



**Educational Psychology
& Wellbeing Services**

Resilience Activity Book

A Resource Pack for Parents & Caregivers



THIS PAGE IS INTENTIONALLY BLANK FOR DUPLEX PRINTING.

Table of Contents

Competence	5
Activity 1: Compliment Post-it Cards	6
Activity 2: Getting to know yourself	7
Confidence	10
Activity 3: Learning a new skill.....	11
Activity 4: Highlight Achievements	14
Connected	16
Activity 5: The Connected Tree	17
Activity 6: My relationships	18
Character	21
Activity 7: Explore Nature	22
Activity 8: Thankfulness Tree	25
Activity 9: Random Act of Kindness	27
Contribution	29
Activity 10: Recycle – Bottle Bugs	30
Activity 11: Donate Clothes.....	31
Coping	32
Activity 12: Self Soothing	33
Activity 13: Muscle Relaxation.....	35
Activity 14: Mindfulness	36
Control.....	37
Activity 15: Grit Interviews	38
Activity 16: Famous Role Models.....	40
Activity 17: The Hard Thing Rule	42

About the Resource

This resilience pack was developed to provide practical and fun ideas for parents and caregivers. It provides simple activities caregivers can use at home to encourage children to feel more resilient.

The activities are based on the Resilience Framework, 'The 7 C's':

- Competence
- Confidence
- Connected
- Character
- Contributed
- Coping
- Control

By using some of the ideas and activities in this pack, we hope that parents will be able to boost their children's resilience, so they will be able to better cope with the challenging aspects of school and day-to-day life.

This resource was adapted from *Hart, Blincow and Thomas, 2007* and Chelsea Lee Smith '*25 Ideas For How You Can Teach Your Kids Resilience*'.

Competence

QUICK PROMPTS

- Help your child build up their independence by trying new things they initiate, such as climbing at the playground or opening a container, even if you think it is “too hard” for them.
- Resist the urge to run to your child’s rescue immediately, e.g. when you see them having trouble putting on clothes or feeding themselves.
- When your child wants to find something, let them look for it.
- Teach your child how to be responsible for their own clothes as early as you can. Teach them to sort, wash, hang them out to dry and put them away.

Activity 1: Compliment Post-it Cards

Approximate time: 5 minutes

Materials: Post-it Note and Pen

Aim/outcome: Highlight your child's strengths by writing them on a post-it note and surprising them. This will help your child to be more aware of their strengths.

Activity:

- Write a post-it note for your child complimenting them on their strengths. Compliment things like:
 - Their character – When demonstrating honesty, kindness, reliability, trustworthiness
 - Obedience and Respect - “I don’t always remember to tell you, but you are awesome, and I appreciate the way you treat people.”
 - When they put in a lot of effort
 - When they achieve something new
 - Steps they’ve taken towards a long-term goal
 - Simply, the strengths that you observe - You are so creative!
- Keep your delivery random so that it’s always a novel and pleasant surprise!
- A good time to deliver post-it notes are:
 - Morning – Start the day off positive!
 - In their lunch box – Gives them a positive uplift for the afternoon

Tips:

- Praise process instead of the outcome. Compliment things such as hard work, the process they use to reach goals and traits like perseverance and dedication.
- Praise characteristics such as how strong and kind they have been.
- Make sure your compliments are sincere. The goal is to make praise meaningful and show your child the traits you value to instil competence and help them build upon them.
- Don’t over-praise. Over-praising can lead to more harm than good by lowering the bar. If a child is told they’re already doing a fantastic job, they’re less likely to feel the need to try and push themselves.

Activity 2: Getting to know yourself

Approximate time: 20 minutes

Materials: Activity Sheet 1

Aim/outcome: To encourage children to know themselves and help them develop a sense of awareness of who they are and help them feel good about themselves.

Activity:

- Encourage your child to answer the questions in Activity Sheet 1
- The questions will encourage them to think about things they like and dislike as well as how they see themselves
- Make the activity fun. If your child is stuck on a question, don't worry just move onto the next question and come back to it! – The aim of the exercise is to encourage them to get to know themselves.
- Confirm that everyone is different and that no one will have the same answers and it is good to have different answers and to grow and develop as individuals.

Tips:

- You can turn this activity into a joint activity where you interview each other and find out what each other thinks about themselves.

Activity Sheet 1 - **Getting to Know Yourself**

My favourite food is.....

My most favourite lesson is.....

The person I would like to get stuck in a lift with is.....

My most special memory is of.....

The best present I could get is.....

The best time of the day for me is.....

My favourite clothes are.....

The best holiday I've had was.....

I love weather when it is.....

My most treasured possession is.....

My favourite DVD is

The sport I like to play most is.....

My favourite animal is.....

The best book I have read is.....

My favourite hobby / activity is.....

My favourite piece of music is.....

My lucky number is.....

The pet I would most like to have is.....

I am good at.....

I look like.....

The bravest thing I have ever done is.....

The most exciting thing I have ever done is.....

If I could change one thing about myself, it would be.....

I am not very good at.....

It is a real treat for me to

My best friend is.....

When I need a hug, I go to.....

The best thing about school holidays is.....

The worst thing about being ill is.....

When I am ill I like to.....

The worst thing that happened to me this year was.....

The best thing that happened to me this year was.....

I feel really sad when

I feel so angry about

If I had three wishes they would be

When I am happy I

When I am angry I like to.....

I would like to spend a day with

I like to day dream about

If I were a parent I would

If I had special powers I would

If I were a musical instrument I would be a.....

If I were invisible for a day I would.....

Confidence

QUICK PROMPTS

- Teach your child to identify struggles as challenges to overcome and not things to avoid. Teach them phrases such as “every challenge makes you stronger” to nurture this outlook.
- Allow your child to experience the extremes of temperature by dressing accordingly, not hiding away from the weather.
- Introduce new experiences to your child which will help them step outside their comfort zone, such as playing with children who speak another language and trying new foods.

