‘5 Secrets to develop confidence & resilience’

Comprehensive seminar for parents

WellbeingForKids.com.au
Knowing how to stay calm and being able to stop yourself from getting extremely angry, or worried when something “bad” happens.

Being able to calm down and feel better when you get very upset.

Being able to control your behaviour when you are upset so that you bounce back from difficulty and return to work or play.

Emotional Resilience

“The capacity to cope and stay healthy in spite of the negative things that happen through life”

• Knowing how to stay calm and being able to stop yourself from getting extremely angry, or worried when something “bad” happens.

• Being able to calm down and feel better when you get very upset.

• Being able to control your behaviour when you are upset so that you bounce back from difficulty and return to work or play.
Characteristics of Resilient People

• Ability to “bounce back” and “recover from almost anything”
• Optimistic, flexible thinking skills
• Have a “where there’s a will, there’s a way” attitude“
• Tendency to see problems as opportunities to learn and grow
• Ability to “hang in there” or persevere and persist
• Have a healthy authentic self esteem
• Capable of setting clear, realistic and attainable goals
• Have a healthy social support network
• Seldom dwell on the past or the future
• Have well developed emotional and spiritual competence
• Learn from previous challenges and mistakes
• Capacity for detachment
• Have a well developed sense of humour
• Have meaningful involvement with others and in their community
• Treats themselves and others with respect
• Has problem solving and conflict resolution skills
• Mental stability

Resilience Checklist for Kids!

✓ I accept myself for who I am
✓ I use ‘I can do it thinking”
✓ I work hard even though things may have been tough
✓ I am tolerant of others
✓ I try to change my negative thoughts into positive thoughts
✓ I try to keep relaxed
✓ I do not blow things out of proportion when bad things happen
✓ I don’t make things worse than they are
✓ I am aware of when I become upset
✓ I try new things
✓ I try being assertive
✓ I write things down in my journal
✓ I exercise and eat healthy foods
✓ I have a go at something even though I am not good at it
✓ If I make a mistake I don’t get really down or give up
✓ I control my emotions even if I get frustrated/angry/worried/upset
✓ I use positive and optimistic thinking
✓ I try to figure out how to solve problems
Teach Problem Solving Skills

• Trial and Error!
• Let them make lots of MISTAKES
• Step back when mistakes are made. (only step in if you have to!)
• Give chances to develop independence.
• Let them make small decisions and larger ones as they grow.
• Sort through possibilities together when faced with a problem
• Ask “what could you do?” “What would happen if you did this?...”

Teach & Model Healthy Thinking Habits

• Give positive feedback when your child is being positive
• Gently point out when thoughts are unhelpful but don’t give too much attention
• Model positive thinking (yes talk out loud when you are faced with problems or share your thoughts about situations)
• Help to put things into perspective
• Laugh together at situations and don’t take things too seriously
• Role-model seeing life as an exciting adventure not as a fearful place
• Share positive thinking strategies – let them “hear” your positive self-talk
• Share positive catchy sayings that “stick”
Reflective Listening

- Reflect Emotion
- Reflect Content
- Discuss different ways to think about situation
- Then solve together

Steps to solving problems / conflict

Use reflective listening - Find out feelings and content

Make sure they feel heard (Keep your own emotions / anxiety separate)

Help them to consider the other person’s point of view / situation

Brainstorm different options to solve the problem

Try to solve it together as though you are both trying to find solutions
(Try not to solve it for them unless safety is an issue)

Give children the space to try the solution/s out

Use reflective listening after they tried out a solution & give positive praise for having a go at solving the problem
(Give more guidance if necessary but still use the problem solving approach and step in early if there are safety concerns)
8 Types of Unhelpful Thinking

- **Catastrophic thinking** this is the worst thing in the world
- **Self-Downing thinking** putting yourself down
- **Perfectionistic thinking** Needing to be perfect
- **Needing approval** Everyone must approve / like me
- **Pessimistic** I can’t do it
- **Giving up** I can’t be bothered
- **Being intolerant of others** people should behave as I want them or expect them to
- **Low frustration thinking** everything in life should be fun, comfortable and easy and I cannot stand frustration of any sort

