RESILIENCE

RE·SIL·IENCE [RI-ZIL-YUHNS, -ZIL-EE-UHNS]

NOUN

1. THE POWER OR ABILITY TO RETURN TO THE ORIGINAL FORM, POSITION, ETC. AFTER BEING BENT, COMPRESSED, OR STRETCHED; ELASTICITY.

2. ABILITY TO RECOVER READILY FROM ILLNESS, DEPRESSION, ADVERSITY, OR THE LIKE; BUOYANCY.

ORIGIN: 1620–30; < LATIN RESILI (ENS), PRESENT PARTICIPLE OF -RESILIRE TO SPRING BACK, REBOUND.

RESILIENCE - Bouncing back from something that has been tough with the help from others too.
Navigate your route towards resilience!

Take your time to explore the activities, enjoy the images and take inspiration from the stories!
RESILIENCE

How many words can you see associated with resilience?
INTRODUCTION

Welcome to One Step Forward...a gorgeous-looking book produced by young people in England with experience of foster care with the help of some adults.

Finding a job is a big challenge for young people at the moment, especially when they experience such complex situations, like being in care. The impact of not having a job can spiral into other challenges such as feeling bad about themselves, not having anywhere to live and no money for the basics. Therefore being able to bounce up (resilience) under these circumstances is really important.

When we think about resilience we take into consideration all aspects of your life, so if one thing is not going well, there may be other things that are keeping you afloat.

The way we see it, by understanding resilience, you and your carer can look at what needs to be in place to support you and other young people to overcome difficult times in their lives and live the life they want to.
Why do we feel it has been important to produce this booklet?

Lots of reasons really...and below are the ones that the young people and us adults felt were most important:

• The UK has a major youth unemployment issue. Almost a million young people in the UK are unemployed (The Work Foundation, 2013).

• Young people in care are more likely to spend time out of employment, training or education and be “scarred” for life (ACEVO, 2012).

• There is a gap in the research that looks at the experience of young people and the barriers they face in terms of aspirations and employment, especially in relation to resilience.

• To empower the young people involved in the project and create opportunities for them which support them to feel good about themselves.

• To challenge this idea in society that if you are in care then you will do less well, get a job or succeed!

• To introduce you to ideas and suggestions that are important in supporting young people in care in the face of the unemployment crisis.

• To provide hope through stories and suggestions when you are feeling worn down and thinking that nothing is making a difference.

• To highlight that even when young people do experience really difficult stuff in their lives that there is always an opportunity to change their pathway.

• To support your discussions and practice interventions with the young person that you are caring for, whether at home or through your work.

• To help you as a young person understand what you need in your life to support you to bounce back when things get tough and how you can help your friends and other young people in care too.

We welcome your feedback about the resource and hope you find it of benefit.
TAKING PART

NINA
AMY
SAM
MATT
LORNA
SITARA
RAJIA
SOPHIE
SUNNEKA
ROSS
ROSA
KATY
CHLOE
JOSH
ALEX
LAURA
JAYMI
**QUESTION** - What do you want to be or do when you reach adulthood?
**ANSWERS** - Chef; spaceman; sports masseuse; lawyer; paramedic; and Footballer.

**QUESTION** - Can you think of ways that you can realise your potential?
**ANSWERS** - Belief; trust; talking one on one; and taking an interest.

**QUESTION** - What song do you think of, when you think of aspirations?
**ANSWERS** - Eye of The Tiger; Hall of Fame; Call Me Maybe; and Gangnam Style.

**QUESTION** - What do you think you need to do to become successful?
**ANSWERS** - Close family and friends; money; fame; recognition for what I do; to get good at things; a job; getting your own way; and people behind you giving you encouragement.

**QUESTION** - What inspires you?
**ANSWERS** - Mass gatherings; football; family; seeing success; my dreams; family background; dance; celebrities; myself; being in plans; and bright light in my face.
QUESTION - Do you think there is anything stopping you from being what you want to be in the future?
ANSWER - No; maybe; no because this is what I want to be not them; no; no; only myself; nothing should stop you; no; not at all; and no, well I hope there are no bumps in the road.

QUESTION - What do you think you need to do to become successful?
ANSWERS - A job; be a good person; job and money; believe in yourself; be motivated, be confident; get the grades; and get good qualifications.

QUESTION - What supports you to be who you want to be?
ANSWER - Family, foster carers, social workers; people; everybody around me; encouragement; going to school and getting the grades; education; clubs and free activities; not sure; family; family; and family and friends.

QUESTION - Do you feel safe and confident in talking about your future?
ANSWER - Yes; yes; yes; I want to be a social worker!; yeah; I feel confident; yes; yes I do; it needs to be shared as I'm not embarrassed of who I am; yes I do!; and yep I do feel confident.
HOW TO USE

This booklet has been designed by young people as an interactive resource that you can use if you are a foster carer, a young person who is in care, or a practitioner.

We have provided you with the What, Why, How, Where and When of resilience to support you to understand What resilience is, Why it is important in the lives of young people, How you can support resilience with the young people you are working with, or as a young person yourself.

The Where covers the places in your life that can also support resilience, and the When highlights when resilience can come in handy. We have illustrated stories from the young people’s lives to help convey the moments that were crucial for them.

The activities that we have provided can be done by you or with the young person you are caring for, or as a young person you could use it with your friends to support them to understand and gain support too!

What we all hope is that, when you have navigated your way through the book and got your head round resilience, you can share the information and knowledge with other carers, professionals and, as a young person, your friends too!

Use the Resilience framework found on pages 82 and 83 to learn and build up your resilience.

Take care and enjoy!
WHAT SUPPORTS RESILIENCE?
What is resilience?

Resilience can be quite a tricky concept to try and get your head around. Then you can think about how you can use it to support young people or, as a young person, think about how you can apply it to your life so far.

It has taken researchers over 30 years to try and make sense of it, and as you can imagine there have been disagreements! In the beginning people talked about it as something that extra special people have that enables them to do well. As the research progressed, and people learnt more, it became clear that looking at people as either being resilient or not didn’t really tell us the whole story.

More recently the research is starting to show how resilience is mostly not about what is inside you, but about the way in which you respond to life’s challenges and what is put in place around you to help. As a young person in care you are probably likely to have experienced some challenges in your life, and therefore developing your resilience will really help you.

Developing resilience involves both an individual’s personality and way of doing things, as well as things in their environment. So good news, professionals have the chance to increase aspects in the environment that are important and they can nurture individual qualities too.
How researchers have talked about resilience

“Adequate provision of health resources necessary to achieve good outcomes in spite of serious threats to adaptation or development.” (Ungar, 2005, p. 429)

“Resilience does not constitute an individual trait or characteristic... Resilience involves a range of processes that bring together quite diverse mechanisms.” (Rutter, 1999, p. 135)

“Ordinary Magic” (Masten, 2001)

“A class of phenomena characterised by good outcomes in spite of serious threats to adaptation or development.” (Masten, 2001, p. 228)

You may be feeling even more confused now, but in this booklet we aim to make the theory, research and language more user friendly, so you can apply it in your everyday work and life. The definitions offered by researchers show that it is quite difficult to explain resilience as a quality, something that is inside a person, so it doesn’t make much sense to say that one person is resilient and another is not. This may be surprising as we hear a lot in everyday language about resilient young people, leading us to think that one person can be more resilient than another. The important point is that resilience is a combination of lots of things working together at home, in school, with friends, in the big wide world... it is something that we are doing and building... a combination of actions, rather than just something that is inside you. This is exciting as it’s not just something that you need to do, and there are lots of things that can be done to support your resilience and the resilience of the young person you are caring for. So it has been hard to pin down exactly what resilience is and put it in a nutshell.

The definition we use within this booklet goes like this:

“Things that happen, or resources that we might put in place, that improve your chances as a young person when the odds are stacked against you or when you have gone through difficult times. A bit like a rubber ball bouncing back into shape.” (Aumann & Hart, 2009, p. 10)
Definition of Resilience

There are many definitions of resilience. Here are some...

“Resilience is evident where people with persistently few assets and resources, and major vulnerabilities have better outcomes than we might expect given their circumstances, and in comparison to what we know happens with other children in their contexts.” (Hart, Blincow & Thomas, 2007, p. 10)

“Getting on with everyday life.”

“Resilient moves: The kinds of things we need to make happen (e.g. events, parenting strategies, relationships, resources) to help children manage life when it’s tough. Plus ways of thinking and acting that we need ourselves if we want to make things better for children.” (Aumann & Hart, 2009, p11)

“The magical way in which the individual and the environment dance together to create outcomes that are better than expected!”

“Getting through tough times and keeping going, no matter how hard things get in your life.”

“Resilience is about the ability to cope with what life throws at you. When you get knocked down, get back up, dust yourself off and come back even stronger!”

What’s your definition of resilience?
RESILIENCE

- You can bounce back through difficult things
- You can learn from the past and make it different in your future
- Resilience makes you happier
- Resilience is about taking initiative
- Having hobbies is part of resilience
- Having people to talk to and people you trust
- Feeling inspired
- Finding somewhere to belong: the right placement, the right atmosphere where you feel safe
- "Being Safe" in a placement is really important
- Having good memories
- Having someone to help you be organised, making sure your work is up to date
- Having good friends who support you and other good people around you
- Doing better than you thought you would considering the experiences you have had
- Being good at something helps
- Having other people praise you when you do well at something
The young people designing this booklet helped us put resilience into everyday language and shared some of the things that have been important for their resilience.

