



# Raising Resilience

## Learning Resources

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Centre name	<input type="text"/>
Tutor name	<input type="text"/>



**Sports  
Leaders**

# Raising Resilience

## Welcome to the Raising Resilience Learning Award

**The Award is made up of:**

**Part 1** - Raising Resilience Knowledge – work through activities to understand what resilience is and what it means to you.

**Part 2** - Demonstrate your resilience through planning, doing and reviewing and activity.

**Raising Resilience Learner Journal** – This should be used to record Part 2 and can be returned to your tutor to receive your Resilience Learning Award.

## The SLQ Sports Leaders Skills Framework

Throughout your challenge, you will be demonstrating behaviours that are helping you to develop five key skills. As you work through your tasks, keep in mind how you are building those skills and highlight in your Learner Journal any moments where you feel you have particularly improved each or all of them. The five skills are: -



## Part 1: Raising Resilience Knowledge

### What is Resilience?

What would you think if someone offered you the chance to be better able to deal with upsets and disappointments?

How about if there was a way to more easily overcome setbacks and deal with problems in life? Or if you felt more confident and better able to take on new challenges without the fear of failing? All of these things can come from being more RESILIENT.

Resilience is the power to overcome setbacks, and by exploring resilience and learning techniques to become more resilient you will be better equipped to deal with whatever life throws at you. There are many examples in history, in popular culture, politics and everyday life of when resilience can be demonstrated.

# What is Resilience?

Here are some examples of well known individuals who have demonstrated resilience to overcome their challenges and achieve success.

## Katy Perry

Most people know the name Katy Perry, but they don't necessarily know the struggles that she went through to finally get that breakthrough she was after.

Katy started her career early in her life, dropping out of high school after Year 10 to pursue singing. Originally, she was a gospel singer and in 2001 she released her first gospel album with Red Hill Records. But after selling only 200 copies of her album the record company ceased operations and subsequently went out of business.

Katy switched gears to popular music, moving to Los Angeles and in 2003 she was signed to Island Def Jam, but this wasn't successful either and her contract was again terminated. In 2004 she signed with Columbia Records who sought to make her the lead vocalist in a band called The Matrix. However, that deal also fell through when Columbia Records shelved the project at about 80% completion.

After being dropped from three labels, you would think that Katy would have given up. She didn't. She continued to pursue her career, working odd jobs and doing back-up vocals until she was signed to the newly-formed Capitol Music Group in 2006. It was there that she worked on her first huge hit single, I Kissed a Girl, which started her career as a commercial success.

Click the link below to view the video for Katy's single: 'Never Really Over'.



## Malala Yousafzai

On 9 October 2012, while on a bus home from school after taking an exam, Malala Yousafzai and two other girls were shot by a Taliban gunman in an assassination attempt in retaliation for the work she was doing to encourage girls to go to school.

Malala was hit in the head with a bullet and remained unconscious and in critical condition for several weeks but her condition later improved enough for her to be transferred to the Queen Elizabeth Hospital in Birmingham.

The attempt on Malala's life sparked an international outpouring of support and following her recovery, she became a prominent activist for the right to education.

Based in Birmingham, she co-founded the Malala Fund and in 2013 co-authored *I Am Malala*, an international best seller. In 2012, she was the recipient of Pakistan's first National Youth Peace Prize and the 2013 Sakharov Prize. In 2014, she was the co-recipient of the 2014 Nobel Peace Prize, along with Kailash Satyarthi of India. Aged 17 at the time, she was the youngest-ever Nobel Prize laureate.

The 2013, 2014 and 2015 issues of Time magazine featured Malala as one of the most influential people globally and in 2015 she was a subject of the Oscar-shortlisted documentary *He Named Me Malala*.

In 2017, Malala was awarded honorary Canadian citizenship and became the youngest person to address the House of Commons of Canada. She attended Edgbaston High School near Birmingham from 2013 to 2017 and is currently studying for a bachelor's degree in Philosophy, Politics and Economics at Lady Margaret Hall, Oxford.

Click the link below to watch Malala's speech when she received the Nobel Peace Prize in December 2014.



## James Dyson

The Dyson Vacuum Cleaner is known around the world as the vacuum that doesn't lose suction. But the idea for it was born long ago.

James Dyson first had the idea in his early 30's when he became frustrated with his Hoover vacuum and its loss of suction. At the time, the disposable bag replacement market for vacuums was valued somewhere around £100 million per year.

