

IMPACT DATA

2018-2019

This report summarises the impact of the myHappyMind for Schools Program during the Academic Year 2018 - 2019.

The results are based on teachers responses to our annual survey. This is sent to all schools using the program.

Schools are surveyed at the beginning of the academic year (before they have started teaching the program) and then again at the end so that we can measure the impact the program has had.



About myHappyMind

myHappyMind is an award winning, whole school curriculum. It teaches children preventative habits that support positive mental health, resilience and self esteem.

Taught to every child in a school from Early Years through to Year 6, myHappyMind is delivered via an innovative technology platform making learning easy and fun.

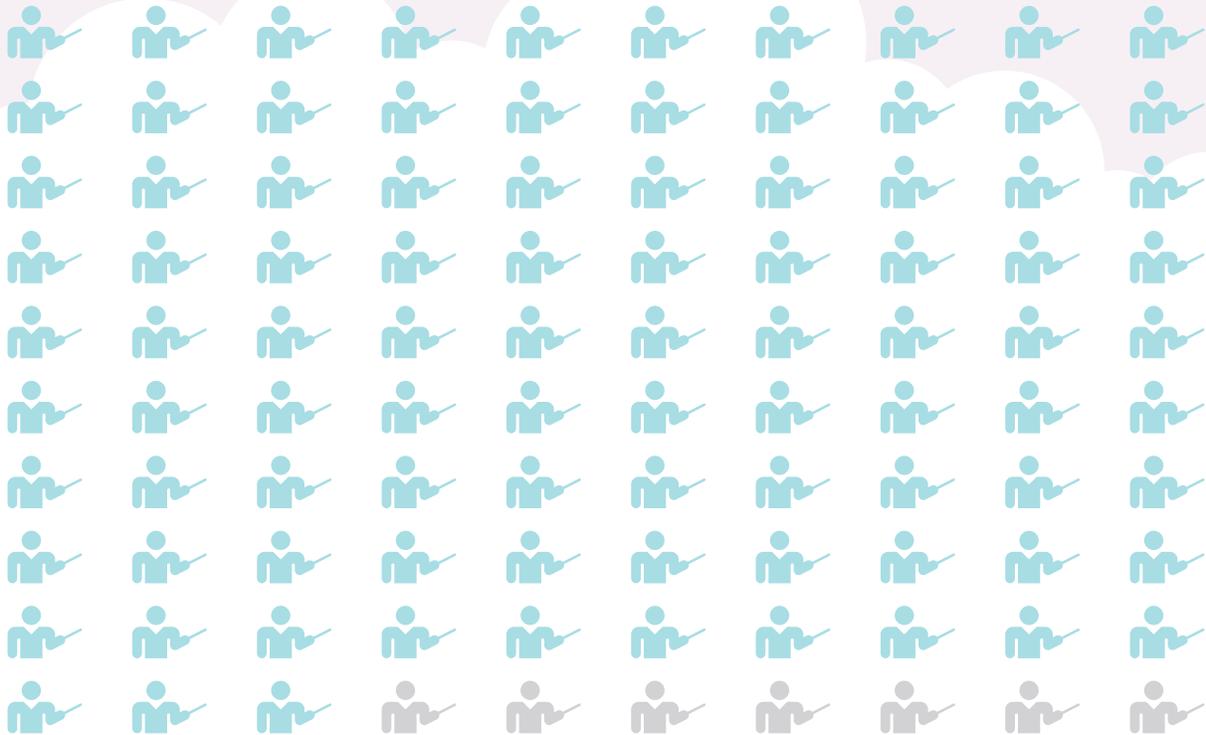
All of the concepts we teach are based in science and research and grounded in neuroscience and positive psychology.

We are passionate about supporting teacher wellbeing too and so all schools using the program have access to a teacher wellbeing program.

We are also proud to support parents by providing them with a free app to continue the learning at home.

This report provides a summary of myHappyMinds impact over the last academic year.

93% of teachers saw an increase in children's awareness of the factors that contribute to their wellbeing. They also saw the same improvement in children knowing how to look after their own mental health.



