UK VALUES ALLIANCE
PRESENTATION JUNE 2013
WENDY ELLYATT

The Save Childhood Movement

www.savechildhood.net

Exploring the foundations of wellbeing

THE SAVE CHILDHOOD MOVEMENT
'Exploring the psychological, social and neuro-scientific foundations of happiness and wellbeing'

DESCRIPTION
A collaborative movement of people who are concerned about UK societal values and child wellbeing

VISION
A values-led society where every child and adult experiences a life of meaning, purpose and fulfillment

Launched in London April 2013

Focused on the foundational early years of human development

Currently totally voluntary but seeking funding

New (part-time) board of directors

Multi-disciplinary team of 35 expert advisors

Six developing advisory groups

Active Facebook and Twitter pages

300 people in the new members network

3000 people on the newsletter list

We are really interested in what helps
people to flourish

And we know that human wellbeing is underpinned
by our values and mindsets

What are the values that we want to nurture in people/cultures?

Areas of interest

Babyhood
Early neurology
Learning in the Early years
Play and playfulness
Creativity
Flow
Multiple Intelligences
Children and nature
The digital world
Children and the media
Intergenerational learning
Parenting

The first seven years of life set the
foundation for all that is to come

It is when we lay down the neurological patterns that will
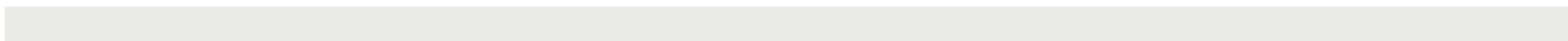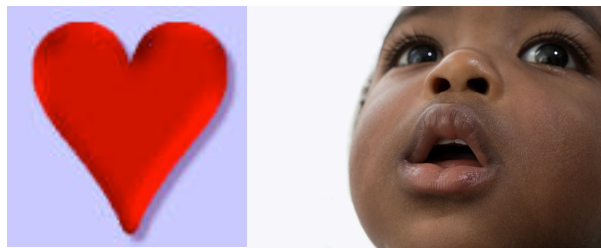predict our behaviour for the rest of our life

And form the pathways for our subsequent
understanding and growth

HOW BIG IS THEIR WORLD?

At birth children are still deeply connected to the patterns and rhythms of the natural world

And only later learn that they are separate

The journey from Love to Fear

' The child entering the world with an unspecialized metaphoric mind is a child of nature. Time is cyclic, space is limitless; all things are holistic and unified. But shortly after birth culturation begins.

Language is the dominant cultural influence and it introduces the child to its first discovery: the undifferentiated holistic world it perceives cannot be communicated holistically. It must first be chopped up and labelled'.

Bob Samples – The Metaphoric Mind
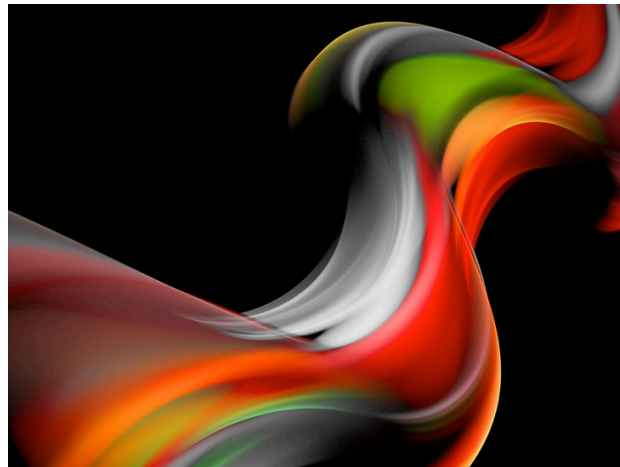
A child's natural developmental system will
always seek to achieve and maintain
internal cohesion and external equilibrium

We seek to be full spectrum people!

Values are energetic, structure-preserving lines of force that manifest though human feelings and thought and that are:

1) intrinsic - arising from deep natural laws and principles

2) extrinsic - shaped by common human experience

They serve the ongoing evolution of human consciousness and systems and are fundamentally about personal meaning-making.

Depending on whether they are intrinsic or extrinsic they will influence that person's motivations, beliefs and behaviours in the world.

