

JOY Principle Impact

YEET THE YO + EMBERWOOD

Science in Motion. Regulation in Rhythm. Belonging Through Skill.

Grade Levels: 1–5

Formats Available:

- School Assembly
- Multi-Day Residency
- 12-Week Classroom Integration
- Family & Community Showcase

Yeet the Yo + EmberWood is a **live, embodied STEAM + SEL performance experience, in-person engagement and SEL/STEAM curriculum** that integrates:

- Physics
- Motion
- Music
- Cultural history
- Emotional regulation
- Belonging
- Identity
- Purpose through skill

Students don't just *learn* about force and energy — They **feel it in their hands**.

Students don't just *talk* about regulation — They **practice it in their breath and body**.

Students don't just *discuss* contribution — They **teach others what they can do**.

WHAT MAKES IT DIFFERENT

Most assemblies entertain. Most curricula explain. Yeet the Yo × EmberWood does both — and integrates them with science, SEL, and identity development at the nervous-system level.

- Embodied physics learning (NGSS-aligned)
- Real-time emotional regulation in motion
- Neurodivergent-affirming repetitive skill practice
- Identity & confidence through visible mastery
- Anti-technoference re-engagement with hands-on focus
- Cross-generational play and connection
- Joy as a learnable, trainable state

CORE LEARNING OUTCOMES

By participating, students demonstrate:

- Increased **focus & sustained attention**
- Increased **self-regulation capacity**
- Increased **willingness to try challenging skills**
- Increased **peer encouragement**
- Increased **confidence**
- Increased **interest in physical science**
- Increased **desire to teach and help others**

STANDARDS ALIGNMENT SNAPSHOT

- NGSS (Physical Science & Engineering Design)
- CASEL SEL Competencies
- Common Core ELA (Speaking, Listening, Reflection)
- National Core Arts Standards
- CSTA Digital Citizenship
- UDL & MTSS Tier 1 Supports

WHY BOOK?

This program and presenter are unique, engaging, meaningful, and impactful and leave a lasting impact on young learners. The content and benefits directly address:

- Student disregulation
- Post-COVID isolation
- Tech dependency
- Attention fragmentation
- Loss of unstructured play
- Decreased peer connection
- Increased anxiety
- Learning disengagement

This is prevention, not remediation.

DELIVERY MODELS

- * **Assembly (45–60 minutes):**
 - ➔ High-impact ignition for Yeet the Yo
- * **Spark JOY Club (45–60 minutes):**
 - ➔ Follow up 6-week workshop for Yeet the Yo
- * **Residency (3–5 days):**
 - ➔ Skill development (yo-yo) + regulation (Benny & Skyla) + classroom integration (Emberwood)
- * **12-Week Classroom Integration:**
 - ➔ EmberWood SEL + STEAM system anchored by Yeet the Yo performance
- * **Family & Community Showcase:**
 - ➔ Public yo-yo demonstration of confidence, regulation, and joy

DISTRICT ROI

- Reduced behavior referrals
- Increased student engagement
- Improved school climate
- Increased family participation
- Strong STEAM outcomes
- Restorative discipline reinforcement
- Multi-grade alignment
- High-visibility positive PR

MESSAGE TO STUDENTS

“Joy takes Effort, Openness, and You. What you can do, matters - and what you can do... helps others.”

The Yeet the YoYo Show is:

- The JOY Flame in motion
- The antidote to technoference
- The restoration of face-to-face wonder
- The physical demonstration of regulation
- The moment students feel visible together
- The place where skill becomes celebration

EmberWood gives the language. Yeet the Yo gives live experience that sparks engagement.

Yeet the Yo is the embodied performance arm of the EmberWood curriculum, where science, art, history, and social-emotional learning converge through motion, rhythm, and skill. The yo-yo becomes a physical metaphor for the core EmberWood truth: Joy takes Effort, Openness, and You. Through live performance, students experience physics in their bodies, regulation in their breath, contribution in their teaching, and belonging in shared play.

“Yeet the Yo” is the EMBODIED STEAM + SEL PERFORMANCE CORE of EmberWood.

It is the **bridge between:**

- Story → Body
- Emotion → Motion
- Concept → Experience
- Skill → Service
- Science → Joy

***To customize an experience aligned to your curriculum goals,
please contact Jenifer at hello@YoYoMagic.fun***

YEET THE YO DELIVERS

	Yeet the Yo Demonstrates
Science	Embodied physics: force, torque, energy, rotation
SEL	Regulation through rhythm & focus
Art	Performance, music, movement
History	Cultural origins & evolution of toys
Belonging	Shared joy across generations
Neurodiversity	Sensory-regulating repetitive motion
Motivation	Flow state via skill progression
Identity	“I can learn something hard.”
Purpose	“I can teach others.”

EMBERWOOD THEORY OF CHANGE

PROBLEM STATEMENT

Children ages 6–11 (post-2020) are experiencing:

- Rising loneliness and isolation
- Increased anxiety and dysregulation
- Loss of spontaneous peer connection
- Hyper-exposure to screens
- Breakdown of social trust
- Punitive discipline replacing repair

INPUTS (What I Can Provide)

- EmberWood narrative curriculum
- SEL + STEAM integrated lesson system
- Characters (Skyla, Benny, Piper, Nova, Mira, Liora, Flamekeeper, Invisible Elephant, Glass Birds)
- Teacher guides
- Student workbooks
- Family companion guides
- Yo-yo embodied physics engagement
- Custom GPT instructional support
- PD & administrative alignment

ACTIVITIES (What Happens @ Your School)

- Weekly story-based SEL lessons
- Regulation & co-regulation practices
- Identity & belonging work
- Rupture → Repair implementation
- Contribution & skill-sharing projects
- Family connection activities
- Performance-based assessments
- Restorative circles
- Yo-yo + embodied learning labs

