

R

Recognise the signs and symptoms

O

Ask **Open** questions
(try to spot the BIG thought)

A

Access Support, Services & Self-care

R

Build **Resilience**



THRIVING, OR BARELY SURVIVING?

2

Good mental health



Poor mental health

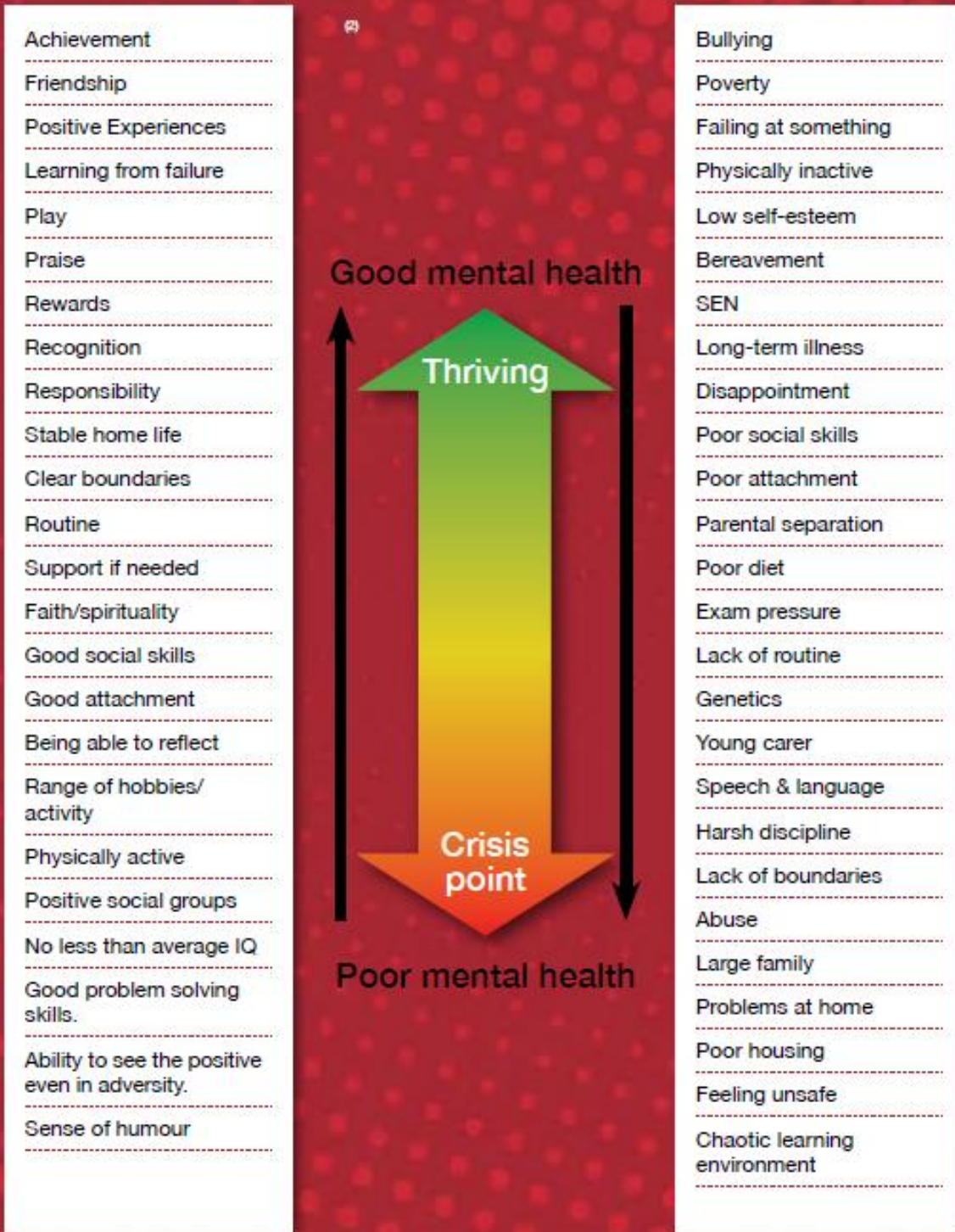
Children appear happy, can maintain positive relationships, show confidence, are physically well, have good energy levels, are sleeping well, eating well, performing well academically, have good attendance, adapt to change and can cope when faced with challenges.