His big idea was to use the concept of cyclonic separation to create the world's first bagless vacuum cleaner. It took Dyson 5,126 failures to finally get it right.

When he did, at the age of 36, he was faced with more resistance when no distributor in the UK would take on the revolutionary product. No one wanted to buck the trend.

So, Dyson hit the Japanese market in 1983, with a hot pink version of his vacuum cleaner. It won an industrial award in Japan, and in 1986, three years after its first introduction, he was awarded his first US Patent for it. However, manufacturers still didn't want to take it on in other companies, so Dyson formed his own company, in 1993 at the age of 46, to market the product.

Today, Dyson is worth more than £3 billion all because of his refusal to give up. He struggled through times of failure, sorrow, and regret, but he persevered.

Check out the video below to hear James explaining the importance of failure.



[Other famous people who have shown resilience can be found by clicking here.](#)

# The Meaning of Resilience

Think about other words that might be associated with 'resilience' – you can search online or in a thesaurus, speak to friends and family or consider for yourself.

Words such as perseverance, grit and determination can all be linked to having resilience, but what other words come to mind when you think about overcoming setbacks, managing problems and taking on challenges?

## Resilience Wordsearch

Create a wordsearch that includes the words you have come up with.

You can use a website that allows you to create, share and print your wordsearch such as: <https://thewordsearch.com/maker/> or you can make your own as a hard copy document.

Share your finished wordsearch with family or friends. Can they find all of your words? Who can do it in the quickest time?

## Resilience Street Art

Using a blank sheet of paper create a piece of street art with the words and images that you associate with resilience.

Look at examples in your community of street art or images on the internet to inspire your work of art.

## Resilient Images

Make a poster, collage, online photocollage <https://www.photocollage.com/> or mood board <https://spark.adobe.com/make/mood-board-maker/> that represents your idea of resilience.

You might include pictures of famous people who have dealt with adversity, positive messages, images that you find inspiring and so on.

You can share your creation online, with friends and family and maybe even display it somewhere to inspire others.

# The Meaning of Resilience

Use this page to share some of your images and ideas from the previous page's tasks.

# Why is Resilience Important?

No one expects life to be all plain sailing. We all know and accept that, at times, there will be challenges we must face and bumps along the way.

Being resilient is not something you are born with. It's a skill, much like any other, that can be learnt, developed and improved, until we have sufficient knowledge and experience to allow us to navigate more smoothly over the hurdles which will inevitably crop up from time to time.

## Family and friend interviews

Chat to your friends and family asking 'why do you think it's important to be resilient in life'? Record the answers you are given (people can give more than one reason if they wish, or you could ask them to give a number of different reasons). Use the answers to create:

- A family tree with pictures of each person, along with their reason/s for needing resilience, laid out in a standard family tree design
- A vlog, DVR, talking head or similar digital content



# Something to Think About

What are the common themes that emerge from finding out why others think being resilient is important? They may well include being able to:

## Overcome Challenges

It's not only 'big' challenges that need resilience, even smaller things such as being able to cope with losing at a game, persevering when a homework project doesn't go well or keeping going to training even though you didn't get into the team all require an element of resilience.

## Make the most of opportunities

Sometimes new things can be scary and it feels much safer to stay in your comfort zone. But the only way to experience new things and take opportunities that present themselves is to step out into the unknown.

## Recover from setbacks

It may seem that things always go wrong for you (whilst always going right for other people!) but the truth is that everyone will experience setbacks in life, from less major (but no less upsetting) things like falling out with a friend or not being picked for the school play, to more major events such as not getting a dream job or splitting up with a partner.

## Progress and achieve

If we never try then we will never fail... but we will also never get to experience success! The only way to move forward in life and to achieve all that we can is to try, even when it seems difficult.

As JK Rowling said: "It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all, in which case you have failed by default".

[You can find more inspirational quotes by clicking here.](#)

# When is Resilience Needed?

We know by now that resilience is needed at lots of different times in life, sometimes when smaller things don't work out as you'd hoped and other times when big things don't go to plan.

Although we each need to be resilient as individuals, there are also times when we need to be resilient as part of a larger group: maybe as a family, as a community, as a country or even on a global level.

At these times it may be that a wider reaching situation has occurred and that, in order to overcome the challenges this produces, we need to pull together, work as a team and each try to 'do our bit' to help the wider group.

## Global resilience

Can you think of any times in history (or currently) when larger groups of people needed to show resilience to overcome the challenges created by the situation they found themselves in?