SHORT-TERM OUTCOMES (1–12 Weeks)

Students show:

- Increased emotional literacy
- Increased help-seeking behavior
- Improved peer inclusion
- Reduced emotional shutdown
- Improved classroom climate
- Improved student voice

MID-TERM OUTCOMES (3–9 Months)

Schools show:

- Reduced behavioral referrals
- Reduced peer conflict escalation
- Improved attendance
- Increased family engagement
- Stronger teacher-student trust

LONG-TERM IMPACT (1–5 Years)

- Reduced pipeline-to-punishment
- Increased student resilience
- Increased purpose development
- Stronger civic belonging
- Lower youth loneliness
- Healthier digital relationship norms
- Restoration of community cohesion

CORE MECHANISM OF CHANGE

When students experience:

- Felt safety
- Authentic belonging
- Regulation before discipline
- Identity without masking
- Skill linked to service

They develop:

- Internal security
- Relational stability
- Emotional resilience
- Purpose and contribution identity

Which generates **lasting individual and community transformation.**

CONCEPTUAL & THEORETICAL FRAMEWORK

Rupture & Repair - Inclusion Literacy - Energy Literacy - Epidemic of Isolationism - Technoference

NERVOUS SYSTEM & TRAUMA-INFORMED CONCEPTS

These are central to Piper, Nova, the Flamekeeper, and Repair Weeks:

- Co-Regulation – calming together before self-calming
- Self-Regulation – internal control after co-regulation
- Window of Tolerance – optimal emotional learning zone
- Dysregulation – overwhelm, shutdown, escalation
- Emotional Safety – prerequisite for learning & repair
- Felt Safety – nervous-system sense of safety vs. logical safety
- State-Dependent Learning – what we learn depends on our nervous state
- Trauma-Informed Practice – safety, choice, voice, empowerment
- Hyperarousal / Hypoarousal – explosive energy vs. freeze
- Somatic Awareness – body-based emotional signals
- Stress Response Cycle Completion – moving emotion through rather than storing it

SOCIAL-EMOTIONAL & RELATIONAL LITERACY

CASEL + Belonging work:

- Belonging vs. Fitting In (Mira's core conflict)
- Authentic Self vs. Masking
- Social Masking
- Peer Attunement
- Relational Safety
- Social Repair
- Emotional Attunement
- Perspective-Taking
- Empathic Listening
- Emotional Granularity (naming subtle feelings)
- Social Reciprocity
- Relational Rupture
- Relational Trust-Building
- Community Resilience

NEURODIVERSITY-AFFIRMING PRINCIPLES

These live directly inside Nova, UDL, and regulation work:

- Neurodivergence
- Sensory Processing Sensitivity
- Executive Function
- Cognitive Load
- Overstimulation
- Understimulation
- Emotional Intensity
- Non-Pathologizing Behavior
- Difference Without Deficit
- Strength-Based Neurodiversity Model

ENERGY, MOTIVATION & PURPOSE SYSTEMS

These sit under JOY, Liora, Luma, and contribution:

- Intrinsic Motivation
- Growth Mindset
- Mastery Orientation
- Purpose Development
- Service Learning
- Contribution Identity
- Skill-to-Meaning Pathway
- Agency
- Self-Efficacy
- Embodied Cognition (learning through movement – yo-yo!)
- Flow State
- Meaning-Making
- Purpose Before Performance

INVISIBILITY, SILENCE & DISCONNECTION DYNAMICS

Invisible Elephant arc:

- Social Invisibility
- Emotional Invisibility
- Quiet Distress
- Internalized Isolation
- Unmet Attachment Needs
- Relational Neglect (non-abusive but harmful absence)
- Loneliness as a Health Risk
- Disconnection Without Conflict
- Witnessing Without Engagement
- Being Seen vs. Being Watched

IDENTITY & DEVELOPMENTAL PSYCHOLOGY

These anchor Mira, Nova, and middle childhood development:

- Identity Formation
- Social Identity
- Values Development
- Authenticity
- Self-Concept
- Belonging Identity
- Moral Development
- Peer Identity Shifting
- Self-Expression Safety
- Internal vs. External Locus of Worth

TECHNOLOGY & MODERN CULTURE CONCEPTS

Class Birds + Glowfog:

- Digital Disembodiment
- Attention Fragmentation
- Algorithmic Socialization
- Performative Connection
- Surveillance Culture (being watched without being known)
- Comparative Identity
- Dopamine Cycling
- Reality Distortion
- Tech-Induced Anxiety
- Digital Overconsumption

RESTORATIVE JUSTICE & SCHOOL CLIMATE

Cover

- Restorative Practice
- Restorative Circles
- Accountability Without Shame
- Repair Over Punishment
- Community-Based Discipline
- Relational Consequences vs. Punitive Consequences
- Reintegration After Conflict
- School-to-Prison Pipeline Interruption
- Tier 1 Preventative SEL Supports
- MTSS-Aligned SEL Intervention

EDUCATIONAL DESIGN & PEDAGOGY

- Universal Design for Learning (UDL)
- Differentiated Instruction
- Formative Assessment
- Performance-Based Assessment
- Experiential Learning
- Project-Based Learning
- Embodied Learning
- Scaffolded Skill Development
- Choice-Based Expression
- Identity-Safe Pedagogy

SOCIETAL & SYSTEMIC CONCEPTS

- Collective Nervous System
- Cultural Fragmentation
- Social Atomization
- Community Breakdown
- Relational Poverty
- Post-COVID Social Rewiring
- Normalization of Loneliness
- Loss of Intergenerational Play
- Decline of Public Belonging Spaces