

Flourish Project

Becoming a Flourishing School



The Flourish Model

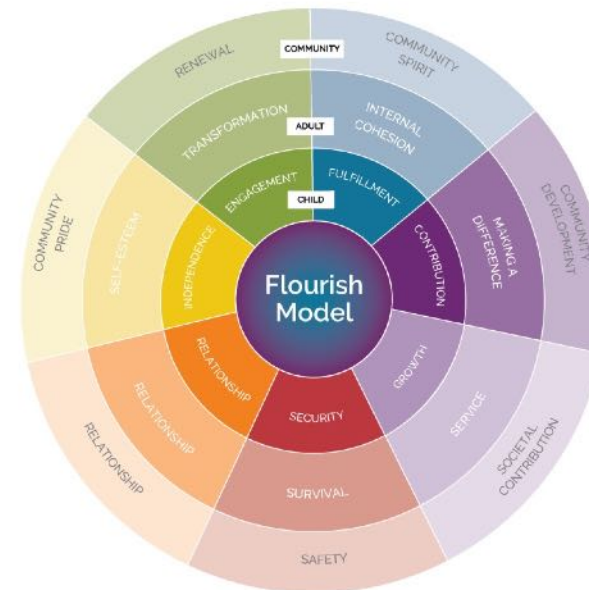
The Flourish Model is a new ecological wellbeing framework that is based upon the common developmental needs that we all share as human beings

It shows that the lives of children and families are embedded within larger evolutionary, cultural, political and environmental systems

And that their values and wellbeing are profoundly influenced by that of others and the planet as a whole



Flourish Model



Embedding a Whole School Approach

It is a relational way of understanding schools as living systems and wellbeing as something that always has the triple aspect of Self. Others and the Natural World.

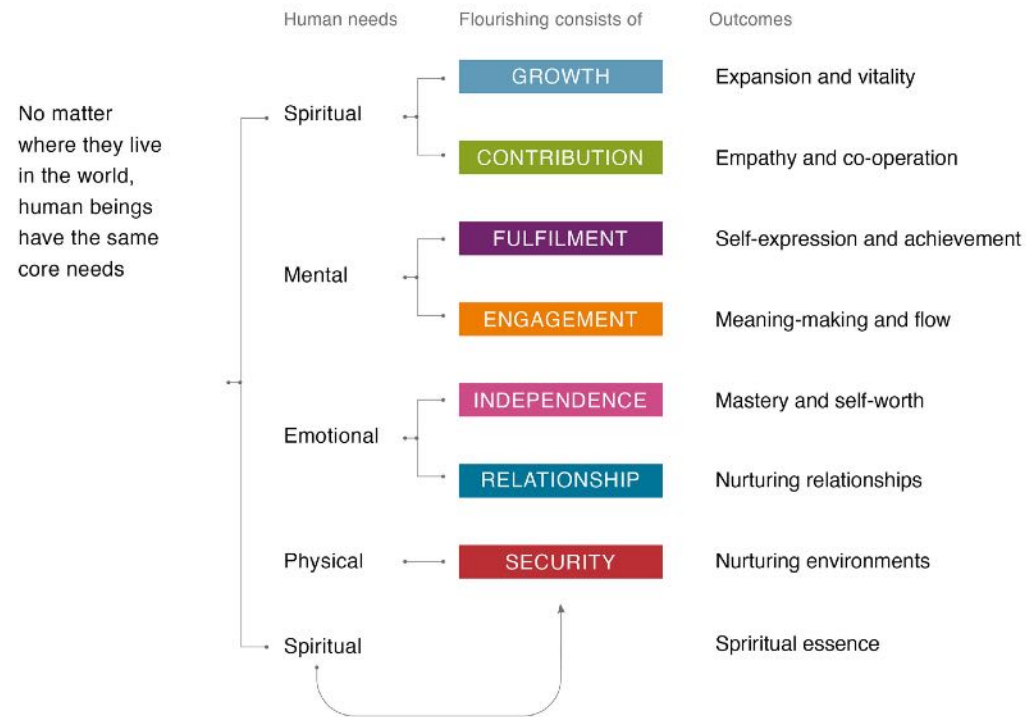
In other words, the values and wellbeing of leadership teams, students, teachers, parents, carers, governors, trustees and policymakers all matter - and we provide tools and resources that support schools in understanding this process.