This metric is of critical importance as our goal is to ensure that children understand the factors that contribute to their mental health and that they have strategies to look after it. Teachers clearly report a significant improvement in both of these areas after just one year. This metric is focussed on the overall benefits of the program.

“Our class now understand the importance of looking after our minds. They've loved learning about the different parts of their brains too.”

“My class have used strategies taught to help with their self esteem during their SATs.”

84% of teachers saw an improvement in their children persevering in the face of challenges when they are trying to achieve goals



The science tells us that there is a direct link between self esteem and our ability to persevere or get back up when we face challenges. This metric illustrates a significant improvement in childrens resilience when working toward their goals. This skill of perseverance is a critical one both when facing challenges and as we pursue our dreams and goals.

“Harry sets his own goals and is better able to persevere with tasks.”

“Duncan was able to set a realistic goal and persevered to achieve it!”

74% saw an improvement in children being able to set their own goals



Setting and achieving goals has a huge impact on our wellbeing and happiness. Quite simply, those of us that achieve and make progress have a greater sense of wellbeing than those of us who do not.

Children often fall into the trap of feeling like they are not achieving because they are focused on goals set by school or home. We focus heavily on children setting goals that light them up and this is what this metric represents.

"My class are now coming up with their own goals unprompted across both subjects and more extra curricular areas. It's wonderful to see this shift."

"Children are much more aware of the fact that they can set their own goals and often ask to do so!"

65% saw an improvement in children expressing more gratitude to each other, those around them and themselves

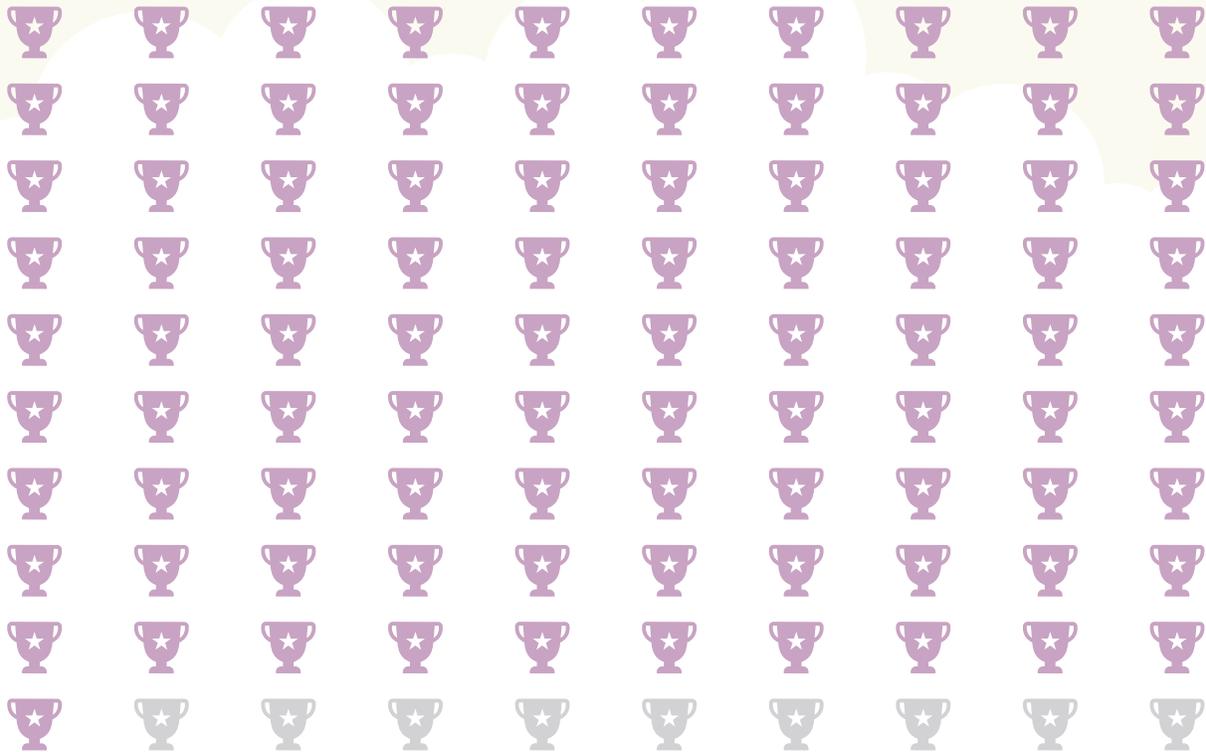


The impact that gratitude has on our wellbeing is well documented. Those of us that are grateful are happier and sleep better. Studies have even shown that grateful people also have less physical health challenges. In the fast paced, instant access world we live in now, children are often lacking a genuine sense of gratitude.