Activity 3: Learning a new skill

Approximate time: 20 minutes

Materials: Pen and Paper or Stickers and Activity Sheet 2

Aim/outcome: To build self-esteem and provide children with the opportunity to demonstrate their competence and feel that their contribution is valuable.

Activity:

Using Activity Sheet 1:

- Either use the sheet provided or discuss the different skills your child could develop and write them on the activity sheet
- Discuss why they would like to develop these life skills and why they are important
- Plan and breakdown into achievable small steps how they plan to develop this life skill
- When your child has demonstrated this skill 3 times they can either circle the skill or place a sticker on the skill to show they have completed it
- Once your child has completed a line of three skills they can choose a treat. Treats should be decision-based and not material, for example:
 - Get to choose a film for the family to watch at the weekend
 - Get to choose what to have for dinner that night

Tips:

- Make sure that the skills that are chosen are achievable
- Teach your child how to do the skill by making the experience fun. This will help them to be more engaged and motivated to learn more skills
- Praise the achievement of each skill

Activity Sheet 2 - Example - Life Skills Achievement Chart

Using this Handout: Circle or place a sticker on the new skills your child has developed. Once they've achieved a line they get their treat! Make adjustments to the skills as you see fit.

Make a cup of tea	Set the table for dinner	Feed and water your pets
Wash your clothes	Get your school bag ready	Help someone
Put the family shopping away	Put your clean clothes away	Get up & go to school
Bake a cake	Make a packed lunch	Plant and grow seeds
Make a Sandwich	Know what number to call in an emergency	Ride a bike
Use a vacuum cleaner	Load and turn on the dishwasher	Brush your teeth morning and night
Empty the rubbish bin	Do homework on time	Tie shoe laces

Activity Sheet 2 - Life Skills Achievement Chart

[illegible]

Activity 4: Highlight Achievements

Approximate time: 20 minutes

Materials: Pen or coloured pencils and Activity Sheet 3

Aim/outcome: To encourage your child to feel good about what they have achieved and use what they have achieved as a way of helping them cope with stress and adversity

Activity:

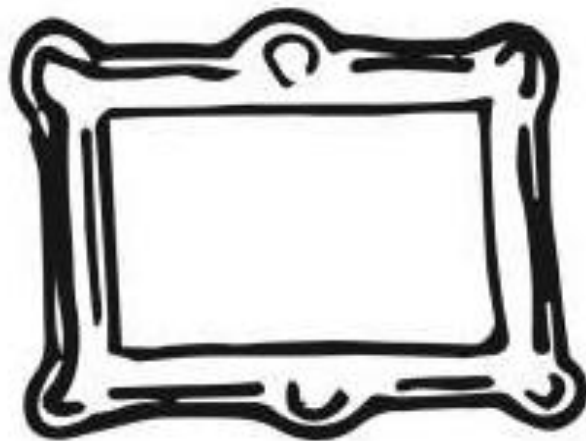
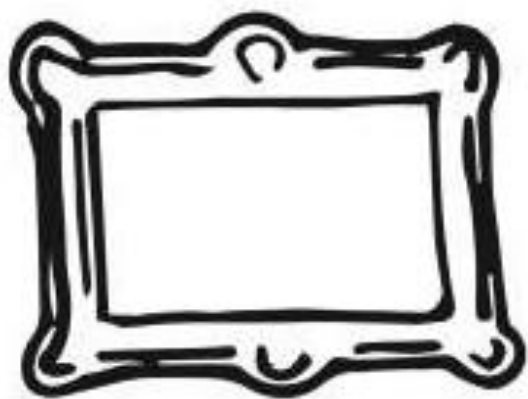
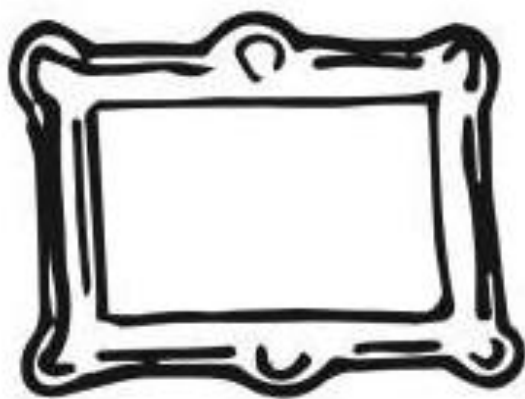
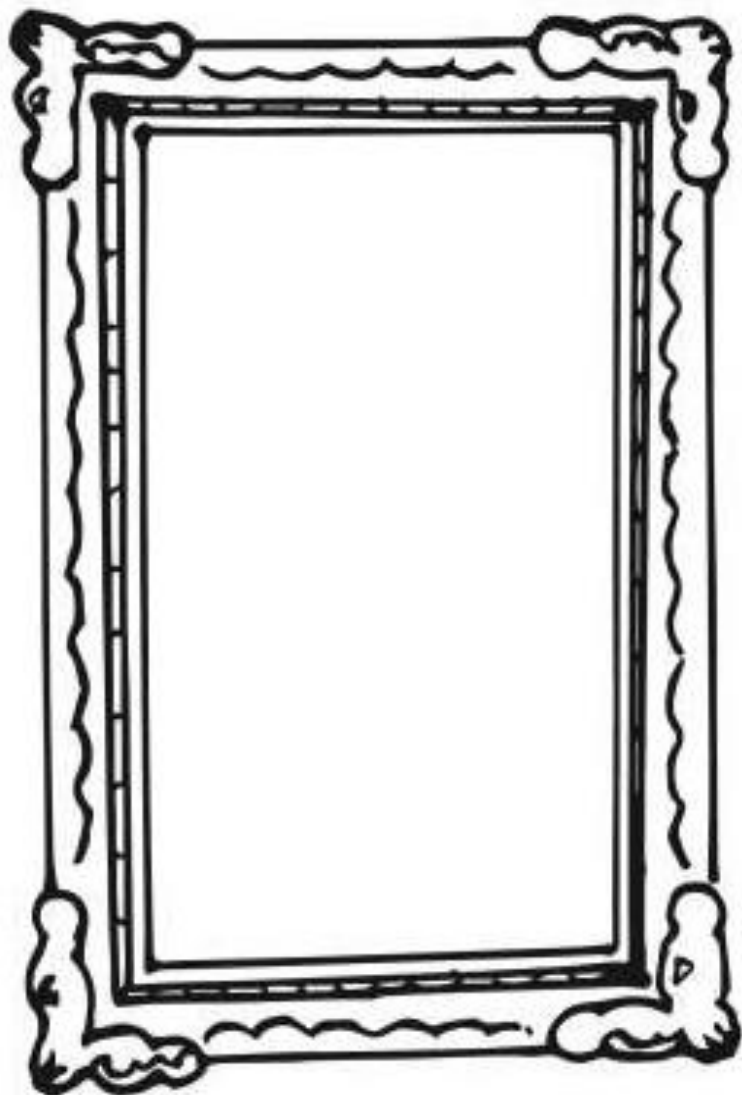
Using Activity Sheet 2:

- Ask your child to make suggestions of the things they have achieved in their lives
- Give the handout to your child and help them to write in the picture frames all the things they have achieved
- Try to get your child to write as many things as possible
- Things they have achieved can be: Cooking a meal, writing and sending a letter, a skateboard trick, passing a first aid course, going through a whole week at school without being late...
- Ask your child:
 - Whether they think it is easy to write down their achievements
 - Are there achievements they feel proud of?
 - How and why does remembering their achievements help them to cope when they feel stressed and worried

Tips:

- Remind your child that remembering achievements help them to remember that they are able to do whatever it is they put their mind to
- Hang the completed activity sheet up in the house to reinforce their achievements and show them that you are proud

Activity Sheet 3 - Highlight Achievements



Connected

QUICK PROMPTS

- Give your child many opportunities to share their belongings and their food, by inviting guests over and setting up ways they can be generous.
- Remind them of the connections they have, such as to family, friends, neighbours, school staff and clubs.
- Try to remind them of their connections when you can. E.g. when they're finding something difficult, wonder aloud what one of their connections might do (a connection they hold in high regard).

Activity 5: The Connected Tree

Approximate time: 20 minutes

Materials: A3 or A4 paper, crayons and a pen

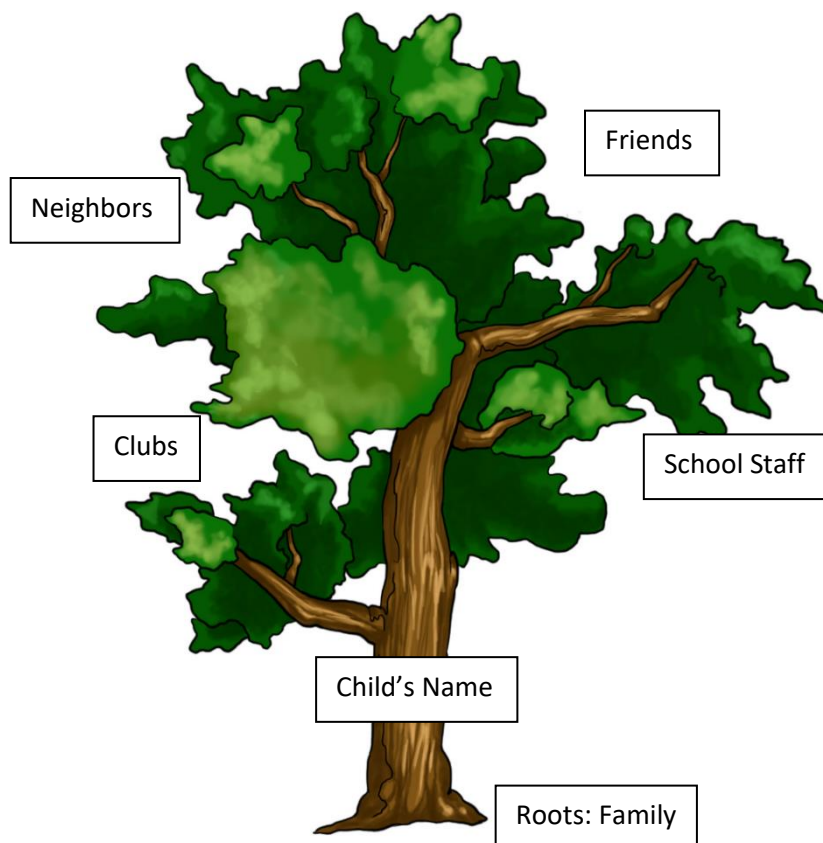
Aim/outcome: To create a family tree that shows your child how they are connected to many different caring people

Activity:

- Draw a tree together
- Write your child's name in center of the tree trunk
- Write your family in the roots, then extended connections such as friends, neighbors and school staff in the branches and leaves
- Whilst talking about each person, remind them of how they are connected to them
- Display the tree somewhere it can be seen
- Refer back to the connected tree when you can to reinforce your child's feeling of physical safety, support and emotional security

Tips:

- When your child feels worried or stressed, refer back to the people on the tree to remind them of their positive relationships.



Activity 6: My relationships

Approximate time: 20 minutes

Materials: Pen and Activity Sheet 4

Aim/outcome: To consider why it is important to have good relationships and why it is important to maintain them. Keeping relationships going can help children have a sense of stability and constancy in their lives and this in turn will help them feel more resilient.