The triple nature of wellbeing



It is based upon the needs we all share as one humanity

Flourishing consists of...



we all need..



We all need . . .

- Growth to expand who we are and what we know
- Contribution to contribute to something greater than ourselves
- Fulfilment to test our skills and know that we can overcome challenges
- Engagement to explore and take risks in order to learn
- Independence to feel a sense of self-worth
- Relationship to love and be loved
- Security to have a safe and secure place to live



In order to . . .

- Growth positively impact a dynamically interconnected world
- Contribution be able to follow and fulfil our unique purpose
- Fulfilment be able to fully optimise and express our skills and capacities
- Engagement be fully playfully and creatively involved
- Independence develop a sense of personal mastery and agency
- Relationship develop a sense of connection and belonging
- Security be able to develop healthy bodies and minds

Within schools, these needs can also be understood as

all the things that we need for flourishing lives

SECURITY: Physical Security and Health (PSH)

RELATIONSHIP: Relational Wellbeing (RW)

INDEPENDENCE: Personal Resilience/Self-esteem (RSE)

ENGAGEMENT: Positive Involvement and Functioning (PIF)

FULFILMENT: Positive Integration and Expression (PIE)

CONTRIBUTION: Social Connection and Self-worth (SCW)

GROWTH: Meaning, Purpose and Vitality (MPV)

But always within the triple context of caring for Self,
Others and the Planet

“A learning journey helping students forge deeper connections with themselves, society and the natural world to develop social, emotional and environmental wellbeing.”

We call it triple wellbeing.



Our core schools partner



Sustainable Development Goals

The model provides an ecological underpinning to the UN's 17 Sustainable Development Goals

and explores how they relate to the lives of children and the wellbeing of future generations



SDGs for The Early Years








1. NO POVERTY

- Thinking about what our bodies need to live
- Thinking about our lives and how they are different to children in other countries
- Understanding sharing and why it matters
- Creating a world where nobody goes without

ACTIVITIES

- What do we need and why?
- What would it be like to have no food or toys?
- What would I share with another child that was in need?

3. GOOD HEALTH AND WELLBEING

- What does it look and feel like to be healthy?
- What do we have to do to be healthy?
- What makes us happy or sad and why?
- Why do we need a happy planet?
- A world where everybody can be happy and well

ACTIVITIES

- Exploring how our bodies work
- What happens when our bodies don't work
- How we can create a healthy planet




13. CLIMATE ACTION

- Learning about habitats
- Learning about weather
- Learning about ecosystems
- Creating a world where everything is in balance

ACTIVITIES

- Learning about jungles and hot areas of the world
- Learning about antarctica and cold areas of the world
- Why things need to be in balance

Flourish Level: 1.4.6

Headline Goal: Children as climate activists




6. CLEAN WATER AND SANITATION

- Understanding where water comes from
- Wee and Poo and where it goes!
- Why clean water matters
- Creating a world where everybody has clean water

ACTIVITIES

- Saving and recycling water
- The use of water around the world
- What can we do to look after the water?

Flourish Level: 1

Headline Goal: Children as water activists

Line Goal: Every child should be happy and well

SDGs for Primary/Elementary Schools






NO POVERTY

Specific asks:

- Understand how economic poverty compromises the foundations of wellbeing
- Understand how economic poverty compromises early human development
- Understand how and why poverty impacts ACCESS (Access, Choice, Inclusion, Empowerment)
- Identify factors that support the health of children and families
- Design an economic system that serves both people and planet

Flourish Level: 1 | Headline Goal: Let's end poverty




ZERO HUNGER

Specific asks:

- Ensure all children have access to healthy, balanced diets
- Help children to learn how we farm, fish and make our food
- Help children to understand the importance of buying local
- Help children to understand which healthy foods need
- Help children to understand the supply and demand of food in different countries

Flourish Level: 2 | Headline Goal: No child to go hungry




GOOD HEALTH AND WELL-BEING

Specific asks:

- Ensure all children feel safe in their local environments
- Ensure that all children have the time and space to play and have adequate exercise
- Ensure that all children can maximise their innate skills and capacities
- Ensure that all children have access to beauty and the arts
- Ensure that we focus on the wellbeing of the Whole Child (i.e. physical, mental, emotional and spiritual)

Flourish Level: 1,2,3,4,5,6,7 | Headline Goal: Prioritise the whole child




QUALITY EDUCATION

Specific asks:

- Make sure everyone understands that learning is a lifelong path
- Ensure that all children have access to quality education
- Ensure that children understand success as about who they are, as well as what they achieve
- Ensure that children understand risk and failure as an essential part of the process
- Ensure that teachers are valued and respected as highly important people

Flourish Level: 3,4,5 | Headline Goal: Learning as a lifelong process

Values and Mindsets

It explores the conditions that nurture the development of the foundational structures, values and mindsets **necessary to optimize states of wellbeing**

and helps to identify and tighten up the gaps between students' real needs and the resources that are available to support them



It helps ensure that we
measure what matters

The ecological nature of the framework
helps schools to better identify and
monitor more meaningful outcomes

It provides ways to show whether external
outcomes measures are serving the needs
of the whole system

It helps to more easily identify gaps and
measure progress over time

and ensures a human rights and wellbeing
perspective is built-in to assessment and
evaluation techniques

**“The time is ripe for our
measurement system
to shift emphasis from
measuring economic
production to measuring
people’s well-being.”**

The Stiglitz Report



It promotes empathy
and understanding

The framework helps students to
understand that every person has a
unique background and context

and that although individual
differences exist in the ways
that we understand and view
the world

we all share a common humanity



It underpins compassionate practice

The Three Forms of Compassion

Compassion for self

Understanding why we are the way we are and the value of self-kindness

Recognising suffering within ourselves and others

Responding to difficult and conflicting feelings and emotions

Compassion for the other

Understanding that other people see the world differently from ourselves

Understanding that values, beliefs and behaviours are a reflection of genes, cultures and lived experiences

Recognising the universality of human suffering

Compassion for the natural world and the planet

Understanding that everything is interconnected and that we share responsibility for creating a world fit for children

Being motivated to act to prevent damage, alleviate suffering and protect future generations



Starting conversations

The framework helps everyone to have a think about where their own values and beliefs come from – and how these might be different to the values and beliefs of others

It shows how external influences impact how we feel about ourselves and the decisions that we then make

and suggest ways that we can all help to create the conditions for a more caring, compassion and sustainable world



I know nothing of hatred, intolerance, racism, sexism, bigotry, indoctrination, homophobia, and prejudice.

I don't yet understand things like love, compassion, Integrity, tolerance, human decency and truth.

For the first, most important formative years of my life, all I will know IS WHAT YOU TEACH ME.

Choose well.

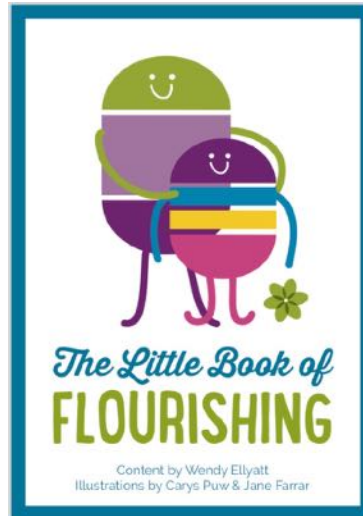


Learning about sustainable community

Through easy-to-understand resources, the project helps everyone to understand what underpins happy, healthy and sustainable communities.

the huge importance of positive relationships and role models

and the fact that, no matter what our external circumstances, we can always chose who we want to be



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Building a Flourishing World

By exploring the triple nature of wellbeing (Self, Others and the Natural World) and the importance of right relationship, the project helps students to gain a deeper understanding of natural systems and personal success

It shows that everyone has a part to play

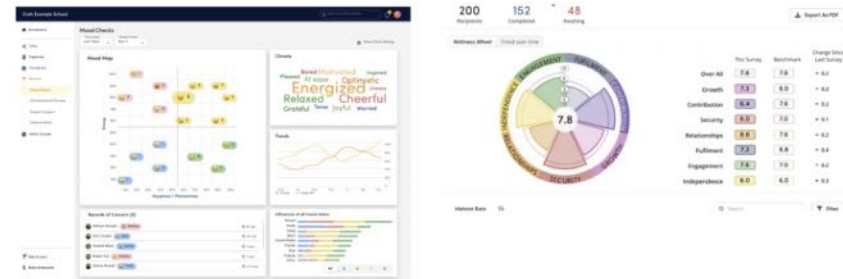
and that we can all become creators and guardians of the future.



