'What do you think we could do about...?', 'I am wondering how we make things better...what if we....', 'Help me to think of a good way to move this forward..'(See Helping NOT Fixing card)

support your child by:

HELPING NOT FIXING

For some activities try to help your child rather than fix or do things for them. It helps them to build a sense of control and ownership

Helping

Supporting your child to find a solution for themselves

This can build children's confidence that they can work things out for themselves

Fixing

Doing it for your child

This can lead to children losing confidence in their ability to work things out for themselves



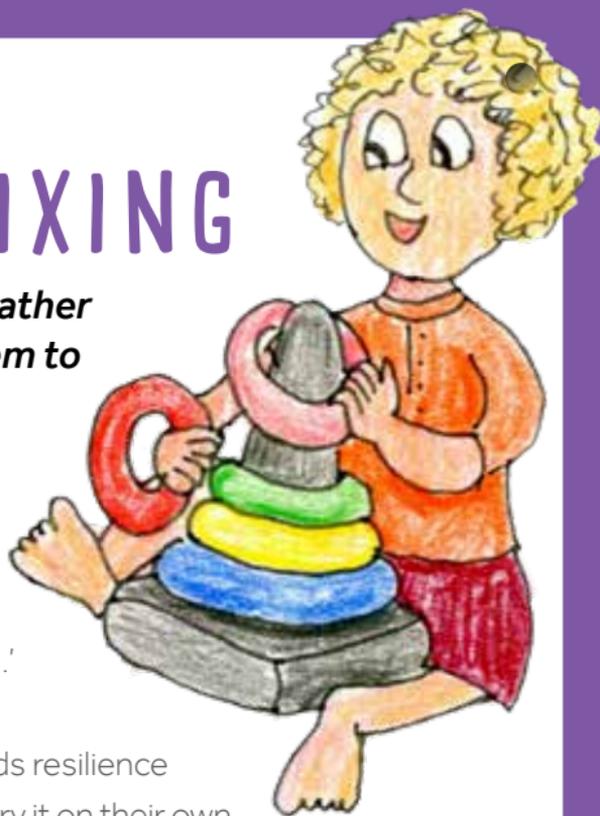
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HELPING NOT FIXING

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You can help them by

- ✓ **Asking:** 'What do you think we could do...'
- ✓ **Finding solutions together** 'What if we tried...'
- ✓ **Letting them play** or do an activity their way
- ✓ **Remembering** that a 'little bit of struggle' builds resilience
- ✓ **Teaching** your child something, then let them try it on their own
- ✓ **Allowing** them to try safe challenges
- ✓ **Being curious**, ask your child questions 'Can you tell me about..'



support your child by:

MAKING AND BREAKING

Helping your child to manage challenges and situations, creating a feeling of security and safety



'Making and breaking' is an important way to help children know that when things break or change, they can survive, and things can often be repaired or built again differently.

Show

your child how to **repair relationships** and **objects** when **things break**

We can repair relationships by our **actions**, by talking about what happened and by saying sorry

Today we...

I really like how you... because...

Help

your child talk about things they have done at home or with others

MAKING AND BREAKING

*Helping your child to manage challenges and situations,
creating a feeling of security and safety*

Give step by step
instructions for
activities that may
be challenging.

Puzzles and models

Let your child use puzzles or make models out of construction toys or empty boxes, break them up and make them again

Help

your child find ways
and words to repair
relationships with
friends and family

What can I
do to sort
it out?

How could
I not do it
again?

Sometimes it
helps when
we say 'sorry'







Supporting children and their families to live resilient and stable lives

Part of the Resilient Homes and Families programme, written by the Anchor Approach, in collaboration with Family Hub staff. This will support parents and carers to develop healthy, strong and secure attachment relationships with their children, to build resilience and increase wellbeing within themselves and their families.



Haringey
LONDON