

# EmBRACE A vehicle to change culture through an ACE lens

Emotionally & Brain Resilient to Adverse Childhood Experience

**This is what one Year 10 Male Student, who is identified as both an Able Learner and Pupil Premium, had to say about his experience:**

'The workshops are helping. They are making me think more and I need to develop more of a growth mind-set. After the brain workshop I knew what was happening when you get stressed out, so when it happened it was less scary. I now want to push myself. I still stress and worry about the expectations from my teachers and parents. Since the workshops started my teachers have made comments about how happy I have been and could see that I was in a better mood. I am now learning things better. In English I have been in more of a productive mood and listened more carefully. In the past I have never got a mark which was *'a good piece of work'* before. I know I get stressed and do need help. I now feel more confident to talk to one of my teachers'.

**This is what one Year 10 Male Student, who is identified as both an Able Learner and Pupil Premium Student, had to say about his experience:**

'The growth mind-set workshop was informative and it has helped me. I can now decide what I need to do.

For example, with my football. I was not in the football team but because I applied a growth mind-set I am now on the football team. I feel happy and proud after achieving this.

People said that I was rubbish but I didn't listen to them and I continued to turn up for training and then got into the team.

A growth mind-set has helped me with my English work and learning vocab etc. I never learnt spellings before and winged it, but now I check them every day. (At the beginning of the year: Spelling 7, Meaning 6, Sentence 0 now 10/10 for each aspect).

At the beginning of the year I wasn't learning. I would copy somebody else's work but now I have motivated myself and am on target. The workshops have helped as I have been stressed out. In English sir talks about GCSE and I can see the connection'.

I have also used the breathing techniques once or twice at home and have had less arguments. They have helped me build stronger relationships with siblings. I now want to concentrate on time management'.

**This is what one Year 10 Female Student, who is identified as both an Able Learner and Pupil Premium, had to say about his**

'I used the breathing techniques today when I had a French speaking test as I got nervous for it. The breathing helped me calm down. I managed to stay calm and then think clearly. Whilst breathing in preparation for the French exam I kept saying to myself 'I can do this'. I did really good on the test. I will continue to use the breathing techniques.



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'I'm picking up on signs and reading body language'

'It's about knowing a child and knowing something's up without them having to say anything.'

'I'm listening more'

'More children have opened up because I am now more aware of the impact of positive relationships.'

'I understand it is not just about a student getting away with something. I realised how important it is to be consistent, fair and set clear boundaries. It is important that you do follow through with everything. This provides a safe environment as the student know what s/he can and cannot do. Once a student knows how much empathy you have for them they respond better.'

## What the Staff Say:

'Children will become more resilient if they are treated with empathy, consistency and respect.'

'Give the students positive affirmations to help them build up resilient skills.'

'Have faith and believe in the students, even when they don't believe in themselves.'



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