



Building Resilience in Children

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“Do not judge me by my success, judge me by how many times I fell down and got back up again.”

— Nelson Mandela

All children are capable of overcoming obstacles and managing tension. The ability to come back from stress, hardship, loss, difficulties, or even trauma is known as resilience. It's not an ability that children are born with; rather, it's a skill that they learn as they grow older.

Since they are not afraid of falling short of goals, resilient children are more likely to take healthy risks. They are inquisitive, courageous, and believe in their instincts. They are aware of their limitations and force themselves to go beyond them. This assists them in achieving their long-term objectives and in solving challenges on their own.



Qualities of a Resilient Child



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- ♦ The ability to be courageous
- ♦ The drive to keep moving forward
- ♦ The ability to maintain focus
- ♦ The gift of laughter is the recognition of one's own self-awareness.
- ♦ The power to resurface
- ♦ Possibility of demonstrating promise
- ♦ The ability to seek assistance
- ♦ The ability to persevere in the face of adversity
- ♦ The ability to express emotions
- ♦ The ability to form bonds with others

Seven C's of Resilience By: Dr. Ginsburgh, M.D., MS Ed, and FAAP:



<https://raisingkidswithpurpose.com/wp-content/uploads/2020/02/attributes-that-lead-to-resilience-1.jpg>

Dr. Ginsburg, a paediatrician and personal development specialist, believes that becoming resilient is made up of seven interconnected components: competence, confidence, connection, character, contribution, coping, and control.

1. **Competence** – the capacity to deal successfully with difficult circumstances. It necessarily involves the ability to face obstacles and the chance to practise with those skills so that one is confident in coping with circumstances.

Ways we help students develop their competencies at DYPIS:

- One example of viewing a setback as impermanent would be a child not able to submit the work and meet the deadline or not able to score well in the exams. A resilient person understands that having a positive outlook of the future and developing growth mind-set is probably one of the simplest things you can do.
- We help our students in developing a growth mind-set and being open to learning and challenging themselves by encouraging them to reflect on their mistakes and by motivating them to work harder next time.
- Assist children in focusing on their own unique abilities.
- Providing students with the ability to make choices
- Motivate students to believe they're capable of handling circumstances like dealing with exam stress, dealing with negative emotions, meeting up deadlines etc.



2. **Confidence** – this is the trust in one's own skills, which is based on competence.

When children show their maturity in real-life environments, they develop trust.

Ways we help students develop their confidence at DYPIS:

- We clearly express the qualities such as fairness, compassion, perseverance, and honesty in our students.
- Genuine kudos: We genuinely celebrate individual accomplishments of our students.
- We concentrate on the positive aspects of each child so that he or she can see them as well.

3. **Connection** – Children who have deep links to their peers, families, and cultural organisations are more likely to feel secure and have a sense of belonging. Such kids are more likely to have positive beliefs and are less likely to engage in such negative activities.

Ways we help our students to connect with each other at DYPIS:

- We build a sense of physical and emotional well-being to our students at our school.
- Allowing children to share their feelings in order for them to feel safe speaking out through tough periods.
- Maintain positive connections to reinforce positive messages.

4. **Character** – children with "character" have a good sense of self-worth and confidence. They are aware of their beliefs and are confident in their ability to adhere to them. They are capable of displaying a loving mentality towards others. They have a great sense of right and wrong, and they are willing to make good decisions and contribute to society.

Ways we help students develop their character at DYPIS:

- We assist our students in seeing themselves as caring individuals.
- We educate our students about the importance of being responsible citizens.



5. **Contribution** – Once children have the opportunity to contribute directly to the environment, they will learn the important lesson that the world is a bigger place than they are and that they are a part of it. Hearing "thank you" and "appreciation" as the students participate in various activities will enhance their ability to take actions and make decisions that change the future, strengthening their own integrity, character, and sense of connection.

Ways we help students to contribute at DYPIS:

- We model generosity to emphasise the importance of supporting others.
- We provide opportunities for each child to make a specific contribution through community service activities.

6. **Coping** – children who have a diverse set of coping strategies (social skills, anger management skills) are more able to deal with life's problems and are better equipped to face them.

Ways we help students develop coping skills at DYPIS:

- We teach our students stress-reduction techniques as well as social competencies for dealing with daily stresses.
- Guiding the students to develop positive coping strategies.

7. **Control** – as children understand that they have control of their decisions and behaviour, they are more likely to know how to make decisions that will enable them to overcome life's challenges. We strive to give our students the impression that they have options about how they think and behave, and that these choices will lead to specific outcomes.

Ways we help students control of their decisions and behaviour at DYPIS:

- We want our students to believe that they have choices in how they think and act, and that those decisions will lead to particular outcomes.
- We educate our children to understand that discipline involves guiding and advising them.



