

# 30 Days of Resilience Building Activities for Children Ages Birth-5



## Resilience:

Recovering from or adjusting easily to misfortune or change: identifying problems, finding ways to address challenges, recovering quickly, and moving on.



## Attachment:

The mutual, strong, and long-lasting relationship between a child and significant adults such as parents, family members, and teachers.



## Initiative:

The child's ability to use independent thought and action to meet his or her needs.



## Self-regulation:

The child's ability to experience a range of feelings and express them using the words and actions that society considers appropriate.

1 Tea Parties for Teddies: Gather stuffed animals and set them on a blanket. Have a tea party with the child and discuss what they teddy bears are doing with one another and how they all feel with each other.

2 Tunnel-vision: Make a box tunnel opening both ends. Cover one side up with a blanket. Child can crawl in and out and you can add big or small boxes for them to put in large tunnel and initiate imaginary play

3 River Walk (cut large circles, squares, triangles. Tell the children they need to get from point A to point B without stepping on the floor)

4 Use a Gentle Voice: Speak calmly and gently to your infant throughout the day and avoid using a loud or abrupt voice that can startle a young child. Children listen and learn about how to communicate with others from hearing our tone and words. Model kindness and patience in your voice.

5 Rolling Balls: While sitting on the floor, roll the ball with the toddler. Point to and say Ball and encourage toddler to take initiative to get the ball. Provide a variety of balls with different textures for the toddler to initiate playing with

6 Play Simon Says

7 Connecting Rituals: Create intentional opportunities for children to build trusting relationships with caring adults by incorporating rituals that involve eye contact, appropriate touch, a present adult in a playful manner.

8 Plan Out Your Day: Create a poster or dry erase board with your toddler's daily schedule. Keep the schedule at their eye level and let them see and touch it. "Yes, William, first we go to grandma's house, then we pick up your brother from school, and then go home." Take pictures of the toddler doing the activity and post with schedule

9 Play Hide and Seek: Children have to wait quietly int heir hiding place

10 Family Book:Create a Family Storybook: Use paper and markers or paint to create a family storybook. Point out and label the strengths of each family member. Discuss helpful acts. Talk about how family members do helpful acts for other family members.

11 Mystery Bag: Gather objects from around the house and put them in a paper bag or under a blanket. Let infants reach in and take out objects to explore with you. "Rebecca, you pulled out a green ball. Is it soft?"

12 Play Freeze Dance: Turn on music and turn the music all the way down and freeze while you say "Freeze" and model STOP... the children will love copying the adult and will learn stop and go regulation. Show dramatic affect when you say "Freeze"

13 Face It: Face games are a way to work on social interaction. Like in an acting class, you can try "mirroring" with any child, including children with autism. Touch your nose or stick out your tongue and have him or her imitate you. Make funny faces that the child can copy. Kids with social skills deficits often have trouble reading expressions and interacting socially, so activities that get them more comfortable with these situations are a great idea

14 Excite the Senses: Provide options that infants can explore through touch, taste, hear and smell; for example, play dough, rattles, and music. Notice each child's preferences.

15 Follow the Leader: Be the leader and ask the child to follow your lead and stop and go when you stop and go. Give the child a turn to be the leader while the adult is the follower, the child is telling the adult when to stop and go.

16 Books: Place child on your lap and look at one picture at a time, naming the picture and encouraging the child to touch or pat the picture. Comment on pictures the child is looking at.

17 Play Musical Games or Finger Plays: Sing The Hokey Pokey or The Wheels on the Bus. These teach words, sounds, how to follow directions and have fun!

18 Ready, Set, Wiggle: The adult calls out Ready...Set... Wiggle and everyone wiggles their bodies. The adult calls out Ready...Set...Watermelon. No one should move. The adult calls out Ready...Set...Wigs. No one moves. The leader calls out Ready...Set...Wiggle. Everyone wiggles again. You can change this to whatever wording you want. The purpose is to have the children waiting to move until a certain word is said out loud.

19 Do Favorites Over and Over: Read a child's favorite story or sing their favorite song to make transitions go smoother, for example, reading a book before bedtime, singing a song before drop-off at Grandma's house, etc. Notice their favorite parts of the story or song and repeat the favorite parts to extend the play.

20 Floor Play: Play next to the child. Show excitement for what they do. "Linda, you are putting the ball in and it pops out! You did it!" Notice opportunities to make eye contact during play.

21 Explain What to Do: Say, "Walk in the house," instead of, "No running." Telling the child what to do sends a positive message. This lets children know what you expect.

22 Use Your Child's Name Often: Children love to hear their names. Sometimes life gets busy and we can find ourselves giving quick directions, such as "Let's get going," "Time for bed," or "Clean up time!"When we lovingly use our children's names, it can get their attention.

23 Encouragement: Practice describing what your child says or does instead of saying "Good job," "Pretty picture," or "You're so smart!" For example, "Jamal, you got the bread and spread the peanut butter on your sandwich. You did it!"

24 Offer Different Choices: Sometimes children need help knowing what to do instead of what they are doing. You can offer choices to help. "Throwing the ball inside is not safe. You could throw the ball into the laundry basket, or we could go outside to play."

25 Establish Joint Attention: This is the process of sharing an experience with another individual by means of eye gaze, gestures, and verbal or non-verbal indications. The adult or child can initiate this interaction, for example, when you look in the direction of a loud truck driving by and the child follows your gaze.

26 Teach Turn Taking. Practice turn taking with your child before expecting them to do this with siblings or peers. Model the language, "my turn/your turn" and "Can I hold it?". Also, encourage your child to hold their hand open with the palm up as they wait to receive the toy or object. Stay close to them when they try this with siblings or peers so that you can coach them through as necessary.

27 Use Assertive Communication: Offer children clear, usable information so that they know what TO DO. Say, "Hold my hand while we cross the street." instead of "Do you want to get hit by a car!"

28 Noticing Helpful Acts: Describe what the child did and how it was helpful to others. For example, "Anna, you gave a block to your brother so he could play, too. That was helpful."

29 Ask for your child's help throughout the day. Even if you can do a job faster alone, invite your child to help. She will feel proud helping to do a job faster. "Indie, can you please put the water in the bowl?"

30 Adjusting Schedules: Be flexible and adjust your schedule if your child needs need extra time. "Jackson, I know you are not finished with your project and it is time to get ready for bed time. Let's take a few extra minutes to put up a "work in progress" sign so you can finish this tomorrow."