Quotes from young people’s stories

“Okay, I do bounce back most of the time. I always feel like, ooh I fell, ooh I bounce back now okay.” (Nina)

“I don’t quit, I don’t quit. If I didn’t bounce back I’d probably just like – I’d be a poor person.” (Katy)

“If you know that you can bounce back off one situation in life then it makes you feel that you can do it again and again. If it’s a good situation and you bounce back and go into a bad situation, you know that you can just pick yourself back up and move on in life and do well in the future.” (Sophie)

How can we use resilience in practice? We will now introduce you to the resilience framework, which will help you to understand what can be done on a daily basis to support young people to bounce back from difficult times and create the life they want to.

Origins of resilience

Resilience is a term that originates from physics and refers to the capacity of a substance to return to its original state after being subject to intense levels of pressure, heat or other external force. What a great term for human nature to adopt! It conveys a capacity to return to what was, after experiencing trauma, tragedy, life threatening danger, persistent adversity, or all of these profound and too often inescapable fates that humans encounter.

Sometimes resilience is called adaptation, but resilience has a dynamic feeling to it, a sense that we all can tap into properties that enable us to rebound to where we were before misfortune, natural or man-made, strikes.
Hope for the future.

Having people around you who support you.

Taking care of your feelings.

Turning things around when stuff gets tough.

Learning and feeling inspired.

Taking the good from the bad.

RESILIENCE IN A NUTSHELL
The Earth is resilient, it’s over 3 billion years old, nearly 4. It has seen countless continental shifts, mass extinctions, meteorite and comet bombardments, climate changes, environmental disasters, the rise and fall of civilizations, and wars.

But...it still stands!

Like the Earth you may go through many changes but you can learn and grow.
BANKSIA TREE

The Banksia (Banksia aemula) plant found in Australia - the seeds of this tree are only released (germination) after a bush fire.

This plant takes advantage of the lack of other plant competition and the rich ash soil to grow.
Plants have the ability to grow anywhere where there is water.

Birds nesting in the city show their ability to cope in the urban environment. Birds have replaced trees, cliffs etc. with houses and buildings.

Cities bounce back from natural and man-made shocks and stresses.

Your skin is a wonderfully resilient organ and for the most part can survive virtually any form of punishment. The skin is the body's boundary, tough enough to resist all sorts of environmental assaults, yet sensitive enough to feel a breeze.

DID YOU KNOW:
Skin is the largest organ in the human body.

EVERYDAY RESILIENCE

Resilience - you may miss but it happens everyday.
The West Pier, Brighton, UK

Built and opened in 1866, during the 1920’s the pier was fully developed and thriving. During the 1950’s and 1960’s the pier fell into decline and was closed to the public in 1975. In 2002 a storm caused the collapse of the concert hall into the sea, the pier was on the brink. Then in 2003 a fire reduced the pier to a singed metal frame. But it’s still there!

The West Pier could be seen as resilient.
Exploring together: What is resilience?

Gather some picture cards (sample cards/cut out cards are in the back of the book) and ask the young person you are caring for or working with to choose a card they think best relates to the word resilience.

Explore why they have chosen this card and how it relates to their own story of resilience.

What have been the important things that have enabled them to bounce back? (Continue to have this discussion using the pictures.)

What helped the most?

What did they need more of?

Where are they now in their life, and what do they need more of going forward?

Cards to choose from (located on page on the RIGHT) cut them out and explore.

1 Hope
2 Having someone to count on
3 Feeling inspired or inspiring figure
4 Determination
5 Pets
6 Friends
7 Family
8 Safe home
9 Volunteering
10 Hobbies
WHO CAN BE RESILIENT?
Who can be resilient?

ANYONE

Resilience is not just a quality in people, it's the kinds of things that we need to make happen, such as events, parenting, strategies, relationships and resources to help children and young people manage life when it is tough. It is also ways of acting and thinking that we need ourselves if we want to make things better for our friends and other young people. (Aumann & Hart, 2009, p. 11)

The young people putting together this booklet were inspired by famous people who they saw as resilient, ranging from Malcolm X to Jennifer Lawrence! These people's stories encouraged the young people, and gave them hope that whatever you go through, you can overcome it and achieve something amazing for yourself.

One young woman, Becky, describes the importance of this:

"Give people examples of people. It's good to know that, especially for someone famous or in the eye of fame, that they've been through a wrath of life and they've come out fighting. If not rappers and singers, but authors and people like that. It makes you feel good." (Becky)
Malcolm X was born Malcolm Little on May 19, 1925, in Omaha, Nebraska. His mother was a homemaker occupied with the family’s eight children. His father was an outspoken Baptist minister and avid supporter of Black Nationalist leader, Marcus Garvey. His father's involvement in black civil rights prompted death threats, forcing the family to relocate twice before Malcolm's fourth birthday.

Things were tough in the Little home. There were six children and very little money or food. The strain of taking care of everyone by herself started to take its toll on his mother, and by 1937 she was showing signs of becoming mentally ill. In January 1939, Louise was committed to the State Mental Hospital in Kalamazoo. Malcolm and his siblings were divided up. Malcolm was one of the first to go, even before his mother was institutionalized. In October 1938, 13-year-old Malcolm was sent to a foster home, which was soon followed by a detention home. Despite his unstable home life, Malcolm was a success at school. Unlike the other kids at the detention home, who were sent to a reform school, Malcolm was allowed to attend Mason Junior High School, the only regular junior high in town. While there, Malcolm earned top grades, even against his white classmates.

However, when a white teacher told Malcolm that he couldn't become a lawyer, but should instead consider becoming a carpenter, Malcolm was so disturbed by the comment that he began withdrawing from those around him. He dropped out, spent some time working various odd jobs, and then travelled to Harlem, New York, where he committed petty crimes. By 1942 Malcolm was coordinating various narcotics, prostitution and gambling rings.

Eventually Malcolm and his buddy, Malcolm "Shorty" Jarvis, moved back to Boston. In 1946 they were arrested and convicted on burglary charges, and Malcolm was sentenced to 10 years in prison (he was paroled after serving seven years). Recalling his days in school, he used the time to further his education. It was during this period of self-enlightenment that Malcolm's brother, Reginald, would visit and discuss his recent conversion to the Muslim religion. Reginald belonged to the religious organization the Nation of Islam ( NOI).

Intrigued, Malcolm began to study the teachings of NOI leader Elijah Muhammad. Muhammad taught that white society actively worked to keep African-Americans from empowering themselves and achieving political, economic and social success. Among other goals, the NOI fought for a state of their own, separate from one inhabited by white people. By the time he was paroled in 1952, Malcolm was a devoted follower, with the new surname "X." He considered "Little" a slave name, and chose the "X" to signify his lost tribal name.

"...Early in life, I had learned that if you want something, you had better make some noise." (Malcolm X)
Overcoming social anxiety through becoming an Actress

Hollywood actress and academy award winner Jennifer Lawrence presents as a confident, successful young woman at 23. However, she hasn’t always felt outgoing and bright.

When she started secondary school, she described feeling "worthless", "weird" and how the light inside her "went out". She was diagnosed with having a social anxiety.

She tried having personal therapy to support her and this didn’t work for her. Instead she found a talent in acting. She begged her mum to take her to a casting in New York, and when she was on stage her anxieties began to disappear. She describes it as “I found a way to open the door to a universe that I understood, that was good for me and made me happy, because I felt capable, whereas before I felt worthless.”

This is a good example of a young woman who was struggling with social situations finding a creative way to overcome her difficulties. Finding something that she enjoyed and was good at took away the anxieties that she had about herself and also provided her with a route to success.

A young person’s story of belonging - Tapping into good influences

Jaymi was placed in care from the age of four. He was moved around from different placements that broke down and spent six years living in various children’s homes. Following his experiences he felt that he was branded a failure, wasn’t good at anything and would steal from Asda and TK Maxx. A significant turning point for him was his social worker, who came into his life when he was thirteen. He felt commitment from the social worker, who he described as being there whenever he needed her. This resulted in him feeling that he was a person of worth.

"I’ve realised that I am worth it, I haven’t been a failure and I have made my life into something that I want to make it into." (Jaymi)

His social worker is due to attend his graduation event at the end of the month and he described what this meant to him:

"Quite a bit, quite a bit. Because – it may sound a bit weird – but she’s sort of like a mother figure. So she’s the nagging type, she’s the caring type as well." (Jaymi)

Jaymi’s story illustrates the importance of having good influences in your life who will be committed and go that extra mile when providing support, and the impact that this can have on changing the pathway chosen in life.

The more healthy relationships the better

"Sometimes I used to cry because I was just, like, thinking of the stuff what I could be doing if we didn't do the runner. Like I would be probably, like, somewhere fancy and then I was thinking, I was like, dude look at yourself, you’re in an apartment with three people with only room in the entire house. And I know the cat would just come and sit with me, watch television and comfort me. It felt like God to me. It felt like my little best friend that I could just express my emotions to." (Nina)

"That’s what it’s like in a foster home because you’re sitting on your bed, you’re looking out the window with a pillow. Yeah, you’re sitting there cuddling a pillow. To me, that felt like home, cuddling the pillow, because I could tell that my deepest darkest secrets, and for the life of me it won’t ever tell a soul because it can’t." (Jaymi)
**Who can support your resilience?**

Having good relationships in your life, and feeling like you belong with others, is an important aspect of resilience-building. Everyone needs to feel like they belong, it's an important human need! Whether it's going to a group, friends, family, teachers, social workers, pets, having others around us who accept us, support us and generally care can make a real difference to who we are.