Can you think of one example/situation when resilience is/was needed:

- On a global level
- As a country
- As a community (this may be geographical, religious, cultural, social, school etc.)
- As a family

The examples you give may or may not be personal to you and they may be historical or current. For each example you think of, answer the following questions:

- What was/is the situation?
- What were/are some of the main challenges, issues and/or problems?
- How did/do these effect the person/people involved?
- What were/are some of the things that the person/people involved did/do that show resilience?
- What positive effects resulted from this resilience?

You could note down this information in a table, mind map, poster, leaflet, powerpoint or other way of recording and displaying your findings.

You can see from the previous activity that it's possible for groups to show resilience in given situations, but this 'group effect' is still the result of individuals in those groups making decisions and taking action to overcome the obstacles they are facing.

# Friend or family interviews

Devise a series of questions that you can use to interview a friend or family member in order to find out about a time that they had to show resilience.

The questions you ask should be designed to find out:-

- What the situation was?
- Why it was challenging - what was difficult?
- In what way it affected them - how did they react? how did they feel?
- What they did to overcome the challenge(s)
- What was the final outcome?
- Would they do anything differently if this happened again?

You can interview your subject and film, record or write down the answers they give and/or you can use their experience to write a diary entry, short story or cartoon strip.

Put yourself in your subject's shoes - would you have reacted in the same way? What might you have done differently? What lessons can you learn from their experience?

## You and Resilience

Create a mind map to show situations which might require you to show resilience. You can focus on three main areas of life - school, home/family and friends.

You might like to think about 'big' things such as exam stress, changing schools etc as well as more 'everyday' things such as missing a deadline or missing the bus!

The mind map that you create will be different from one someone else will create because not all situations will 'trigger' people in the same way. Something you might get stressed or upset about (being late for example) may not be a big deal for someone else. So, make sure that your mind map includes situations and experiences that are relevant for you rather than just including answers that seem most likely.

You could even colour code your mind map (using highlighters or different colour pens) to show those aspects which effect you most strongly and those which you feel better able to deal with.

# How Do You React?

Is there a game that always makes you see red? Is there a person who can drive you to distraction just by being near you? Is there a situation that will make you lose your cool?

We all have times when we get mad, frustrated, angry, annoyed or just plain upset about something. The things that make us feel this way can be called 'triggers' and whilst some will probably get to lots of people (your brother or sister crunching ice cubes down your ear...), we all have different triggers and different ways of reacting to them.

## Games with Friends

Gather friends or family and play frustration, scissors (game explanations in Annex A) or a similar game that is guaranteed to annoy!

Are there typical reactions? At what stage do people start to get annoyed? Do the adults stay calmer than the children?

Before you play the game(s) make a chart that includes each player's name, scores 1 to 10 for how quickly they show signs of annoyance and another 1 to 10 for how frustrated or annoyed they get during the game.

After playing a few different games you can analyse your data to see who started to show signs of annoyance most quickly and who wins the prize for most extreme reaction!

Was this the person/people you thought it would be? Did they react how you expected them to react? Did they try any strategies to stay calm or otherwise control their reactions?

There are a range of different ways that people react when things aren't going their way. Reactions might include: going quiet, shouting, screaming, crying, blaming others, walking away, slamming doors or swearing, amongst other things.

Are there typical ways that you react when you feel annoyed or stressed by a given situation? If you can recognise situations that are likely to make you feel upset and understand how you are likely to react in these situations then you can start to put steps in place to become more resilient when these things happen.

# Becoming resilient

Look back at the mind map you created that includes situations at school, at home and with friends that have the potential to challenge you.

For each one, consider:

- What it is about that situation that you find triggering (is it fear of getting into trouble? Loss of control? Not wanting to be seen failing etc.)
- What your typical response might be in that situation (do you blame other people? Lie? Lose your temper etc.)

Pick one situation from each area (school, home, friends) and copy down the following process diagram



Add an appropriate emoji around each of the three questions to show your answers and emotions at that point. You can use <https://emojipedia.org/> to help you select the most relevant emoji.

Look at the emoji you've picked for the final 'what's the likely outcome?' question – do they seem broadly positive, negative or neutral?

From this, would you say that your current way of reacting is the best way? Or might there be other, more constructive ways to react in these situations?

# How to be More Resilient

The good news is that there are lots of ways to be more resilient and, as was mentioned before, it's a skill that can be improved over time with practice and willingness to try different approaches.

Just like there are different situations that require resilience, so there are different timescales for employing resilience techniques.