Activity:

Using Activity Sheet 3:

- Ask your child why they think relationships are important
- What relationships have they had for a long time?
- What good relationships do they have in their lives: e.g. Mum, Dad/ Grandparents, Neighbour, Corner shop worker, Youth worker.
- Using Activity Sheet 3 ask your child to think of two important relationships they have in their lives and to answer the following questions:
 - Name an important relationship in your life and say what role that person has?
 - Consider what they need to do to maintain and keep a good relationship going?
 - What can they do to make it a good relationship?

Extra Activity

- Pretend that an alien just landed on earth and it wanted to make and keep new friends. Ask your child to write a list of instructions on how to maintain good relationships with friends and family.

Tips:

- Really highlight that they have positive relationships in their lives. This will help to build resilience and reaffirm that they have positive and supportive relationships.

Activity Sheet 4 - **My Relationships**

Using this Activity Sheet consider why it is important to have good relationships in your life and why it is important to maintain them.

Important relationship:	
Role they have in my life:	
Why they are important:	
How can I maintain this relationship and keep it going?	
What can I do to make it a good relationship?	

Important relationship:	
Role they have in my life:	

Why they are important:	
How can I maintain this relationship and keep it going?	
What can I do to make it a good relationship?	

Character

QUICK PROMPTS

- Encourage your child to maintain a positive attitude about chores or homework by teaching them creative ways to find fun in work.
- Remind your children to do their best in school work, even if it means taking longer than they would like or staying up a bit later than normal.
- Require that responsibilities be completed even when your child does not feel like it, such as making beds, taking a bath, feeding the pets, and brushing teeth.
- When your child really wishes they had something, teach them to be grateful and find the best in whatever situation they are in.
- Let your child own their feelings, even if they are challenging, by not belittling the emotions but giving them a way to maintain perspective through phrases such as “Every challenge makes me stronger” or “A rainbow will come after the storm.”

Activity 7: Explore Nature

Approximate time: 45 minutes

Materials: Activity Sheet 5

Aim/outcome: Build an appreciation for the world and living 'in the moment'. Allow time to explore & be stimulated by nature. Play & exploration through nature develops resilience through building relationships, exploring & noticing things they wouldn't necessarily stop to appreciate otherwise.

Activity:

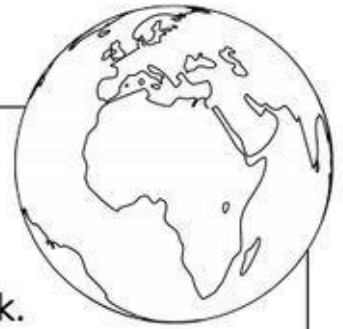
Using Activity Sheet 4:

- Arrange time to go for a walk together - somewhere that has woodland
- Talk to your child about the adventure they're going to go on. Explain that you're going on a nature hunt
- On the walk, see if you can spot the things on your nature checklist
- If you find something that isn't an animal ask:
 - What does it smell like?
 - How does it feel?
 - What do you think about the way it looks? Is it weird? Is it cool?
 - Does it make a sound?
- If you don't spot everything on the checklist, see if you can find them on your next nature walk!

Tips:




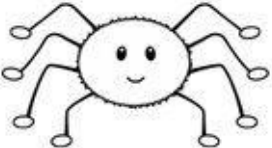



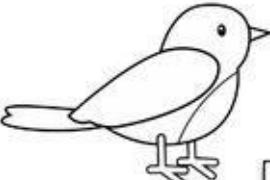
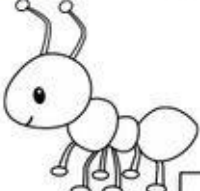






- Don't rush the nature walk. Let your child immerse themselves in nature and enjoy your quality time

Name: _____






















Nature **WALK**

Directions: Check off the items you find on your walk.

 dirt <input type="checkbox"/>	 leaf <input type="checkbox"/>	 flower <input type="checkbox"/>
 spider <input type="checkbox"/>	 butterfly <input type="checkbox"/>	 mushroom <input type="checkbox"/>
 worm <input type="checkbox"/>	 bird <input type="checkbox"/>	 ant <input type="checkbox"/>
 bee <input type="checkbox"/>	 squirrel <input type="checkbox"/>	 sprout <input type="checkbox"/>
 tree <input type="checkbox"/>	 cloud <input type="checkbox"/>	 grass <input type="checkbox"/>