“Lots of children make an effort to thank their friends whenever they help them. This has definitely improved since the program!”

“Children are showing much more appreciation for each other and for me. It is really lovely to see.”

91% Saw an improvement in their children's ability to talk articulately about their character strengths. By character we do not mean their competence e.g. good at maths, we mean the things that make them unique e.g. curiosity, kindness, determination etc.



Character education is grounded in positive psychology. It is the process of children understanding who they are and what is unique about them rather than focussing only on their competence i.e. what they can do. myHappyMind teaches children how to identify and celebrate their unique strengths. When we understand and feel good about who we are, our wellbeing is significantly increased as is our self esteem.

“Children celebrate each other's character strengths and give each other high fives for showing them.”

“Sapphire talks about her character strengths and is more confident.”

61% of teachers report they are taking more time out of the normal class schedule to focus specifically on calming the children's minds.

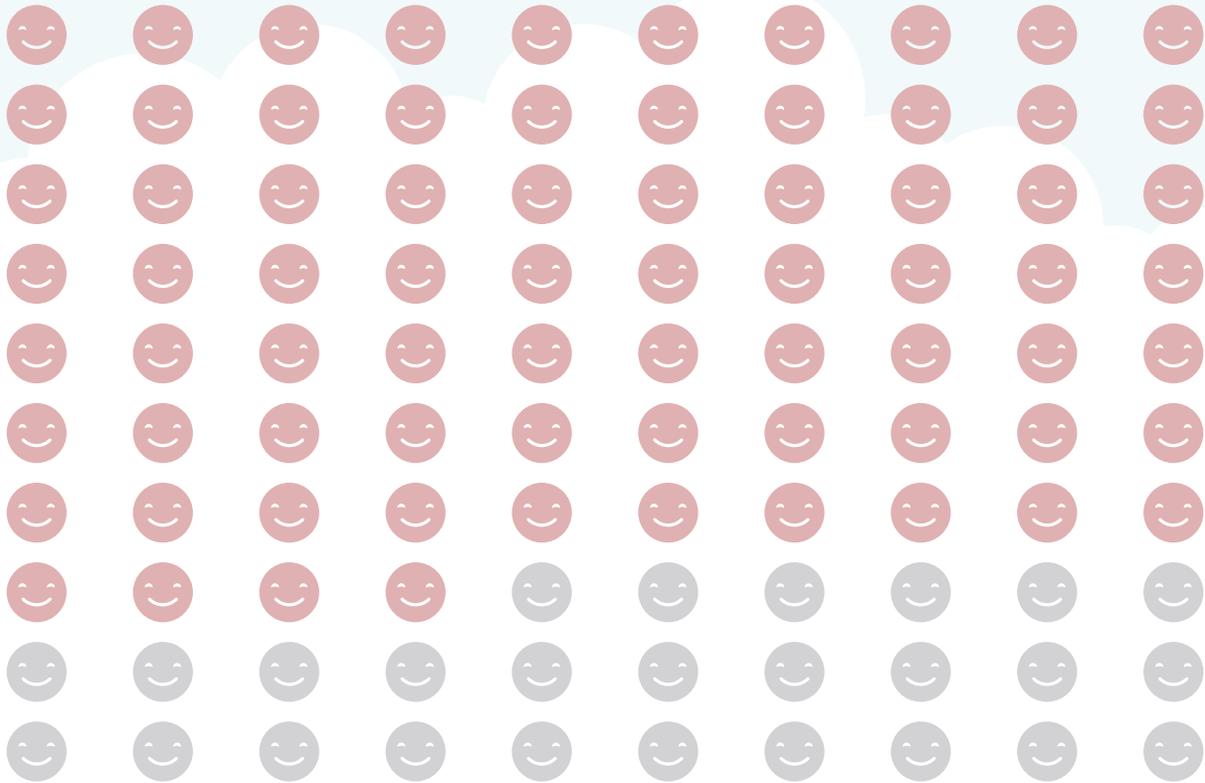


Happy breathing is one of the key techniques we teach in the myHappymind program. It is a version of mindfulness or meditation and we teach children strategies that they can use when they are facing difficult moments.