Intrinsic Values are core (who we are) and unlikely to change. Extrinsic Values are more flexible (how we think/behave) and are more open to adaption.
.

Children's natural (intrinsic)developmental characteristics include:

curiosity
risk-taking
humour
optimism
courage
compassion
playfulness
love of beauty
love of learning
love of the natural world
joy
love

Children's natural developmental needs include:

Survival: security and nourishment

Relationship: positive contact with others

Independence: freedom to explore

Challenge: stimulating environments in which to learn and grow

Meaning-making : self-reflection, concentration and flow

Contribution: feeling that you matter/ being connected to community

Love: feeling a sense of connection to the whole

and whether they are met or not will shape their
subsequent extrinsic values and mindsets

Their values and mindsets are formed through
their emersion in culture

Cultural priorities

How can I belong?
What is expected of me?
What values do I need to adopt?
Am I good enough?
Am I a success/failure?

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Children learn from the environment
- which includes the adults in their worlds-

Adults can consciously change their environments

Young children must live in the worlds that adults have created

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The values, health and wellbeing of children is therefore fundamentally linked to the values, health and wellbeing of adults
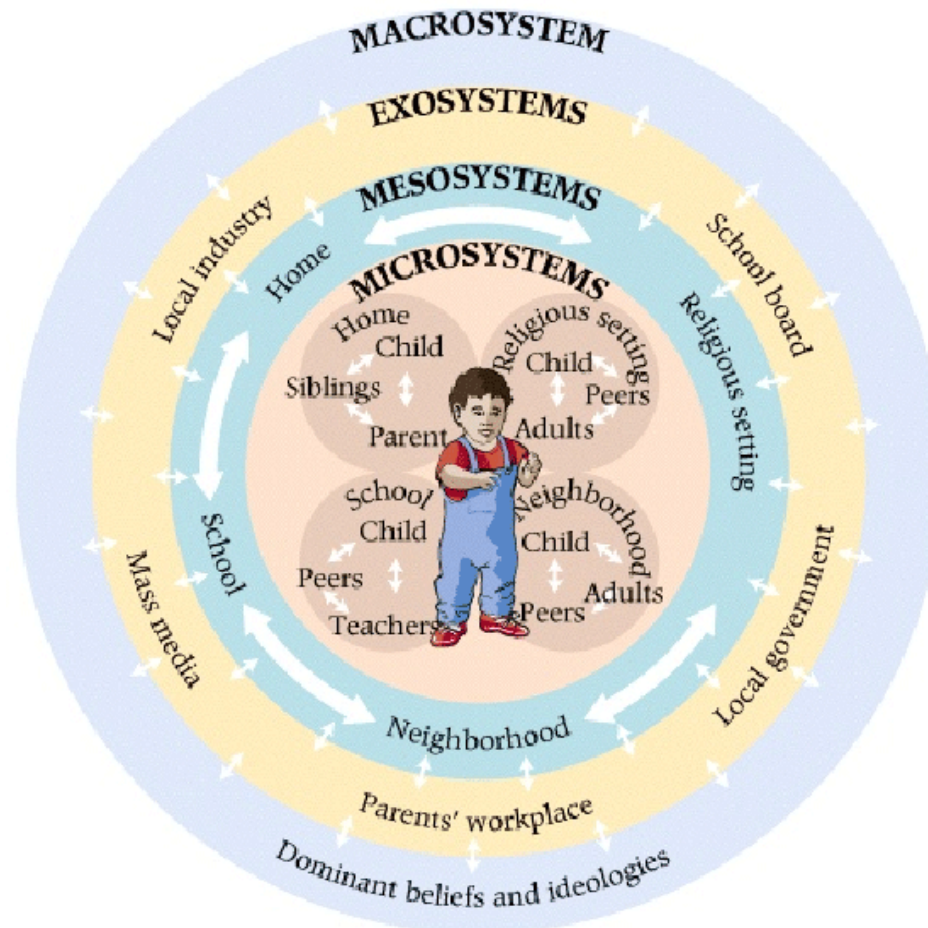
To understand wellbeing we need to particularly focus on the foundational early years of in-utero to 7 years

During this time it is the development, rather than the measurement of their values and wellbeing, that we should be seeking to understand and maximise