SCAVENGER HUNT

			
Smooth Rock	Rough Rock	Green Leaf	Dry Leaf
			
Pine Cone	Wildflower	Tree Bark	Tree Branch
			
Weed	Running Water	Flying Insect	Crawling Insect
			
Frog	Lizard	Bird	Mammal
			
Spider Web	Bird Feather	Animal Tracks	Animal Hole

Activity 8: Thankfulness Tree

Approximate time: 20 minutes

Materials: Paper, Old magazines/Activity sheet 6, Pens, Cardboard tube

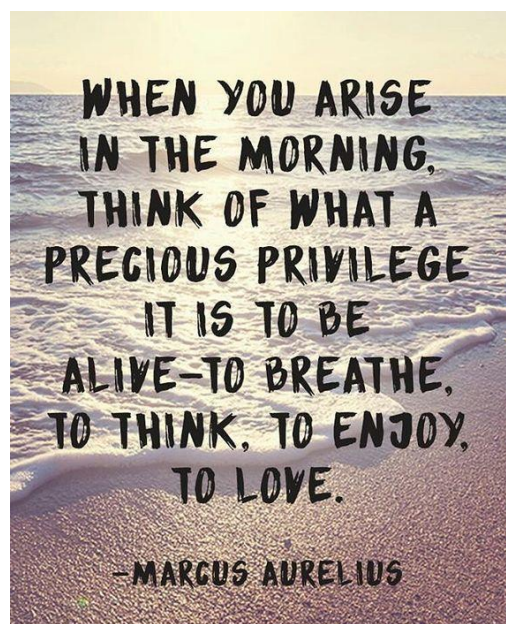
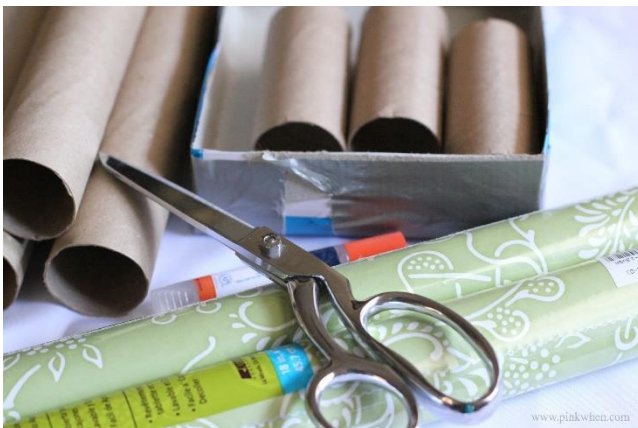
Aim/outcome: To realise that they have things to be thankful for and appreciate the things that they have in their lives.

Activity:

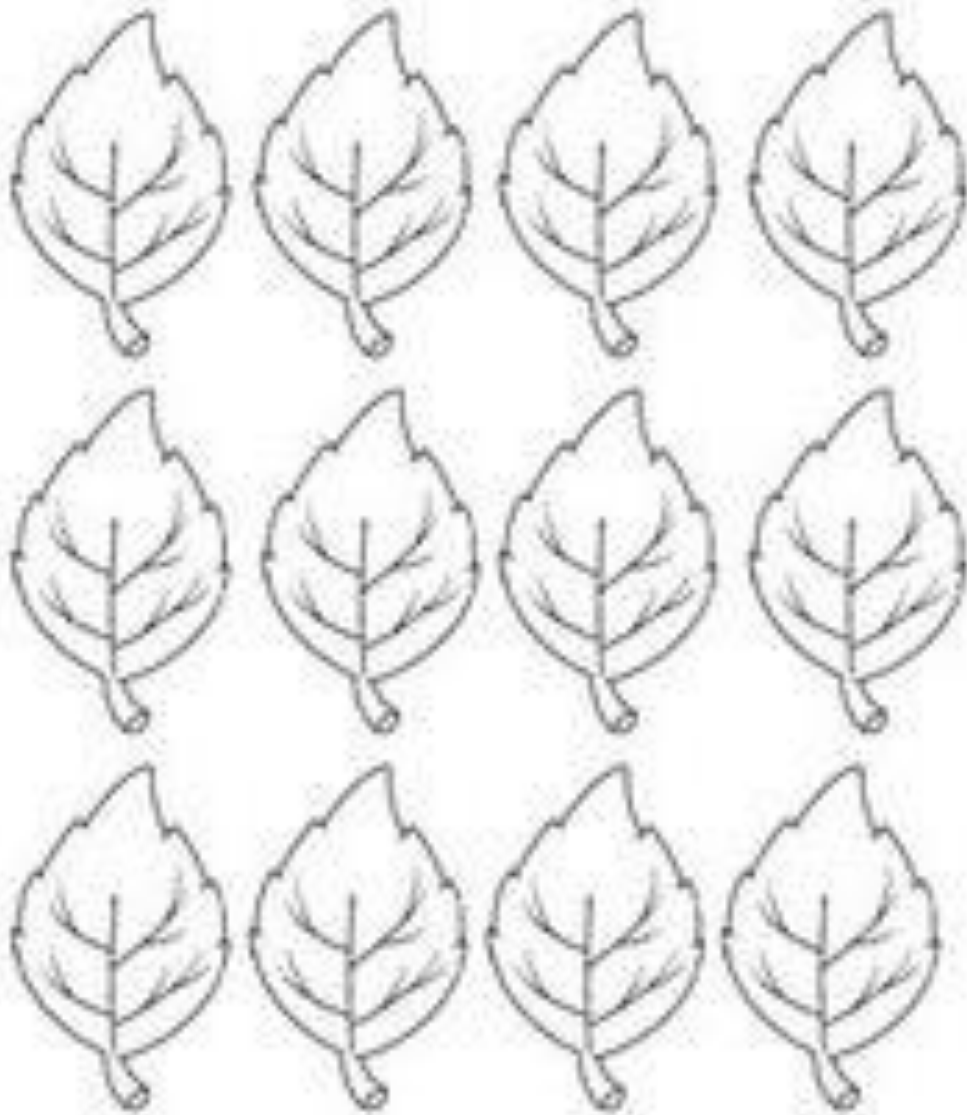
- Start by making a tree together
- Using paper or a cardboard tube make a 'trunk' for your tree
- Cut out colourful leaves using paper or pages of old magazines
- Have each family member write something they are thankful for on each leaf
- Each week add another set of leaves to the tree

Tips:

- Make adding a leaf to the thankfulness tree a weekly routine. Either start or end the week with a thankfulness leaf.



Activity Sheet 6 - Thankfulness Tree Leaves



HANDMADE by *[Signature]*

Activity 9: Random Act of Kindness

Approximate time: 5 minutes

Materials: Activity Sheet 7

Aim/outcome: Nurture the understanding and value that being kind is important to make ourselves and others feel good.

Activity:

Using Activity Sheet 6 to help you:

- As a family, pledge to do one random act of kindness a day. These can be small, for example: I picked up a toy someone dropped today
- Find out what each other did that day over the dinner table
- Ask questions such as:
 - How did that make the other person feel?
 - What was their reaction? Did they smile?
 - How did you feel when you did your random act of kindness?
- If you haven't done a random act of kindness that day, be honest! There are plenty more days available to be kind

Tips:

- Praise and congratulate random acts of kindness to reinforce them.