**Getting together people the young person can count on**

"My friends support me through everything. They kind of go, like, J you can do this. They encourage me, they motivate me. They go, like, J you can do this, come on you've been through the hard life, the hard part, now just get through the easy and then yeah you're going to be healthy. They kind of support me, like you can do this J. It gives me more confidence and I'm, like, yes I can do this, I can get through this. It's not that hard, it's fine." (Nina)

"I can really count on my sisters. They have been a big influence and been there through all the ups and downs. They were there with me and they kind of experienced the worst. It's nice to have them there to talk about it, and then forget about it too, and move on in your life and do better for yourself and others." (Rosa)

**Carer's note:**

*Pets are of value to young people as they offer an unconditional relationship where they are comforting, they listen and are simple companions for young people. Having a range of relationships that support the young person can be beneficial and this doesn't need to always be people, as pets, toys and other objects are comforting and offer support too.*

**Carer's note:**

*The plan here is to enlist as many people who can help and support your young person along the way, who will provide support and encouragement.*
Take what you can from any relationship where there is hope

“Being amongst people who have been through the same thing as me gave me comfort. Especially if they are in a good place. I’ve met other people who are in care who are at university, being a social worker, trying to help out other people going through the same situation. So I found that quite inspiring.” (Rajia)

“Before she was a carer she worked up in the city, it was, like, quite a big investment bank and she worked her way up quite high. And she told me about her, like, past, how her parents split up, that she moved out at, like, 16 and it kind of resonated with mine a bit, the fact that we were quite similar in what we wanted to do and achieve. And I kind of respected her power, and I kind of wanted to sort of follow suit, thinking it would be really nice.” (Ross)

“No-one actually ever inspired me, no-one was just there to be my inspiration. I think I inspired myself in a way. I was like, look you can either be this person or you can either be that person, which person would you like to be? Would you like to be positive or would you like to be someone who is stupid and unwanted in every single place and probably wants to be put in room 101. And then, and then I was, like, okay, obviously I want to be the nice positive person, so I stuck to the positive side.” (Nina)

Carer’s note:

Exposing young people to a range of healthy relationships and role models who have been through difficult times and come out the other side can add value to what you are already providing as a carer. In addition, as Janina illustrates, encouraging young people to develop a healthy view of themselves and value their own resilience can provide further inspiration and hope for their future.
Belonging involves responsibilities and obligations too

When I was in care I took, took, took. I took services, I took the social worker for granted, I took everything for granted. I'm now giving back because before, if somebody had asked me six years ago to become a children's home inspector for city council, both councils for West Sussex and Brighton City Council, I would be, like, no, jog on, I ain't doing it. But now, I'm sort of giving it back because then young people can sort of see, oh look J's an inspector, he was in foster care, he knows what I'm on about. I go home with a smile on my face and it's changed the way I look at life. Really changed the way I look at life. (Jaymi)

"Being part of this project gives me a lot. Um. It gives me ... gives me a lot of stuff actually. I just can't find the right words. It gives me - it kind of makes me think more, it makes me think. It puts me in a spot where I think, I can think a lot. I have also learned about that thing about bouncing back, I would never have actually thought about that." (Nina)
**Activity: Good influences and being a good influence**

Think of someone you really admire, someone who has had a real effect on you, who you respect, and look up to. Describe three qualities that you most value in this person.

1...
2...
3...

Now think of an older person that you know that you really like, admire and respect. This could be a teacher, youth worker, social worker, grandparent, aunt or a friend’s mother maybe. In the same way as before, think of three qualities which you admire in this person that inspire you!

1...
2...
3...

In the same way think about your best friend or a very close friend. Can you describe their key qualities and what you most admire about them, these could include, openness, they listen to you, warmth, fun, honesty.

Finally, if your friend was asked, what would the person whose qualities you have just described, your close friend, say they admire and value in you? This may be tough as we are not always comfortable with complimenting ourselves, yet try and stay with it and take it seriously.

One of the barriers that young people said gets in the way of them achieving sometimes is the lack of support they feel from their friends in encouraging their aspirations. Try and put yourself in their shoes and imagine how it must feel when they are wanting support, what would you want them to offer you, and therefore can you give that to them too?! Also it may be worth just asking them, “How would you like me to support you through this?” At least you will know then exactly what they need!

"**Only by attempting the impossible, do we find out what’s possible.**"

(Max Weber)
Activity - Exploring together: Who can you count on? My connections

Check out the connections circle

List those people who are connected the most in the circle in the middle (ME).

Next to each person, write where they fit and where they are from:

- Family
- Friends
- School
- Group
- Other

It's important to know your connections, who they are, where they are and where they come from.

Share how the closest connections make you feel?
Activity: Exploring together: Where do you feel you belong?

Together you can begin to explore where your young person feels they belong.

Ask them to begin by thinking about what belonging looks like and this could involve drawing an image together that represents belonging for them.

Then explore what belonging feels like: What sensations do they feel in their body? What emotions do they have? How do they know when they feel they belong? What supports them to feel like they belong somewhere? What do they need more of? What might they need less of? Has there been a time when they have felt they have belonged? What was this like? Where are they now in terms of belonging? What would further support their sense of belonging?

More

Less

Time

SENSES
Wolves are resilient

- They live in harsh terrains and climates
- Very adaptable
- They have great health and fitness
- They roam far and wide
- Big family/social groups
- Great known survivors
SPORTS TEAMS AND INDIVIDUALS ARE RESILIENT! THEY MAY LOSE OR GET INJURED BUT THEY CAN OR WILL RETURN TO WINNING WAYS!
Fill out the family tree or make an alternative family tree using friends, carers, teachers or key people in your life.

Use the blank boxes to write in their names.
WHY IS RESILIENCE IMPORTANT?
Why focus on resilience?

Going through difficult stuff is part of our life experience. It is not possible to get through childhood without facing adversity of some kind and some children face more than others.

Young people who are in care encounter a range of adversities from parental illness, changing schools, violence in the home, substance misuse and alcohol use, placements breaking down, struggling at school due to difficulties at home, feeling unwanted in placements and being bullied - to mention a few experiences felt by the young people who have written this book.

Early experiences may have long-term consequences for the health and social development of children and young people. A number have positive experiences in the care system and achieve good emotional and physical health, do well in their education and have good jobs and careers. However, entering care is strongly associated with poverty and deprivation (for example, low income, parental unemployment, relationship breakdown).

A strong message coming from the young people is that these adversities have made them the people they are today. Going through the challenges has been part of their journey into being successful young people. Some of the quotes below illustrate how the young people have embraced their challenges and used them to their advantage.
Have a look...

When do things at home with your young person work best?
When are things a bit more settled or happy?
Have a think about what is it about these times that make things a little easier?
What are some of the resilient ingredients? (write in the bowl)

Because we all come from different backgrounds and have different life experiences, not everyone has had the ideal circumstances to support their resilience. So it’s good to know that it’s possible for anyone to learn from adversity and to develop positive ways of dealing with things...
Resilience is actually magic - it is just about keeping at it!!
Nurturing resilience is important because...

- There are almost 65,000 children in care in England at any one time.
- 34% of care leavers are not in education, employment or training at the age of 19, compared with 18.2% of the general population. (Centre for Economic and Social Inclusion, 2013).
- In 2011, only 14.6% of Children who had been looked after for at least a year achieved five good GCSE's including maths and English, compared to 58.1% for children who are not looked after. (Department for Education, 2012).
- 60% of young people leaving care experience emotional and psychological health issues (NICE, 2010).

One third of all children and young people in contact with the criminal justice system have been looked after (Department for Children, Schools and Families and DH 2009). However, a substantial majority of young people in care who commit offences had already started to offend before becoming looked after (Darker et al. 2008).

- 52% are children and young people taken into care because of abuse or neglect, and this figure has increased since 2009. (Department for Children, Schools and Families 2009a).

Looking through a resilience lens offers hope. The young people demonstrate that no matter what the adversity they have faced, there was something that could be done to support them to get through, to increase the odds for young people when they are stacked against them.

One of the greatest challenges of being a parent or carer is helping young people deal with the adversity, allowing them to take risks or face difficult circumstances and supporting them to bounce up...we purposely use this term rather than bounce back...as very rarely is there anything worth bouncing back to when working with young people who have experienced disadvantage.

We also talked to some carers about the value of working in this way and these were some thoughts and responses that they shared with us about the importance of taking a resilience approach:
Why focusing on resilience is important

We felt it was important to gain the perspective of carers to understand what they thought was necessary to support resilience as carers or professionals, and most importantly to encourage the relationship between you and the young person.

We have taken the feedback and matched them against the Resilience Framework (located on pages 82 and 83) to further support your approach and, as a young person, to help you understand what may be beneficial.

Noble Truth: Commitment

Consistent care-giving is a primary factor in raising a child who has robust resilience. Having someone who will always be there for you, no matter how hairy life gets. Someone who won't give up fighting your corner. Someone a child can connect with. Sadly, more often than not, young people are 'bounced' around the care system, having numerous carers over short periods of time. This has a negative impact on self-esteem and self-worth. Achieving adoption or permanent foster care relatively quickly, so the child can settle and find their place in the world, will have a positive impact on their resilience. (Carer)

"Turning resilience on can be talking to someone you trust." (Carer)

Noble Truth: Acceptance

Sometimes it’s very difficult to accept your young person’s continuing poor behaviour. At these times, remember that many young people who come into the care system are highly traumatised and are unable to adjust to new behaviour patterns in the short term. With these young people you’ll be lucky to get them to change into what you would like them to become, but you will at least be able to make one or two positive changes in their lives." (Carer)
Noble Truth: Enlisting

In our experience it's important to network with other carers. Being able to discuss the challenges you face can lead to a host of good ideas coming from the experiences of those other carers. Also, you often find, when you talk between yourselves, that your experiences pale into insignificance when you hear what other carers have to put up with." (Carer)

It is important for the carer to recognise that things and people's circumstances do change. If it's not working out, then don't be afraid to say so and enlist support where necessary...for the benefit of the child you are looking after." (Carer)

Basics: Being safe

Another tip we have is that it is desirable to gradually keep a database of the young person's friend's phone numbers. Often the young person won't readily hand these over - however, there are often ways in which you can get these numbers (e.g., when the friend phones up on the landline, dial 1471 after the call). While the task is a tedious one, we have found that if the young person goes missing, the database of phone numbers proves to be an effective way of tracking down where the young person is." (Carer)

Belonging: Tap into good influences

Having someone they can connect with, for example a carer, school teacher or such like, can be of great benefit. Placement support workers are very good at forming positive relationships with children in care if they have little or no family. It's about having that special someone for yourself. Also, the carer's extended family plays a vital role in supporting the young person and the carers..... mine have been invaluable!" (Carer)

Make friends and mix with other children

We have always had a policy of inviting our young people's friends round to the house. We have found that this enables us to keep a better track of what the young person concerned is doing, and of gauging the appropriateness of their friends. Also, we have never discriminated against any of these friends on the basis of their ethnicity or social class. Our aim has been to educate our young people to the idea that inclusiveness in society is a desirable thing; conversely that discrimination is an undesirable thing." (Carer)
Responsibilities and Obligations

With the problems that young people bring with them, it is often difficult to trust them. However, some apparently very troubled young people in our experience have actually been extraordinarily trustworthy. By taking the risk and allowing them to take responsibility we have found that they have come up trumps and started to mature in ways that we hadn’t anticipated.

