



PARENT INFORMATION

MOVING FORWARD: RESILIENCE MODULE

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.” - Peer Support Australia, 2012

Skills

Moving Forward focuses on developing the following skills:

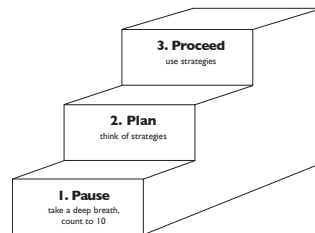
- planning
- resilience
- coping
- communication

All children benefit from their participation in Moving Forward by:

- identifying their personal qualities and strengths
- acknowledging their achievements
- identifying the people in their lives who provide support
- utilising a 3 step model
- developing a range of coping strategies
- 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

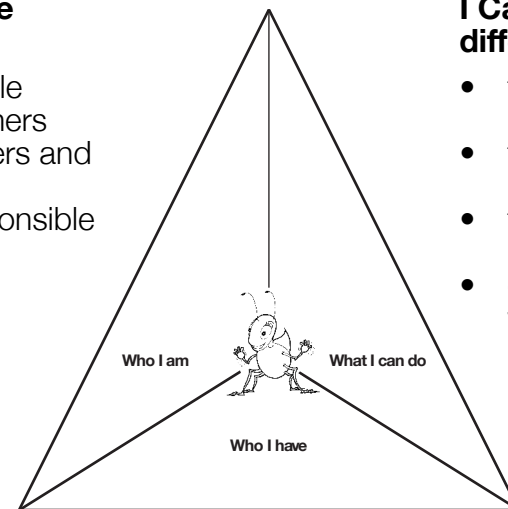
Resilience can be developed within children through the recognition of their qualities and strengths (I am), the protective factors already present in their lives (I have) and by providing opportunities to develop a range of skills and coping strategies (I can). To overcome challenges, children draw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

I Am - a worthwhile person

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

I Can - make a difference

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



I Have - people who I trust who support me

- show me how to do things
- want me to learn to do things on my own
- help me when I need
- keep me safe

What does research tell us about resilient children?

Children who are resilient:

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

"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 protective factor in their own lives and friendship and socialising are the most important factors in liking school.

The following protective factors assist in developing resilience in young people.

Environmental	Personal skills and beliefs
<ul style="list-style-type: none">• feeling connected• feeling cared for and supported by adults• having a sense of belonging and worth in their family• having one caring adult outside the family unit• being involved in community life	<ul style="list-style-type: none">• knowing how to think helpfully and optimistically• having skills for resourcefulness and adaptivity• demonstrating competence in social skills• being emotionally literate• having a healthy self esteem

Family Strengths

The following can enhance family resilience:

communication	togetherness	sharing activities	affection
support	acceptance	commitment	resilience

What can parents do to promote resilience?

Children should see mistakes as a basis for learning - too much protection from disappointment and failure may not give children the chance to learn how to deal with their mistakes or difficult situations.

Parenting SA

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

What is the Peer Support Program?

The Peer Support Program provides a fun and engaging environment for young people to address social issues. Modules are designed to equip children with skills to deal proactively with life experiences. The Peer Support Program promotes wellbeing, which encourages positive relationships, connectedness and a sense of responsibility.

How does the Peer Support Program work?

Trained Year 6 Peer Leaders, supervised by a teacher, facilitate structured activities with multi aged groups of 8-10 students.

Briefing and debriefing sessions, led by teachers, take place before and after each session.

Modules consist of 8 x 30 minute sessions, conducted weekly, once a year.

Peer Support Australia provides school communities with an evidence based, peer led approach to enhance the mental, social and emotional wellbeing of young people.



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