Random Acts of Kindness

1. Smile and say hello to people you pass for a whole day.	2. Help pack the shopping bags at your local supermarket.
3. Say good morning to your class teacher, head teacher and classmates.	4. Make your family breakfast in bed.
5. Hold a door open to let someone else through first.	6. Invite someone new to play with you.
7. Make a handmade card and write a kind message or quote in it and give it to a stranger.	8. Give/loan a friend a book you have finished reading and enjoyed.
9. Help someone with a chore	10. Clean a relative's car.
11. Draw a picture for a friend.	12. Help to wash the dishes
13. Offer to let your classmate go first	14. Tell someone all the things you like about them.
15. Write a note to someone and tell them why they are special to you.	16. Give up your seat on the bus for another person.
17. Offer to carry an elderly person's shopping to their car (with parental assistance).	18. Bake cookies for someone
Cook a meal for a family member or neighbor.	Leave a happy note somewhere
1. Make someone laugh	Let someone else pick what to watch on TV
2. Clean your room	3. Smile. Smiling is <u>easy</u> and happiness is contagious!

Contribution

QUICK PROMPTS

- Encourage your child to serve others or let others go first when sharing food.
- Enable your child to give toys and clothes away regularly to charity, and teach them that material possessions are simply tools and not answers to happiness.
- Give your child opportunities to help others younger than them, starting with simple ways such as showing the other child pictures in a book.
- Enable your child to gain perspective about their reality by volunteering for charitable organizations that serve people who do not have the same life circumstances.

Activity 10: Recycle – Bottle Bugs

Approximate time: 20 minutes

Materials: Plastic lids, Googly eyes, Pipe cleaner, Glue, Permanent Markers

Aim/outcome: Introduce the topic of recycling and why we recycle when we can.
Teaching your child that by recycling they can contribute to making the world a better place.

Activity:

- Introduce the idea of recycling and why we recycle to your child. Please see below a child friendly explanation:
 - *‘By recycling we can help save the planet from things like global warming and rubbish. When you recycle things like food containers and old toys, you are reducing the amount that gets put into the rubbish bin. This is a very good thing because when rubbish gets put into the bin, it goes to landfill. When this happens, it produces gases that increase global warming. Rubbish that isn’t recycled properly can end up in the sea, making sea creatures very ill.’*
- Explain that: Recycling means making rubbish into something new. The great thing is that most things can be recycled. Every day, clever scientists come up with new ways to make things we think of rubbish into something new!
- Now we’re going to give making something new a go.
- Present the materials you have and get creative! See what bottle bugs you can create with the materials you have
- When it’s time for your bottle bugs to be recycled and turned into something wonderful and new, put your bugs into the recycling box together
- Talk about what they could be possibly turned into!

Tips:

- You can expand this activity by making your bottle bug a home with extra materials that have been reused.
- Whilst making your bugs, talk about why recycling helps the whole entire world. This will highlight the fact that your child will be helping to make the world a better place.



Activity 11: Donate Clothes

Approximate time: 30 minutes

Materials: Non

Aim/outcome: To teach children that giving and helping others can be rewarding and can give them a sense of empowerment. Reinforces charitable values by recognising that some people have less than they do.

Activity:

- Periodically go through your closets and root out the clothes you haven't worn in a while or outgrown
- Go through your own wardrobe and ask your child to do the same
- Ask your child to also look through old games and toys they do not want anymore – these could be donated or saved to give to friends as gifts
- Donate your clothes to a charity who distributes to the needy. Make sure that your child is involved in the whole process, including taking the clothes to the charity shop
- After donation, talk about all the people your donations may have helped

Tips:

- The value of this activity is diminished greatly if you go through their closets for them without their presence. For maximum benefit, get your children involved in choosing the appropriate items.

Coping

QUICK PROMPTS

- Do not give in when you have set a limit, such as an amount of TV they can watch or how much dessert they can have.
- If your child is older, give them the chance to wait for family meals instead of snacking any time they want.
- Remind your child to be patient with a younger sibling's interference with their toys; teach them that relationships are more important than *things*.
- Help your child learn self control regarding electronic mediums and entertainment by demonstrating your own restraint.

Activity 12: Self Soothing

Approximate time: Each no more than 5 minutes

Materials: Teddy/Cup of water and a straw

Aim/outcome: Teach children the power of deep breathing
Deep Breathing helps to lower anxiety and give a sense of control

Breathing

- Deep breathing can help a child to feel calm when they become angry or anxious.
- Get the child to place their hands on their tummy, below their ribs and breath slowly in and out, noticing how their chest moves in relation to their breathing.
- The breaths should be as slow as possible, without it becoming uncomfortable – try breathing in for 5 seconds through their nose, and then out for 5 seconds through their mouth.
- Having a focus on something can be useful when deep breathing

Breathing Buddy

- Ask your child to choose a soft toy animal to be their “breathing buddy”
- Ask the child to lay down on their back with the toy on their tummy
- Tell the child to focus their attention on the rise and fall of the stuffed animal as they breathe in and out
- If you want, count “1, 2, 3” for each breath in and each breath out
- Ask the child:
 - Is your teddy moving up and down?
 - Can you feel the air moving in through your nose?
 - Can you feel the air moving out through your nose?
 - Does the air feel colder on the way in and warmer on the way out?
 - Can you hear your breath?
 - What does it sound like?



Hot chocolate breathing

- Pretend you are holding a cup of hot chocolate
- Breathe in for 5 seconds through your nose, as though you are smelling the delicious chocolatey smell
- Then pretend to blow it cool, by breathing out for 5 seconds through your mouth
- Repeat this exercise four or five times until you feel relaxed

Balloon Breathing

- Pretend you have a balloon inside your tummy
- Breathe in through your nose for 5 seconds, filling the balloon with air
- Then, breathe out for 5 seconds through your mouth to slowly let the air out
- Repeat this exercise four or five times until you feel relaxed

Bubble Breathing

Give your child a cup and a straw half-filled with water.