Learning: Highlight achievements

It is too easy to see all the negative things that a looked after young person does. It’s often harder to see the good things. However, by acknowledging the young person’s achievements, they’ll feel far happier and far more like carrying on. Focusing on the bad things will only lead to depression and failure.

Coping: Understanding boundaries and keeping within them

Give the child factual information around the court process and ensure they are kept updated regularly. It is also important that contact arrangements are made clear and kept to.

Having rules and clear boundaries helps the child feel safe, secure and cared for.

Core self: There are tried and tested treatments for specific problems - use them

Access to CAMHS can be invaluable. Specific parenting styles can be used for specific needs. For example, the ‘non-violent resistance’ approach.
Core self: Map out career/life plan

Here the carer describes a technique to support the young person to have a view for the future, consider their aspirations, what may influence these and how they can change them if they wish to.

Future life-writing

One of the techniques that we have used to good effect is future life-writing (alternatively called scenario building or planning), where the young person concerned is required to write an essay on what life will be like in the future. One young person came to us with the notion that she was going to leave school at 14 years, become pregnant at 15 years, and go and live in a council flat. The scenario that she portrayed was based on what her older sister had done with her life. We got her to write an essay on what her life would be like at the age of 16 (she was 10 years old at the time). Her essay initially went along the lines of the pregnant at 15 scenario described.

Using her essay, we were able to establish that she had no idea about where her money would come from when she was in her flat — indeed where the flat would come from. Her answer when we asked her about this was that she’d get the money from the bank — where “her mother got her money from”. The conversation went on to reveal that she had no idea how the money got into the bank, etc., etc. and no idea of the current day reality of getting council flats, etc.

To cut a long story short, after talking to her about the difficulty of having babies at the age of 16 and of finding accommodation, etc., we got her to do a second essay on what life would be like when she was 25 years old. In this essay, she talked of going to university (something we’d also talked to her about), getting married at the age of 23 years, and having her first child at 25 years old. She also had a professional job in her scenario.

She essentially has gone on to enthusiastically participate in her education, to continue to talk about university and getting a good job, and of delaying having her children, until she is in a stable relationship.

In terms of resilience training, she is now far clearer as to what life entails, and although only 11 years old, is enthusiastically doing what she needs to do to learn cooking and budgeting skills, how to plan and budget money, and how to operate in a socially mature world.
Why is resilience particularly important for young people in care?

For too long the education of young people in care has been talked about a lot in research and numerous reports. Studies and figures report that young people in care do not do as well as other young people, and tell us that 75% of care leavers leave school and college with no qualifications, and between 5% and 7% go on to University, compared with 40% of other young people.

Such figures stress the importance of understanding what is important to support young people to do well and how as professionals, parents, carers and community members we all have a contribution we can make to change the opportunities young people in care have open to them.

What is doing well?

What is doing well to you? When you think about succeeding, what does this mean to you? It is different for everyone and what one person sees as doing well will be completely different to the next person as we all want different things out of life, otherwise it would be pretty tricky if we all were hoping to achieve the same.

Journey game for one

Talk to your friends and find out what they see as doing well or succeeding in life...how different are their views? Do you share any of their ideas or dreams? Are they realistic? Hopeful?

Do they need any of your support to help them? What does succeeding mean to you? How will you know when you have got there? What support do you need to help you? Who can you enlist for support?

Journey game for two

With the young person that you are working with, ask them to imagine that they are making the film of their life. Things you could explore to gain a sense of their hopes for the future are: Which actor/actress would play them in their film and why have they chosen this person? What inspires them about this person and why? Who else would be in their film (characters and explore why)? How does their story in the film pan out? What are the key scenes and how does the film end? Are there any characters missing who they feel would support their ending? This is a really interactive game that can tell you so much about how the young person sees their life already, opportunities to change their pathway (you could pause the movie making and look at how they might want to change the direction), where they see their life going in the future, and how and what they need to support them to get there.
What have the young people shared with us as barriers to doing well?

Young people’s accounts of both their experiences with their original family and their care family emphasise the role and importance of a range of tools designed to meet their needs.

Some key barriers include:

- Young people in care experience numerous, and often unplanned, moves of home;
- They experience unnecessary moves of school or are out of school for a long time;
- Making and sustaining relationships with peers can be particularly difficult due to lack of continuity in care and schooling;
- Lack of continuity in care providers and teachers means that young people in public care cannot rely upon familiar adults who they trust to advocate for their needs;
- Low self-esteem, and a mistrust of adults from pre-care and care experiences, can act as a barrier to enjoyment of schooling and educational success;
- Some children experience bullying, racial abuse or harassment;
- Social services departments, Local Authorities and schools do not gather and share information that would help them to plan effectively.
What has helped them on their journeys so far?

The following are snippets of what some of the young people found helpful.

Making friends and mixing with other young people:

“Peer support would be helpful; friends to be encouraging, rather than dissing what you are saying. Your friends are not your friends sometimes.” (Josh)

Tapping into good influences:

“My social worker really helped me, I mentioned to her that I was terrible at French and she went and got me a tutor.” (Lorna)

Conserving the challenges and turning them into positives:

“I don’t want to raise my children like I was raised; I want to be a better example.” (Rosa)

Making school work as best as possible:

“The careers information and work experience needs to be improved at school. To access work places that are relevant and to have education that tells you what opportunities there are, it’s there, just not delivered in the right way.” (Alex)
Developing life skills

"Opportunities to gain experience so you can then go and get the job that you want, you can never get the right experience for the job that you want." (Sam)

Engage mentors for young people

Role models or key mentors were continually highlighted as important and young people identified looking to celebrities as part of their inspiration.

"Rappers who have really bad backgrounds and then they rap and they are just amazing, they inspire you, they help you." (Laura)

Clubs/activities

The importance of having outside activities to engage in as a way of learning new skills and meeting other young people was highlighted as important.

"I think it helps to come to groups like this because, we don’t go to the same school, so you get to meet other people that you wouldn’t necessarily meet at school, and you can make new friends and meet other people in a different group." (Josh)

"But you’re, I think, by being involved in projects like this for example, then you’re finding a way, you know, to have a voice." (Josh)

Map out career/life plan for the future

Having hopes/dreams was particularly important as part of self-drive and determination.

"To have a better education, I want to do well, even when others don’t push me. If you know that you want a particular job in the future then that makes you work hard for it." (Matt)

Tomorrow is another day was identified as an important way of coping:

"That’s what calms me, I’m just like, okay we’ll see what happens. What’s the point of getting stressed out? It might turn out good, it might turn out bad, but you’ll just have to wait and see." (Amy)
Instil a sense of hope

Maintaining a sense of hope was an important theme for all the young people, and one young woman in particular conveyed the importance for her:

"Hope. It's given me understanding of past, present and future, and how we can change - I mean we can't change the past but we can change the future. All these, what do you call it, cheesy kind of sayings that people say, they're all true. As much as you want to say, oh that's so cheesy, it's true. I try and put that to work." (Lorna)

Being in care

Most of the young people who have taken part in making this booklet wanted to convey that being in care has played an important part in supporting them to get where they are now. This is because of the benefits of being in care, as one young woman describes, or because the young people have taken the challenges and turned them into learning and positives for them.

The quotes below convey these points:

"Yeah, I mean being in care I get free tutoring and I use that for French lessons. I had it for science but I realised I didn't need it, and then the results for my exams come back and then if that's a B or below then I guess I'm going to get the tutor. But if it's higher then I guess I don't need them." (Sam)

"And there's loads of benefits in being in care, like you get all this special treatment. But I didn't like it; I'd rather be treated equally. I wouldn't want to have a job interview and me get the job just because I'm in care. I wouldn't want to go to school and me get the first place on the trip just because I'm in care. And sometimes that is a bit annoying, but you know what can you do. But it's quite cool sometimes getting the first place on trips and things. That's quite cool, but I'd rather it be a fair test, a fair deal." (Sophie)

"Um, well not really because I'm kind of used to it now. I've talked a lot about it and I'm a bit open about it. And I think it makes me who I am now. But without that I don't know what I'd be, I could be spoilt, I could be, I don't know different. But now I kind of don't take things for granted because I know what granted is. And yeah, I appreciate things." (Chloe)"
What is resilience to you?

✓ Draw an image, write a word or phrase.
IV

WHEN IS RESILIENCE IMPORTANT?
When resilience is important...