Sometimes you need to show resilience in the immediate and not for very long, this might be to cope with a sudden situation that you find yourself in (for example your team might lose or your little sister might have taken your new top without asking), other times you might need to be resilient for a longer period of time (for example when you've had a row with your best friend or you're struggling with your workload) and sometimes the need to be resilient can be over a long time (for example when a loved one is ill or there's a period of upheaval at home).

Here are just some things you could try when you're faced with upsetting or stressful situations:

Action	Description
Take a deep breath	Stepping back for a few seconds, taking a few deep breaths and evaluating the situation might give you a chance to see that it's not as bad as you thought in that very first instance.
Vent	You can share how annoyed or upset you are - everyone feels better when they've had a good moan about something - but then move on. Going on and on about it won't change anything and whilst it might make you feel better in the short term it won't improve the situation in the longer term.
Count to 10	This will allow the initial 'knee jerk' reaction to pass and give you time to compose yourself in order to give a more helpful and measured response.
Walk away	Sometimes the only way to diffuse a situation is to walk away from it. It could be a slightly risky manoeuvre - walking away whilst someone is talking to you could be perceived as disrespectful - so use only when appropriate.
Ask for help	Asking for help isn't a sign of weakness, it's a strength to know when you can manage alone and when you need the support of others.

Action	Description
<b>Realise that you are not the first and you won't be the last to find yourself in this situation</b>	Whilst it doesn't always feel helpful to hear about others' problems when you are dealing with your issues, it is worth remembering that other people will have experienced just what you are and will have come out the other side. And if they have then you can too.
<b>Explore options</b>	If you are faced with a situation that calls for action and you're unsure what to do, it might be helpful to list the various options open to you. Consider each one carefully, discussing them with others if you want, before deciding which to try first. And remember, you can always consider and try out other options if that first one doesn't work.
<b>Make a plan</b>	Making a plan gives you a level of control and that's a real positive when a situation feels like it is out of your control. Split the task into smaller chunks, decide which to prioritise and focus on the most pressing tasks first.
<b>Process your feelings</b>	Writing down how you feel in a diary or journal, blogging or vlogging about it or just speaking your thoughts out loud can all help you to order and process how you feel about a situation, which in turn may make it feel less scary and help you see a way forward.
<b>Relish the challenge</b>	If you can reframe the issue not as a problem but as a challenge to overcome, then this more positive attitude might make the situation more manageable and easier, in the end, to help you find a solution.
<b>Give yourself a break</b>	Take some time out, go for a walk, sign a song, watch some TV, sometimes just having time away from the problem can allow you to get it back in perspective and to see a clearer way forward.
<b>Change your lifestyle</b>	Everything seems more difficult when you're tired, or hungry or feeling sluggish. Getting enough sleep, getting some exercise, eating a healthy diet, all of these can help you to feel better both mentally and physically and that will make you better able to take on anything that life throws at you.
<b>Learn from your mistakes</b>	If you can look back on a situation and explore how you ended up there, what helped and what didn't help then you might be able to avoid the same pitfalls next time and/or may be better equipped with deal with things should they happen again.

Action	Description
<p><b>Take responsibility for your own behaviour</b></p>	<p>You are not responsible for other people's actions or behaviour. A lot of time and energy can be spent worrying about the way someone else is acting or what they are doing when you have no control over these things. What you can control is your reaction to a situation and how you choose to respond and interact with people. Try focussing on what you can influence rather than worrying about what you can't.</p>
<p><b>Accept that there are some things you can't change</b></p>	<p>It's not always easy, but by accepting that there are some things in life that you can't change, no matter how much you might want to, will allow you to focus your time and energy where it can have a positive effect.</p>

## Coping with Triggers

Look again at the situations that you think might 'trigger' you and how you currently are likely to deal with these situations.

Then look at the list above.

Are there any strategies in the list above that you think you'd like to try? Is there anything that you can keep in mind to use next time you are faced with a situation that calls for you to be more resilient?



# Part 2 – Demonstrate your resilience

This next part of the programme will enable you to try out some resilience techniques by asking you to undertake a task that requires perseverance and dedication.

You will be asked to pick a task or project of your choice, you will have to plan and prepare for your activity, perform it successfully and then reflect back on how you dealt with setbacks and frustrations along the way.

The activity you select should be difficult enough that it will challenge you – there is no point doing something that you can already do easily or that won't test you.

