

A young woman with long brown hair, wearing a red knit beanie with a pom-pom, a red scarf, a purple and white patterned sweater, and blue denim shorts, is smiling and looking down. She is wearing red mittens and has a brown strap over her shoulder. The background is a snowy scene with falling snow and a blue light source. The text 'MORTAL FOOLS' is in the top left corner, and 'Welcome to MELVA' is in the top right corner. A teal speech bubble contains a quote and the name of the Primary Head Teacher.

**MORTAL
FOOLS**

Welcome to
MELVA

"Melva is simply the best drama
intervention I have ever seen.
The rewards are instant and
long lasting"

Primary Head Teacher

Welcome to MELVA

This information pack gives you an overview of MELVA, what it is, how it works, why it was created, what settings get access to and the impact it could have on children aged 7–11 years old.

Brave isn't how you feel, it's what you do



"It's a great resource for helping children identify and understand worries, where they come from and how to address them effectively."

Parent of Melva Participant

Welcome Pack contents:

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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

Mental health education through storytelling



Melva is a creative, web-based programme, designed to improve children and young people's knowledge and understanding of mental health and wellbeing.

The programme centres around the character of **Melva Mapletree**: a nearly-11-year-old girl whose struggles with anxiety, trauma and bereavement (or 'worrits' as she calls them) are keeping her from doing new things or even wanting to leave the cottage she lives in with her Grandpa.

Through creative storytelling, engaging characters, and practical activities, children learn alongside Melva about how to recognise, understand, talk about and manage their mental wellbeing and deal with their 'worrits'.

Key features of Melva:

- **Child-friendly language** enables open conversations about worries and anxiety in a way that doesn't feel daunting or exposing and gives young people and adults a shared language.
- **Engaging storytelling** supports young people to learn through fictional characters and apply this to their own life, helping them to self-reflect and develop empathy.
- **Practical activities** which focus on early intervention teach children effective self-management techniques to be able to manage their physical and emotional responses before they become a significant problem.
- **Repetition and reinforcement** of key learning through different stories and approaches help consolidate learning whilst keeping children engaged.
- **Fun and silly characters** make learning fun, which not only supports wellbeing through providing positive social experiences, but also increases children's capacity for learning.
- **Learning opportunities for teachers**, ready-made resources and chances to connect with other Melva schools help school staff feel supported through the process of tackling mental health topics in school.

Neuroscience is clear that learning happens more quickly and more effectively when we're having fun.



Why Melva, why now?

As of November 2022, it is estimated that at least 1 in 6 children aged 7-16 are likely to have a diagnosable mental health condition¹... **That's an average of 5 children per classroom**

It has never been more important for us to find new ways to talk to and teach children about mental wellbeing from an early age.

The Melva programme focuses on **early intervention** for children aged 7-11 (Key Stage 2), using recognised and recommended **mental health first aid strategies**, communicated in a child-friendly and accessible way.

Melva is for **all children**, not just those who are struggling. It focuses on teaching children the basic skills and understanding they need to keep themselves well, whatever challenges they might face in the future; supporting them to develop resilience pathways and positive emotional responses and relationships.

What does your school get access to?

You will receive a unique school login for the full Melva online portal, where you will be able to access:

- 3 different Melva programmes, each designed to be delivered over the course of 8 lessons and adapted for different age groups
- A bank of extension activities and themed assemblies
- The Melva Teacher Area, housing all necessary resources, evaluation documents and admin guides
- A simple evaluation report at the end of the year produced by Mortal Fools (subject to proper and full completion and submission of evaluation requirements)

Support for school staff:

With statutory services in such high demand, it is falling to schools to support children with their mental health, in place of trained mental health practitioners. We know this can come with its own anxieties and challenges, especially when considered alongside the epidemic of stress and burnout that teachers and schools staff are already facing. With this in mind, we have deliberately factored staff support into the programme.

Throughout the year, you will be able to access:

- Introductory sessions to support the implementation of Melva in your school
- Teacher CPD Sessions on **Emotional Resilience** and **Managing Difficult Conversations**
- Bookable 1:1 surgery slots with the Melva team
- Facilitated conversation with other schools using Melva to discuss your experiences and common issues arising around mental health and wellbeing in schools

A full timetable of events is provided in this pack.