Adult Cultures impacting on the child

1. Parents
2. Siblings and family
3. Community
4. School
5. Peers
6. Neighbourhood
7. Religious settings
8. Local Government
9. National Government
10. World Politics

MACROSYSTEM

EXOSYSTEMS

MESOSYSTEMS

MICROSYSTEMS

Local industry
Home
Home
Child
Siblings
Parent
Religious setting
Child
Peers
Adults
School
Child
Peers
Teachers
Neighborhood
Child
Adults
Peers
School
Mass media
Neighborhood
Parents' workplace
Dominant beliefs and ideologies
School board
Religious setting
Local government

Centre for Child and Community Development www.smu.edu

We live in a culture that has primarily focused on what
children learn i.e their intelligence and abilities
(the content)

Rather than how and why children learn
i.e. their motivations, values and mindsets
(the context)

And from an assumption of their needs and fragilities
That they need constant adult supervision and direction

Rather than an acknowledgement of their power, competencies, rights and potentialities
That they are powerful natural learners in their own right

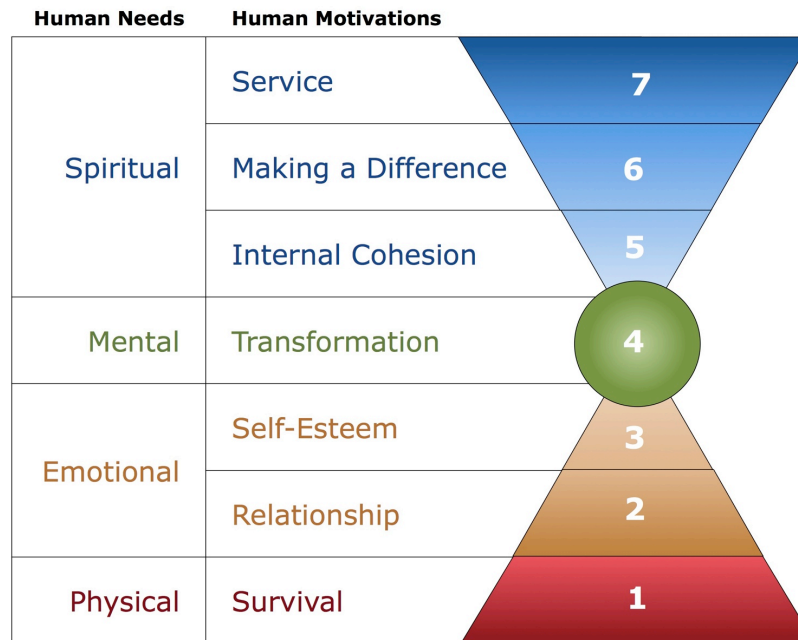# The multi-dimensional world of the child

Spiritual

Mental

Emotional

Physical

To find personal fulfillment and live a healthy motivated life
as we grow we must learn to satisfy our physical, emotional,
mental and spiritual needs

Wellbeing is multi-dimensional
physical, emotional, mental and spiritual

Seven Levels of Consciousness

Human Needs	Human Motivations	
Spiritual	Service	7
	Making a Difference	6
	Internal Cohesion	5
Mental	Transformation	4
Emotional	Self-Esteem	3
	Relationship	2
Physical	Survival	1

Barrett **Values** Centre

The Seven Levels of Children's Natural Developmental Needs

The Seven Levels of Child Consciousness

'We see and prioritise the things we most value'