## Physical challenges

- Juggle 3 objects for 30 seconds
- Do 10/20/50/100 keepy ups (depending on your ability)
- Make 50 successful volleys between you and a partner with a balloon
- Pot all of the coloured snooker balls in order in a set time
- Chip a football or hit a tennis ball into a wheelie bin a set number of times in a given time
- Knock a can or bottle off a fence or table with a beanbag or ball from a set distance
- Score 180 in darts with 4 darts

## Performance challenges

- Select a dance routine from a music video, film, show etc and perform a step perfect rendition of it
- Write and sing your own song or 'mash up' songs from a film or show and perform
- Learn and recite a poem, soliloquy or monologue - ideas can be found [here](#), [here](#) or [here](#) (Annex B)
- Write and perform a rap related to resilience
- Create a storyboard, cartoon, comic strip, short story, newspaper article or podcast about a subject of your choice

## Mind-based challenges

- Memorise and recite the names and current order of football teams in a league/all leagues
- Remember all of the railway stations in order on a certain journey and back
- Memorise number 1 music singles in date order for a set period of time
- Complete a knight's tour on a chess board ([instructions here](#))
- This [website](#) has lots of mental challenges, some of which may be appropriate or give you ideas

## Making challenges

- Build a house of cards
- Bake and decorate a cake or cook a family meal (including starter and dessert?)
- Build a Lego structure
- Build a balloon powered boat that can travel the length of the bath
- Undertake another construction challenge – [ideas here](#)

There will be three parts to your challenge: Planning, Doing and Reviewing.

# Planning your Challenge

Assuming you have chosen your challenge, there will be details you will need to consider, decide upon and plan for, before you can go ahead and practice/undertake your activity. You might want to think about:

## What rules will surround the challenge?

- Will you be allowed another go or goes if you don't succeed the first time?
- How many attempts can you have?

## How is the challenge set up?

- If it's a physical challenge: where will you stand? What will your playing area be? How long will you have to complete it?
- If it's a performance will you have an audience? Where will they be? Where will you be?

## What equipment and resources will you need?

- Does this require any shopping for specific ingredients, equipment or resources?
- Do you need to adapt the challenge to suit the equipment or resources you have available to you?

## What help will you need/are you allowed?

- Do you have to do it alone or can you ask someone else to help?
- Can you use the internet?

## Are there any safety rules to be aware of?

- Could you break a window?
- Could you or anyone else near you get hurt? How will you make things as safe as possible?

## Activity

Think about which aspects of the challenge might cause the most problems or be the most difficult. It may be these areas that will require the most resilience from you.

If you can acknowledge your concerns and identify any possible issues then you can be better prepared for them, not only so that they are less likely to happen but so you'll be better able to cope if things are difficult or go wrong.

# Doing your Challenge

The 'doing' element of your challenge might include the need to practice. It's entirely up to you how much you practice and some activities (building a house of cards or scoring 180 with 4 darts) will take more practice than others (baking a cake or building a Lego structure).

## Activity

Check back at the suggested resilience strategies from earlier and decide which you might need to try during your challenge. If you get frustrated, annoyed or upset are there strategies you can try to help reduce or manage your reaction? Which ones will you try?

Once all of your planning and practicing is done you can undertake your challenge. Depending on the activity you have selected this may require an audience, a dedicated time and space or even a drum roll!

## Activity

You might like to record your challenge from start to finish. You could film your planning and practice attempts as well as the final performance or product. You can highlight any bits you found particularly difficult along the way, as well as your celebration after you complete your challenge!

# Reviewing your Challenge

Often the greatest learning comes after an event when we have the time and opportunity to reflect back to see what was positive, what didn't go so well and to consider what you might do differently next time.

Once you have completed your challenge, look back at the process you went through and see if you can answer the following questions:

- What did you enjoy about your challenge?
- What did you find most difficult about your challenge?
- Were there any times when you felt annoyed, frustrated, nervous, angry or upset during your challenge? If so, what caused these feelings?
- When things didn't go 100% the way you wanted them to, what strategies did you use to manage the situation and your feelings?
- Were these strategies successful? If so, why do you think they worked?
- What are you most proud of from this project?
- What did you learn about yourself by doing this project and your challenge?
- How will you use anything you've learnt about yourself and/or being resilient in future?



# Annex A: Game Rules

## Frustration

Start the game off with the following phrase: "I went to the party and took a bottle of wine, but I didn't take a pink panther" or something as ridiculous.

Play follows around the table to your left and each player must make a correct statement.

