




Supporting Children's Resiliency Through Play

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What to expect in this workshop!

- Create a positive and loving environment for all children to feel successful.
 - Understand what the child is feeling and interested in to help with inclusion and self awareness.
 - Support them through self regulation techniques and tools to be successful in their play.
 - Support children where the child feels comfortable to make mistakes and try again.
 - Promote a child's self confidence by games with rules & socio-dramatic play.
 - Hands on activity
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DEFINING RESILIENCE

- Life can be challenging and may include many stressful situations:
- Sudden changes
- Feelings of isolation
- Discrimination
- Hectic Schedules
- Relationship Difficulties

Source: Building Resilience in young children, Best Start Resource Centre

My history of resiliency

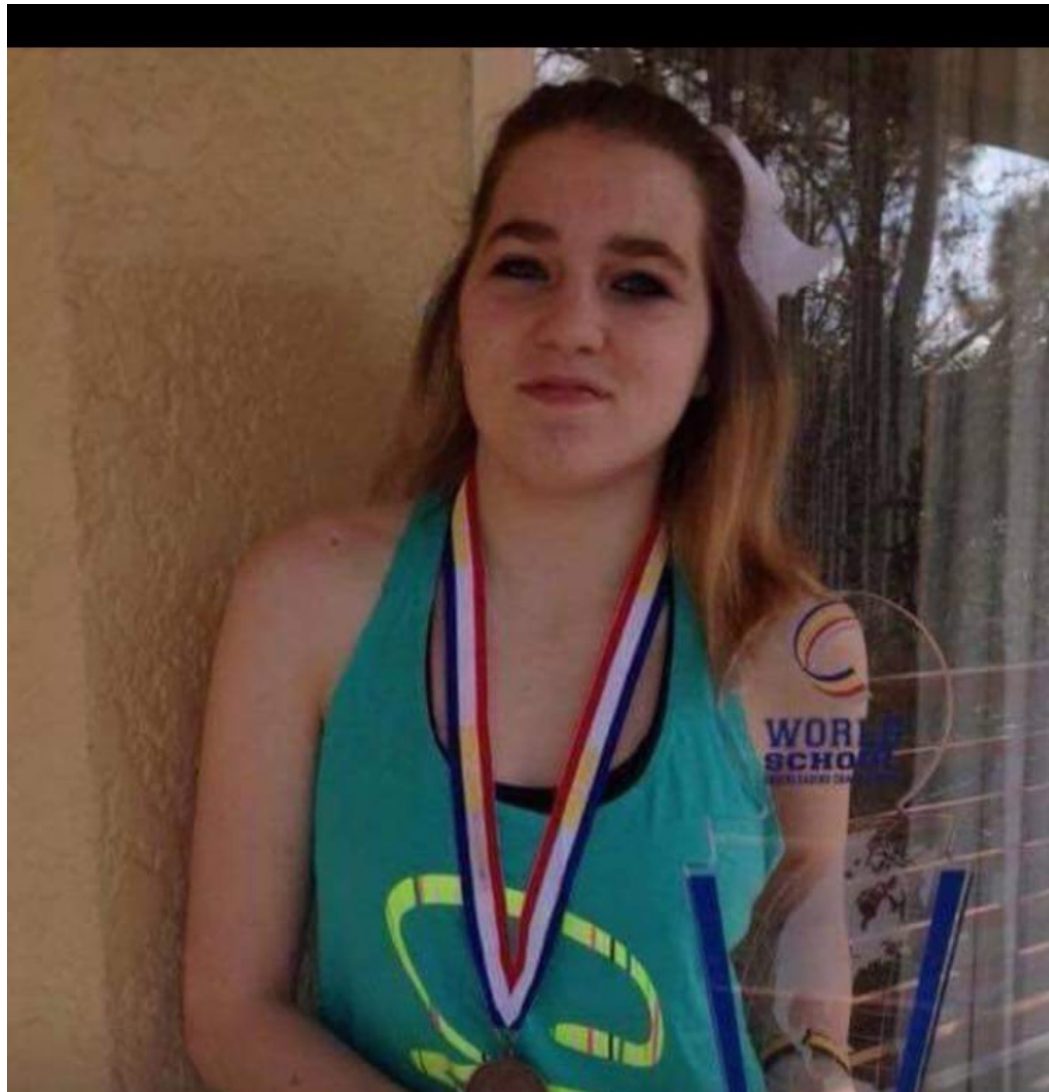


What We Know

- Everything that a child experiences before the age of 7 will have an impact on the rest of their whole life.
- Children will thrive in environments that are responsive to their needs culturally, linguistically and developmentally.
- It is during the early years that a foundation for all that comes later will stand.
- Adversity will be apart of our experience in different measures as we grow up.
- Resilience is something we do to overcome those adversities.



What “Resiliency” looks like



Children need a safe and fun environment



Children need to have a more natural relaxed setting that provokes curiosity and promotes play.

Understand what the child is feeling and interested in to help with inclusion and self awareness.

- Supporting the child's feelings and to identify what they are feeling is how we support the child's social and emotional well being.




Support the child through self-regulation techniques and tools to be successful in their play.

- Comes from a deep desire to understand why we are seeing what we are seeing in children and youth or for that matter in ourselves. This paves the way to developing better ways, not for “managing problems,” but for sparking the curiosity and the discovery that lies at the very heart of self-reg.” Dr. Shanker