8 Types of Healthy Thinking

- **Perspective Thinking** means thinking it’s not the worst thing that could happen to me.
- **I Can do this thinking** means thinking while this is hard, I can still do it.
- **Accepting Thinking** means thinking that when I make mistakes or people don’t want me to be around, I know that I am not a loser or hopeless. I still have my good points.
- **Fearless Thinking** means thinking that it’s OK to make mistakes when learning new things.
- **Independent Thinking** it’s important to be myself and have a go at new things.
- **Confident Thinking** if I really put my mind to this I will be able to do it!
- **Persistent Thinking** we all have to work hard to achieve even though they may not like doing it.
- **Tolerant Thinking** things are hard / frustrating but I can stand it
Practical activities:

- Enjoyable activities
- Hobbies / interests
- Unstructured activities
- Quite activities
- Using creative part of their brain
- Exercise
- Repetitive tasks – lowers stress

Expressive activities:

- Encourage to talk about how they are feeling (use reflective listening)
- Meditation
- Journaling
- Art work
- Writing stories
- Drawing the situation / feeling
Prevention Strategies

• Give lots of opportunities to discover their world
• Lots of humour
• Opportunity to be silly / not take things too seriously
• Exploration of natural world
• Give freedom to make mistakes and explore
• Creative projects
• Encourage LOTS of independence
• Lots of free play!
• Allow for boredom
• Plan for one on one quality time – tune into kids
• Clear expectations, rules, and family values reinforced

Time out each day to be ‘in the flow’

• Unstructured activities
• Using creative part of the brain - build in ‘Creative time’
• Meditation
• Quiet times
• Enjoyable activities without pressure of outcome or performance
• Hobbies / interests
• Creating / making
Teach life long skills of coping

• Train them to deal with things when things go wrong
• Give space to make mistakes and recover themselves
• If we want to teach our kids to bounce back from failure – then we need to let them fail first.
• We are always there to step in if we have to.

Our role is to help our children COPE when things go wrong or are difficult – not to rescue!

Dear Mum and Dad, Please help me to be confident and resilient ...

• Let me carry my own bag to school.
• Let me put my bag & fruit snack away in the morning.
• Guide me to change my reader rather than do it for me.
• If I forget something please don’t race home and get it for me – there is always tomorrow!
• Please remember that at times I will have conflict with my friends – this is really normal and a part of growing up. Sometimes I might just need to talk about it with you and get emotional support.
• If I am tired after school and have a meltdown remember this is really normal and there is nothing to worry about – I have just been on my best behaviour all day!
• Let me make my own breakfast (even in Prep I can get out the cereal box and milk!)
• Let me make some of my own lunch (with some guidance if I am making unhealthy choices)
• Let me clean up after breakfast / dinner – if I can use a iPad, then I can clean up!
• Please allow me to mistakes without upsetting you as I need to explore the world myself with some guidance from you.
• Please give me a chance to solve problems on my own – it’s the only way I can build resilience.
• Please give me lots of time to just play each day (without technology) so I can relax, be creative and build independence.
• Please let me explore the world and follow my own interests!
Teach Coping Skills
- I am aware of when I become upset
- I control my emotions even if I get frustrated/angry/worried/upset
- I reach out to others when I need help
- I can laugh at myself and not take myself too seriously
- I write down possibilities when stuck on a problem and try them out
- I can put my mistakes into perspective and know that I did the best I could
- I notice when I am getting upset.
- I find things to do that calm me or distract myself when I am upset
- I use Journal writing / art work / expression to express my feelings and to gain a sense of detachment
- I exercise, talk to friends, and spend time on hobbies to find ways to release my emotions safely.
- I use meditation skills or have a quiet reflective space.
  - Share and role model your own coping strategies
  - Come up with a list of coping strategies your child can use