“On a residential, children used happy breathing before sleep. A parent said her son has been supporting his dad's poor mental health by teaching myHappymind skills.”

“Many of the children use happy breathing to calm them down when their work is tricky.”

74% of teachers stated that they saw a positive improvement in the children's ability to self-regulate when they face a stressful or worrying situation.



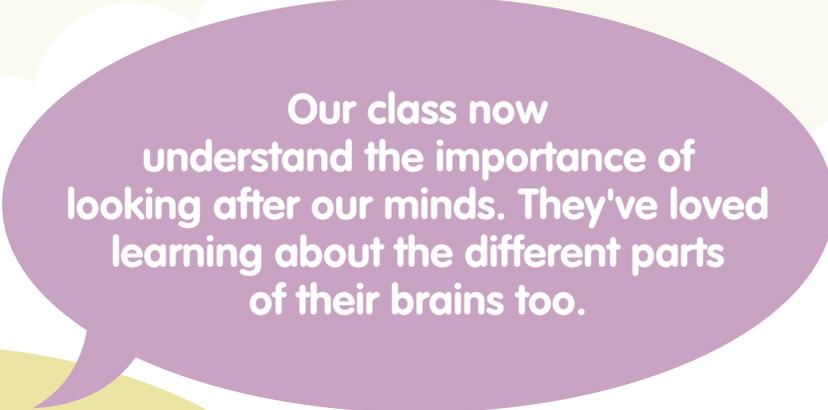
One of our key goals with the myHappyMind program is to help build children's resilience by equipping them with tools to cope when they feel worried or sad. This impact metric shows the significant improvement in the children in this regard.

"Parents have commented on children talking about happy breathing at home."

"Sam and Zara used Happy breathing when anxious on a residential trip. Playground quarrels are easier to sort out and children are able to make restorative connections."

STORIES

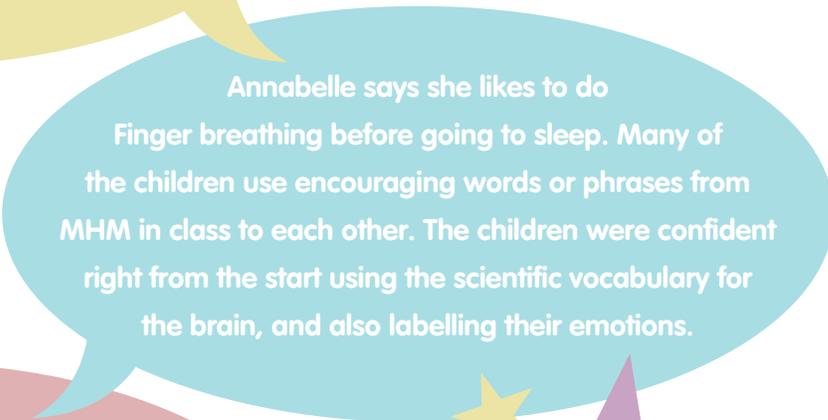
FROM TEACHERS



Our class now understand the importance of looking after our minds. They've loved learning about the different parts of their brains too.



Catherine can tell her friends how to stay calm. My phonic group tell me 'it's good to make mistakes as it helps our brains grow!' as a reassurance to friends. I use the language from the scheme when talking to the children, children as a class are kind and calm.



Annabelle says she likes to do Finger breathing before going to sleep. Many of the children use encouraging words or phrases from MHM in class to each other. The children were confident right from the start using the scientific vocabulary for the brain, and also labelling their emotions.

