

Introduction to Weaving Well-Being



Well-being means feeling **good** and **strong** in our **minds** and **bodies**, having **energy**, getting along with and helping **others**, knowing our **strengths** and feeling **proud** because we are doing our **best**. It means we can **cope** with the little problems and disappointments of life.

It means **enjoying** life, being **grateful** for what we have and **accepting ourselves** just as we are!

There are lots of things that we can do to improve our well-being.

This book has some ideas for you to try.

So let's get started, and **weave** together all those ideas!

**Weaving
Well-Being
the more
you weave,
the better
you feel!**



Did you complete any other levels of the **Weaving Well-Being Program**? If you did, don't forget to keep using everything you learned so far to boost your well-being! At the back of this book you'll find reminders of other previous levels.

Lesson 1

What is Resilience?

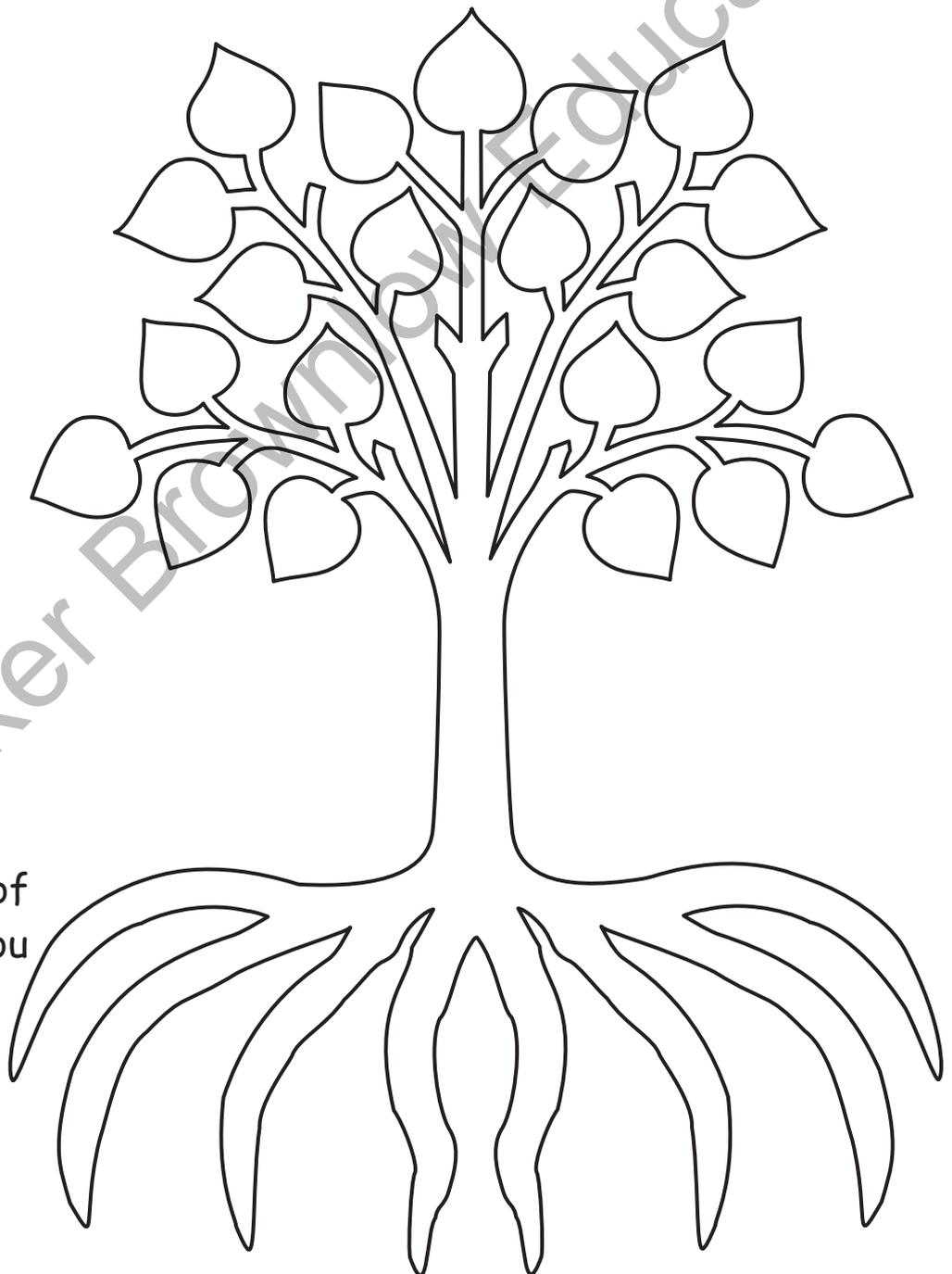


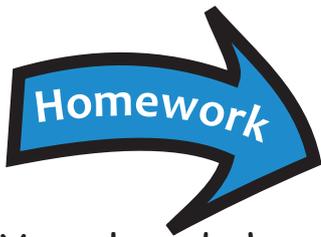
Resilience is being able to bounce back from all of the normal set-backs, disappointments and failures which are part of everyday life. We can strengthen our resilience by learning about certain skills which we can think of as our very own **Tools of Resilience**.

Activity 1

Roots of Resilience Tree

Think of words to do with resilience. Write them in the roots of this tree. Use different colours and styles of writing. Then decorate the rest of the tree any way you wish, natural or imaginative!





Lesson 1 Homework:

Think and talk about resilience at home.

You already have lots of resilience skills! You probably just don't think about them or practise them as often as you could.

