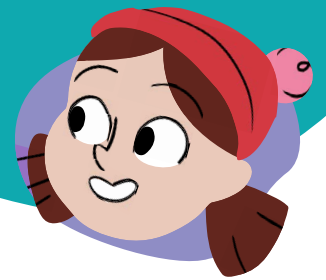


MELVA

Summary Report 2023/24



Headline Stats & Information:

- ◆ **3,077** children participating within the North of Tyne Area
- ◆ **Over 850** sessions delivered in school
- ◆ **3 x Teacher CPD Sessions**, including 1 x full in-person day
- ◆ **4 x additional support sessions** for Teachers

The CPD day was really inspirational, largely because I felt absolute confidence in the people leading the day. They were obviously experts in their field.

Melva Teacher

I would definitely recommend Melva. It's for people who need it and struggle with emotions, it's a bit like therapy. It can help them understand how to handle emotions.

Melva Student

Staff Development:

The 'comfort zones' theory that we covered in the in-person CPD day has been a key piece of learning that we'll be adopting as a whole school and building it into our health and wellbeing work next year.

Melva Teacher

The word I used to the staff when I returned was 'transformational'. The best training I have received in years. I have already started using [techniques we learnt] and have noticed a positive response from the children I teach.

Melva Teacher

The programme is fun, so it's taken away the fear of dealing with these topics. It's empowered staff to deal with difficult subjects and know that they are doing it right. The connection between the stories, the science, and the strategies has worked really well, meaning that the programme itself offers CPD for the staff, because it is so informative in an accessible way.

Melva Teacher

Student Development:

"The discussions and the awareness we have been having are brilliant. The children love it and the staff feel skilled to deliver the sessions well."

"Children who wouldn't normally speak about their fears and emotions have had the confidence to overcome this by listening to others"

"The children have got a lot out of following Melva. I have seen children become more confident, contributing and within themselves and I hope that it will give them tools that they can remember as they go through their lives"

Melva Teachers

Parents and children have both been really affected by Covid. There is a lot of awareness about anxiety but not necessarily a lot of understanding. We now have more and more children who are reluctant to come in or avoiding school and 'anxiety' is used as a blanket reason for this. We've been able to use Melva to target some of those children, and it's helped them make more sense of how and why they feel the way they do. They can take those strategies home and use them there too.

Melva Teacher

I've learnt about handling my emotions by doing the body tap and about helping other people when they are struggling.

Melva Student

The Melva evaluation tools include two main components:

- **Baseline and End of Programme Assessments:** These are used to assess students' overall understanding, knowledge and recall of the topics and learning objectives that each Melva programme focuses on
- **End of session reflections:** These are used to gather feedback on the overall enjoyment of the programme, and to rate the levels of wellbeing presented during *Melva* sessions.

In this section, we have provided an overview of the data we received from a sample of schools, all of which demonstrates a clear and evidenced improvement in children's knowledge and understanding of mental health and wellbeing topics and self-management strategies, and highlights that taking part in *Melva* has provided a positive experience for the young people.

Baseline and End of Programme Assessments:

Students completed a short assessment activity before and after taking part in the *Melva* programme. Teachers then rated their responses across two main criteria:

- **Criteria A:** Depth and breadth of their understanding of mental health and wellbeing topics
- **Criteria B:** Depth and breadth of their knowledge of practical tools and techniques to manage and maintain their mental health and wellbeing

Ratings were made on a scale of 1 – 6:

1 = Very Poor 2 = Poor 3 = Reasonable 4 = Good 5 = Strong 6 = Very Strong

Average improvement across all North of Tyne schools: <i>Figures are based on data received from a sample of approx. 10% of the user base</i>			
	Baseline Assessment	End of Programme Assessment	% improvement
Criteria A	2.65 <i>Poor to Reasonable</i>	5.14 <i>Strong</i>	+94%
Criteria B	2.59 <i>Poor to Reasonable</i>	4.96 <i>Good to Strong</i>	+99%



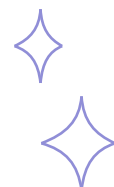
Sample of Teacher Assessment Comments:

“When assessing the children's End of Programme Assessment, every child has progressed and improved, some a great deal.”