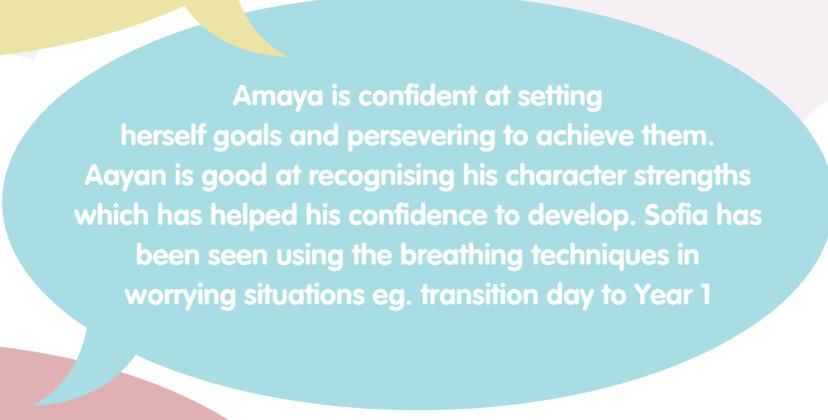


Children regularly use happy breathing as a method to regulate emotions. Children have talked about sharing these techniques with family members and practising these techniques at home.

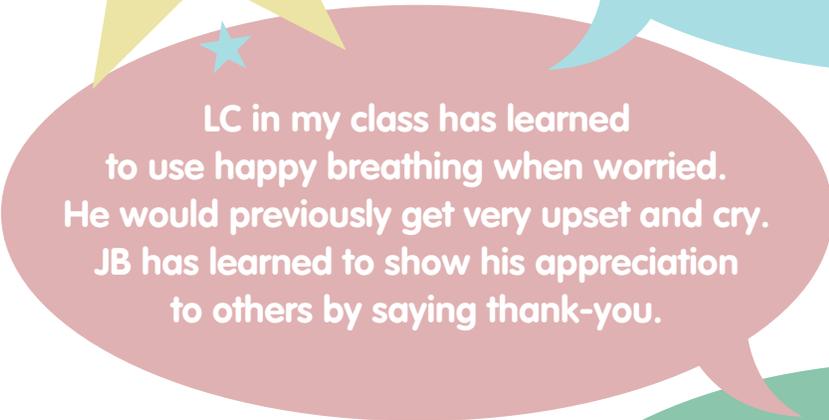




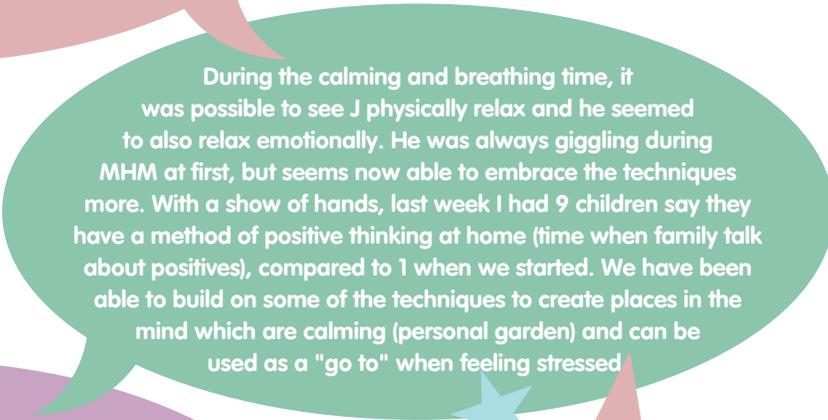
Several children have reported using happy breathing to help them calm down at home. Several children are now able to identify their character strengths and the strengths of others - children who previously were unaware of them



