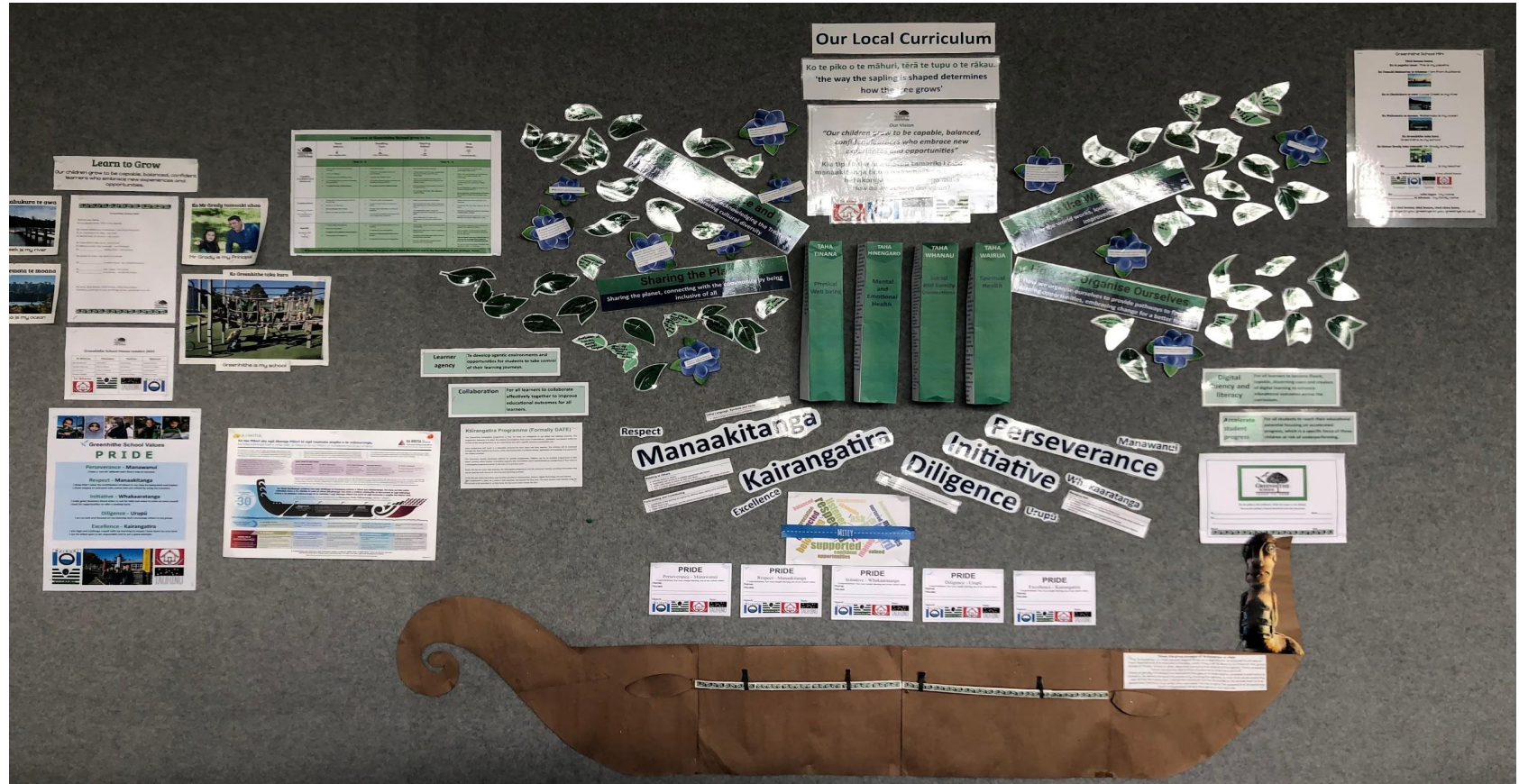




Greenhithe School's Vision

Our children grow to be capable, balanced, confident learners who embrace new experiences and opportunities

OUR VISION, OUR VALUES AND MITEY



KEY WORDS FROM PARENT, STUDENT AND STAFF FEEDBACK



SIR JOHN KIRWAN FOUNDATION

MITEY - BUILDING THE MIGHTIEST KIDS IN THE WORLD

Designed for NZ children, Mitey supports schools to deliver an evidence based approach to mental health education for Years 1-8.