Now think about a time when you **overcame** a problem or worry in the recent past. How did you do it? What skills did you use? Write about it here. How did you feel after you coped with it?

Have a discussion with your family and name some resilient people you admire:

Don't forget to think about this memory when you are faced with a problem or difficulty in the future.

**You coped with
difficulty before...
you can
do it again!**

Parental Signature/Comment:

Parents should sign this box to show that they have discussed each homework activity and to give any feedback if they wish.

PARENTAL PULL-OUT

Parents: Please remove this centrefold carefully to avoid damaging the staples!

Tools of Resilience Program – Parent Guide

This short booklet is designed to give parents a brief introduction to the “*Weaving Well-Being*” program and to help them support their children as they complete the **Tools of Resilience** section of the program. The *Weaving Well-Being* program is a well-being program for children specifically designed to promote positive mental health and flourishing in children. The skills are based on current research from the field of **Positive Psychology**.

What is Positive Psychology?

Positive Psychology is concerned with the science of well-being, personal growth and resilience. It is founded on the concept of identifying and developing personal strengths. Positive Psychology uses evidence-based activities which help people to flourish, grow and engage with life on an optimal level whenever possible. Our lessons and activities introduce children to many of these strategies and activities which can empower them to become active participants in **creating, maintaining and boosting positive mental health** throughout their lives.

The **Tools of Resilience** program consists of ten lessons which are designed to teach six specific skills of resilience. These are: **Perspective, Distraction, Thought Disputation, Use of Authentic Character Strengths, Problem-focused Planning and Mindfulness**. Each strategy has a specific “tool”, represented by an image to help the children understand and remember the concepts involved. Each child has a Student Book, which gradually builds into a highly personal portfolio which reflects their use and understanding of each tool.



What is resilience, and how can we build it in our children?

Developing resilience is one of the key elements in positive mental health and well-being. All of us will encounter setbacks, failures and disappointments in life at some stage. Emotional resilience is being able to bounce back or recover from events or situations which may seem overwhelming at first.

Resilient people allow themselves to feel their negative feelings such as frustration, anger, sadness and disappointment. However, they do not get stuck in these feelings. This aspect of resilience is an important one to develop with children. Resilience does not mean suppression or avoidance of difficult feelings. It involves experiencing these feelings and then being able to regulate them in healthy ways. The **Tools of Resilience** are designed to give the children strategies for doing this.

What has been shown by researchers is that resilience is a *skill* which can be developed, rather than being a specific inbuilt ability. Once we teach children these practical skills, we can encourage them to select and use them appropriately. As they try them out and experience success, their confidence in their own abilities grows, which in turn should lead to increases in self-efficacy, self-esteem and overall well-being.

To gain maximum benefit from the skills, your child should be encouraged to use them as much as possible. There is a homework task each week which encourages practical use of the skills and tools. In order to help and encourage your child, you may find the following information useful.

Lesson 1: What is Resilience?

In this lesson, children learn what resilience is and why it is so important. They learn that negative feelings are completely normal and necessary, but that it is important not to get stuck in them. They also learn that we are all resilient and that there are ways we can build our resilience.

How to support your child: Talk to your child about the importance of resilience. Reinforce the concept that disappointments, upsets and failures are all part of life, we really can't avoid them! Give examples of when you showed resilience in the past and encourage your child to think of lots of examples of when they showed resilience. Discuss famous resilient people you admire and also friends and family. Discuss situations in the future where your child might need resilience.

Lesson 2: The Jigsaw of Perspective

In this lesson children learn that, although they may sometimes feel overwhelmed by small disappointments, they can help themselves recover by using the **Jigsaw of Perspective**. The children create their **Jigsaw of Perspective** by drawing or writing all the good things about their lives on a blank jigsaw. They leave the middle piece blank, and write "My Problem" on it. When they lack perspective about a worry, their jigsaw provides a visual reminder of all the things that are still good in their lives. This helps each child to see the big picture of their lives, not just the problems. Deliberately thinking of, and appreciating, the positive aspects of life has been shown to help foster resilience.

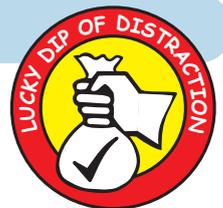
How to support your child: Encourage your child to use their **Jigsaw of Perspective** any time they need to establish a sense of proportion or perspective on a problem or disappointment. This tool is especially helpful for small disappointments, e.g. losing a match, breaking a toy or having a dispute with a friend. The children can be encouraged to think of their friendships or family relationships as a jigsaw with lots of different pieces; a conflict or dispute is only one part of it. This should help them to get into a constructive frame of mind and come to terms with a disappointment or solve a conflict.



Lesson 3: The Lucky Dip of Distraction

In this lesson, children are introduced to the idea of healthy distraction, which can stop them from worrying or becoming anxious about things they have **no control over**. They create their own **Lucky Dip of Distraction**, which they can be encouraged to use to help take their minds off anxieties. This should help to prevent rumination, a mental habit which has links to the development of depression.

How to support your child: Encourage your child to use the **Lucky Dip of Distraction** when they are over-thinking or worried about something that they can't do anything about. They can look at their list and choose one of their enjoyable activities from it.



Lesson 4: The Planning Pen

In this lesson, the children are introduced to their **Planning Pen**. It reminds them of the steps required to make a helpful plan, the basis of problem-focused coping. Problem-solving involves identifying the problem, making an action plan, seeking advice and working through the problem one step at a time.