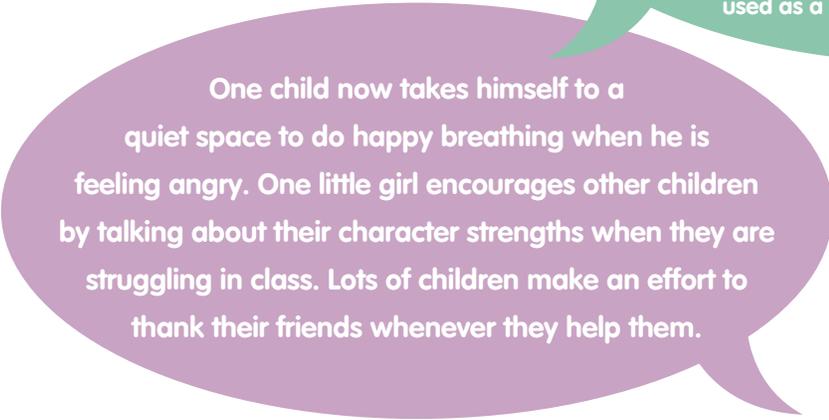
Amaya is confident at setting herself goals and persevering to achieve them. Aayan is good at recognising his character strengths which has helped his confidence to develop. Sofia has been seen using the breathing techniques in worrying situations eg. transition day to Year 1



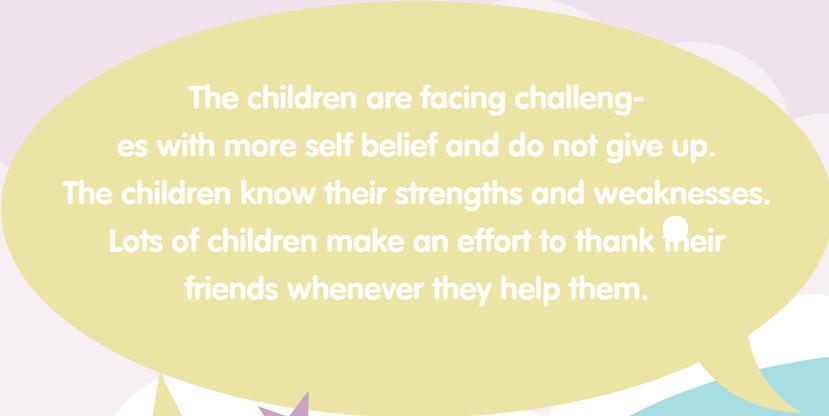
LC in my class has learned to use happy breathing when worried. He would previously get very upset and cry. JB has learned to show his appreciation to others by saying thank-you.



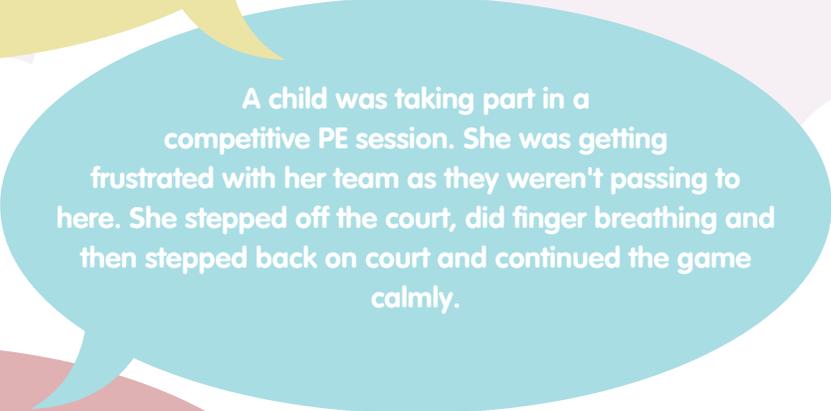
During the calming and breathing time, it was possible to see J physically relax and he seemed to also relax emotionally. He was always giggling during MHM at first, but seems now able to embrace the techniques more. With a show of hands, last week I had 9 children say they have a method of positive thinking at home (time when family talk about positives), compared to 1 when we started. We have been able to build on some of the techniques to create places in the mind which are calming (personal garden) and can be used as a "go to" when feeling stressed