Imagine you are making the film of your life... what are the scenes that stand out as important? When have you overcome difficulties? What helped you get through those times? Who are the characters that you would include as part of your film that have been important? What role did they play? How does your film end? These were the questions that supported the young people writing this book to tell their story. Now we will share with you a few of their scenes and stories, utilising aspects of the resilience framework to highlight the resilient moves that they or others made in their lives. The various experiences and challenges they each faced highlight just how important working to promote resilience is for young people in care.

Nina was placed in care at the age of eleven and before then she faced some challenging times at home that tested her resilience. She told her story in a way that illustrated how she saw the value in the challenging times she had had, conserving the negative experiences and using them in a positive way. The most important resilient moves for her were her cat, being placed into care with a supportive carer, still being in contact with her family and her close friends.

Mum used to leave me at home all day by myself, without any money and they told me not to cook anything. It was difficult. It was scary because like each time I felt like I was going smaller, which I probably was because I wouldn’t eat at home or school and then it would just be dinner, every day it would just be dinner, every day it would just be dinner. And then I would get home and then I would be in the house all by myself or the apartment. And that would be it, that would be my day until they came back or until my auntie, well mum’s friend, comes back. And that would have been it.
Belonging: The more healthy relationships the better

It was scary, yet my cat kept me company. Sometimes I used to cry because I was just like thinking of the stuff what I could be doing if we didn't do the runner. And I know the cat would just come and sit with me and watch telly. It felt like my little best friend that I could just express my emotions to. When I am around animals I can just relax as they give me a kind of unconditional love. I'm like, okay I'm here to do this. I don't have to think about that, I'm here to do this, just this. They help me to forget what has happened.

Mum would drink and then she would just abuse me. She used to just hit me and everything. And like one time I remember my mum was so stressed out for no reason, I don't even have an idea, she got a socket and she whacked it into my head and my head just cracked open. I would just pray at night that I would die. I was like, I don't know why I'm here, why am I here? My life is just turning out downhill, it's just going downhill, what's the point of me living if I'm going to be treated like this? If no-one gives me any respect, and then yeah one of the neighbours, because I was crying and no-one in the house, because mum left because she was quite shocked at what she did.

Belonging: Helping the young person understand his or her place in the world

I'm not a Catholic most of the time, but when it comes to situations like those I kind of pray, I kind of like – well I usually like talk to myself in my head, I'm just like, Nina you can do better than this, you're strong. I mean look what you've been through.
Belonging: Getting together people you can count on

My carer is one of the key people in my life. She has been there every step of the way. I mean ever since I moved in with her, she's just been there for me. She gives me tips about how to do and what not to do, and confidence, as well as opportunities too. She is sugar and spice and all things nice. She is really nice. She's kind and caring and always been there.

Core self: Fostering talents

Sometimes I take my anger out in dance. It's a release, it just chills me sometimes. Like I just close my eyes and like see where the music and rhythm takes me. And then at the end I'm like that's fine and then I'm all positive. I also learn from dance too, like the different skills and stuff.

Coping: Tomorrow is another day

Whenever stuff would happen I would just say to myself, "Okay so let's just see what happens". That's what calms me, I'm just, like, okay we'll see what happens. What's the point of getting stressed out? It might turn out good, it might turn out bad, but you'll just have to wait and see.

Basics: Being safe

I was put into care following that happening and it was good, I'm safe, I'm in a safe location, it's all good. Being safe is important. If I'm not in a safe environment then my attitude just goes, and if I was still raised up in a violent environment then, um, yeah I wouldn't be the person that I am today. I'd be a horrible person. Being safe gives me confidence, confidence, confidence. It gives you lots of confidence and it makes you happy.

The door was kind of open, I could just like push it open. And then like I walked in and the window was smashed, the mirror was like cracked and then I went into my mum's room, my mum's room was a state, the bathroom was a state, and I looked for my mum. I was like, mum, mum, where are you? I checked the kitchen, I checked every room in the flat apart from my room. And then I went into my room. My mum was unconscious on the floor bleeding out of her mouth.
Ross lived with his mum and brother up until the age of 13, when he was placed into care. His father walked out on his mother when Ross was born, so he never really had a father. Before going into foster care he had taken on the role of carer for his mum from an early age, as she had a diagnosis of schizophrenia. Naturally, this compromised her capacity to look after Ross and his brother, and both were placed into foster care in separate placements. Learning and education were important mechanisms for Ross. He demonstrated the importance of acquiring knowledge as a way of understanding what was happening for his mum, when he researched her condition to minimise his fear of what was going on for her - "because you are scared of stuff you don’t understand".

He embraced going into care, as it provided him with the life that he wanted, and where he could thrive as opposed to merely surviving.

Ross’ story really conveyed the concept of inoculated resilience:

“I’m kind of happy with what happened, and I think if you can see the happiness in bad situations, if you think okay, like, there’s a flower in, like, Africa, there needs to be a bush fire for it to bloom its seeds, which some might see as, oh no that’s quite a hell plant or something. But it needs a fire for it to bloom its seeds. It’s like that you know." (P21)

His story is illustrated through the Learning and Coping potions.

Engage mentors for young people

My carer is really good. She is quite powerful, quite a person and personality. But she was pretty much a doer, she’d never sort of lay back, she was always, like, constantly trying to do the right thing. Before she was a carer she worked up in the city, it was, like, quite a big investment bank and she worked her way up quite high. And she told me about her, like, past, how her parents split up, that she moved out at, like, 16 and it kind of resonated with mine a bit, the fact that we were quite similar in what we wanted to do and achieve. And I kind of respected her power, and I kind of wanted to sort of follow suit, thinking it would be really nice.
Coping: Fostering young people’s interests

I was quite good at sports. A sport was a major outlet for me because I used to run around and I used to be picked for teams pretty much. If there were two captains I’d be picked straight away for football, so I used to just get on with that, which I liked. Sport was really important to me because I enjoyed it, I enjoyed doing it. And I enjoyed running round the field like a mad Labrador. I also felt like I belonged...with someone or something, which is quality because you know you’re part of that team and it’s just, you’re part, you’re a cog in a machine. You need to work, you can’t not work with them, so it’s good. Well if you know that you’re part of something it makes you feel a little bit better I suppose. You know that if you weren’t there they would struggle without you, which is quite nice.

Learning: Highlight achievements

When you are good at something and people see a talent, well that’s really good. So if you’re good at something and people rave about how good you are, it’s nice to know, to have your achievements acknowledged. Praise is really good.

Coping: Understand boundaries and keep within them

We all need the certain talks, we all need, like, someone telling you off, we all need to be like – yeah you need a lot of things and obviously I didn’t have that and I almost craved it. And I think when I went into foster care, I think I knew I’d get some element of parenting which I never had, which I was kind of looking forward to. I was looking forward to being told off, being put on the stairs, because it never happened. Boundaries give you a sense of, I guess, belonging because you know that, yeah, you’ve just got to do things, you know you can’t, you know, do your chores but I just used to get on with it.

Learning: Map out career/life plan

I looked at the positives before I looked at the negatives. So you know, like, I said, I’m gonna have a good education, I’m gonna have parents or whatever, I’m gonna have some sort of parents around me, I’m gonna be part of a family, which I never had. I’m probably going to move to a decent house, I won’t be on my benefits. Going into care just opened up the opportunities available to me, and it felt like I can do what I want now, I’m not bound by other responsibilities of other people, and I’m not caring about whether there is electricity because it’s not my business anymore.
Jaymi: A commitment to belonging

Jaymi is aged twenty and just about to start university. He was placed into care at the age of four and had several foster placements and lived in various children’s homes that continually broke down. At home he felt unloved, unwanted and as if he didn’t matter, as a result he would steal and destroy his environments with his anger as a result of feeling so let down and uncared for. He found his sense of belonging in a children’s home, as he had felt so let down in foster placements, feeling that he was just treated like a pay cheque rather than an individual who needed taking care of. “Because they don’t leave you behind and go on holiday with their children, they’re not there for the money, they’re there for caring.”

The children’s home also offered him boundaries, whereas his experience of foster placements was just being left to do what he wanted and not feeling valued. The older young people in the home were like mentors to him, sharing their experience, which was reassuring for him: “In a foster home you don’t have older kids coming in and telling you how foster care is.”

His social worker came into his life at the age of 7 and this marked a turning point for him as she would go the extra mile, be there when he needed, was committed, and was due to attend his graduation the following week. This impacted considerably on how he felt within himself, changing his perception of himself from someone who felt worthless: “since coming into care, I have realised that I am worth it. I haven’t been a failure and I have made my life into something that I want to make it into”. He advised that if it wasn’t for the social worker who showed considerable commitment to him and his siblings, then he would, “either be in prison, in a gang or dead now”. As a result of feeling valued by other youth workers within the council, and in an attempt to give something back, he is now working as a volunteer youth worker and is an inspector for children’s homes.

This provided him with a way of coping with his earlier experiences, in addition to boosting his self-esteem and self-worth. He also described the participation team in the Council as offering him a valuable lifeline: “I think they offered me a lifeline really, because if I didn’t have them I got involved six years ago and my life wasn’t going anywhere”. His social worker also supported him to get back into college, so both services supported the building of his aspirations, enabling him to see that other opportunities are available to him, and that he is worth investing the time and effort into. Committed relationships offered him a different experience in life, encouragement to take responsibility through volunteering, developing important skills, being able to lean on others when necessary and hope for the future.
WHERE CAN YOU BE RESILIENT?
ANYWHERE

- Town
- Train Station
- Home
- Park
- School
- Beach
- Work
- Clubs
Where can your resilience be supported?

We have shown you how resilience is something that:

- Happens over time
- Is a journey through the spaces that we share with other people
- Can be found in places where you find comfort
- Is linked to the space that you occupy within yourself, and how you take care of that too!!!