I Have, I Am, I Can- Edith Grotberg

To overcome adversities, children draw from three sources of resilience:

I Have...

- ◆ People I can trust and who love me unconditionally.
- ◆ People who set boundaries for me so I know when to quit until danger or trouble arise.
- ◆ People who, through their behaviour, teach me how to do it correctly.
- ◆ People who want me to learn to do things on my own.
- ◆ People who come to my assistance when I'm ill, in danger, or need to learn something.

I AM...

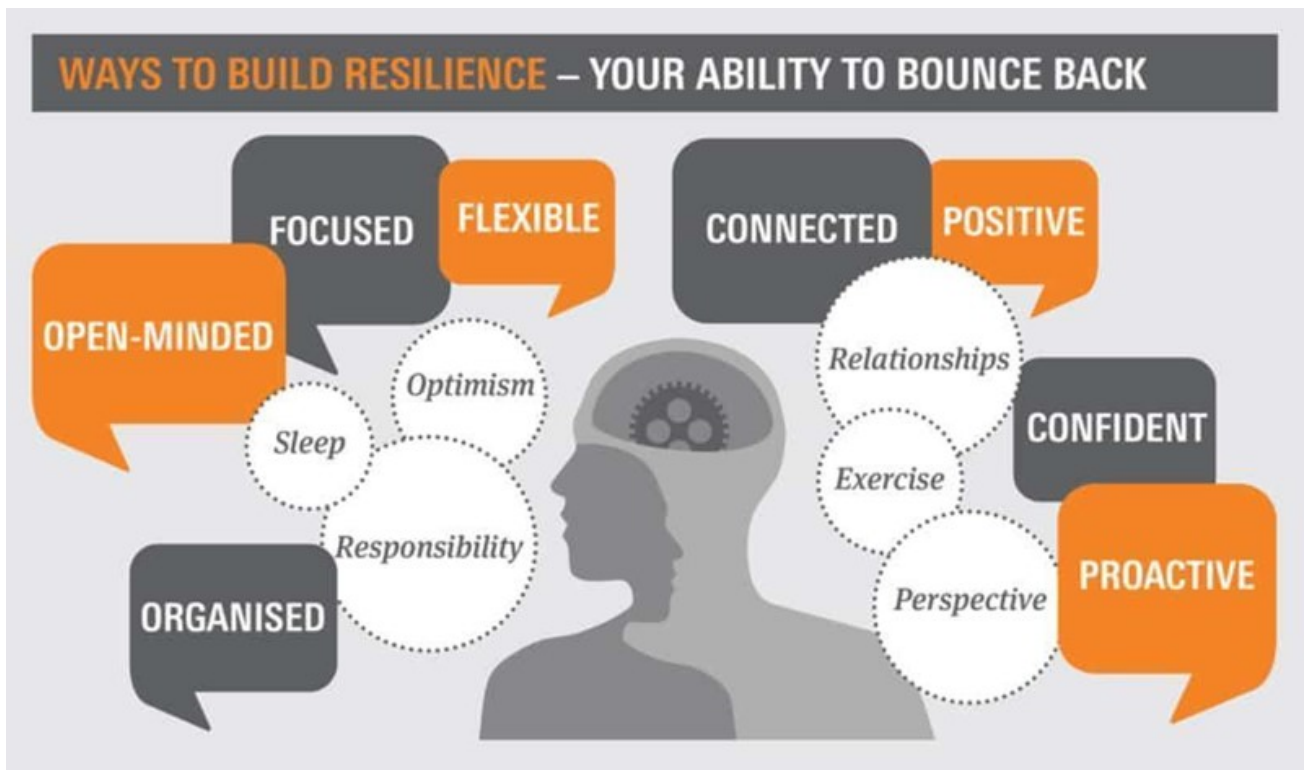
- ◆ A person people will like and love.
- ◆ I enjoy doing good things for people and demonstrating my interest.
- ◆ I treat myself and others with respect.
- ◆ Willing to take responsibility for my actions.

I CAN...

- ◆ Look for solutions to the issues I'm having.
- ◆ Control myself when I feel like doing something not right or dangerous.
- ◆ Figure out when it is a good time to talk to someone or to take action.
- ◆ Find someone to assist me when I'm in need.

(Project for International Resilience)

Strategies for Building Resilience at Home



<https://www.newcastlefinancialgroup.com.au/wp-content/uploads/2017/09/5ways.jpg>

- Define the term "resiliency."
- Start a conversation (books, quotes, movies)
- Share a resiliency role model for your children.
- Create a coping or resilient novel.
- Resiliency is a skill that can be learned. Draw a picture of how resiliency looks and sounds on the inside of you.

Bibliography

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