Self- Reg techniques

- 5 domains – Biological, Emotional, Social, Cognitive, Prosocial.
- The Steps of the Shanker Method™
 - 1) Reframe the behavior
 - 2) Recognize the stressors
 - 3) Reduce the stress
 - 4) Reflect: Enhance stress awareness
 - 5) Respond: Develop personalized strategies to promote resilience & restoration

Developing Self-control and building Self-regulation


- Self control is an inner strength that plays an important part in developing self- regulation.
 - Self regulation is how we adjust our feelings, actions, attention, thoughts and bodies without getting overwhelmed.
 - We need to regulate ourselves to make sure we have enough energy, alertness or calmness to deal with every day life or extra stresses.
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Support the child to feel comfortable to make mistakes and try again.

- Relationships with positive role models.
- Opportunities to learn skills.
- Opportunities to participate in meaningful activities.
- We can offer a positive and safe environment.
- This is where self regulation is modeled.



Promote a child's self confidence by Socio-dramatic play & games with rules

- Young children learn the most important things, not by being told, but by constructing knowledge for themselves and with the interaction with the physical world and with other children. The only way to do this is by playing. (jones& reynolds, 1992)
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Why socio dramatic play is important!




Why is play important to resilience

- Play allows children to make sense of their experiences and discover the intimacy and joy of friendship.
- Play is the leading source of development in the early years and is essential for optimal development.
- When it is self- directed, play leads to feelings of competence and self confidence” (Dr. Jane Hewes, 2007).

Set children up for success!

- Encourage them to do a task one step at a time. This will help the child see their progress.
 - Give the child things to do that they are capable of, but also challenge them to learn something new.
 - Activities that stretch your children's abilities help them tolerate small amounts of healthy stress.
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Dramatic Play benefits to social emotional.