[Play video](#)



THE MANA MODEL

MITEY AFFIRMS AND DEVELOPS MANA

The Mana Model comes from world class research by leading New Zealand academics. A key finding was that children thrive when they can develop their innate mana and that's why we've made it a core foundation of Mitey.



[Play video](#)




MITEY WORKS. HERE'S HOW.

Mitey is for Years 1-8 and is an approach to embedding mental health education across the whole school. It is not prescriptive. Mitey is designed to be flexible and wide enough in scope to suit each unique school setting. With the support of a Mitey coach, schools can easily integrate mental health education into everyday planning.



MITEY FRAMEWORK OF LEARNING



MITEY SIR JOHN KIRWAN
FOUNDATION

78

MITEY LEARNING OUTCOMES

LEVEL 1

- Describe important aspects of my identity.
- Recognise the ways I am the same as and different to other people.
- Identify my role in my whānau.
- Explore and share ideas about relationships with friends.
- Identify different feelings that I experience and describe how I experience these feelings in different situations.
- Explain that not everyone feels the same at the same time or feels the same about the same things.
- Recognise when myself or others need help with feelings, and that it is important to ask for help with feelings.

LEVEL 2

- Identify and share important things that make me 'me'.
- Listen to others and support their needs and feelings and share my own.
- Share ideas about the way our classroom environment contributes to the mental health and wellbeing of class members.
- Share ideas about how to show respect, manaakitanga, and aroha.
- Share ideas about how to seek support for myself and others.
- Develop problem-solving strategies for dealing with emotions, challenges and change.
- Describe emotions and identify when, how and with whom it is appropriate to share emotions.

LEVEL 3

- Describe personal characteristics and aspects of my life that affect my self-image.
- Identify factors that affect my wellbeing, describe my personal characteristics, and develop skills to manage changes that support my wellbeing.
- Identify ways to report abusive behaviours and access support for myself and others.
- Describe bullying and its impact on my own and others' mental health.
- Support others in my classroom and in the school in times of discrimination.
- Describe and affirm my feelings and beliefs about myself and others.
- Participate in a school initiative that promotes the acceptance of body appearance and celebrates diversity.

LEVEL 4

- Examine how things I value are an expression of my self-identity.
- Identify the qualities of friendship and the impact of changing friendships on mental health.
- Identify ways to manage changing relationships.
- Identify strategies to support myself and others in difficult times.
- Identify ways I can support the mental health of others.
- Demonstrate feelings in a range of ways and in a range of situations.
- Identify what gets in the way of maintaining and promoting mental health.
- Challenge attitudes and values that lead to stereotyping and discrimination.

MITEY.ORG.NZ

Mitey during Discovery Time and Dedicated Inquiry Sessions



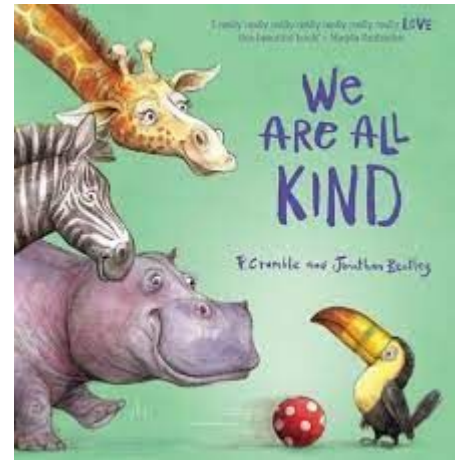
MITEY LEARNING OUTCOME LEVEL 1

Explain that not everyone feels the same at the same time, or feels the same about the same things