Children may be irritable, impatient, nervous, overwhelmed or forgetful. They may put off doing things, have trouble sleeping, have stomach aches, headaches or muscle tension. They may seem less interested in socialising, struggle to make and keep friends, appear teary or sad and may be angry or disruptive. Their attendance and academic progress may slip.

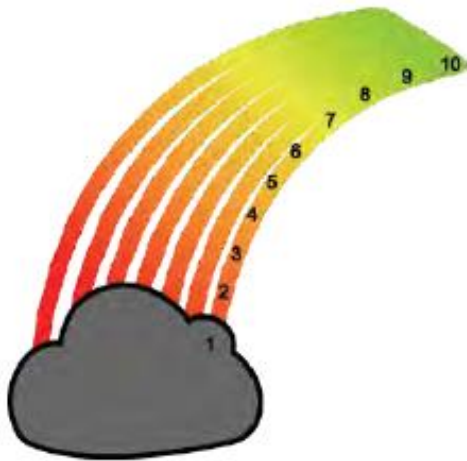
Children may have frequent angry outbursts and have a negative attitude. They may appear anxious, sad, tired and have little interest in joining in. Their performance and concentration may be poor and they may struggle to make decisions. They may regularly try to avoid people, places and activities. They may experience recurrent intrusive thoughts and images. They may be experiencing persistent aches and pains and be incredibly restless as a result of disturbed sleep.

Children may be aggressive and display excessive anxiety. They may have panic attacks, appear depressed, physically ill and even suicidal. They can't perform duties, control behaviour or concentrate. Their attendance and performance will be severely affected. They may completely withdraw from social activities and may experience constant tiredness. Children may struggle to fall or stay asleep or may be sleeping too much.

TAKING ME UP, OR DOWN?



HOW ARE YOU FEELING TODAY?



We all have mental health, and there are things that happen to us every day that have either a positive or negative effect on how we are feeling. The ROAR rainbow scale can be used to gauge where children are at key points in the day.

Ask them to rate themselves and how they feel along the rainbow. This will give you a good idea of how ready and able they are to engage with whatever you are doing at that point in the day.



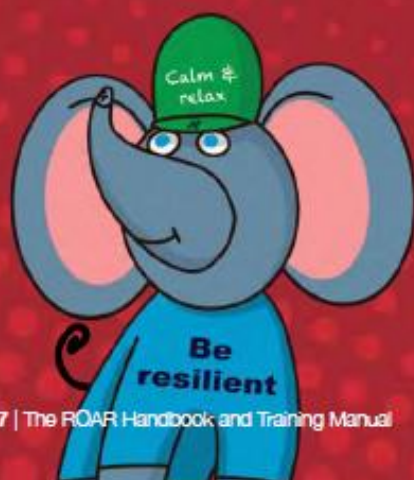
SPOTTING UNHELPFUL THOUGHTS

Ralph is trying to prepare for his SATS tests. He has found himself feeling a bit worried. Take a look at some of his thoughts below. Some of them are helpful thoughts and some are not. Cut them out and stick the helpful thoughts onto Ralph's thought bubble and the unhelpful ones onto the bin to try and help him to feel less worried.