“Children are now more able to discuss their wellbeing and verbalise examples to support the discussions we have had in class. They are using practical strategies such as finger breathing when they need to and will relate what they're thinking to things they have talked about on Melva. The class really benefited from taking part.”

“Children thought about all the ways to help our wellbeing which they learnt throughout the programme. One child even said that doing MELVA helps health and wellbeing.”

“All children have a higher score compared to the baseline assessment, and there were so many brilliant ideas shared about what they can do to help their wellbeing.”



End of Session Feedback:

At the end of each session, teachers and students are asked to complete two simple forms which help us to:

- a. gather feedback about that session, and
- b. rate the levels of wellbeing present during the Melva sessions using a framework called **PERMA™**

About the PERMA™ Framework and Positive Psychology:

The **PERMA™ framework** is a model developed by Dr Martin Seligman and the studies in **Positive Psychology** to represent the presence of wellbeing.

“Wellbeing” can be a nebulous concept. It means different things to different people, and therefore can be extremely challenging to measure and quantify. However, at Mortal Fools, we have found the PERMA™ model to be extremely useful in providing a clear guide to help us create the conditions which the research indicates best supports people to flourish and thrive.

PERMA™ is an acronym of five building blocks for wellbeing:

Positive Emotion
Engagement
Relationships
Meaning, and
Achievement

By tracking and rating the presence of these building blocks throughout the sessions, we can demonstrate that taking part in Melva is providing a positive experience for the young people taking part.

In the next section of this report, we've provided an overview of how the different **PERMA™** building blocks were rated by both students and teachers across the sessions. These figures are based on data received from 25 schools (approx 50% of user base).



Average PERMA™ pillar ratings (out of 5)		
	Student Rating*	Teacher Rating**
Positive Emotion	4.2	4.2
Engagement	4.2	4.2
Relationships	3.8	3.9
Meaning	4.0	4.0
Achievement	4.0	4.0

*Average from 281 submissions by students

**Average from 212 submissions by teachers

***Highly = at least 4 out of 5

% of sessions in which PERMA™ pillars were rated highly***		
	Student Rating*	Teacher Rating**
Positive Emotion	81%	76%
Engagement	79%	77%
Relationships	61%	68%
Meaning	67%	73%
Achievement	67%	72%



They were fully immersed in the activities
Melva Teachers' PERMA reflections



Sample of End of Session Teacher Reflections:



Excellent engagement, in particular by a small group of boys who had previously not engaged in sessions.

The activities gave them an avenue to build their confidence, begin to share with others and have their own ideas.

They found out how to be resilient and took ideas from each other about what their individual skills are - we will keep reinforcing this during lessons.

Pupils enjoyed learning different methods to get emotional energy out of their body - rubber chicken worked really well and I will use this in lessons as a movement break too.

Today's film was emotional and the children all thought that Mammy Mapletree had died. This initiated some conversations about their own loses. They wanted to tell me what they thought their loved ones would say to them to encourage them. It was a really lovely moment.

The children were glued to the film. They identified similar worries and enjoyed talking about them. Most of the children said that children of 10-11 have a lot of worries. They found the film funny and can't wait until the next lesson! We ended up talking about the SATS that are coming up. A really good lesson!

The children really engaged with the interactive activities and some children who are usually hesitant to interact and use their voice blossomed. Using the poster of the 5 Ways to Wellbeing each lesson and referencing to it during sessions is helping the depth of the children's knowledge.

Student Reflections

Today's lesson made us feel kind, happy and helpful.

The activities were fun and made me feel happier.

I felt positive emotion because it was different from what we usually do