

Poster of ten resilience tools



Building Resilience



CHALLENGE
YOUR MINDSET

Key messages:


- 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

Promoting Emotional Health & Well-being

Be Resilient Launch Assembly (first six slides)

Be Resilient Launch Assembly

Building Resilience



BE RESILIENT

Launch Assembly


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Building Resilience

Be Resilient


'A boat is safe in the harbour, but that's not what boats are for.'

(John A Shedd)



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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

Promoting Emotional Health & Well-being

Building Resilience




Everyone goes through ups and downs in their lives



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The River of Life


Sometimes we can describe the ups and downs of life as being like a river.

The river of life takes everyone on a different journey, each one full of expeditions and adventures.

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Sometimes we will find ourselves in calm waters



When the river is calm, it is easy to enjoy the journey.

When this happens in life, we feel like everything in our lives is going smoothly.

Promoting Emotional Health & Well-being

Keep Connected sample of First Level classroom activities

Building Resilience Promoting mental, emotional, social and physical health and wellbeing

Unit 2		Keep Connected		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
<p>Belonging to a group can be a good way to build friendships</p>	<p><i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i> HWB 1-14a</p> <p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 1-08a</p>	<p>I take part in group activities</p> <p>I know that getting along with others involves cooperation</p> <p>I am learning how to help myself if I feel alone or left out</p>	<p><u>Find Someone Who</u> Use the Find Someone Who resource provided. Give each child a copy of the grid. Ask the children to find a different person to match each of the descriptions on the grid. Have them ask each person to sign their name in the relevant box.</p> <p><u>Cooperative Drawing</u> Agree on a theme for the drawing, eg a garden, a playground, a creature from outer space. Organise the children into groups of four. Give each child a sheet of paper. Invite them to begin their own drawing. After a few minutes give a signal. On the signal they must pass the drawing to the next child on their right side. They must continue the drawing until they hear the signal. Continue until each child gets their picture back. Discuss how difficult it was to cooperate and trust others to continue your work.</p> <p><u>The Boy Who Built a Wall Around Himself</u> Read <i>The Boy Who Built a Wall Around Himself</i> by Ali Redford. The book explores the story of 'Boy' who built a wall to keep himself safe. Behind it he felt strong and more protected. Then Someone 'Kind' came along. She bounced a ball, sang and painted on the other side of the wall, and 'Boy' began to wonder if life on the other side might be better after all. The book uses a simple metaphor to explain how children can build barriers between themselves and other people.</p> <p>Use the book to stimulate discussion, art work and drama.</p>	<p><u>Circle Time Activities</u> This week I helped ... This week I was helped by ...</p> <p><u>Cooperative Activities</u> Use group time to create a positive feeling of wellbeing, eg creating a class storm using tapping, clapping etc.</p>