## The Secret Rule

There are strict rules regarding what you can and can't "take to the party". Those who know, know. Those who don't, get very frustrated, until they guess the secret rule.

The secret rule is that you may only take to the party an item containing double letters, such as:

- "A **green** hat"
- "A **daffodil**"
- "A **mammoth**"

The items you can't take obviously don't contain double letters. Play continues until everyone has got it.

## Extensions

You could make those who get it wrong can do a forfeit

Other rules you can use instead of the double letters are:

1. Words starting with the initials of the player to the left, so if it's John Smith, you could take a "Jar of Sweets", or a "Jam Sandwich". You could make this harder by choosing the player opposite, or three to the left.
2. Words preceded with an "Ummm" or throat clearing.
3. Words said whilst the player is performing a specific action, such as a scratch of the back, or stroking of the chin. The lead player must define what this secret action is. Others who pick up on the theme must be discreet!
4. Items which are actually visible in the room.

# Scissors

Players sit in a circle and pass a pair of scissors to the player to the left of them. The scissors may be passed open or closed – it's up to the person passing them to do so in whatever 'shape' they want. As each player passes the scissors they will declare whether the scissors are open or closed by saying 'I am passing the scissors to you open' or 'I am passing the scissors to you closed'. Note that what they say does not have to reflect the actual state of the scissors (you can say 'I am passing the scissors open' when you do in fact pass them closed!!)

As each player passes the scissors the other players say whether they have got it right – the players who already know the game judge whether the passing was correct or not.

The most common solution to this game is that scissors are passed closed if your legs (or even ankles) are crossed, or if the passer's hands are closed, and the scissors are passed open if uncrossed or if the passer has their hands open. At the beginning of the game positions and movements should be natural. Towards the end, they will need to be heavily exaggerated.

The objective of the game is to work out what is going on and consistently find the correct method of passing.

The game can be adapted for use with other objects – you can pass things upside down or right way up for example (deciding if legs crossed means up or down) or with two pencils crossed or uncrossed.

# Annex B: Monologues

## Sorry I'm Late

**By:** Lisa Iordache-Stir, Age 13, California, USA

**Gender:** Any

**Genre:** Comedic

**Description:** An employee explains why they were late to work.

I know I'm late for work, but you would not believe the morning I've had! Last night, I put all my clothes into the washer and dryer since most of them were dirty. To my surprise, they were all shrunk about three sizes after taking them out of the dryer!

I only had my pyjamas I slept in, so I wore them, as you can see. Then, when I went outside to get into my car, my car door wouldn't open. I put my hands onto the freezing car window and saw that my keys were inside of the car! I had no choice but to walk to work. As I walked down the street, I heard something come from a nearby alleyway.

Out of curiosity, I went to see what it was. Let me tell ya, big mistake. There were about ten, no, about twenty ferocious street cats staring me down. I slowly backed away, but it was too late. They chased me down the alley. About five jumped onto me and attacked me. This is why there are a ton of scratches on my body. See? By some miracle, I was able to escape.

I thought to myself, how can this morning get any worse? Trust me, it did. I was a block away from the work office when I went to the coffee shop right around the corner and got some hot coffee. I realised that I was about to be late for work. I hurried to get out of the shop, and of course, I tripped and spilled the coffee all over the place. My work bag, my pyjamas, my shoes, were soaked! I tried to wash off as much as I could in the bathroom, but it's still there, as you can see.

So, that's why I'm late. I'll try not to let it happen again. What? It's daylight savings time? Oh, I'm an hour early? Oh, then never mind.

# Babysitter's Rules

**By:** Jazarae Robinson, Age 12, Ohio, USA

**Gender:** Female

**Genre:** Comedic

**Description:** Babysitter is not who Mom thinks she is

Don't worry, Linda. I will take great care of your kids. I have lots of experience with kids, so I know what to do when they misbehave. Bye.

(Turns to kids after Linda leaves) Now listen, you little brats! I am the boss here, so you will do everything I ask you to do exactly when I say it. Here are the rules:

Rule #1: You don't question, you just do it.

Rule #2: Never tell your mum anything that I do. Always tell her I'm the best babysitter. You wouldn't want me to lose my job, would you?

Rule #3: You eat what I make, or you don't eat at all.

Rule #4: If I have company do not talk to them and go into the basement.

Rule #5: If I make a mess, you clean it. I'm your guest, not the other way around.

Rule #6: No crying allowed.

Ok, those are the rules. Go have fun! (rolls eyes and whispers) Little brats.