Think of the places and spaces that support your resilience. These might help your thinking:

1. In my bedroom snuggling, watching a DVD
2. Hanging out with my mates in town
3. When I am around my teacher/social worker as he/she makes me feel good
4. Listening to music by myself
5. Thinking of a memory of being with my Nan
6. Being around animals because they are calming
For Rajia being around her primary school teacher helped nurture her resilience:

“She is inspiring yeah. She is really nice and humble. And she put aside the fact that I was different to everyone else and treated me the same. It made me enjoy school and she gave me that extra bit of confidence in myself.”

Kitty’s head of year was someone she could go to and where she felt supported:

“She is the year head and she is the one that has always done things to help and is really nice. When nice people are around and helpful it makes me feel happy in myself, it makes me more, like, push on and try harder as I know that others are behind me.”

Moving to England was important for Nina’s resilience:

“Being in England has given me confidence as I have met new people and experienced new things. Also if I had been living at home then I would be living my old horrible life, but now I am not.”

Learning was an important resilience zone for Ross:

“Stuff needs to happen you know. You need stuff to happen for you to build up who you are, build up your morals, knowing what’s right and wrong. You know that you shouldn’t have had to see stuff at your age, yet I just accepted what happened and learned from it and it’s made me the person I am.”

Turning disadvantage into opportunities

Many of the young people writing this book experienced living situations where opportunities were limited due to poor housing, a lack of money or parents who weren’t able to manage.

The society that we live in can also present barriers, as there are limited jobs opportunities for people, not everyone has the same access to good housing, and sometimes we don’t have the opportunity for the best start in life. Understanding the challenges and barriers that you are up against within your community can be an important step to knowing what may be making it harder for you and others to achieve your full potential. Once you are aware of this, you and others can also take steps to do what you can to challenge those barriers, and take what you can from the disadvantage and discrimination that life may present you with.”
What inequalities exist where we live in the UK?

62% of children in the poorest fifth of households have parents who would like to, but cannot afford to, take their children for a holiday away from home for one week a year. This only applies to 6% of children in the richest fifth.

In the UK there are about 1 MILLION young people aged 18-24 who don’t have a job and are unable to find one.

There are 3.6 MILLION children in the UK living in poverty, 1.6 MILLION of these are living in severe poverty.

Nearly half of all children in the poorest fifth of households are in families who can’t afford to replace broken electrical goods, compared with just 3% of children in the richest households.

Living in poverty impacts on a child’s health, education and the day to day lives of families and their relationships.

24% of children in the poorest fifth of households are in families who can’t afford to keep their house warm, compared to just 1% in the richest fifth.

Inequalities have an impact on children and young people. Some find it hard to access the services they need, simply because of where they live; either the services are not available or there is no money to get on a bus to make the journey.

Source: Barnardo’s-Child Poverty Statistics and Facts 2013
Exploring together: Where are your resilience zones?

We all go through challenges in our lives that can cause us stress, such as losing someone close to us, moving placements, changing schools, or facing the many challenges of being a young person! Whatever these challenges are that you are facing, and however much turbulence it can cause in your life, having some resilience zones, either a place, person, idea or object where you feel supported, can help manage some of the anxiety that some of those challenges can cause you.

A resilience zone is an area in your life that gives you an element of certainty during those times when things feel so unsure, and provide you with somewhere where you feel you have some control and know where you are. At times of great change, the familiar, like a security blanket, can provide us with comfort, some shelter for the storm. We can usually find stability in a number of areas of our lives including:

Places: For many young people this may be their home or their bedroom, or it may be a favourite spot like a beach or a view somewhere. Or it may be the service that you are accessing, the social worker that is supporting you and the coffee shop that you go to together. Have a think together where your places resilience zones are.

People: These are key people in your life who have helped you on your journey, and have been important for you. These may include friends, carers, friends of your parents, other family members, an important worker, such as a social worker or a youth worker who has shown an interest in you and helped you along your way. Who are your people resilience zones and how have they helped you? What was special about them? Where can you meet more people? How can they help you when times get tough and you need to draw upon them for support? If they are no longer in your life for whatever reason, what might they say to you to support you when you are in a jam?
Objects: These are objects that we can cling onto for reassurance, and the obvious one has already been mentioned, "the security blanket". For some people, their object may be a lucky mascot, a teddy bear from childhood (or as a teenager), a significant piece of jewellery such as a ring. For others, chocolate or their duvet may provide reliable comfort. What are the objects that you have in your life that soothe you and support you to feel better when things get rough? If you don’t have an object at the moment, explore with your carer or friend what objects they have and begin to experiment with what might help you during difficult times.

Ideas: These may be a religion, ideas about doing things in your placement, or things that you value in your life and that you believe in, such as friendship, or how people should treat the world or treat each other. Or one of your resilience zones could be to develop ideas about how within your friendship group you could support each other to be resilient!

Routines: This could be anything from always watching X Factor on a Saturday night, to going to table tennis on a Monday, or seeing your friends every Sunday afternoon. What routines do you have in your life that are important to you and have a good impact on you?

Using these headings try and consider the stable, reassuring fixed points in your life and identify the things that you can hold onto during times of trouble and change. Do you have something under each heading, and if not, how can you build more into your life to increase your resilience zones?
Thinking about your own life

What do you see as contributing to how your life is? Please fill in the pie chart below and decide how much you think the following are responsible for your situation:

Me

Other people in my life

Society and the inequalities I have faced

Chance

A pie chart is usually based on a total of 100%, so you can work out each area and try and ensure the total adds up to 100!!

What do you notice?

Have you been fair to yourself, or over-estimated how much you or others have made a contribution? Where can you take action? Discuss with your carer and develop a plan of action together. The ideas on the next page may help.
Using your imagination to get involved!!

There is no escaping that these inequalities exist and they have an impact on us and others around us, including your peers and their families too.

When you think about your experience and the challenges or inequalities that you faced, how can you use your imagination to make a difference or to challenge how things are? For example:

1. Are there OPPORTUNITIES to volunteer in your community for a project that feels worthwhile to you? Jaymi became a volunteer for his local participation team as he wanted to make a difference to other young people in care. Is there something similar that you can do?

2. The young people that had been INVOLVED in this project had all been in care and wanted to share their experience to help others. Is there an issue that you feel strongly about locally that you want to challenge or do something about? Who can support you in this? Who is the best person to talk to? Where do you want to make a difference?

3. Do you have a list of the community projects that are happening in your area? You could go to your local library or information centre to find out. Is there anything that INTERESTS you to get involved in?

4. How about your local youth council? This is a place where young people can have their VOICE and make a difference on things that are happening locally. If you don’t feel able to go by yourself, is there someone who will go with you?
These help where to be resilient.
Activity: Creating a safe place where you belong, to cope when life gets tough

1. Make sure you conduct this exercise in a quiet room free from distractions. No phone, TV, or music, and ask those around you not to bother you for approx. 20 minutes.

2. If you feel comfortable reading the directions and then beginning you can do so, otherwise you can make a voice recording of the steps to guide you along.

3. Think of a real or imaginary place that makes you feel safe and relaxed. It can be someplace you know, like a park, your room, or a place you make up, like the surface of a cloud, or an imaginary castle. It can be being with someone who makes you feel safe, like sitting on your Nan’s knee, or hugging a friend. If you have a hard time thinking of a place, you can think of your favourite colour instead.

4. Complete these sentences before you begin. My safe place is __________. My safe place makes me feel __________.

5. Sit in a comfortable chair with your feet flat on the floor, and your arm resting comfortably on either side of the chair, or in your lap.

6. Close your eyes and take a slow, long, deep breath in through your nose, feel your belly expand like a balloon as you breathe in, now hold that breath to the count of 5. Then slowly exhale through your mouth, feeling your belly deflate. Repeat this step 3 or 4 times. Continue to breathe slowly without holding your breath for the rest of the exercise.
7. Now with your eyes closed, imagine you are entering your safe place. What does your safe place look like? Is it day or night? Sunny or cloudy? Indoors or outdoors? Are you alone or with others? If you are outdoors - look at the sky, if you are indoors - look at the walls, notice the furnishings, choose only nice things to look at. Look for a few more seconds, exploring what you see in where you are.

8. Next use your imaginary sense of hearing. What do you hear? Do you hear people around you? Do you hear music? Do you hear the wind or the ocean? Choose something soothing to hear, then continue to listen for a few seconds, using your imaginary sense of hearing.

9. Then use your imaginary sense of smell. If you are inside - what does it smell like? Is it fresh? Do you have a fire burning? Do you smell good food cooking? If you are outside - can you smell the grass? Or the air? Or the flowers? Or the sea? Choose something soothing to smell in your safe place. Then take a few seconds to use your imaginary sense of smell.

10. Next notice if you can feel anything with your imaginary sense of touch. What are you sitting or standing on? Can you feel the wind? Can you feel something you’re touching? Choose to touch something soothing in your safe place. Then take a few seconds to use your imaginary sense of touch.

11. Lastly, use your imaginary sense of taste. Are you eating or drinking anything in your safe place? What is it like? Choose something yummy to taste. Then take a few seconds to use your imaginary sense of taste.

Now take a few more seconds to look around your safe place using all of your imaginary senses. Recognise how safe and relaxed you feel here. Remember that you can come back to this place in your imagination whenever you need to feel safe or relaxed. You can also come back whenever you feel sad, angry, anxious, restless, or in pain. Look around one last time to remember what it looks like.

Now keep your eyes closed. And return your focus to your breathing again. Take some slow, long breaths in through your nose, feeling your belly expand like a balloon. Without holding your breath, exhale through your mouth, and feel your belly deflate like a balloon. Repeat this a few times, and then when you feel ready, open your eyes and return your focus to the room.
VI HOW TO SUPPORT RESILIENCE?
How to support resilience?