Flourish Core Resources



Digital Wellbeing Platform (under development)



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ThoughtBox Curriculum Resources



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Lesson Plans

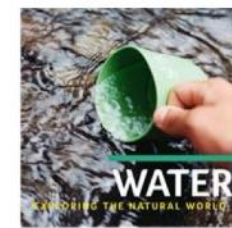
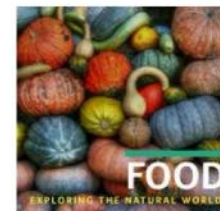
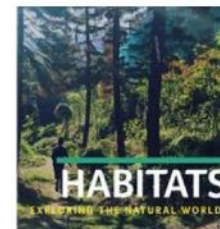
SELF-CARE



PEOPLE-CARE

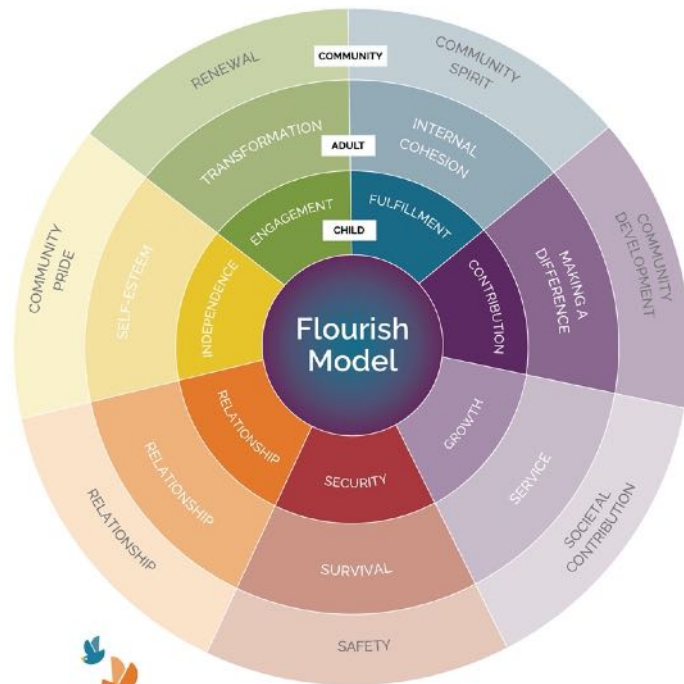
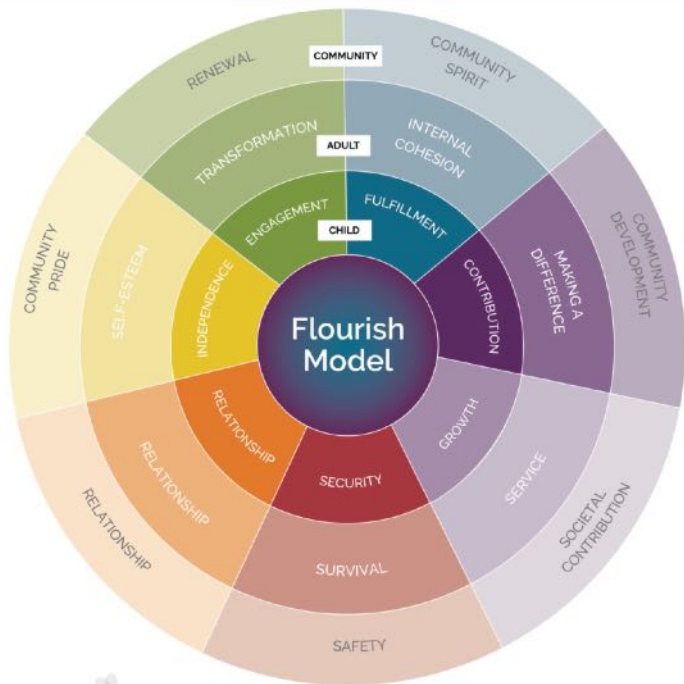


EARTH-CARE



We're a Flourishing School

We're a Flourishing Classroom



www.flourishproject.net



www.flourishproject.net

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Want to get involved?

We are actively looking for schools who would like to become part of our first pilot program.

Get in touch!

contact@flourishproject.net
www.flourishproject.net



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Creating compassionate communities where the human spirit can flourish

“We will never be able to create truly flourishing societies until we address the problem of young children inheriting the limiting values and beliefs of those that have gone before.”

**Wendy Ellyatt
Flourish Project**