Elephants aren't clever	I can't do this
What if the other elephants laugh at me?	I'll try my best
If I fail I can always try again	If I fail this I might never get a good job
I got nearly half of the answers wrong last time	I know I've been working hard
I think I'll ask for some help	This is going to be the worst thing ever
All the other elephants can do it, why am I not like them?	What if I forget everything?
I can do it	Everyone will look at me
The teacher thinks I'm stupid	I should get 100%
I enjoy a challenge	It's not the end of the world if I don't do well
I can't be bothered	I'll probably fail anyway

RALPH'S POSITIVE THOUGHTS



THROWING AWAY UNHELPFUL THOUGHTS



BUILDING RESILIENCE

What is resilience?

Part of the ROAR Response is about building resilience in children. Ann Masten describes resilience as, 'Ordinary Magic' meaning that in many cases, a resilient outcome doesn't come about because of something earth shattering, it's just everyday stuff - a teacher giving slightly more attention to a particularly disadvantaged child, for example.

Masten describes it as:

⁽³⁾ "Positive adaptation to adversity despite serious threats to adaptation or development".

⁽⁴⁾ For more information, visit:

www.boingboing.org.uk

The Department of Education suggests resilience involves three things:

⁽⁵⁾ "Firstly, a sense of self-esteem and confidence; secondly a belief in one's own efficacy and ability to deal with change and adaption; and thirdly, a repertoire of social problem-solving approaches."

Mental Health and Behaviour in Schools Departmental advice for School Staff (March 2016)

There is a lively debate about the meaning of the term, particularly whether we can talk about resilience being something inside us (something we're born with if you like), or whether it is more complicated than that. Over the years, we've steered more towards definitions that focus on external processes and mechanisms, and definitions that help us to think through what those of us in networks supporting disadvantaged people can do to make a difference.

Children and young people experiencing a high number of risk factors towards their mental health (poverty, substance abuse, low academic achievement, bullying, etc.), will need more resilience factors built into their

lives to counterbalance these risk factors.

⁽⁶⁾ Significant research carried out by Dr Angie Hart and Brighton University, identified a range of ways in which our resilience can be built. These fall into five core categories:

- 1. BASICS**
- 2. BELONGING**
- 3. LEARNING**
- 4. COPING**
- 5. CORE SELF**



On the next page, you will find a copy of the resilience framework, outlining the tried and tested methods for building resilience. We have included some examples of how you can adopt these when applying the ROAR response in each section of the ROAR training.

⁽⁶⁾ You can also use the online resilience framework tool created by Merseyside Youth Association which allows professionals, young people, and parents/carers to assess and build their own resilience. You access the framework here: www.resilienceframework.co.uk



BASIC BELONGING		LEARNING		COPING		CORE SELF	
<p>I have a good place to live.</p> 	<p>I feel that I belong.</p> 	<p>I like school.</p> 	<p>I understand the need for boundaries and rules.</p> 	<p>I believe in myself.</p> 			
<p>Me and my family have enough money to live.</p> 	<p>I know my place in the world.</p> 	<p>I get on well with teachers and people who help.</p> 	<p>I can be brave.</p> 	<p>I try to empathise with others.</p> 			
<p>I feel safe.</p> 	<p>I can keep friends.</p> 	<p>I think about my future plans.</p> 	<p>I am good at solving problems.</p> 	<p>I am self-aware.</p> 			
<p>I travel to where I need to go.</p> 	<p>I recognise my healthy relationships.</p> 	<p>I like to plan what I am going to do.</p> 	<p>I like to make the most of the things that interest me.</p> 	<p>I am responsible for myself and my actions.</p> 			
<p>I eat healthy food.</p> 	<p>I am able to maintain and keep good relationships.</p> 	<p>I am proud of my achievements</p> 	<p>I can see things from another point of view.</p> 	<p>I have talents</p> 			
<p>I have fresh air and exercise.</p> 	<p>I have good memories from my past.</p> 	<p>I aim to develop my skills and qualities.</p> 	<p>I can calm down when I need to.</p> 	<p>I get medical help when I need it.</p> 			
<p>I sleep well.</p> 	<p>I know about my history and where I am from.</p> 		<p>I can start again because I know tomorrow is another day.</p> 				
<p>I play and socialize with others.</p> 	<p>I like to try new experiences.</p> 		<p>I have someone to talk to when I am unhappy.</p> 				
<p>I see that we are all equal.</p> 	<p>I can mix with others and make friends</p> 		<p>I know how to have a laugh.</p> 				
ACCEPTING		MOBILE TRUTHS		EMLISTING			
CONSERVING		COMMITHERY		EMLISTING			

RESILIENT RALPH...

