Jade Speaks Up: Empowering children’s voice in wellbeing

The impact of relational and safety learning for 8-12-year-old children.

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https://youtu.be/5HNHaJPCTSs
What do we want for children?

- Children who are confident, curious, engaged and caring.
- Loved and guided by trustworthy adults
How well is New Zealand doing?


- UNICEF predicts that because of Covid-19 “the existing children’s mental health crisis will probably intensify. The experiences of lockdown, bereavement and ongoing strains on family relationships of economic uncertainty can damage many children’s mental well-being. Children may feel anxious, insecure and fearful for the future.” (p. 57)
What’s happening for our children?

• 32% of children experienced bullying in the past month – the 2nd worst outcome in OECD countries

• New Zealand performance in science, maths and reading have all declined from 2015-2018

PISA reports 2018

• 46% of NZ children are at risk for mental illness and 28% had a “concerning” level of risk. This risk is greatest for the 10-14 year age group. Social, Emotional and Behavioural Difficulties in New Zealand Children survey, Ministry of Health, 2018
● Addresses real issues for children
● Develops emotional literacy, trust and self agency
● Children learn practical and relational strategies to keep themselves safe
● Based on the NZ Health and Physical Education Curriculum
● Delivered by classroom teachers for 8-12 year olds
18 schools primary, full-primary, intermediate and integrated; decile 1-9 (average = 3.3) Auckland, BOP, Dunedin, Christchurch

104 teachers (plus a number of ancillary staff) completed pre, post and follow-up questionnaires on the value of training, the resources and overall quality of the programme, classroom challenges and changes in student attitudes and behaviour, short and long-term

3277 children, aged from 8 to 14
18% Asian/African, 27% Māori, 31% Pacific Island, 24% Pākehā/European

6141 questionnaires pre, post and follow-up were completed covering emotional literacy, people connections, relational and safety skills, wellbeing and satisfaction with and benefits of the programme
How was JSU delivered?

- Whole of school or whole age group approach e.g. all Years 5-6
- Taught over at least one school term
- Aligned with NZ Health Curriculum
- Children learn communication skills, safety planning, making choices, managing self, empathy and what trust is
- Teachers are given on-going support and supervision.
Comprehensive teachers' manual
activities
lesson plans

Supported by narratives,
videos
stories and instructions

https://www.youtube.com/watch?v=x9mckc4E6BI&feature=youtu.be  5-minute video link:
The issues that most concerned teachers:

- The lack of student skills around practices that promote safety
- Factors external to the JSU programme that affect student behavior
- Student behavioural challenges
- At post test the greatest change came in the improvement of student skills, followed by student behaviour
Big drop in concerns: follow-up vs pre-test

- Teacher concerns dropped at follow-up for every factor, including external factors.
- The number of students who didn’t know how to keep themselves safe halved.
- The biggest drops overall were for student skills.
- The biggest percentage change was for student behavior.
- Per class: up to six students less with major behavioral challenges.
Continuing progress at follow up

- The greatest progress is still with student skills, but the rate of progress slows.
- The greatest change in the rate of progress is with external factors and student behavior - anger issues improve most.
- Progress with literacy skills almost catches up with other student skills.
The at-risk children improve most at follow-up

• 914 children completed wellbeing standardised assessments at post-test and follow-up.
• 460 (50%) were at-risk (less than 78 on CORS/CES-DC assessments).
• At risk children, at pre-test, had fewer safe family, friends & relatives, fewer safety skills, less safety knowledge and, at post-test, and were less positive about JSU than the not-at-risk children.
• 35% of at-risk children move from at-risk to positive wellbeing at post-test. This is sustained at follow-up.
• Children most at-risk make the greatest gains in wellbeing.

At follow-up, at-risk students’ prediction of a **good outcome** increased twice as fast as not-at-risk children.

Between post-test and follow-up, at-risk children learnt JSU strategies from the practices of their classmates which were now embedded in school life.
What was not so good about Jade Speaks Up?
Negative (22%)  Perturbed (20%)  Positive (39%)

Not good
some things we already learnt

18% not sure, no comment

It wasn't very entertaining and fun

Not enough games, want more, more sessions, longer stories

Some of it related quite close to things that were already happening at home

It kinda told us that it might happen to us and like get prepared

bad language and bad actions

In a video there was bad language and bad actions

It wasnt very entertaining and fun

dad so selfish and stupid to mum

When I got in situations I couldn't do anything I would breathe think and do.

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It wasnt very entertaining and fun

When I got in situations I couldn't do anything I would breathe think and do.

The children's voice

Useful, safe, helpful, awesome

The "Would you slap her" video made me think about life

Jade Speaks Up is very helpful as I can use it when I fell scared.

The activities were really fun

The stories because they were well written and helped me think about the issues in them

16% not sure, no comment

They taught us how to be safe in bad situations

We all had the courage ...not be afraid of anything and to speak in front of the class

Nothing it wasn't helpful cause it was boring,

Nothing wrong

Nothing, it wasn't helpful cause it was boring,

Everything, I enjoyed everything

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Students were more positive about JSU with teachers who valued JSU

- **83-84%** of the children rated JSU as "helpful", "interesting" and "fun" (>1 = not sure)
- Teachers who most valued the training, most valued the outcome of JSU
- Māori teachers had the most students positive about JSU
- Pasifika teachers had students who made the greatest wellbeing gains
The most vulnerable children make the greatest improvement

“I wouldn't have known there was any issue at all with this student if it wasn't for JSU, [he] keeps these issues well hidden”.
“I get it – this is about us isn’t it!
Because we’re going to be parents one day.”
- 8 year old girl
“I have been waiting 6 years for a programme like this that addresses the high needs in our school, impacted by the triple trauma of earthquake, shootings and Covid-19. The JSU programme uniquely caters for all, including the students with complex needs, those with trauma, and those in stable home lives. The programme allows all to participate and shine.”

Teacher from Te Ara Koropiko West Spreydon School. Christchurch
• There are two separate delivery options:
  • **Modules 1-3** on wellbeing, emotional literacy, trust and self calming as a stand alone set of lessons and culture building suitable for all classes.
  • The whole programme of which includes **Modules 4-6** on safety planning, family harm, wise choices and becoming active bystanders.

• Pre-delivery coaching and supportive supervision for teachers is required for each option, available online or face to face. In person coaching needed for Modules 4-6.
Conduct Jade Speaks Up for Years 5-8 classes in your school

In-person and online teacher training and supervision available.

Contact us for costing and funding options.

Networking - let others know about Jade Speaks Up

How could you get involved?
Contact Us:

Website: www.jadespeaksup.co.nz

• Facebook: Jade Speaks Up
• Email: info@jadespeaksup.co.nz
• Phone: 09 416 8774
Ngā mihi nui

Thank you to everyone who contributed to our work, especially the students and teachers!