THE SEVEN LEVELS	NATURAL GROWTH: Positive mindsets and dispositions and the healthy development of the system as a whole	UNNATURAL GROWTH: Potentially limiting mindsets and dispositions and the compromised development of the system as a whole
7 SERVICE Feeling Connected to the Whole	Sense of Wonder, Awe, Intuition, Love, Growth, Expansion, Passion, Purpose, Vitality, Abundance, Flourishing, Wisdom.	Disconnection, Flatness, Lack of Meaning, Lack of Purpose, Sense of Loss, Yearning, Isolation, Loneliness, Diminishment, Stagnation.
6 MAKING A DIFFERENCE A Social Being	Feeling that you matter, Having a Voice, Sense of Connection, Collaboration, Cooperation, Caring for Others, Empathy, Openness, Inclusion, Trust, Compassion, Humility, Contribution	Feeling no-one cares, Self-interest, Self-focus, Lack of concern for others, Greed, Arrogance, Superiority, Contempt
5 INTERNAL COHESION Personal Meaning-Making	Self Reflection, Concentration, Thrill, Satisfaction, Authenticity, Integrity, Fulfillment, Joy, Flow, Contentment	Disconnection, Lack of Interest, Frustration, Boredom, Apathy, Avoidance, Greed, Unhappiness, Discontentment, Depression
4 TRANSFORMATION Exploring what is possible	Play, Risk-tasking, Problem-Solving, Excitement, Creativity, Curiosity, Desire to Explore, Desire to Learn, Resilience, Optimism	External control, Rigidity, Predictability, Anxiety, Caution, Comfort with the Known, Addiction, Measurability, External Motivation, Need for Rewards, Pessimism
3 SELF ESTEEM Independence	Self Mastery, Self Regulation, Independence, Physical Achievement, Intellectual Achievement, Positive Body Image, Intrinsic Motivation, Confidence, Challenge as Learning, Knowledge	Reliance on Others, External Discipline, Duty, Impatience, Passivity, Confusion, Self-Doubt, Negative Body Image, Fear of Failure, Inferiority, Value linked to things, Challenge as Threat, Lack
2 RELATIONSHIP Contact with Others	Care, Affection, Attention, Feedback, Support, Validation, Patience, Respect, Affection, Nurturing, Satisfaction, Humour, Laughter	Neglect, Lack of Attention, Lack of Connection, Isolation, Abuse, Exclusion, Distrust, Control, Undermining, Disrespect, Dislike, Dissatisfaction, Sadness
1 SURVIVAL Feeling Safe	Safety, Security, Positive Contact with Environment, Health, Positive Physical Growth, Positive Neurological Growth, Familiarity, Comfort	Threat, Insecurity, Negative contact with Environment, Fear, Disassociation, Vulnerability, Compromised Physical Growth, Compromised Neurological Growth

Wendy Ellyatt, 2013 Adapted from Richard Barrett's Seven Levels Model

Is this natural?

1 in 10 children have a diagnosed mental health disorder

1 in 5 children are now registered as having Special Educational Needs

1 in 5 are showing the signs of having an eating disorder

1 in 3 are now clinically obese

1 in 12 self-harm

**A growing global interest
in measuring societal wellbeing**

Beyond GDP Initiative
Following the 2007 EU Conference

UNICEF Child Wellbeing in Rich Countries
(6 domains, predominantly 11-15 year olds)

Good Childhood Reports
(Subjective questionnaire and happiness ratings on
aspects of lives- 8-15 year olds)

ONS Child Wellbeing Report
(Subjective questionnaire on happiness/satisfaction
with aspects of lives 10-15 year olds)

BEYOND GDP CONFERENCE, 2007

We need to include "the environmental
and social aspects of progress."

ONS WEBSITE – APRIL 2013

"We must measure what matters – the key elements of
national wellbeing. We want to develop measures based
on what people tell us matters most."

Jill Matheson, National Statistician

The "Flourish" Survey

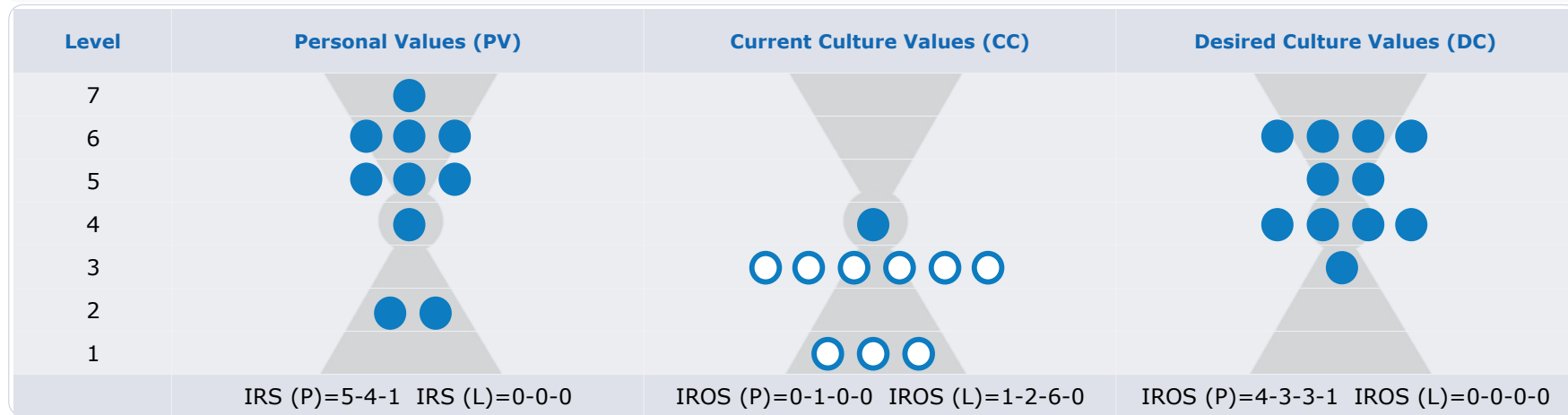We Asked Participants of the Save Childood Launch Conference Several Questions:

Please select ten of the following values/behaviours that most reflect who you are, not who you desire to become.

Please select ten of the following values/behaviours that most reflect how you see schools in the UK currently operating.

Please select ten of the following values/behaviours that you would most like to see in schools of the UK.

UK Education System Values Assessment: Overall Group (177)

Level	Personal Values (PV)	Current Culture Values (CC)	Desired Culture Values (DC)
7			
6			
5			
4			
3			
2			
1			
	IRS (P)=5-4-1 IRS (L)=0-0-0	IROS (P)=0-1-0-0 IROS (L)=1-2-6-0	IROS (P)=4-3-3-1 IROS (L)=0-0-0-0

Matches

PV - CC 0
CC - DC 0
PV - DC 2

Health Index (PL)

PV-10-0
CC - 1-9
DC - 11-0

creativity	80	5(I)	focus on targets (L)	132	3(O)	child centred	118	6(O)
making a difference	71	6(S)	bureaucracy (L)	120	3(O)	**creativity**	107	5(I)
caring	70	2(R)	results focus (L)	108	3(O)	importance of play	88	5(R)
family	67	2(R)	top-down pressure (L)	106	3(O)	passion for learning	72	4(I)
empathy	64	6(R)	adult agenda (L)	100	3(O)	empowerment	63	4(R)
continuous learning	63	4(I)	stress (L)	81	1(I)	**well-being (physical/ emotional/ mental/ spiritual)**	58	6(I)
humour/ fun	59	5(I)	accountability	73	4(R)			
enthusiasm	55	5(I)	authoritarian (L)	65	1(R)	nurturing	44	6(R)
well-being (physical/ emotional/ mental/ spiritual)	51	6(I)	control (L)	56	1(R)	character development	42	4(O)
			long hours (L)	51	3(O)	intrinsic motivation	42	4(I)
compassion	48	7(R)				community involvement	41	6(S)
						life skills	41	3(O)

UK Education System Values Assessment: Overall Group (177)

VALUES JUMPS

A value jump occurs when there are more votes for a value in the Desired Culture than in the Current Culture. Listed below are the values with the largest increase in votes.

Value	Current Culture Votes	Desired Culture Votes	Jump
child-centred	4	118	114
creativity	3	107	104
importance of play	4	88	84
passion for learning	4	72	68
empowerment	0	63	63
well-being (pems)	0	58	58
intrinsic motivation	1	42	41
character development	2	42	40
nurturing	5	44	39
life skills	5	41	36

The "Flourish" Survey

WE ALSO ASKED PARTICIPANTS OF THE CONFERENCE:

SHOULD WE BE ASKING THE EDUCATIONAL SYSTEM TO FIT THE NEEDS OF CHILDREN.