Resilient Ralph was designed by 9-year-old Scarlett Golding, the winner of a city-wide Liverpool competition to design a resilient character. She said elephants are not very bouncy, but this one has planned to make himself resilient.

Green - keep calm
and relax hat



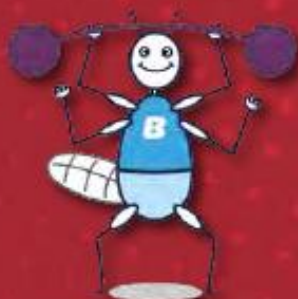
Rubberband -
do you bend or
break? We all have
a breaking point

T-shirt to remind
people to be
resilient

Springs to
bounce back

Ralph's friends, The ResiliAnts were designed by a group of children at Smithdown Primary School, to help Ralph in his quest to become resilient.

... & THE RESILIANTS



BASICS BOB

I make sure we all have the basic things we need to be resilient: healthy food, a safe place to live, enough sleep, exercise, transport and enough money.

BELONGING BILLY & BELLA

We love being with others. We help people to make and keep positive relationships, find their place in the world and we think it's great when people have responsibilities because it makes them feel important.



LEARNING LEO



I love learning even though I don't always find it easy. I help people to organise themselves and develop life skills. I always try to tell others what they are doing well.

COPING CODY

I often face challenges, but I have a really good set of skills to help me to cope. I help others to be brave, solve problems and to ask for help. I can have a laugh and can dust myself off and start again. I love my rose-tinted glasses.