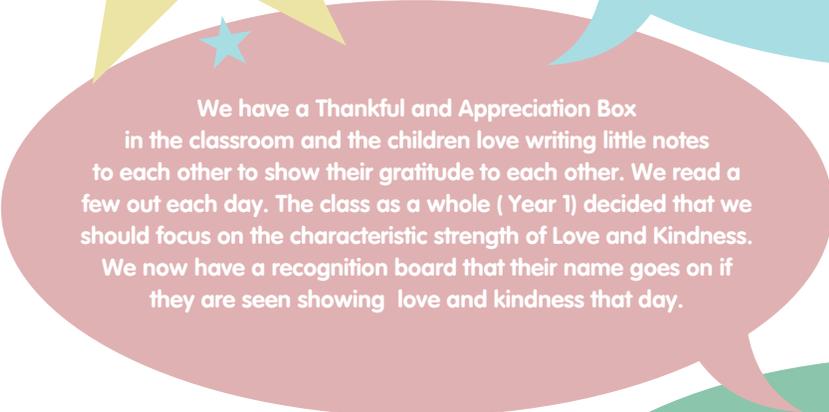
One child now takes himself to a quiet space to do happy breathing when he is feeling angry. One little girl encourages other children by talking about their character strengths when they are struggling in class. Lots of children make an effort to thank their friends whenever they help them.



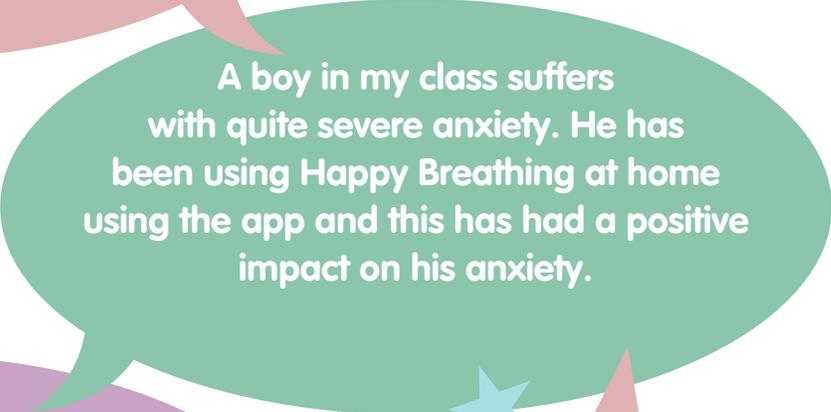
The children are facing challenges with more self belief and do not give up. The children know their strengths and weaknesses. Lots of children make an effort to thank their friends whenever they help them.



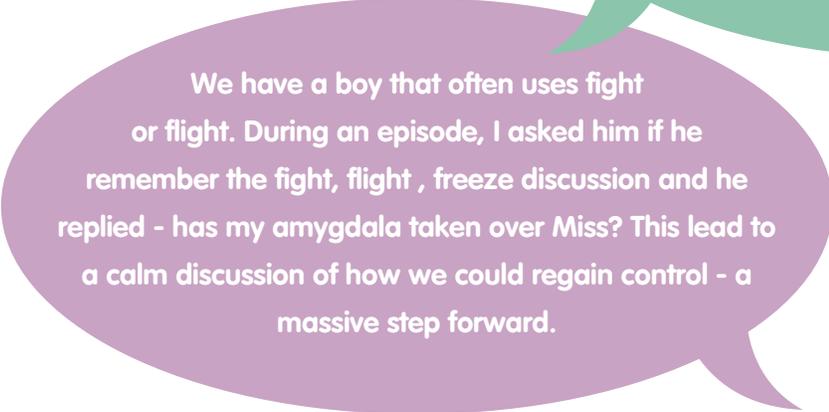
A child was taking part in a competitive PE session. She was getting frustrated with her team as they weren't passing to here. She stepped off the court, did finger breathing and then stepped back on court and continued the game calmly.



We have a Thankful and Appreciation Box in the classroom and the children love writing little notes to each other to show their gratitude to each other. We read a few out each day. The class as a whole (Year 1) decided that we should focus on the characteristic strength of Love and Kindness. We now have a recognition board that their name goes on if they are seen showing love and kindness that day.



A boy in my class suffers with quite severe anxiety. He has been using Happy Breathing at home using the app and this has had a positive impact on his anxiety.



We have a boy that often uses fight or flight. During an episode, I asked him if he remember the fight, flight , freeze discussion and he replied - has my amygdala taken over Miss? This lead to a calm discussion of how we could regain control - a massive step forward.

