

THE 8 C's OF BUILDING RESILIENCE IN YOUNG PEOPLE

 <p>CONFIDENCE</p>	<p>Young people who possess a solid belief in their own abilities are more likely to navigate the world, think outside the box and recover from challenges.</p> <ul style="list-style-type: none"> • Providing young people with good educational experiences, either formal or non-formal. • Encouraging young people to develop and use talents and interests • Providing opportunities to demonstrate their skills in real situations • Setting reasonable expectations. • Offering genuine praise.
 <p>COPING SKILLS</p>	<p>Young people who develop a wide range of positive, adaptive coping strategies are more likely to be able to respond effectively to challenging situations.</p> <ul style="list-style-type: none"> • Ensuring that young people are not excessively sheltered from challenging situations- such situations provide young people with opportunities to develop coping skills. • Supporting them to develop a range of positive, healthy coping strategies. • Helping them develop problem-solving skills where they can identify solutions that will lead to positive outcomes.
 <p>COMPETENCE</p>	<p>Young people who have the ability or know-how to handle situations effectively are more likely to demonstrate resilient behaviour.</p> <ul style="list-style-type: none"> • Offering opportunities and experiences to acquire and develop competencies. • Letting young people figure things out for themselves. • Noticing and praising effort rather than intelligence or the end result.
 <p>CONNECTION</p>	<p>Connections with other people, schools and communities offer young people the security that allows them to stand on their own and develop creative solutions.</p> <ul style="list-style-type: none"> • Listening and connecting with the young person. This shows them how to listen and connect with others. • Creating opportunities for the young person to connect with, and contribute to, their family, school and wider community.
 <p>CHARACTER</p>	<p>Young people who have a fundamental sense of right and wrong are more likely to make wise choices, contribute to the world and become stable adults.</p> <ul style="list-style-type: none"> • Role modelling positive traits and values e.g. trustworthiness, kindness to, and respect for others • Supporting young people to differentiate between right and wrong and to use this knowledge in their decision-making. • Instilling in young people a sense of responsibility for themselves and for their home and community environments.
 <p>CONTROL</p>	<p>Young people who learn that they can control the outcomes of their decisions and actions are more likely to "bounce back".</p> <ul style="list-style-type: none"> • Providing clear boundaries and expectations • Supporting them to develop the "stop and think" message and to use it to make choices about their actions. • Providing opportunities for young people to make their own decisions and take responsibility for the consequences of these decisions.
 <p>COGNITIVE STYLE</p>	<p>Young people who have the ability to think in a balanced and flexible way, and see situations from different perspectives, can problem solve more effectively.</p> <ul style="list-style-type: none"> • Encouraging young people to see themselves and their situations as optimistically as possible. • Encouraging young people to be flexible thinkers and capable of viewing problems from different perspectives. • Encouraging young people to always have a Plan B.
 <p>CONTRIBUTION</p>	<p>Young people who make a personal contribution to the world around them learn that contributing feels good and may, therefore, more easily turn to others.</p> <ul style="list-style-type: none"> • Giving young people a say in what is important to them. • Enabling them to make their own decisions in life. • Providing opportunities for the young person to contribute to their families and communities. • Support them in addressing wider civic, social and/or environmental concerns that they may identify.