

Colour Rocks!™

In the UK 1 in 10 children suffer from mental health issues and schools are expected to manage the fall out from this. This impacts on the experience of school for teachers, students and parents.

Social media, high expectations and overly structured days mean that there is little time for young people to process their emotions. Whilst adults can ensure that they eat healthily and that their physical needs are cared for, nourishing their emotional needs can be tougher.

The government has recognised the importance of supporting mental health. CAMHS is over-subscribed and waiting lists are long. All this means that schools are expected to be the first port of call for such issues.

Teachers have little time or training to handle mental health issues that arise. Although some attempts have been made to address this, the curriculum does little to support developing good mental health in a structured and meaningful way.

If a student finds it challenging to articulate how they are feeling, seems anxious or worried or has more deep-rooted mental health challenges, Colour Rocks™ can help.

Colour Rocks™ is an eight-week course designed to build emotional resilience, self-awareness and resourcefulness in young people from Years 5 to 13.

The programme helps kids feel good about themselves and begin to really understand their emotions - vital life skills, particularly as they hit puberty.

It introduces tools to deal with performance anxiety, helping kids manage the pressure of school work, tests and exams.

Why Colour Rocks™ works

Our programme is based on the following principles:

1. Bringing a focus onto personal awareness and emotional range so young people can understand their emotions and better self-regulate in any given moment
2. Helping young people understand how to navigate the emotional field by sharing the importance of compassion for self and building acceptance of different perspectives
3. Supporting positive self-regard by encouraging a focus on the greater good - others, community, family
4. Introducing the concept of ownership and accountability to build responsibility & initiative taking
5. Use of conscious, positive language construction to increase levels of optimism
6. Bringing young people together in group format so they can develop a support framework and friendships, creating a sense of belonging beyond the eight week programme
7. Giving encouragement and feedback to build connection to the intuitive self and to harness creativity
8. Introducing a range of energetic tools with aspects of the physical, mental, emotional & spiritual to develop a more vital, cohesive individual.

What makes our programme different from others is that we take a 'whole brain' approach that incorporates visual, auditory, kinaesthetic and olfactory elements through the use of colour.

As the designers are both NLP trained the programme incorporates a wide range of learning styles, effective with many kinds of children.

About Us

Together Kate and Jeanette have over 30 years experience including coaching, facilitating and leading within organisations and teaching children. Between them they have worked with over 1000 people of all ages from 5 to 75.

Kate is passionate about this programme because one of her daughters was diagnosed with dyslexia, dyspraxia and processing issues. She had to learn new ways of working to support her that she wants to share with others.

Jeanette's commitment to this work grew from noticing the challenges her daughter has encountered coping with the stress and pressure of modern living. In South Africa she designed and facilitated workshops supporting children and young adults to build emotional intelligence.

Testimonial from Rebecca Latta, Assistant Head at Barnwell School:

The Colour Rocks™ team worked with a small group of our year 7 and 8 students who presented as vulnerable in a variety of ways. The notion of different colours representing feelings and emotions was a clever way to help the young people involved to understand and express how they were feeling.

The children involved engaged well with the sessions and spoke enthusiastically about the activities they had taken part in. It was pleasing to see a growth in confidence across the group and this was evidenced by several coming to express and suggest changes and additions to the school environment and activities. Great student leadership! Also several parents commented on the fact that their child seemed much happier.

The pastoral team are pleased to note that all the students in the programme have made a very positive and confident start to the next school year. Many are displaying more confident engagement in lessons. School attendance has improved for two of the students considerably.