Now you know a bit more about resilience and why it’s important we’re going to look at how it can be developed.

First the ‘So what?’ question.

So often, as carers particularly, you may be bombarded with phrases and terminology, and there is little information about how to make things happen in practice. We want this resource to be different and not leave you in the dark wondering!

Researchers have thought about what helps promote resilience, and have found that good attachment relationships, and characteristics of the person, such as a good temperament, good self-esteem, an optimistic outlook, strong peer relationships, learning, having interests and hobbies, all help, to mention a few! But how can you use this to the benefit of the children and young people you are living and working with?

The resilience framework (2007) designed by Professor Angie Hart and Dr Derek Blincow, with help from Helen Thomas and lots of parents and young people, at the University of Brighton has transferred the research findings into a practice framework that can be used with families and young people.

The resilience framework is divided into five compartments, which focus on the different areas that research has identified as important, and have been named Basics, Belonging, Learning, Coping and Core Self. Within the different compartments there are a number of areas (we call them potions or interventions) that research has identified as being important to increase young people’s resilient responses to overcoming adversity.

The framework promotes the idea that lots of people have a role to play in the work, including you (as the carer or young person), the community in which you live, friends, teachers, other professionals, and even your dog or cat!!

And we mustn’t forget Hope. Whether it is in Basics, Belonging, Learning or Core Self, we believe that there is always something that can be done. If things within each of those areas are not there at the moment, then there is a way to create them... make them happen. If the past has been difficult, then the future offers a possibility to experience something different. And for us, this was something that really helped us get through and be where we are today!
How to TURN ON your resilience

BEING ACTIVE

HOPE

TAKING CARE

COPING

HUMOUR

INSPIRATION

BELONGING

LEARNING

BEING POSITIVE

HAVING GOALS

PUTTING YOURSELF IN SOMEONE ELSE’S SHOES
The importance and impact of participation

Hello my name is Jaymi, and I am a care leaver from Brighton. Telling my story for this project gave me closure on stuff that I never really understood. Before, I wasn’t really sure what I was doing, but then I started speaking about my life and how it has shaped me into the person I am today.

Being involved in a project like this really means a lot to me. I am hoping it gives outsiders an insight into the world of a young person who has had a really tough life, and who is making a change within it.

For me personally, it made me realise that no matter what has happened, what is happening in your life, I have succeeded no matter what people tell me.

It has been wonderful being part of this project, presenting at conferences, and sharing my story, and I hope I am a role model for other young people in care.

I think that when organisations are involving young people in projects like this, the young people need to feel that they are being listened to. It is also really important for young people to feel that because, in turn, they will listen and respect other people.

That’s what’s really important, is that young people feel listened to, that they are treated like an adult and not a child, and they need to be listened to 100%. Also, don’t talk about them in the conversation, include them and try not to use words like “fundamentally” or jargon, as that’s a no no!

Some people see being in care as a bad thing or a last resort, it is not. It’s a lifeline, a lifeline to become more resilient, a chance to become you, one more chance of making something of your life, of proving your doubters wrong, showing people who you are, and showing them your resilience.

Getting started with Resilience Framework!

So often we hear that one of the benefits of RF is the togetherness of the approach. It is something that you can work through together and explore where you are at, rather than one person telling the other what they need to do!

AND - an added bonus - not only will your young person feel the benefit yet it gives you the opportunity as a carer to think about your own resilience and can strengthen your own capacity to bounce back!

But where do you start?
A question we hear a lot too.

Maybe before you even look at the framework, have a think... What do you have in your resilience toolkit already that makes you the parent/carer/young person that you are? Write them down in the space below.

Once you have done this have a look at the framework (with the young person you care for too) and have a look at where you think they might belong on the framework.

Do they link in with staying safe in Basics? Or, is it going to the gym that keeps you sane, so it comes under Exercise and Fresh air? Have you got a hobby, something that gives you some time that helps you get through the week?
Once you have done this you can begin having a discussion about the different remedies (things you can do) that are within the five different potions: Basics, Belonging, Coping, Core Self and Learning.

If you have some traffic light coloured stickers or pens you could start to highlight the approach.

GREEN: Going really well.

AMBER: On hold due to things getting in the way.

RED: Nothing happening, might need attention.

This will help you map where you can focus your energies and where you need to begin.

The most important thing about RT is that you put your own slant on it, use your own language, mix it up and change it around; it has been designed in partnership with parents, carers, professionals etc, yet that doesn’t mean to say all of it will work for you...be creative with it and most importantly use it as a way of having some fun!

Other important things to remember when building your resilience approach are:

- Wherever you start from is okay
- It can help to reflect on your own resilient approach
- The noble truths are a useful starting point
- Building a child or young person’s resilience will support your own
- Do it your own way and have fun!

Good enough housing

Having a secure base is important when thinking about resilience. Jaymi was taken into care at the age of four and had several placements with foster carers that broke down. The place where he felt secure and safe was within the children’s home because of the boundaries it provided.

I think that’s the difference between foster care and children’s homes is that there’s no...there are boundaries but they’re not strong enough, whereas children’s homes it’s all laid out in front of you. And you can choose to take the right path or the wrong path.”

Being Safe

Being in a safe environment was really important for Nina as her home had felt unsafe at times, and she describes the importance of this for her:

It’s quite important. If I’m not in a safe environment then my attitude just goes, and if I was still raised up in a violent environment then, um, yeah I wouldn’t be the person that I am today, I’d be the person I mentioned before, that horrible person. It gives you lots of confidence and it makes you happy.
### Ideas for developing the Basics within your approach:

**Basics section: activity ideas**

#### Young Persons self-assessment chart

| 1. I have enough money to have a decent enough standard of living | TRUE | FALSE | SOMETIMES |
| 2. Our home is adequate enough to meet our needs | TRUE | FALSE | SOMETIMES |
| 3. I feel safe and free from danger most of the time | TRUE | FALSE | SOMETIMES |
| 4. I can get out and about without too many difficulties | TRUE | FALSE | SOMETIMES |
| 5. I know why it matters to eat healthy food and manage to do so most of the time | TRUE | FALSE | SOMETIMES |
| 6. I take part in physical activity at a moderate intensity (like a brisk walk) for 30 minutes at least five times a week (count anything that gets your heart rate up!) | TRUE | FALSE | SOMETIMES |
| 7. I get out of the house at least once a day | TRUE | FALSE | SOMETIMES |

#### Carer’s self-assessment chart

| 1. My young person has a decent standard of living | TRUE | FALSE | SOMETIMES |
| 2. My young person has a place for their own things in our home | TRUE | FALSE | SOMETIMES |
| 3. My young person is safe and free from danger most of the time and they have people who look out for their safety | TRUE | FALSE | SOMETIMES |
| 4. My young person gets out of the house at weekends | TRUE | FALSE | SOMETIMES |
| 5. My young person eats healthy food most of the time | TRUE | FALSE | SOMETIMES |
| 6. My young person exercises (moderate activity such as cycling, walking, playground activity) in some way for at least 30 minutes a day | TRUE | FALSE | SOMETIMES |
| 7. My young person has places to go to have fun | TRUE | FALSE | SOMETIMES |
| 8. My young person takes part in social activity outside of school/college at least twice a week | TRUE | FALSE | SOMETIMES |
Working together activity: Being safe

What makes your situation together safe?

How can you support each other to feel safe in your relationship?

What is working well at the moment and what more can you do to increase the safety?

- List all the things that are currently working well and are important for your safety together (in list 1)

- Set mini goals (in list 2) as to how you can increase the safety. Make sure you are setting goals that are realistic for you to achieve
Belonging

Having somewhere where you feel you belong, where you feel you can be yourself, is important for promoting resilience. Belonging is not just about people, it involves supporting young people to understand their story in the world, what has contributed to where they are now, including the tough stuff, and helping them embrace this as part of their journey. It also involves supporting their understanding of their responsibilities as a young person, how they can take ownership of their resilient pathways, and through this, exposing them to new experiences and people that will enhance their opportunities in life.

Jess was placed in care at the age of three as her mum experienced mental health issues. Jess was moved around in care, separated from her siblings, and bullied in one of her foster placements. At the age of six she was taken into a long term placement, and remains here very happy and supported by her new mum. She illustrated the importance of belonging:

"It’s important that your carer makes an environment that you feel safe in, can trust, as belonging somewhere is important."

Ideas for how I can support the young person or myself to experience a sense of belonging (use the space below to add in your own ideas):

1. Ensure access to a service or activity where you feel accepted and able to be yourself.

2. Maintain a sense of hope.

3. Support the young person to tell their story, and to understand the impact on their lives, and the learning they have taken from such experiences.

4. Explore peer relationships, which relationships offer hope and opportunity, and other professional services that may offer benefit.

5. OWN IDEAS 🖊️
Learning

Learning takes place in different ways for different people, and not just at school. This is not to dilute the importance of school, and the intervention, “Making school work as well as possible”, recognises the contribution that school can make. The framework recognises that opportunities to learn take place in a variety of contexts and relationships, it also recognises the importance of social and emotional learning. Approaching learning in this way provides a broader scope for intervening, focusing on the wide range of ways that exist to support learning!

In order to cope with his mum’s psychological health issues, Ross used learning as a mechanism for supporting himself. As a young boy he began researching his mum’s symptoms, and other cases and professionals who offered diagnoses. He highlighted the importance of this for him:

“Just a bit of knowledge about it I suppose. The more you know about something the less scared you are of something, because you’re scared of stuff you don’t understand. Like people are scared of great white sharks, but they don’t understand them as a creature, as a predator.”

