

Wellbeing Workshop



Aims

- To share ways to help our children manage change
- To discuss how change can affect children's behaviour and create worry
- To learn more about the importance of resilience
- To find ways to build resilience in our children.



To help our children manage worries, big emotions and, in particular change, we need to help them build resilience.



Resilience is...

the **process** of
doing well
and adapting
positively,
in the face of
risk and
adversity.

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We can't show resilience
without challenge,



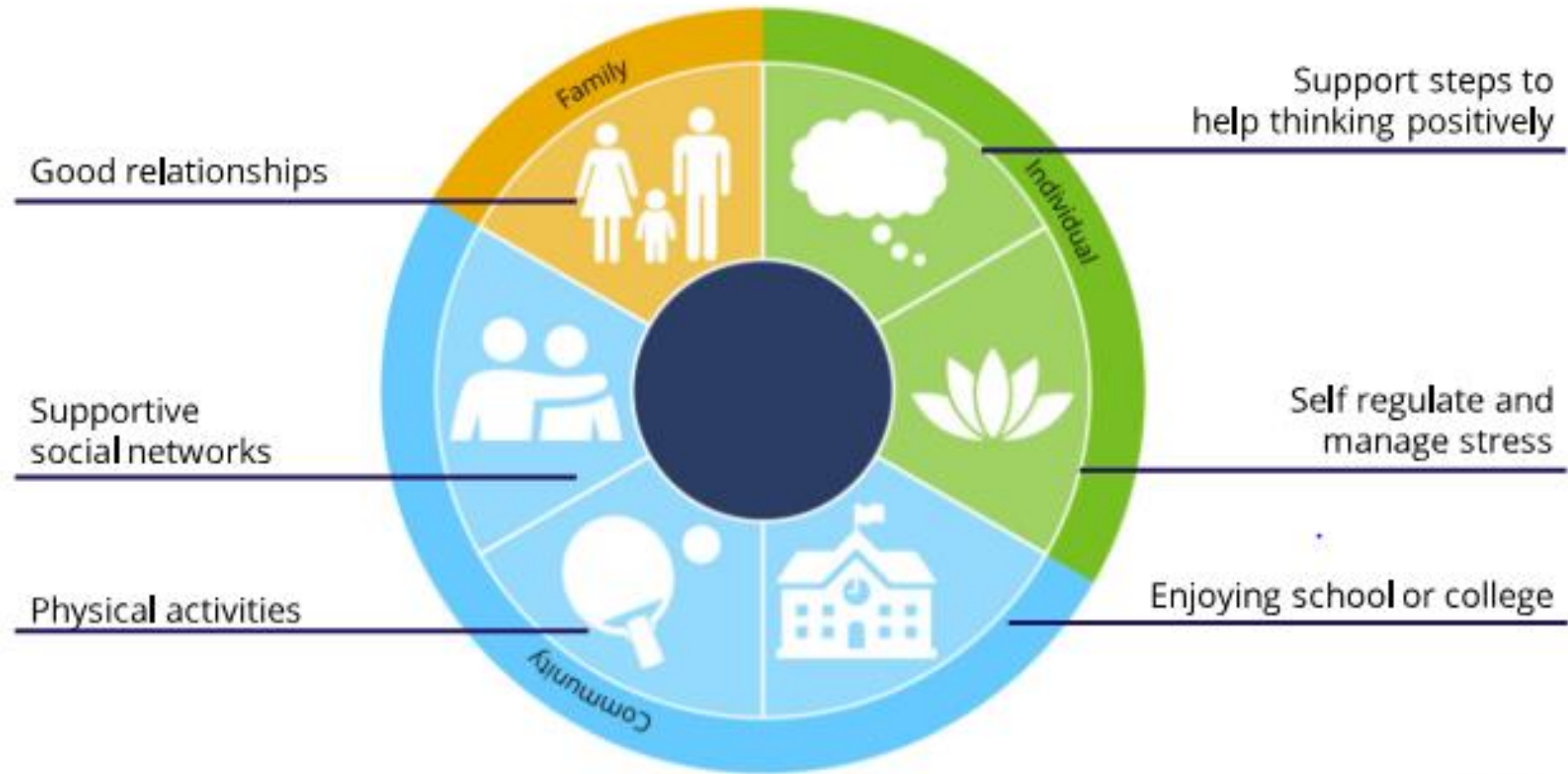
but it can become very hard to build
resilience if we have too much risk and
get overwhelmed and fearful.