Ask them to follow 3 steps:

- 1) Breathe in slowly through your nose for 3 counts.
- 2) Hold your breath for 2 counts.
- 3) Breathe out slowly through your mouth into the straw for 3 counts (making small bubbles).

This exercise helps to aid children to practise paying attention to their ability to deep breathe.

Star Breathing

- Spread one hand out like a star
- Use the index finger on your other hand to trace the outline of your star hand
- Take a deep breath in through the nose as you move to the top of your thumb
- Breathe out through the mouth as you move down between your thumb and first finger
- Take another breath in as you move to the top of your first finger
- Breathe out as you move down between your first and second finger
- Repeat until you have taken five, slow deep breaths
- The video link below explains and demonstrates the technique:
 - https://www.youtube.com/watch?time_continue=1&v=sh79w9pn9Cg

Activity 13: Muscle Relaxation

Approximate time: 5 minutes

Materials: Non

Aim/outcome: Teach relaxation and experience the connection between mind and body.
Enhances sense of control over their body.
Helps children understand what to be relaxed feels like.

Muscle Relaxation

- Alternatively tightening and then relaxing muscle groups, to improve the child's awareness of their own body and how it feels different when they are relaxed, to when they are stressed.
- Progressively tighten the muscles of that body part, and then slowly relax them back to normal. Repeat four or five times.
- Practice this with which ever parts of the body the child says becomes tense when they feel angry or anxious, i.e. their fists and their tummy.

Guided imagery

- Imagination is a great way to slow down your mind and help release any worries.
- Ask the child if they have good imagination? Then say, shall we practice?
- Let them close their eyes if they would like to.

Colour - Imagine your favourite colour, the colour that makes you feel peaceful and safe. Imagine taking in that colour with each breath and sending it throughout your entire body as you exhale. Continue this until you can see yourself being filled with your special relaxing colour.

Smell - Imagine your favourite smell, maybe a food you like or the smell of your favourite candle. Think of the smell that makes you feel peaceful and safe. Imagine taking in that smell with each breath and sending it throughout your entire body as you exhale. Continue this until you are filled with your special smell and you feel peaceful and relaxed.

Light - Imagine a light straight ahead of you. That's all you can see. Start with a bright light and as you breathe in it gets dimmer and dimmer until it's just a candle light. Then breath out, and slowly watch the light grow and become brighter and brighter again.

Activity 14: Mindfulness

Approximate time: 5 minutes

Materials: Mindfulness Script (provided below)

Aim/outcome: Teach relaxation and experience the connection between mind and body.
Enhances sense of control over their body.
Helps children understand what to be relaxed feels like.

Mindfulness Script

- Complete this full body mindfulness in about 5 minutes, going through each point slowly, giving them chance to focus on each body part.
- Ask the child to sit on a chair with their hands on their lap. Let the child close their eyes if they would like to.
- Start by asking the child to focus on their toes. Feel the pressure of the floor under their toes and focus on that feeling for a moment.
- Then move onto how their feet feel, slowly feeling the floor through their feet.
- Next, ask the child to focus on the feeling of their legs, moving up bit by bit until they are at their knees.
- Then, feel the pressure of them being sat on the chair. And how calm and comfortable their lower body feels.
- Move up to their tummies. Get the child to focus on how their tummy moves slowly out when they breath in and slowly in when they breath out. Get them to focus on their breathing pattern for a moment.
- Next, ask them to focus on the tips of their fingers. Right at the edges and how they are placed on their laps.
- Slowly move up their fingers, into their hands, feeling the light pressure of their hands on their laps.
- Then move up into their arms. Feeling how loose and relaxed their arms feel.
- Finally move up their shoulders and their neck, into their head.
- Ask them to focus on how there is no tension or pressure and their entire body feels relaxed.
- Let the child sit for a minute and feel all parts of their body together. Focus on how each part is connected to one another, and how they all feel calm.
- When the child is ready, ask them to open their eyes and come back in the room.

Tips:

- Mindfulness is beneficial before bedtime and is a wonderful addition to your bed time routine. Mindfulness helps to relax the body and mind before bedtime and increase the quality of sleep.

Control

QUICK PROMPTS

- Give your child the opportunity to wait patiently when it is required (such as in a restaurant or during a car ride); do not always provide entertainment.
- Show your child that it is worth making a good decision for the long run even if it's not the easiest, such as choosing healthy foods over junk foods even if they take longer to prepare.
- Do not give your child every single physical thing they desire (toys, food, clothes, etc) even if "everyone else has it."
- Do not allow your child to interrupt when adults are speaking to one another; set up an age-appropriate method for them to practice taking their turn.

Activity 15: Grit Interviews

Approximate time: 15 minutes

Materials: Activity Sheet 8

Aim/outcome: Show children that they have the control to achieve their own goals. Interviewing others gives them a sense of hope and motivation that goals are achievable, and they have control over their future.

Activity:

Using Activity Sheet 7 to help you:

- Encourage your child to interview people they look up to, such as grandparents, neighbours, or other acquaintances who have worked hard toward a long-term goal
- Encourage them to use the 'My Grit Interview' Activity Sheet to ask questions and draw a picture of their interviewee

Tips:

- Children learn about perseverance, passion, optimism and overcoming adversity from the adults in their lives, this is why providing your child with opportunities to learn from positive adults is key
- Remember to share your stories of grit and determination with your child too. It is helpful for children to understand that adults can mess up, but then try again and ultimately solve a problem or reach their goal
- As your child hears stories of grit from people they admire, they'll want to mirror these values and skills in their own lives

MY GRIT INTERVIEW

Learning from others is inspiring! Choose somebody you know and ask if you can interview them to find out how they achieved their goals!

