

**Introduction****What is this unit about?**

This unit is about helping children to develop self reliance, self-esteem and emotional resilience. It is concerned with how practitioners provide an emotional environment that supports, affirms and values children and helps them to manage their own feelings and their relationships with others.

**Who is this unit for?**

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This is for practitioners who have responsibility for children's well-being within a setting or service and who may be in a supervisory role or work unsupervised.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Content of unit**

The elements are:

1. Enable children to relate to others
2. Provide a supportive and challenging environment
3. Enable children to take risks safely
4. Encourage children's self reliance, self-esteem and resilience

**Place in the NVQ/SVQ framework**

This unit is a group 1 option unit within the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 1.1, 2.1a, 2.2	Communication: Intermediate 1
Problem Solving: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2

**What we mean by some of the words used in this unit**

<b>Affirmation</b>	Positive encouragement and confirmation of ability or value as a person
<b>Challenge</b>	Experiment and test the extent and limits of one's ability

**CCLD 308****Promote children's well-being and resilience**

<b>Children</b>	Children with whom you work, unless otherwise stated
<b>Empathy</b>	The ability to see things from another person's perspective and gain insight into their feelings
<b>Emotional competence</b>	The ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the development of life skills
<b>Resilience</b>	The ability to withstand normal everyday disappointments, hurts and assaults on one's confidence without it affecting self-esteem
<b>Risk assessment</b>	The assessments that must be carried out in order to identify hazards and find out the safest way to carry out certain tasks and procedures
<b>Self-esteem</b>	Self confidence; taking comfort in one's self as a valued person
<b>Self reliance</b>	Personal autonomy and independence, ability to solve own problems
<b>Well-being</b>	Physical and mental good health, resulting in a positive outlook and feelings of happiness

**The National Standard****Element CCLD 308.1****Enable children to relate to others****Performance criteria**

This is the national standard which you must meet:

1. Demonstrate respect and value for children's views, opinions and feelings
2. Encourage children to consider the feelings of others
3. Encourage children to share and co-operate in joint activities
4. Help children to identify the boundaries of acceptable and unacceptable behaviour
5. Reflect and acknowledge positive aspects of children's behaviour and interactions
6. Recognise developmentally appropriate behaviour
7. Demonstrate respect and value for children's capabilities and strengths
8. Positively value diversity and demonstrate acceptance of similarities and differences

**CCLD 308****Promote children's well-being and resilience****The National Standard****Element CCLD 308.2****Provide a supportive and challenging environment****Performance criteria**

This is the national standard which you must meet:

1. Provide a calm and accepting environment which allows children to experience and express their feelings safely
2. Encourage children to try new activities and experiences
3. Positively reward children's efforts and achievements
4. Support children in managing failure and disappointment
5. Help children to predict, recognise and accept the consequences of their actions
6. Help children support each other through challenging activities and achievements
7. Demonstrate acceptance and respect for children's individuality
8. Demonstrate honesty and openness in interactions with children

**The National Standard****Element CCLD 308.3****Enable children to take risks safely****Performance criteria**

This is the national standard which you must meet:

1. Carry out risk assessment in line with organisational policy, without limiting opportunities to extend and challenge children's skills
2. Demonstrate awareness of the capabilities and competence of individual children
3. Allow children to set their own limits within the framework of risk assessment
4. Encourage children to assess risks to themselves and others from their activity and behaviour
5. Intervene in situations where children are at risk of harm
6. Clearly agree boundaries and limits with children and the reasons for these
7. Help children manage and monitor their own behaviour and that of others
8. Supervise children according to legislation and accepted policy and practice in the setting

**The National Standard****Element CCLD 308.4    Encourage children's self reliance, self-esteem and resilience****Performance criteria**

This is the national standard which you must meet:

1. Engage with and provide focussed attention to individual children
2. Communicate with children openly and honestly in ways that are not judgmental
3. Praise specific behaviour that you wish to encourage
4. Direct any comments, whether positive or negative, towards the demonstrated behaviour, not the individual child
5. Treat children with respect and consideration as individual people in their own right
6. Help children to choose realistic goals that are challenging but achievable
7. Show empathy to children by demonstrating understanding of their feelings and point of view
8. Encourage children to take decisions and make choices
9. Work with colleagues and other professionals as required, to encourage children's self-esteem and resilience

**What you must know and understand**

**To be competent in this unit, you must know and understand the following:**

<b>K3H306</b>	How to carry out risk assessment that takes all reasonable precautions without restricting opportunities for development; how organisational policy can support this
<b>K3D307</b>	Factors that affect resilience in children
<b>K3D308</b>	How you might support children's resilience, according to the child's age, needs and abilities
<b>K3D309</b>	The link between children's ability to relate to others and their emotional well-being and resilience
<b>K3D310</b>	The concept of an emotionally safe environment that allows children to express their feelings freely
<b>K3D311</b>	The importance of trust, openness and honesty in practitioners' relationships with children
<b>K3D312</b>	How you can help children understand, express and manage their feelings
<b>K3D313</b>	Why it is important for children to challenge and test their abilities and the relationship between this and self-esteem
<b>K3D314</b>	How you can encourage and support children to test and stretch their skills and abilities; how you help them manage success and failure in ways that do not damage their self-esteem
<b>K3D315</b>	What is meant by focussed attention, why this is important to children's self-esteem and how you provide such attention

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## Promote children's well-being and resilience

<b>K3D316</b>	The importance of not judging children; why comments should be directed at behaviour rather than the individual and the link between this and children's resilience and positive self-esteem
<b>K3C317</b>	How you demonstrate empathy and understanding to children, including the language and expressions you might use
<b>K3P318</b>	How you recognise and manage your own negative feelings e.g. lack of confidence and feelings of inadequacy