We can show resilience in one place or at
one time, but struggle another time.



What Helps Children and Young People Develop Resiliency Skills – as individuals within systems



What does it take to make the seed grow?



Having enough sunlight?

Surviving in wind and storms?



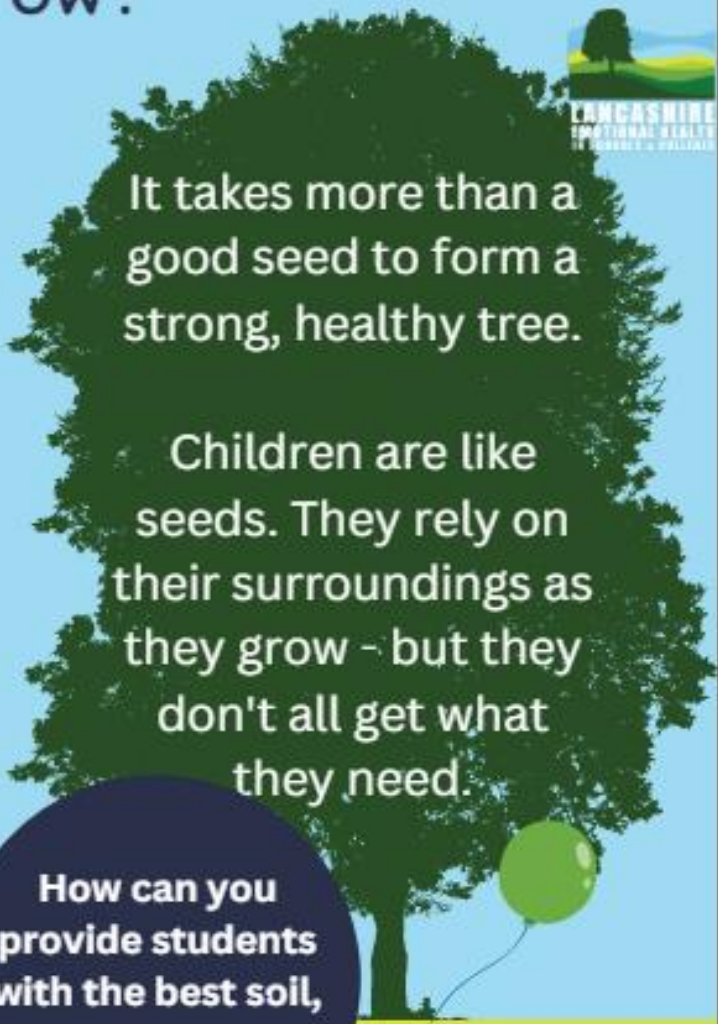
Having enough water?



Being a good enough seed?



Growing in the best soil available?



It takes more than a good seed to form a strong, healthy tree.

Children are like seeds. They rely on their surroundings as they grow - but they don't all get what they need.

How can you provide students with the best soil, sun and water at school?