Opportunities and ideas to support learning within your work (use the space below to add in your own ideas):

1 Learning doesn’t always take place conventionally for young people: what other opportunities do they have access to that can support their learning?

2 What challenging experiences have provided opportunity for learning? How can the young person use these to their advantage?

3 How can you support the young person to map out a career/life plan?

4 How within your practice do you highlight achievements?

5 OWN IDEAS
Coping

Coping is really what it says on the tin, and recognises the value of supporting young people to identify the emotional experiences that they are faced with, and how they can manage them well. Part of this involves increasing the young person’s resilient toolbox, so they have a range of choices and options available to them when life gets tough. This can involve a number of strategies, from simply having a laugh, developing an interest, problem solving, to supporting young people to develop bravery skills and lean on others.

Jess advised that the way in which she would cope when things went wrong was to talk herself through what was happening:

"I would say to myself, it’s okay they just don’t see things the way you do, and how you see things is what matters."

Positive self talk was an important coping mechanism for her to get through the bullying.

Ideas to support coping:

1. What does the young person need to support him/her to Be Brave?
2. What are their ways of self-soothing or looking after themselves when things get tough?
3. Are there appropriate boundaries in place to ensure young people learn and feel safe and valued?
4. What interests does the young person have? How can these be developed?

5. OWN IDEAS
Core Self

Core Self is in some ways the most tricky to grasp. The support within the core self compartment really focuses on what is happening inside the young person, supporting the young person to understand who they are as a person, whilst also recognising the external contributions. The focus here is instilling a sense of hope, and supporting the young person to believe that things can be different in life, through the experience that you are offering. Empathy is an important part of core self work, supporting young people to understand how others feel, and helping them to take responsibility for their part in relationships and life in general. In addition, the recognition here is that when things feel complex and challenging, it may be important to bring in another specialist service to support you, and the intervention, "Tried and tested treatments for specific problems", encourages this.

Nina has an interest and talent for dance, and this plays an important role in supporting her resilience as it provides her with a release and somewhere to get rid of her anger:

"Yeah, it just chills me sometimes. Like, I just close my eyes and, like, see where the music and rhythm takes me. And then at the end I’m like, that’s fine, and then I’m all positive."

Ideas for working with Core Self:

1. Are there opportunities to develop the young person's talents, or can you support the young person to access another activity or service?

2. Are you able to work with the young person to understand who they are, why they may engage in certain behaviours, and how to support them to do things differently?

3. Where does the young person have responsibilities? How are they taking responsibility for their own life, and are there opportunities to support this within your service?

4. What is the young person's sense of hope for the future? How can you support the development of this?

5. Own Ideas
The Noble Truths

The framework has key principles that support the promotion of resilience, either as a young person or a carer. Accepting, Commitment, Conserving and Enlisting form the bread and butter of the resilience framework approach.

Accepting

As the term implies, this noble truth involves accepting where people are starting from, including understanding their history, and appreciating why things are the way they are. This enables us to understand where to start from, acknowledge the challenges, your own limitations, and what might be needed in terms of support for everyone involved.

Accepting that he was in care was important for Ross to support him to experience the situation as normal:

"Yeah, looking forward, thinking all right I’m in care, I’ll never go back, this is unchangeable, let’s just get on with it, let’s take advantage of what money social services can offer, you know all that extra help I could potentially get. You know I’m a child of the state now. So basically, accepting is probably the biggest thing. Accepting and research. The more you accept something, the more it becomes just normal."

Commitment

Commitment emphasises the importance of reliability and predictability. With so many demands, it can be challenging to maintain the commitment and be tough at times. Enlisting, bringing in others to help, can be beneficial and necessary! The framework highlights the importance of offering long-term commitment in supporting young people to overcome the odds.

Having the commitment from his social worker for thirteen years, supported Jaymi to believe that he was worth something, and increased his aspirations from ending up in prison to choosing to go to university:

"What makes a difference is being told that you are worth something. All I’ve got to do is look at all the stuff from my social worker, like all the reports that she’s written, and I was like, actually she does care. And now I’m going to university and I’m only 20, and if you’d asked me this thirteen years ago I would not have gone to college, I would not have gone to university. And I missed out the whole of year 9 for being a stubborn little brat who wouldn’t do it. And sort of now I regret missing out the whole of year 9 because social workers, foster carers they just didn’t care." (Jaymi)
Conserving

Conserving supports the taking of positive and negative experiences that the young person has experienced, and utilising them to the best effect. An example of this may be supporting a young person to volunteer within a project where other young people are in care, to share their knowledge and experiences. It involves embracing what has taken place before, in a way that the young person can use it to their advantage in terms of resilience-making decisions.

Rajia felt more humble as a result of her experiences and being placed in care, and she wanted to use her encounters to support others through their difficult times:

I don’t take things for granted now. To walk on the streets, and see homeless people, and know that there’s people way worse than you. It’s not looking down at them, it’s looking up at them. Trying to be, yeah, you help them out. You don’t want them to live off you, to feed off you, you want to help them a little bit and help them do things themselves, like. If I saw a homeless guy I wouldn’t give him money and give him clothes, I’d try and get him a job, give him clothes for a job interview. Obviously I’m too young a bit now, but as I grow older.” (Rajia)

Enlisting

Enlisting is the idea of not doing this on your own. Who else is it worth enlisting or getting on board to support you? The framework opens up a range of experiences and opportunities for the young person, through the range of skills and knowledge that they may be exposed to. It also touches on how you can enlist the different parts of yourself. When do you bring in your fun side? When is the serious side necessary? When do you indulge your own talents and interests? Sometimes it’s also important to enlist a different approach - if something is not working in a particular way, then how about trying to do it differently?! Enlisting can expose us to a range of ideas and opportunities that are of benefit to you as a carer, and ultimately your young person.

Jaymi’s example demonstrates how his social worker was committed to enlisting a range of different services for him, and when necessary, just enlisting an informal approach and taking him for a coffee:

It meant a great deal because we as a family we never had, we never had people that cared. So she obviously cared. And she would say, I’ll come to the dentist, and she’d come the dentist with you, or she’d go, oh I’ll come to the opticians with you, or let’s go for a coffee. You’re in a bad place, we’ll go out for a coffee, or we’ll go out for a burger, even though she’s vegetarian. It’s just sort of the little things that make the big difference.” (Jaymi)
Resilience in films

SLUMDOG MILLIONAIRE

THE HUNGER GAMES

THE DARK KNIGHT RISES

PURSUIT OF HAPPINESS

BILLY ELLIOT
To sum up...

For young people in care the odds are stacked, statistics can immediately pose a challenge as others have low expectations and it is expected that they won't do well. Young people in care are especially vulnerable because of their poor start in life. They are heavily overrepresented in the Not in Employment, Education or Training group, half of the youth prison population have had care experience, as have a quarter of the adult prison population, and one in seven rough sleepers have care experience.

The best chance to protect these young people from such poor outcomes and help them into the job market is to give them an excellent experience while they are in care-to seize the opportunity then to build the resilience that they need.

Approaching our work with young people through a resilience lens is particularly important for youth unemployment. Working in this way appreciates the knock on effect that being unemployed can have on a young person's life, especially if their start in life has been challenging. By applying a resilience lens, the landscape of focus is wider and therefore gives a better chance of improving outcomes.

Youth unemployment like resilience is not just an individual issue it is a societal issue too. Both require an ecological approach that recognises and challenges these forces and the impact they can have on young people in challenging environments.

Beating the odds whilst changing them at the same time!
REFERENCES

ACEVO (2012) Youth Unemployment: The Crisis We Cannot Afford. ACEVO. London


FURTHER READING


Send feedback of this resource to the emails on the right.

FURTHER INFORMATION AND TRAINING:

Details of training focusing on resilience can be found at www.boingboing.org.uk

If you would like to download the resource this can also be found at www.boingboing.org.uk For details on training to support the use of the resource you can also contact Claire Stubbs on claire@boingboing.org.uk or Ross Beard on ross.beard@brighton-hove.gov.uk or Angie Hart on a.hart@brighton.ac.uk

Send feedback of this resource to the emails on the right.

Further inspiration for the resource:
Go Girls! Supporting Girls’ Emotional Development and Building Self Esteem. Jo Adams (2002). This resource provided some of the inspiration for a few of the activities in the resource and can provide other ideas when working with young people.

Also the Virtual School for Children in Care can provide information regarding training and opportunities - virtualschool@brighton-hove.gov.uk or 01273 293992.
RESILIENCE - bouncing back from something that has been tough with the help from others too
ENLIST - getting other people on board to help
CONSERVING - bottling the good stuff...saving it and using for later or for other things!
MENTORS - people that are supportive and guide you
INSPIRATION - activities or people that spur you on...get you excited and you admire
DETERMINATION - being committed to...hell bent on, insistent on
COPING - managing, getting through, dealing with stuff
OPPORTUNITY - lucky chance, good time, important moment
INTERVENTION - to do something for someone else, to help, support
COMMITMENT - staying with until the end, dedication, devotion
ENGAGE - take part in, participate in, occupy yourself with, throw yourself into
INSTIL - put into, inject, insert
ADAPTATION - changing, adjusting
INITIATIVE - imagination, common sense, take charge, take the lead
COMPARISON - comparing, seeing similarities
CAPACITY - the maximum that something or someone can contain or manage
CONSEQUENCES - the result of an action or conversation or intervention
ADVERSITY - difficult experiences, tough times, challenges
PHYSIOLOGICAL - in your body
ACCEPTANCE - approving of something, being okay with stuff as they are
OBLIGATIONS - what you need to do, what you are responsible for
RESILIENCE FRAMEWORK - a set of ideas and suggestions to help people work with resilience based on research (found on pages 82 & 83)
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