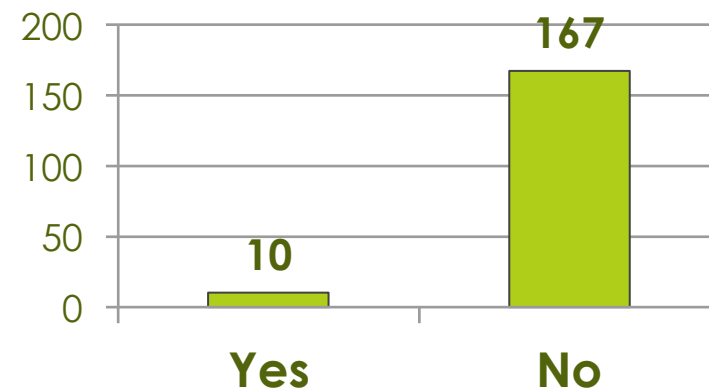SHOULD WE BE ASKING THE CHILDREN TO FIT THE NEEDS OF THE EDUCATION SYSTEM.

TO WHAT EXTENT DO THE VALUES OF THE CURRENT EDUCATION SYSTEM SUPPORT THE PHYSICAL, EMOTIONAL, MENTAL AND SPIRITUAL NEEDS OF CHILDREN.
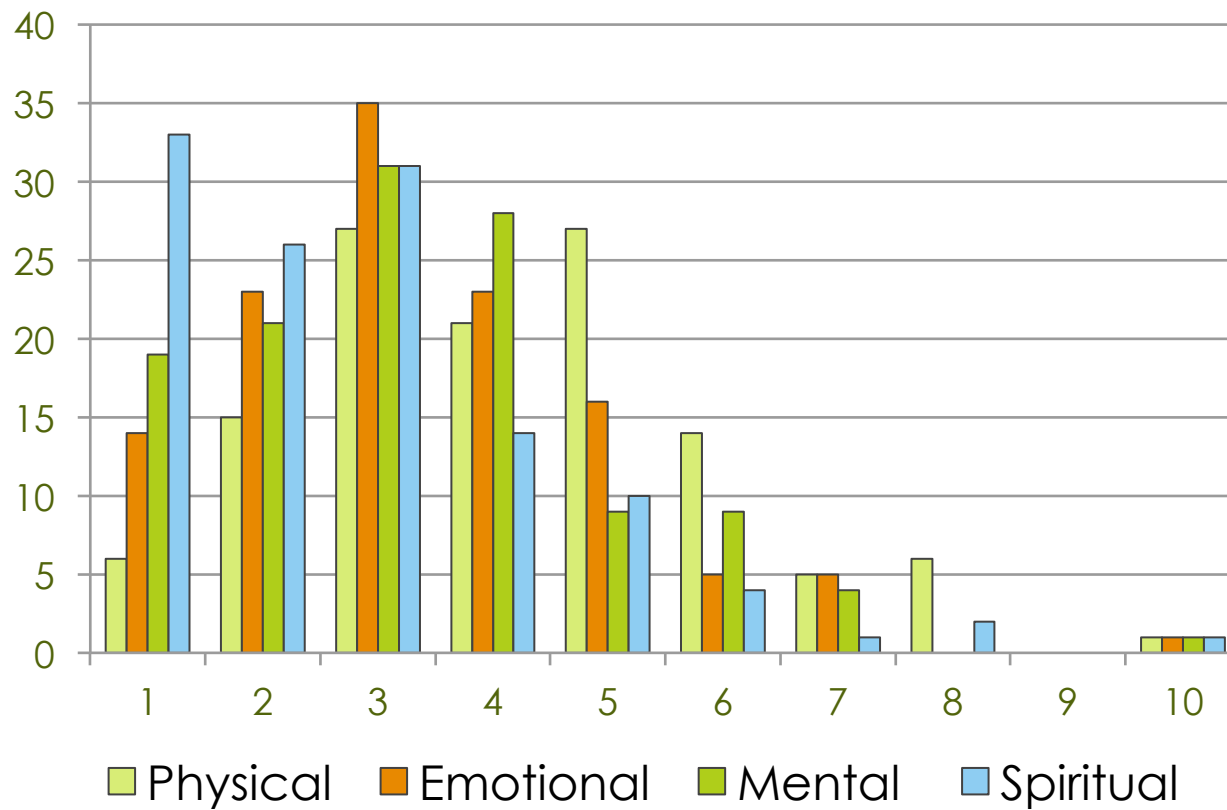
What is more important?