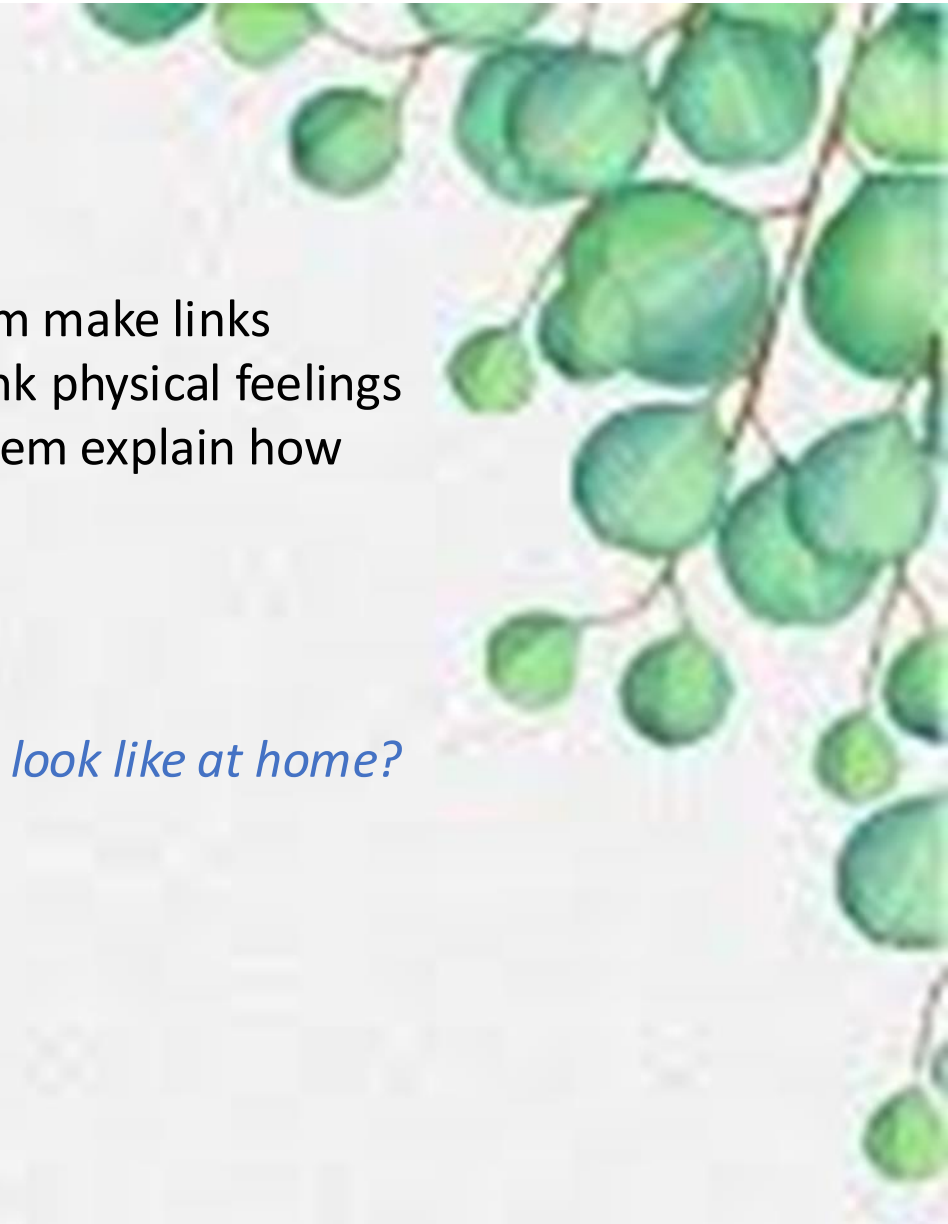


Recognising emotions

To help children begin to understand emotions, we need to help them make links between experiences and physical feelings first. Once children can link physical feelings and emotions, they can then begin to name emotions, which help them explain how they are feeling.

Which emotions do your children struggle with? What does this look like at home?

