ELANORA STATE SCHOOL - YOU CAN DO IT

The 5 Keys (or Foundations) Children Need to Be Successful and Happy

YCDI is a program that we teach to guide students’ Social Emotional development in ways that promote their success and happiness, during their years in primary, secondary school and beyond. Being “Successful” means every child doing the best they can. Being “Happy” entails children who like themselves and have a good self-esteem, have friends, work hard in learning activities at school, challenge themselves, help others in need, and make school and home a safe and organised place to live and learn. YCDI aims to establish an environment where children will not spend a lot of time feeling extremely sad, worried or angry and will not want to fight with others or spend a lot of time alone and withdrawn from play or work activities.

Parents, you can also have a large influence on the extent to which your children are confident, persistent, organised, are able to get along with others and are emotionally resilient. A very powerful technique you can use to help strengthen these 5 Keys (or Foundations) is to praise behaviour when your children demonstrate these important skills. “Catch them in the Act” and use the language of YCDI to reinforce their behaviours (“Gary Get Along would be very impressed with how you shared your toys with Kim when he came over.” “I wonder how Rosie Resilience would handle this situation?”)

CONFIDENCE

Charlie & Connie (Prep) Confidence

Confident children are not afraid to make mistakes when they learn something new. They believe that they will be successful if they try hard and only ask for their teacher’s or parent’s help when they have tried their very best. Confident children are not afraid to meet new classmates. They expect to be liked and make friends. When someone wants them to do something they don’t want to do, confident children tell them nicely what they want to do. Confident children stand up tall, with straight backs, and speak in a voice that everyone can hear but is not too loud. Confident children try new things and they use “self-accepting” thoughts to maintain confidence when something bad happens. They also show that they are independent by speaking up even when classmates have different ideas.

PERSISTENCE

Penny & Pete (Prep) Persistence

Children who are persistent keep on trying when things seem hard or are not fun to do. They try hard to complete tasks and activities and do their chores without always having to be reminded. They know that they sometimes have to “work hard” and not give up. As well, children who are persistent “give effort” because they believe that the harder they try, the better they get at doing things.

ORGANISATION

Olivia & Oscar (Prep) Organisation

Children who are organized set goals and work persistently to achieve their goals. They listen carefully to what their teachers and parents want them to do. Children who are organised plan their time and use it carefully by getting their work and chores done before they play. Organisation also means that children take care of their things, put things away where they belong after they have finished using them, and try to be tidy and clean. Children need to be encouraged and shown how to be organised.

GETTING ALONG

Garry & Gabby (Prep) Get Along

Getting Along means that children work and play together pleasantly. It means that children tell the truth, care about and are friendly to others. Getting along means being able to fix problems without fighting. When young children get along, they follow the important rules of the classroom and home. They also want to help make their school and home cleaner and safer. Getting along involves being tolerant of others, thinking first, before acting and developing a sense of social responsibility.

EMOTIONAL RESILIENCE

Rosie & Ricky (Prep) Resilience

Children who are Emotionally Resilient can calm down soon after being extremely upset (sad, worried, and angry) without needing the immediate help of an adult. They can also control their behaviour when they become extremely upset by not fighting and returning to work or play within a reasonable time. Children can be helped to calm down by: 1. Finding something fun to do; 2. Finding a grown-up to talk with; 3. Saying “calm down” to themselves and taking three deep breaths. Resilient children keep things in perspective by realising that the bad event/difficult situation they’re experiencing is not the end of the world and not the worst thing that could happen.
MEET THE ‘BLOCKERS’ OF SUCCESS AND HAPPINESS
You Can Do Its 5 Core Social and Emotional Difficulties that lead to Low Levels of Social-Emotional Well-Being including Under-Achievement.

Life can be a bumpy journey and everyone at some stage usually experiences setbacks, frustrations and difficulties. We can’t protect young people from every adverse life event they experience, but we can teach them skills that will promote their resilience and help them cope. Acknowledging that how we THINK affects how we FEEL and that emotions, though powerful, CAN be managed helps children overcome unhelpful thinking that can lead to stress and despair. Teaching students to be optimistic helps them to find the positive in negative situations; perceive that bad situations are temporary and do not necessarily flow over into all aspects of their lives.

The You Can Do It program familiarizes students with five core social and emotional difficulties that ‘block’ people from being successful and happy. Through our learning in this area, we explore the habits of the mind that ‘Feed the Blockers’ as well as the strategies that dilute them.

FEELING VERY DOWN
Sad Sally
When something negative happens to children – such as when someone is mean to them, they have a break-up with a friend, they haven’t achieved a good result in school work or sport, they can, at times, feel lonely. Students with the Sad Sally Blocker have feelings of hopelessness and inadequacy. They believe that everything is bad and will stay that way resulting in loss of appetite, loss of motivation to work and loss of desire to start a new day.

FEELING VERY WORRIED
Worried William
Children who worry a lot about whether other people like them and what their friends and others think of them have the Worried William Blocker. This blocker makes children feel anxious about school work or other achievements. It makes children spend a lot of time worrying about mistakes or having to do things perfectly.

PROCRASTINATION
Lazy Larry
Evidence of the Lazy Larry Blocker can be seen when children put off doing tasks and chores because they are frustrating, boring, or hard – even though there are obvious disadvantages of delaying these jobs. Students with this blocker give up easily after having started something difficult or boring. They may rush to finish their work so that they can do fun things.

NOT PAYING ATTENTION – DISTURBING OTHERS
Nathan Nuisance
A student who has trouble listening, following instructions, paying attention for a long period of time or finds that they are easily distracted may have the Nathan Nuisance Blocker. This blocker causes students to lack energy with the result that they may be fidgety, move around the classroom at inappropriate times or talk excessively. They may blurt out answers, interrupt others, begin a task without waiting for instructions and have trouble waiting their turn.

FEELING VERY ANGRY
Angry Annie
The Angry Annie Blocker causes students to lose their temper easily when faced with people who prevent them from getting what they want. It causes students to act defiantly towards people in authority. In addition, children with this blocker may break important rules at home and school even if property is destroyed or people get hurt.

Emotional literacy incorporates the skills to accurately name and manage our emotions as well as develop empathy and tolerance for others. Through YCDI education students become mindful of the negative habits of the mind that feed these blockers, such as: Self-Downing; Needing to be Perfect; Needing Approval; I Can’t Be Bothered; Giving Up; I Can’t Do It; Having No Goals; Planning Time Poorly; Being Intolerant of Others; Acting Without Thinking; Being Intolerant of Limits; Social Irresponsibility.

These negative habits of the mind lead too poor relationships, under-achievement and poor mental health. The goal of You Can Do It! Education is to teach children what they can say and do to weaken the five Blockers whilst learning how to strengthen the five Keys to success and happiness.

For more information on You Can Do It Education, please contact:

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