

Youth Wellbeing Impact Report

Term One 2024

In term one 2024, Liz and Ashlea have delivered Change Up - our 6 week anger management course to 25 learners in 6 primary schools in the Orewa Kahui Ako (OKA).

Late last year after consultation with the schools Liz, Ashlea and Jodie set the term schedule for Youth Wellbeing Programme delivery in 2024 (see our programmes overview on page 5 & 6). Liz and Ashlea also created a [helpful video](#) that was shared with school staff to help introduce and explain our Change Up programme.

In February the Orewa Kahui Ako team accepted our quote for 20 programmes to be delivered. In comparison we delivered 14 programmes in 2023.

Early in term one Liz, Ashlea and Jodie visited the schools to meet staff and determine the best timing and delivery of our Change Up programme.

Between week 3 and week 9 of Term One, 'Change Up' was delivered in Dairy Flat School, Orewa Beach Primary and Ahutoetoe School on a Tuesday, and Silverdale Primary, Orewa Primary and Wainui Primary on a Thursday. Each group had between 3 - 5 students who had been selected by the teachers and SENCO/DP/Wellbeing staff.



Youth Educator Feedback

Highlights:

- Being invited into two schools that I haven't been in before - Orewa Primary and Ahutoetoe - to deliver the Anger management programme 'Change Up'. It's been great establishing rapport and connections with both the staff and their learners.
- Having Ashlea Farac now trained in all 4 programmes has meant that she's been able to share the role of presenting this term. Seeing her skills and confidence grow as she does so, has been really awesome. I also love the wealth of knowledge she shares with me from other programmes she's trained in, helping improve my understanding and way that we manage the various groups of learners, their behaviours and dynamics. So grateful to be working with her!

Student Stories:

- The awesome outcome from sharing with the school of a learner's disclosure, during one of our sessions, meant this learner and his 'nemesis' the caretaker were supported in a mediation process to make right past wrongs and find a way forward. Now instead of loathing one another, they're able to support one another and hopefully forge a bond between them. If the learner is having a bad day, he's allowed to go and help the caretaker with tasks around the school instead of sitting in class.
- Speaking to a student's dad on the last day of course and hearing how he hadn't had an explosive episode in weeks. In conjunction with some changes at home the boy was doing really well at not breaking the anger rules.

Other feedback:

- So incredibly grateful to Jodie Leqeta for the many awesome ways she supports us. Notably taking on the admin role of emailing schools about the bookings, that's hugely appreciated! This has freed us up to fully focus on the programme preparations and delivery instead.



Learner Feedback

The things they said they liked about the programme were:

- The best club ever
- The learning was fun
- Using fidget toys
- Doing the anger rules
- Playing games
- 5 Friends relaxation technique
- Eating yummy things
- Squeezing putty
- Lazy 8 breathing
- Learning lots about anger
- Meeting Liz and Ash

The things they said they would like done differently were:

- Nothing
- Longer time
- Play outside in the sandpit
- More yummy food
- I'm sad to leave SALT
- More games
- Tug of war
- Not do the elephant exercise



Schools' Feedback

Schools evaluation:

75 -100% very satisfied with the implementation of the programmes

75 -100% significant impact on the student

50 -100% significant impact on the school

75% significant impact on the families

Benefits observed:

- Working in a small group, at times having 1:1 support, positive role model. Back in the class the students have been using breathing exercises, rhyming words to self regulate.
- The students who have attended the course are not presenting with as many anger issues at school. Has given students tools to deal with any issues when they arise.
- Students appeared engaged and positively responsive during sessions.
- It has been great to give these children the strategies to deal with the range of emotions they are going through on a daily basis.

Improvements we could make:

- Extend the length of the programme to 10 weeks (length of the term)
- The following term, check in with the previous term participants.
- More games
- We have had small group interventions, perhaps the opportunity for one on one sessions would be beneficial.
- You guys are amazing! Thank you.



Our programmes

Change Up

TERM: One & Two

TOPIC: Anger Management

DURATION: 6 weeks

SESSION LENGTH: 45-60mins

YEAR LEVEL: Year 2-6

AGE RANGE: 6-11 years

GROUP SIZE: 4-6 participants
(age range no more than 2 years)

- Learners who have difficulty managing their emotions, and have ineffective coping strategies.
- A learner's presentation may include: anger outbursts, harmful behaviours ranging from poor choices up to self harm, frustration, difficulties in the parent/child relationship.
- Preferably the children attending the group will have at least one adult (parent/caregiver) supporting their learning through the homework.
- Preferably children will have a school staff member who is aware of their skills development and also available to support homework.
- No active abuse occurring at home and a stable home environment if possible.

Seasons for growth

TERM: Three

TOPIC: Change, loss and grief

DURATION: 8 weeks

SESSION LENGTH: 60mins

YEAR LEVEL: Level 1 - Year 2-4

Level 2 - Year 5-6

Level 3 - Year 7-8

AGE RANGE: Level 1 - 6-8 years

Level 2 - 9-10 years

Level 3 - 11-12 years

GROUP SIZE: 4-8 participants

- Learners who have experienced any form of change/trauma/loss. Whether it's through death, separation, divorce, or any other significant loss events - such as having moved town/school/country etc.
- PLEASE NOTE: For a child that's experienced massive trauma, there should be a minimum of 6 months since the event occurred, before they attend this programme.

Our programmes

Equip

TERM: Four

TOPIC: Emotional regulation, coping skills, stress management

DURATION: 6 weeks

SESSION LENGTH: 60mins

YEAR LEVEL: Year 6-8 (possibly 9)

AGE RANGE: 10-13 years

GROUP SIZE: 6-20 participants

- Learners who have difficulty managing their emotions, and have ineffective coping strategies.
- A learner's presentation may include: low mood/withdrawn, anxious behaviours, self-harming behaviours, anger outbursts, difficulties in the parent/child relationship.
- Preferably the children attending the group will have at least one adult (parent/caregiver) supporting their learning through the homework.
- Preferably children will have a school staff member who is aware of their skills development and also available to support homework. No active abuse occurring at home and a stable home environment if possible.
- Reasonable intellectual ability to grasp concepts and complete written tasks is required.

Storm birds

TERM: Two (if needed)

TOPIC: Adverse weather

DURATION: 4 weeks

SESSION LENGTH: 60mins

YEAR LEVEL: Year 1-6

AGE RANGE: 5-10

GROUP SIZE: 4-7 participants

- Learners affected by experiences of change, loss and grief resulting from natural disasters (adverse weather events)
- Provides an opportunity for participants to learn the knowledge, skills and attitudes required to understand and respond well to such experiences.