Useful Resources to Support Understanding
Colour Monster, body maps, 'Inside Out'

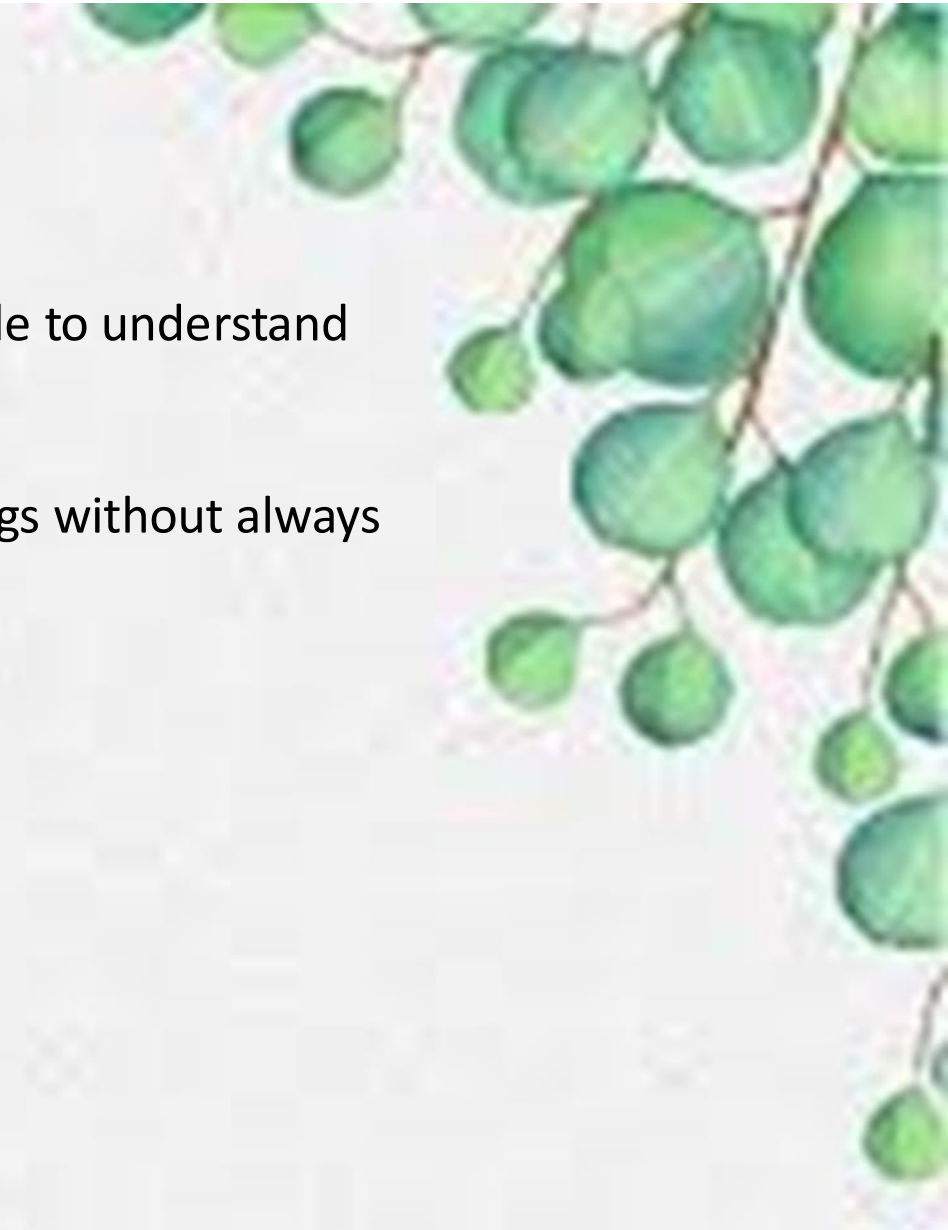


Let's Talk About Feelings

Getting your child to talk about how they feel when they struggle to understand and name feelings can be really difficult.

Using games and activities where children can show their feelings without always verbalising feelings can be really helpful.

- Colour Jenga
- Colour beads – necklaces, towers
- Emotion potions
- Walking/Driving and talking



Behaviour communicates how we feel, but when our capacity is lower, our ability to communicate effectively is also lower.

To understand what children are truly feeling, we need to create calm.