MITEY LEARNING OUTCOME LEVEL 1

Identify different feelings that I experience, and describe how I experience these feelings in different situations



Guided reading session discussions

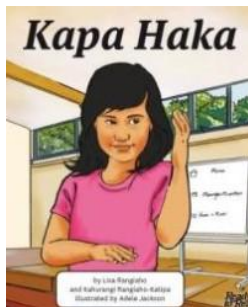
(Performing on stage – feeling nervous)

LEARNING EXPERIENCE

LEVEL 1

#1.4 - Being Brave

Through the story Tu Meke Tūi, ākonga are introduced to Tere the Tūi and Taitū the Takahē. Ākonga unpack the idea of what it means to be brave and how thoughts can lead to feelings and to actions.



Shared picture books – whole class discussions

(Sharing/collaboration working with friends)

LEARNING EXPERIENCE

LEVEL 1

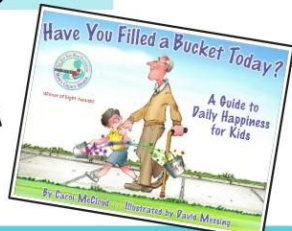
#1.7 - How Do I Feel?

This learning experience highlights the prior knowledge, experience and understanding ākonga have about different feelings.

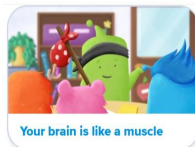


Assembly item

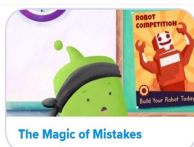
We Are Bucket Fillers and Mitey Kids!



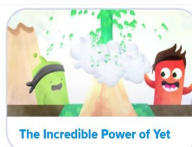
ClassDojo – (Mojo Growth Mindset video series)



Your brain is like a muscle



The Magic of Mistakes



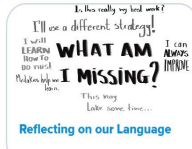
The Incredible Power of Yet



The Mysterious World of Neurons



Mojo Puts It All Together



Reflecting on our Language

Morning greetings



CREATING A MITEY PLAYGROUND/CLASSROOM

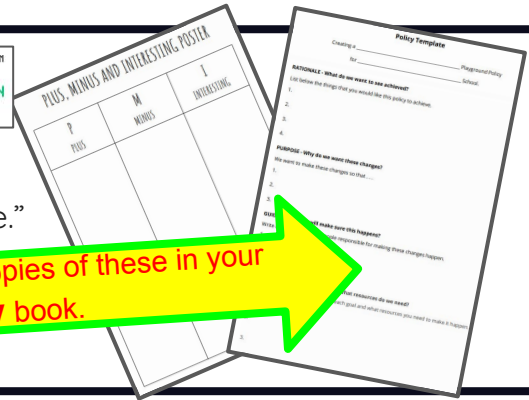
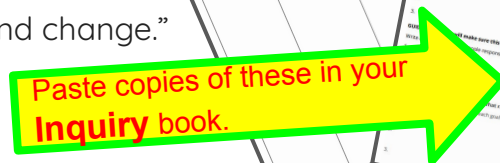


Level 2 Outcome

“Develop problem-solving strategies for dealing with emotions, challenges and change.”

WE ARE LEARNING TO

Share ideas about how we can enhance our school playground so it supports the wellbeing of all members in the school community



1. Create a PMI poster (Plus, Minus and Interesting) about the school playground. See PMI poster template in Google Classroom.
2. **WALK AND TALK** Move around the room discussing what you think is important to see, hear and feel in a school playground.
3. **FREEZE FRAME ([Link](#))** Create Freeze Frames of a time when you felt safe and happy in the playground and a time when you didn't feel so good. Using the drama convention Thought Tracking, ākonga share how they felt and what they would have liked to happen differently.
4. **WHAT IS POSSIBLE?** Using the ideas from the PMI and discussions you have had, brainstorm all the possibilities to improve and enhance the school playground. **Think big!**

5. CHOOSE Individually or in groups choose one aspect of the playground that you would like to focus on e.g. reading nook on beanbags under the a tree. What would it look like, feel like, sound like?