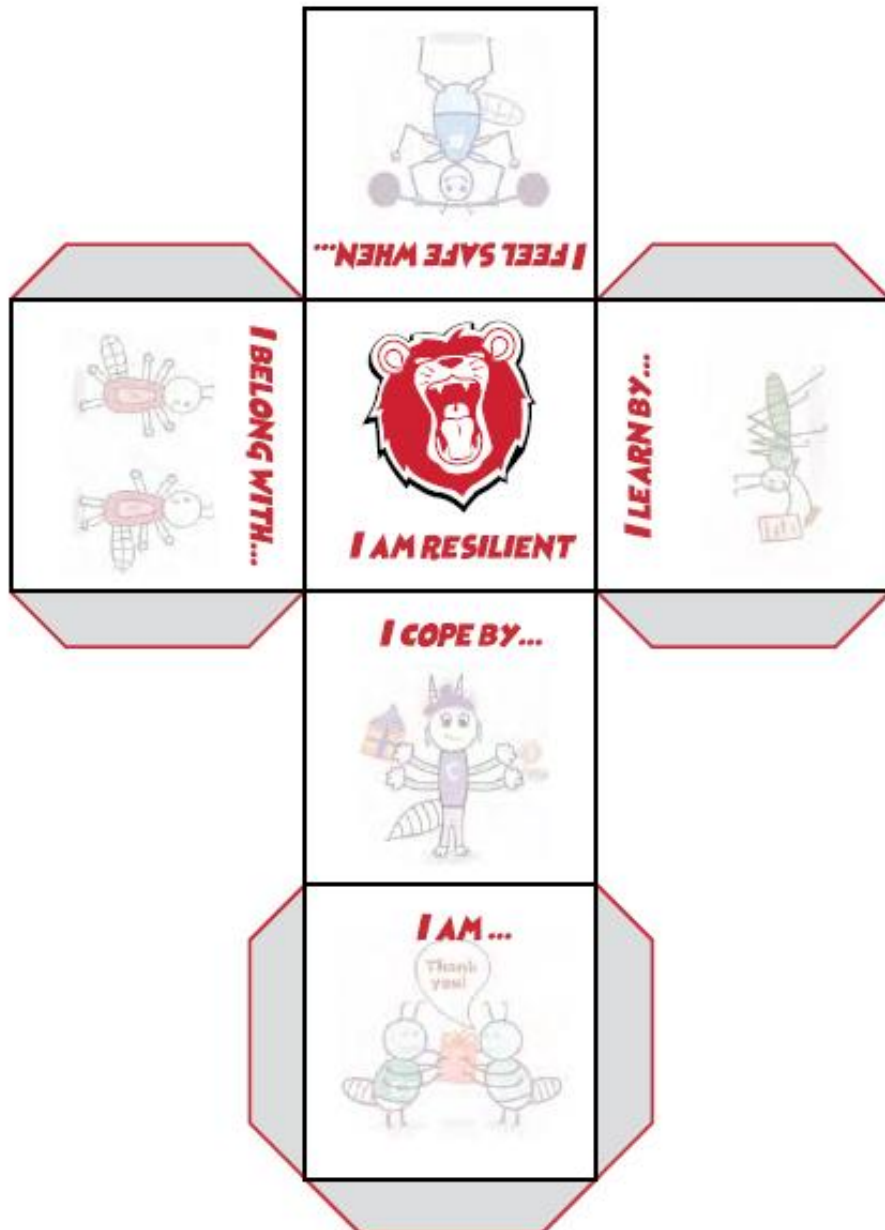
CORE-SELF COURTNEY



I like to encourage people and I always try to understand how they feel. I know who I am and what I'm good at and I love to help others to find the same out about themselves.

My RESILIENCE CUBE

What makes you resilient? Use the template below to make your own resilience cube. Write down some things that you can do in each box before you cut it out and make it.



My RESILIENCE WHEEL

INSTRUCTIONS

This is me: draw a picture of you.

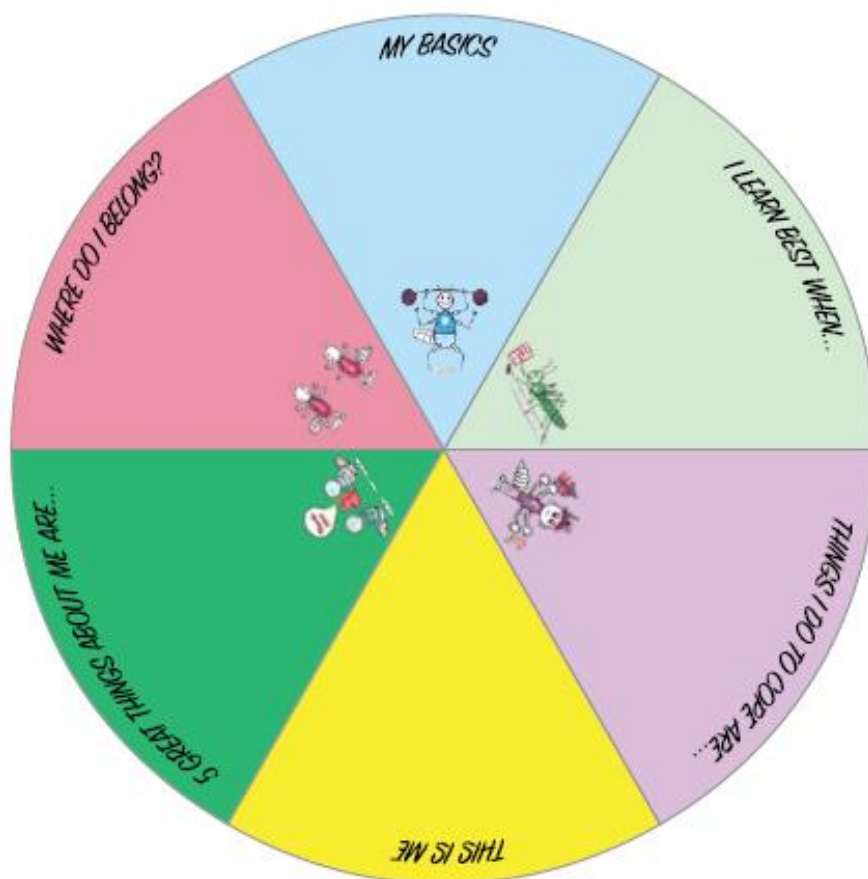
My basics: list the things in your life that make you feel safe and happy.