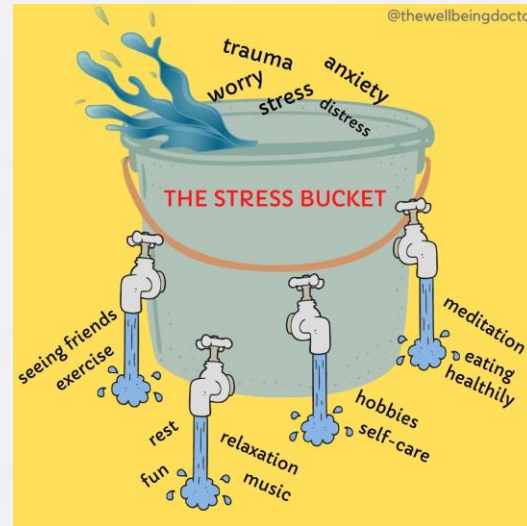
How we challenge behaviours at times needs to adapt to meet the capacity.

Strategies to Create Calm When The 'Bucket' is Overflowing:

- Breathing techniques
- Mindfulness
- Distraction
- Picking the right time to talk
- Walking away
- Never get in an argument.



Our Buckets



We all have different capacities (buckets). Each human's resilience level and ability to cope with stress, change, challenge is different.

The experiences we have in a day affect this. How children might feel physically can have a huge impact on their 'bucket', such as feeling tired or poorly.

When our 'bucket' is too full, we struggle to think clearly and worries can be intensified.

Daily Techniques/Routines

Consider the ways to create 'holes' in your child's 'bucket'.

What activities bring them joy?

Reflect on spaces at home.

Does your child have places to go that are calm and quiet?



Top Tips

Resources you can use at home and routines to embed:

- Worry dolls, stones, journals
- Hobbies, sports – enables children to offload/release tension, plus increase oxytocin – happy hormone
- Check-in times, car journeys/walks
- Quiet, calm times – reducing potential for overload
- Consistent and calm behaviour strategies – consider tone, if your child is struggling making your tone calmer and quieter helps.
- Use of physical touch to comfort and regulate
- Reflection time after behaviours