6. SHARE Take turns to share their ideas with the class.

7. COLLABORATE & DECIDE As a class, decide on a set of values that you want to see in your playground (these may align with existing values in your school). It may be a culture of kindness or caring, a safe and inclusive environment, a place to have fun and feel happy. Now write a policy (just like adults do) for what you want the playground to look like. See policy template attached in Google Classroom. Bring these policies together to make a school policy, and then decide on what action you would like to take to help make this happen.

MITEY - Level 2 - Making Friends

Describe how positive friendships make people feel included; recognise when others may feel lonely or excluded; and identify strategies for how to include them.

Read the text in class - [link](#)

We have been learning about how different people have journeyed to New Zealand and have made Aotearoa their home. In the text 'Mossie', Riki had moved to NZ from Australia. Moving to a new place and making new friends can be challenging and cause a range of emotions.

Write the answers to questions in your Reading Response Book.

Prior Knowledge:

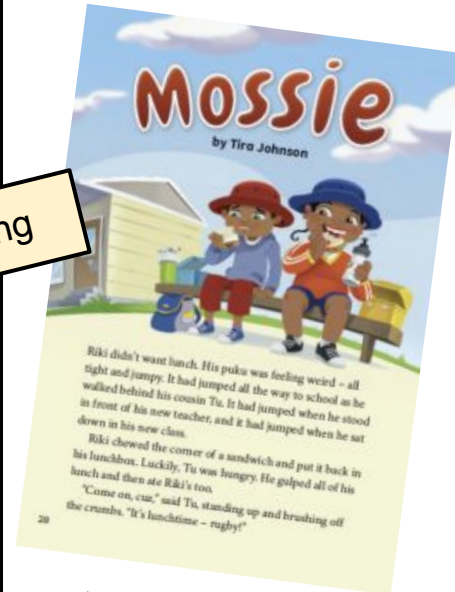
Write a short paragraph about a time when you have gone to an unfamiliar place and met new people. Describe how it made you feel and what happened.

Finding Specific Information:

Answer the following questions in a complete sentence:

1. What is the relationship between Riki and Tu?
2. In the story, what is Tu referring to when he calls Riki a 'Mossie'?
3. How was Riki feeling at the beginning of the story? Use evidence from the text to support your answer.

Reading & Writing



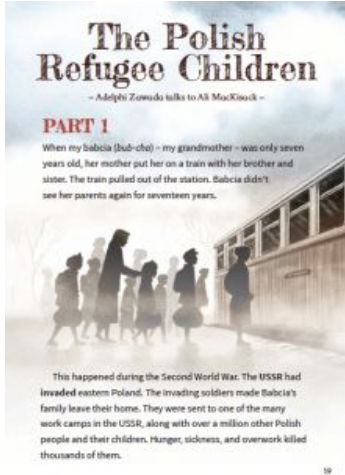
Click on
picture

MITEY - Level 2 - Coping With

Develop problem-solving strategies for dealing with change



Identify how different changes have affected you. Complete the table below:



Write a sentence about a change that you have experienced:

•

Write a sentence about how that change made you feel and why:

•

Reading, Writing & Art

List the people who helped you during this change?

•

•

Write a sentence about how could you help a friend who was experiencing different feelings through a time of change?

•

GET CREATIVE! Draw a comic strip about a time when you experienced change. Through your illustrations and speech show the reader how you felt. Include how you felt at the beginning, middle and end. Use the comic strip planner to plan your ideas before producing your comic on the template.