

Having Resilience Conversations with Young People

There are six areas in our lives where we can promote resilience. Two tools have been developed to assess a young person's resilience, a Self-Reflection tool and a Resilience Conversation tool.

Both tools are available to download from www.kentresiliencehub.org.uk and are available for use by all practitioners. Training is available on both the use of the tools, and the theoretical background.

Resilience Conversation Tool

The Resilience Conversation Tool has been designed for use to enable a more in-depth conversation. Using the wheel diagram, young people will consider the areas of resilience, with consideration for themselves, their family, significant others and the wider community.

Although it is welcomed that within the wheel these areas are RAG (red, amber, green) rated, young people have said that for this tool to be something they can reflect on, it is encouraged that notes from the conversation are added to the wheel.

This tool can be used as part of the initial meeting with a young person, as it will aid you in getting to know the young person. As it provides focus, the young person may feel more open to discussion, and can pull out the areas that they feel confident about.

Here are some tips on getting started when having a Resilience Conversation with a young person:

Step 1

- The Resilience Conversation is a tool to help you have confident and strength focussed conversations with young people. If you have the option of choosing when to have a conversation with a young person, think of who is best to have this conversation and think of your environment – use a table, for example, and think of your body language to create a calm atmosphere.

Step 2

- Ask the young person to read the consent box at the bottom of the page and to sign/date it if they are happy for their information to be shared.
- Explain each area and the four categories on the mapping tool (self, family, significant others, wider community).
- Explain to the young person that the areas link with one another, for example, a strong friendship (green) with a friend from school may help a young person improve their talents and interests (red or amber) by getting them to go along to a school club. Here the young person will be using a strong part to boost a weaker part.
- If needed, model one of the parts yourself as an example.

Step 3

- Give the young person 3-4 minutes to RAG rate their areas using three coloured pens. This must be their own views and not others. If you don't have red, amber and green pens the young person could write the letters on instead, e.g. R, A and G.

Step 4

- They now have an accessible, visual representation of their own resilience.
- Focus on the greens first. Ask them what is going well in their lives? Ask them why they put green on those areas.

Having Resilience Conversations with Young People

cont.

- Allow the conversation to flow. The young person should lead the conversation, but you may need to prompt with further questions. Don't overthink the conversation – you are likely to be having these sorts of conversations on a regular basis but maybe not covering all the parts and in this detail.
- Gradually move on to amber and reds – ask the young person why they chose that colour. This may happen organically, or you may need to ask further questions.

Step 5

- Ask what would make a 'red' better? – This will become an action to be written in the table on the conversation sheet. There may be just one action for one part or the young person may want more actions to be written down, this is personal to them. It is not necessary to have an action for each part.
- If appropriate, you may suggest the young person visits the school or community safe space/s, see a peer mentor, try online counselling, or access other services.

Step 6

- If a young person will benefit from safe spaces and/or peer mentoring inform them of what is available within the school setting. Many youth hubs also offer safe spaces.
- Online support and counselling can be accessed at <https://kooth.com/>
- Talents & Interests grants can be applied for at <http://www.kent.gov.uk/leisure-and-community/community-grants-and-funding/talents-and-interests-grant-scheme>
- If there are other services you feel would benefit the young person, please refer using your local sources of information.

Step 7

- Please indicate on the form what options or services you have offered the young person and if they are interested. Go back to a green to finish on a positive.

Step 8

- You or a colleague should then meet again with this young person after an agreed time to review their actions (see reverse of sheet) and RAG rate their areas again.
- Any difficulties please contact headstart@kent.gov.uk