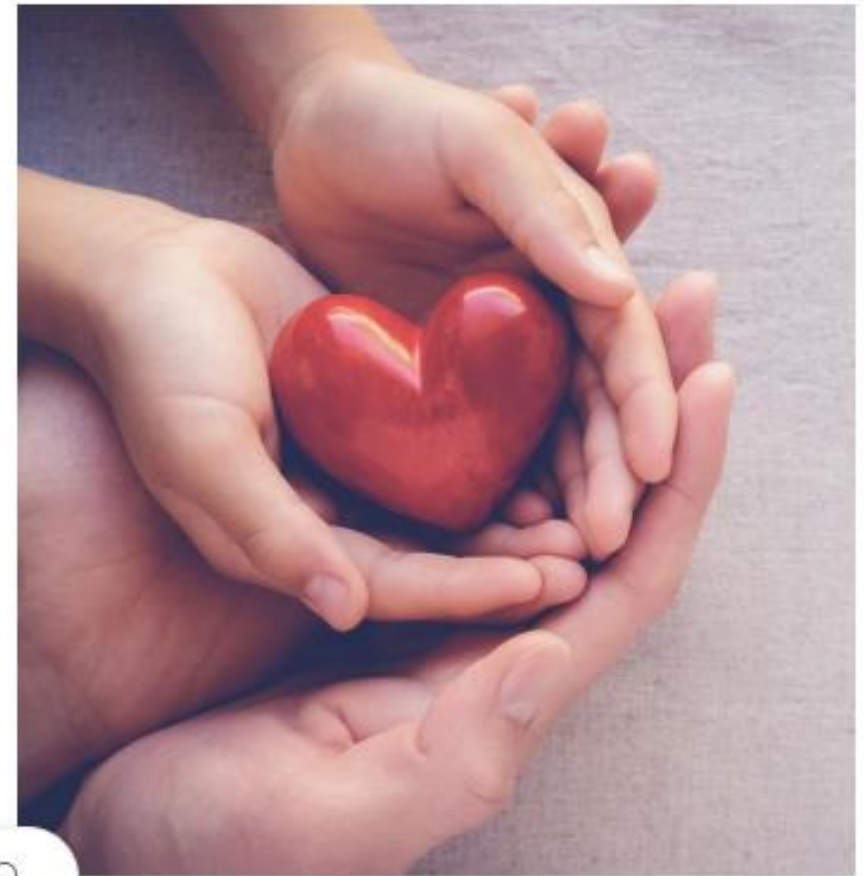
Primary Mental Health Service top tips

- **Listen** to you child's worries- however small, as they are real and important to them.
- It's important to **validate the child's emotions** at the time- 'I can see this is making you upset/anxious/worried/angry...and we can see if we can work this out together, if that would be helpful.'
- **Don't always try to 'fix things'** ...sometimes children just need us to listen.
- Ask your child- 'When you're telling me this, do you want me to just listen...or listen and help you to work out some ways to sort this issue out?'

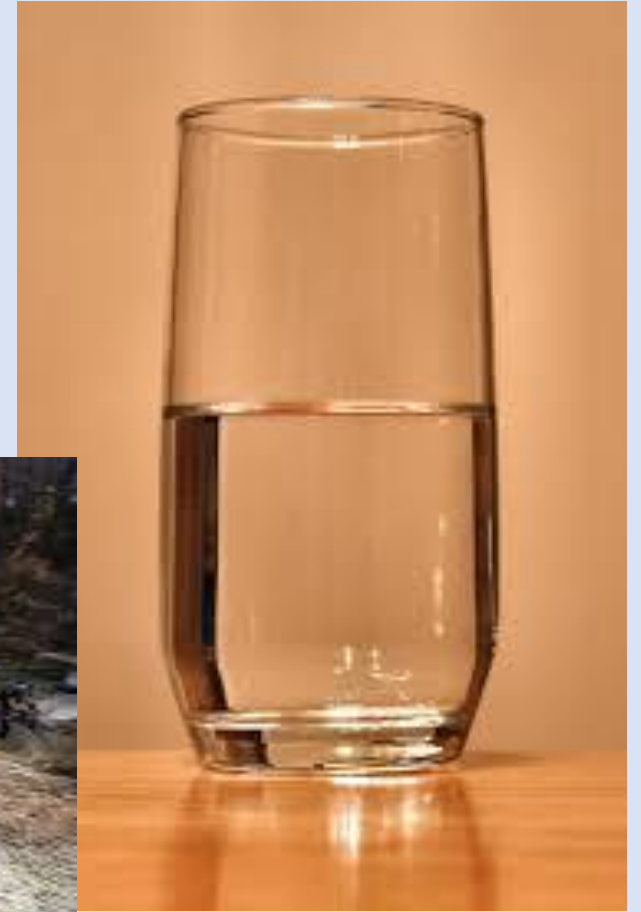


Primary Mental Health Service top tips

- It's important for **the adults** around them to contain their own worries and anxiety, so that the children see that managing these situations and emotions is possible. They follow/mimic the **role models** around them.
- Good to let children know **that everyone worries about things**- it's how we manage these worries that's important. Might even be helpful to have a regular time at home to talk about feelings - encouraging the children to share ideas/thoughts/strategies of how different children manage their worries
- 'The Huge Bag of Worries' book – not a bedtime book!
- Series of books 'Starving the Anxiety Gremlin'
- [Resources \(annafreud.org\)](http://annafreud.org)



What number comes inside the circle?



Describe it!

“

The greatest
discovery of all time
is that a person can
change his future
by merely changing
his attitude.

Oprah Winfrey

“Change the way
you look at things
and the things you
look at change.”

WAYNE W. DYER

