

The Jade Speaks Up Educational Trust:

Putting child wellbeing at the heart of learning

You
Good?
You
Good!

OVERVIEW: YOU GOOD? YOU GOOD!

Personal growth and development of wellbeing resource for Years 5 - 8.
Level Two, Three and Four Outcomes, NZ Health and P.E Curriculum.

The You Good? You Good! Programme has been developed to build on Modules 1-3 of Jade Speaks Up which provides a structured learning opportunity for children to learn about emotional literacy, followed by the important aspects of 'Trust' and how to self-calm.

While the developers hope that schools have covered explicit teaching of emotional literacy they do not take it for granted that this is the case. Hence the current requirement for schools to teach the JSU modules 1-3 before beginning YG?YG! which more specifically unpacks anxiety and helps children to chunk down this term 'stress' which can feel overwhelming and crippling.

The following explanation of the need to teach emotional literacy is sourced from:

<https://natlib.govt.nz/blog/posts/explore-your-way-to-mental-wellbeing-in-your-school>

EMOTIONAL LITERACY AT THE HEART OF WELLBEING

Dr Dougal Sutherland, from Victoria University of Wellington's School of Psychology, advocates for increased emphasis on emotional literacy in schools in his article **We learn reading and writing at school. Why not educate kids about mental wellbeing too?**

The term 'emotional literacy' reflects the ability to:

- understand emotions
- listen to others and empathise with their emotions, and
- express emotions productively

Dr Sutherland notes that emotional health is often not taught in schools. At school, we're meant to learn the basics: reading, writing, maths, even physical education and health. But this education stops short of teaching us about our mental and emotional health.



He describes how young people are generally expected to develop emotional literacy on their own, despite 'serious consequences' for those who do not. He concludes by reminding us that there is no health without mental health.

Teaching our children the basics of identifying and managing their emotions will help us put a fence at the top of the mental health cliff rather than continually having to provide an ambulance at the bottom.

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Introduction to You Good? You Good! Mauri Moe? Mauri Oho!

This programme has been created to give teachers of Years 5-8 students strategies for helping students to understand and manage anxiety. It has been developed with significant input from Māori and Pacific educators as collaborators advising us from their classroom experience of implementing the programme. This collaboration provides a stronger basis for developing the programme to fit with Te Ao Maori and Dr. Mason Durie's Te Whare Tapa Wha model.

The four pillars of Te Whare Tapa Wha - physical, spiritual, mental wellbeing and family have been deliberately interwoven with a combination of embodied learning activities, neuroscience and opportunities to learn and practice mindfulness type activities. These are helpful strategies for students and teachers to move from feeling higher levels of stress or anxiety to a calmer place.

One of the key things that we can do to reduce anxiety is to pay attention to what is happening within ourselves as well as with those around us.

In our current world situation there are more unknown and scary things happening with more uncertainty than before. And for many, especially children, this can provoke anxiety.

Therefore two themes we are exploring in this resource are **paying attention** and **looking for positive ways to be in charge of ourselves**.

Nathan Wallis suggests that resilience is about being able to see a way to keep moving forward and being optimistic while also being 'real' about things. In this three-module programme we have blended kinaesthetic and drama based activities with discussion opportunities to cultivate more age-appropriate knowledge of how our thoughts, beliefs and words influence both personal and social wellbeing. The programme is designed for students aged between 8-12.

Learning Aims of You Good? You Good!

Students will:

- Develop their knowledge and understandings of emotions and the interplay of the brain and body when reacting to external influences;
- Expand their skills of recognising and managing emotions to maintain and enhance their personal well-being;
- Analyse the physiological sensations which signal emotions and learn to take actions when they recognise the sensations and can name the emotion accurately.
- Understand and appreciate the contribution their emotions can make to their personal well-being when acknowledged and managed effectively;
- Develop understanding, skills and attitudes that enhance interactions and relationships with other people.

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MODULE 1

My strength is not that of an individual but that of the collective: resilience and growth

- Developing skills to increase self awareness through listening to understand rather than listening to reply
- Changing language patterns from negative into helpful language
- Being connected to elders can give me a sense of coping strategies used by others contributes to my strength

2

MODULE 2

Understanding my brain

- Neuroscience - understanding my brain and my frame of mind
- Understanding and noticing my emotions. Emotion = energy in motion therefore is changeable - physicalising emotions through drama games such as park bench, visualisations and art

3

MODULE 3

Being agentic in changing my emotions and thoughts

- Listening in pairs as reminder of skills for paying attention to what's happening
- Self-help first aid kits
- Addressing anxiety and worry. Understanding neuroplasticity - the brain's ability to change
- Understanding what I can do to change my emotions. When alone, when with others. Understanding how to get help
- Bouncing Forward - reshaping learnings to be prepared for the future
- Thinking about others, supporting others.