

YES RATIONALE

At this time, it is essential to acknowledge the significantly negative impact of the pandemic on people's lives. To listen, acknowledge and recognise difficult experiences and traumatic events. However, through these experiences there may also be times when traumatic coping emerges, highlighting a person's strengths and capabilities despite everything, slowly helping to provide a sense of hope and optimism about the future. Some psychologists have used the term 'post-traumatic growth', to refer to a person's ability to recover from traumatic events. Processes that promote such resilience including helping young people to successfully process their experiences, use positive coping strategies, seek social support and help others at times of distress.



TIPS

- Positive psychology, through the work of psychologist such as Martin Seligman, has sought to develop and extend a child's ability to develop and grow, opening up possibilities and an optimistic, resilient view of the future.
- Encourage children to try new things each day whether activities or foods or playing with someone new
- 'Reach for the rainbow' activities can help to promote an idea of hope and achievement. Allocate a slot during a week for children to choose and engage in a 'reach for the rainbow task' . this could be something that they do for someone else, a challenge or something that makes them happy and hopeful.
- Each child draws around their hand and writes something they like doing or are good at on each finger.
- Children develop their own 'Things I like' booklet by taking photographs of activities in school and/or drawing themselves doing the things they like and enjoy.
- Encouraging children to complete activities that enable them to consider their individuality, areas of enjoyment and hobbies, can begin to help develop and create their own positive identity. Examples such as the 'All About Me' page from the 'My 2020 Covid-19 Time Capsule' might be helpful.
- <https://letsembark.ca/time-capsule>
- Providing time and opportunities for 'show and tell' or 'circle time' discussions sharing and celebrating the things that have gone well, interests and/or successes.

FURTHER WORK

Use this an opportunity to support children who are more wobbly than others. Consider pairing children to support each other. Monitor those children who express little or diminished hopes.



EMAIL ADDRESS



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