- Children Play out their life experiences that may be difficult for the teacher to hear.
 - Children need an adult support and should not be shamed or scolded about them or role they are reenacting.
 - Children will need to redirect their play with changing the role or simply allowing the play so the child can make sense and feel empowered.
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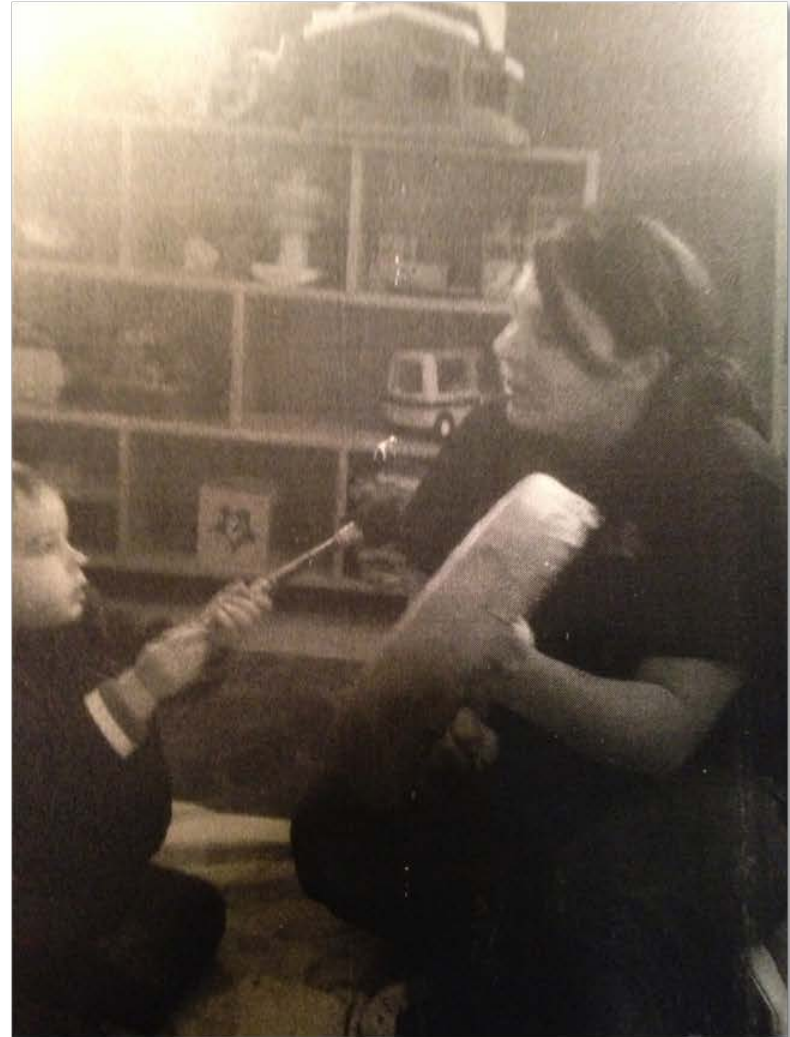
Games with Rules Play




Games with Rules play Games with Rules -Play benefits to social emotional

- Games are about simple turn taking in young children.
- As children mature they learn to communicate and learn rules of the games.
- Is a very important aspect to social and emotional development.
- Young children learn about movement and a sense of inclusion with other players.(ages 3-8)
- Children who mature can play hide and seek, follow the leader and tag.
- This is why setting the stage at an early age is so important as they reach the older years.

Learning about our identity builds a sense of belonging and pride!!



Helping children learn about self.

- Spiritual and Moral Development: Teachers can support the children by providing opportunities to explore and discuss questions about where they belong.
 - Teachers can provide quiet time for reflection, celebration of life's special times, and occasions for children to share.
 - Let's do an art activity that not only focuses on family and culture but on collaboration and story telling.
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A bald eagle is shown in flight, its wings spread wide, flying over a body of water. The eagle's head is white, and its beak is yellow. The water below is dark blue with some ripples. The text is overlaid on the image.

O GREAT SPIRIT

Let my dreams be bigger than my fears,

And my actions louder than my words,

Chi-Miigwech!

Resources:

- WWW.MFNERC.ORG
- Healthy child MB- <http://www.gov.mb.ca/healthychild/>
- Self Regulation -<https://www.gse.harvard.edu/>
- The MEHRIT Centre <https://self-reg.ca/>
- Guiding Children's Social development, Marjorie Kostelnik, Alice Whiren, Anne K Soderman, Kara Gregory 2006
- Infants and Children, Laura E. Berk 2005
- Building Resilience in Young Children, Best Start Resource Centre www.beststart.org
- Truth and Reconciliation-
<http://www.trc.ca/websites/trcinstitution/index.php?p=3>

- Artists: Medicine Paint –The art of Dale Auger
- Brenda Gaudry -
<http://swanriver.valleybiz.ca/news/2012/11/26/brenda-gaudry-educates-and-entertains/>



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