Teach & Model Healthy Thinking Habits
- I try to use helpful thoughts
- I notice when others use positive thinking and how they face problems
- I do not blow things out of proportion when bad things happen
- I don’t make things worse than they are
- I make a mistake I don’t get really down or give up
- I use healthy and optimistic thinking
- I laugh at situations and don’t take things too seriously
- I put things into perspective
- I try to have an attitude where I know I can achieve what I want or get through something challenging
- I am grateful for what I have & people in my life
  - Give authentic positive feedback when children are being positive
  - Help your child to notice and use positive thoughts
  - If your child makes a mistake, take on a coach role rather than rescuing.
  - Help to ‘normalise’ difficult emotions, these are a part of life.

Encourage healthy risk taking
- I try new and difficult things
- I try to be assertive
- I have a go at something even though I am not good at it
- I try things even though I will make mistakes
- I have lots of opportunities to discover the world independently
- I realise failure is a part of life and builds resilience
- I am not afraid to make mistakes or look silly
  - Share stories of resilience and confidence and stories of failure and coping
- Healthy boundaries at home
- Reward charts to build up a specific behaviour
- Lots of independence – lets kids do what they are capable of
- Clear expectations, rules and family values reinforced – teach life skills
- Reflective listening when kids are upset without rescuing
- Allow for boredom and free play at home
- Give behaviour specific feedback (BSF) when children are being resilient, confident and positive

Nourish the spirit & Build preventative strategies
- I spend lots of time playing without any outcome expected
- I spend lots of time doing creative projects
- I develop my interests and hobbies
- I exercise and eat healthy foods
- I try to keep relaxed
- I write things down in my journal
- I have the opportunity to be silly / not take things seriously
- I have spiritual or meaningful beliefs that I can connect to when things are very difficult
- I am proud of my strengths and work hard to achieve new goals
- I spend time with family and friends to develop strong relationships
- I am tolerant of others
- I do meaningful things with my family & friends
  - Model and talk about your own preventative strategies to keep stress levels low
  - Keep up your own hobbies/interests to model a healthy life balance
  - Time for yourself and relationships to model how connecting with others keeps us mentally healthy
  - Involve children with meaningful activities that contribute to others

Teach Problem Solving Skills
- I try to figure out how to solve problems
- I keep going even when things are difficult
- I try to resolve conflict with others
- I have an attitude where I know that if I work at something I will reach my goals
- I learn from my mistakes and plan for the future
- I see past mistakes as learning opportunities
- I use trial and error to find things out for myself
- I treat difficulties as though I am trying to solve it rather than give up or get too upset.
  - Ask “what could you do?” “What would happen if you did this?...”
  - Give children the opportunity to try out solutions even if you know they may not work.
  - Allow time for children to sort out conflicts on their own first and step in only if needed.
  - Give children challenging tasks so they have time to reflect on what they can do – this builds self-efficacy.
  - Provide opportunities for kids to create and make things at home to work out solutions on their own.
Wise Owl – knows when to seek help and when to try to solve it independently

Friendly Fox – considers everyone's point of view, confident, self-protective, self-aware

Timid Turtle – passive, withdraws, does not speak up, peacemaker, blames self

Loud Lion – aggressive, loud, dominating, considers only their point of view, blames others

Conflict, Misunderstanding, Disagreement or Bullying?

Misunderstanding – usually problems around communication.

Disagreement – do not agree on something and both want their own way.

Conflict – people usually want to solve the problem. Can be over a period of time if not sorted properly.

Bullying – threatening, repetitive, targeted, deliberately wanting to harm, abusive, no attempt to resolve issue
Our job:

- Train our children to deal with things when they go wrong
- Not to save them
- Not to solve problems from them – just coach!
- Teach them to have a go at new things & not avoid difficulties
- Teach them to not be afraid of life
- Let them get up themselves when they fall
- Give them space to make mistakes – lots of learning opportunities
- Not to hover, but coach from the sidelines
- Don’t steal their important moments of experiencing failure
- Teach them to be as independent as possible
- Clear boundaries – it's ok to say no