Where do I belong: where are the places, and who are the people you feel happiest with?

I learn best when: write down the ways you find most enjoyable to learn new things – have you learnt something today?

Things I do to cope are: when you feel a bit sad, or stressed, or worried, what sorts of things do you do, or do your friends do or say to you that make you feel better?

Five great things about me: either write five great things about yourself or in groups pass the wheel around, and get others to write good things about you in this part!



Suggestion: Why not turn this into a fortune wheel with a split pin and a paper clip?

THE ROAR FEELING THERMOMETER



How strong is this feeling?

THE WORRY TREE

**CAN I DO ANYTHING ABOUT THE THING
I'M WORRYING ABOUT?**



NO

YES

Let the worry go

Now?

Later?

Let's make a plan to
solve this problem

Let the worry go



I THINK CARDS

I think that everything is my fault	I think that the worst thing is going to happen.	I think that I can't do things.
I think that people are thinking badly about me.	I think that I'm not as good as other people.	I think 'What if..'
I think things are bigger than they are.	I think that I have to do things a certain way or bad things will happen.	I blow things up out of proportion.

NEVER



SOMETIMES



OFTEN



My EXPOSURE LADDER

The thing I am afraid of is...

.....

What steps could
you take to try
and work up to
your fear?

.....
.....
.....



I will start by...

.....

RELAXATION EXERCISES

A range of very simple techniques can be very effective when trying to encourage children to calm down and relax.

Breathing Exercises:

- Breathe slowly through the nose, hands on the tummy and eyes closed
- Breathe slowly and count from 1-5 (counting breath)
- Breathe out slowly as if blowing out the candles on a birthday cake
- Visualise a calming colour as you breathe out (colour breath)
- Visualise a calming place as you breathe out
- Say a word to yourself or short sentence ("I can keep calm")

Physical Activities:

- Sticky Hands – Pretend to have "sticky" hands, then press them together. Push hard for 20 seconds, you can count it out with the child. Now tell the child to slowly allow their hands to come apart and see if they can feel the stickiness. Repeat this sequence two or three times
- Tense and Relax – Have the child form his/her hands into fists and bring his/her shoulders to their ears. Count to five together and then relax. Repeat five times. Try using props such as "squeeze balls" to help exaggerate the motion

Sensory Play:

Sensory play has a calming effect by allowing the child to focus on one sense (often touch) and "block out" others. Make sure to have sensory materials such as play dough, sand, or water available at all times. Other ideas include:

Feeling Box

Put together a variety of different materials to touch, such as felt, leather, smooth stone, feather, fur, etc.

Listening Centre

Play some calming music with headphones or quiet instruments, such as a rain stick.

Visual Centre

Provide a dimly-lit area or box and have glow-in-the-dark stickers and toys that light up.

EMOTION CARDS

ROAR!



ANGRY

ROAR!



BORED

ROAR!



CONFUSED

ROAR!



CROSS

ROAR!



EMBARRASSED

ROAR!



EXCITED



EMOTION CARDS



GUILTY



HAPPY



RELAXED



SAD



SCARED



STRESSED



EMOTION CARDS



JEALOUS



ASHAMED