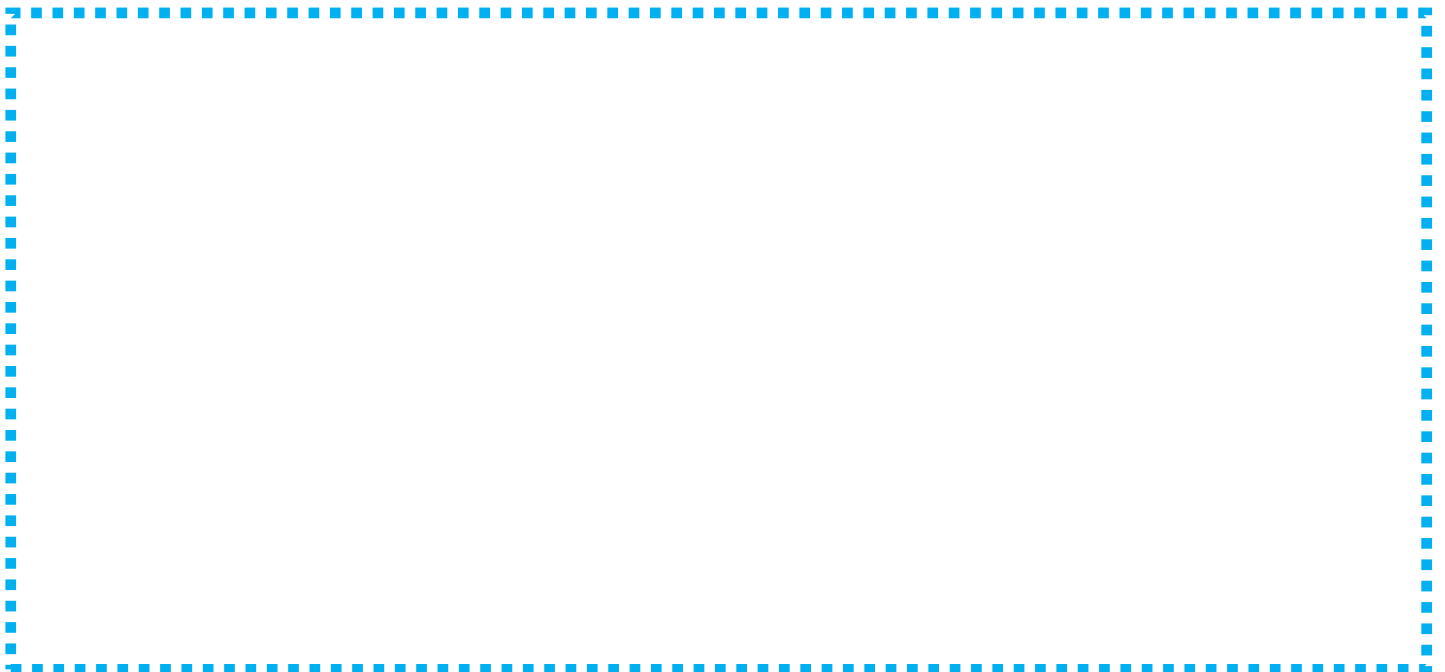
My name _____ The person I'm interviewing is _____

MY INTERVIEW QUESTIONS

- What is the biggest goal you've set and been able to achieve?
- What did you have to do to accomplish your goal?
- Who helped you accomplish your goal?
- Did you ever want to give up? – How did you overcome this feeling?
- What did it feel like to accomplish your goal?
- What are your 3 top tips for achieving big goals?

MY SPACE FOR DRAWING

Draw the person you're interviewing below



Activity 16: Famous Role Models

Approximate time: 20 minutes

Materials: Access to the internet, Pen, Activity Sheet 9

Aim/outcome: Showing children through their idols and role models that perseverance through failure can lead to great success.

Activity:

- Children can learn from stories about famous people who used passion and perseverance to reach long-term goals, often with failures or setbacks along the way. Learning their stories will show your child that perseverance through failure can lead to great success.
 - *Famous People examples:*
 - Michael Jordan didn't make his Varsity team
 - J.K. Rowling's manuscript for Harry Potter was rejected almost a dozen times!

Using Activity Sheet 8 to help you:

- Research a famous idol or role model to learn about their life story and how they became successful
- Use the questions on the activity sheet to help prompt your searches
- Figure out what of the things you've found out could be applied to your own lives to maximize your chance of success

Activity Sheet 9 - **Famous Role Models**

NAME:

PROFESSION:

HOW THEY FAILED

Photo of my role model

HOW THEY OVERCAME THEIR FAILURES AND SUCCEEDED

Activity 17: The Hard Thing Rule

Approximate time: Depends on the challenge chosen

Materials: Depends on the challenge chosen

Aim/outcome: Teach your child the benefits of 'grit' by experiencing success or improvement with perseverance in the face of a challenge.

Activity:

Using Activity Sheet 9 to help you:

- As a family, commit to following the 'Hard Thing Rule'
- The Hard Thing Rule has 3 parts:
- Each member of the family has to choose to do something that requires practice to get better at something. The 'hard' thing can be things like: an instrument, a sport, a subject or area of interest, an activity, and so on.
- You must finish what you start for example: Finish a season, a set of lessons that you signed up for etc.
- No one gets to pick the 'hard thing' for anyone else, so your child gets to choose their own challenge.
- This rule is something that your whole family has to follow, setting an example for each other and striving to achieve challenges together.
- The 'Hard Rule' combines both passion (because you get to choose the thing you persevere) and perseverance (because you promise to stick to it). Your child will experience success or improvement with something they feel is challenging – building confidence and teaching them the benefits of perseverance.