- Education system should fit the needs of Children
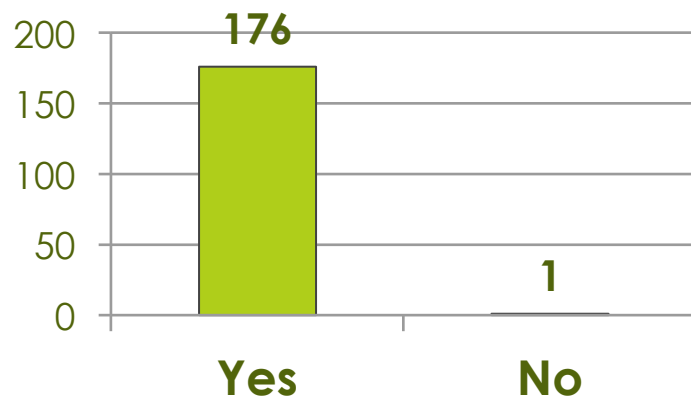
- Children should fit the needs of the education system

Does the current system support the physical, emotional, mental and spiritual needs of children?

The Flourish Programme

The Flourish Portal
celebrating what's good and future-focused

Advisory Groups
Vital Beginnings, Early Years Education, Cultural Values, Parenting, Children and Nature, Children and Media, Digital World

Playing with Big Ideas

Child Wellbeing Impact Assessment Tool

Children's Advisory Council

Wellbeing Project

Child Wellbeing Impact Assessment Tool

Based upon the seven levels of developmental needs

Used to measure the most likely impact of every proposed policy change on the child's whole system

Produced by the expert assessments of the SCM advisory board (multi-disciplinary team of neurologists, psychologists, scientists and early years experts)

Published by the Save Childhood Movement

SCM Adult Wellbeing Project
in association with Stanford University
and Action for Happiness

personal meaning-making
caring behaviors
self awareness
mindfulness

Resources accessed online
and via apps and smartphones.

Save Childhood Movement

Multi-disciplinary perspectives
Whole systems and solutions focused
Seeking balance of content with context

Highlighting the importance of teacher and parent wellbeing
Celebrating what's powerful and good
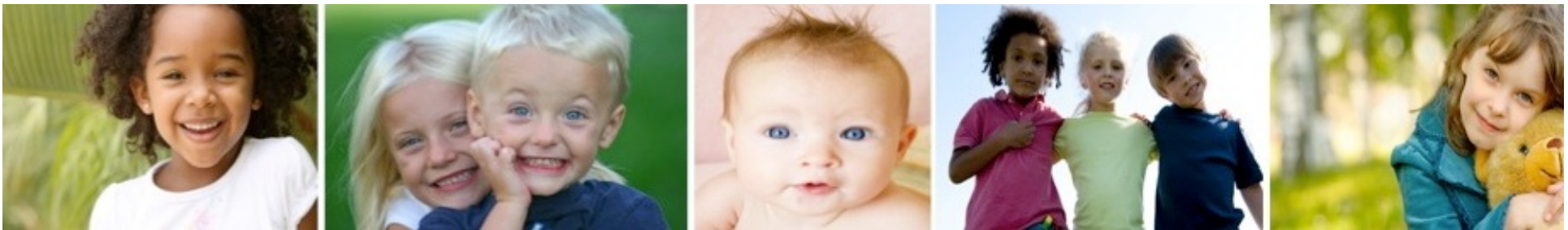Transparent, inclusive and collaborative

Open to new thoughts and ideas
Not afraid to ask the difficult questions
Glass half-full, rather then glass half empty, approaches

Heart as well as head-based

Save Childhood Movement

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☐ Exploring the foundations of wellbeing

UN Secretary General Ban Ki-moon, 2012

"We need to move beyond gross domestic product as our main measure of progress, and fashion a sustainable development index that puts people first"

David Cameron

"It's time we admitted that there's more to life than money, and it's time we focused not just on GDP but on GWB - general wellbeing"

Robert Kennedy

"The gross national product does not allow for the health of our children, the quality of their education, or the joy of their play. It does not include the beauty of our poetry or the strength of our marriages; the intelligence of our public debate or the integrity of our public officials. It measures neither our wit nor our courage; neither our wisdom nor our learning; neither our compassion nor our devotion to our country; it measures everything, in short, except that which makes life worthwhile.