¹ Digital NHS UK - Mental health of children and young people in England, 2022 follow up to the 2017 survey (highlights)

The 3 main Melva programmes are each designed to be delivered over the course of 8 x 1-hour lessons, but you can go at your own pace depending on the needs of the young people you are working with.

Animation

1 - Explore Scratchicle Town

This programme is designed to give young people in Key Stage 2 a basic introduction to the **5 key steps for improving and supporting your mental wellbeing**. These 5 steps are widely recognised by a variety of mental health charities and health organisations, and are defined by the NHS as:

- 1 - Connect with other people
- 2 - Be physically active
- 3 - Learn new skills
- 4 - Give to others
- 5 - Pay attention to the present moment (mindfulness)

Learning is facilitated through short animations featuring different characters who live in Melva's home town - Scratchicle Town - each representing different elements of the 5 key steps, followed by practical group and individual activities.

Key Learning Objective(s): Pupils will learn about
- the 5 ways to wellbeing and how each of them can be applied in their own lives.

Digital Theatre

2 - Melva's Mountain Adventure

This programme is designed to delve into more detail about mental health and wellbeing, specifically focusing on **worries and anxiety, and self-management techniques**.

In role as Mountain Rescue Trainees, pupils receive a distress call from Melva's Grandpa - Grandpa Pebble. Next, they dive into Melva's world as they watch a digital recording of the Melva theatre show, which sees Melva take on Mount Scratchicle as she searches for her Grandpa who has 'gone missing'.

The theatre show is split into 5 episodes and incorporated into lesson plans, alongside wraparound activities to help consolidate and expand on the learning from the show. Children have space to discuss what they've watched, apply it to their own lives, and learn techniques for self-management of their worries.

Key Learning Objective(s): Pupils will learn about
- how worries, anxiety and negative self-talk can affect them physically and mentally
- the practical steps they can take to self-manage these responses

Online Game

3 - The Quest for Barnabas Boggle

This programme focuses on positive decision-making, how young people can recognise mental health struggles in others and support their peers, and how external influences can impact our mental health both positively and negatively.

It is facilitated through a **choose-your-own-adventure style game**, where children are in the driving seat of making decisions for Melva as she searches for her friend who has gone missing.

Taking on the role of Melva's 'niggling voice', they must work through the levels of the game together to find Barnabas - searching for clues in Scratchicle Town, making the right decisions for Melva, and taking part in practical activities facilitated through the game.

Key Learning Objective(s): Pupils will learn about
- why empathy is important for positive relationships
- how external influences can impact our wellbeing
- the importance of critical thinking skills

Note: Whilst the game has been designed to be facilitated as a group, schools also have the option to provide all children with individual logins, so they can access the game at home with parents/carers should you wish.

Extension Activities

As well as the 3 main Melva programmes, you will also get access to a collection of optional activities which can be easily implemented into your daily school routine to support your whole school approach to wellbeing, including:

- a bank of mindfulness and self-regulating techniques
- themed assemblies
- suggestions for applying Melva in other contexts e.g. literacy

These have been included with Year 6 in mind, but you can use them in whatever way you see fit in school.

"The children love Melva. The format is engaging, it's attractive and it explores topics like anxiety in a relaxed and fun way!"

Deputy Headteacher





RSHE curriculum links: Primary

Legislation: Physical Health and Wellbeing

Topic: Mental Wellbeing

Covered in Melva: “By the end of Primary school, pupils should know...”

- ✓ that mental wellbeing is a normal part of daily life, in the same way as physical health.
- ✓ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- ✓ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
- ✓ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- ✓ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- ✓ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- ✓ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- ✓ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- ✓ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
- ✓ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Topic: Physical Health and fitness

Covered in Melva: “By the end of Primary school, pupils should know...”

- ✓ the mental and physical benefits of an active lifestyle
- ✓ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.



RSHE curriculum links: Primary

Legislation: Relationships Education

Topic: Families and people who care for me

Covered in Melva: “By the end of Primary school, pupils should know...”

- ✓ that families are important for children growing up because they can give love, security and stability.
- ✓ that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.

Topic: Caring friendships

Covered in Melva: “By the end of Primary school, pupils should know...”

- ✓ how important friendships are in making us feel happy and secure
- ✓ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- ✓ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Other Primary Curriculum links: Melva is story-based and creative by nature, which means it can also help you tackle other areas of the curriculum which don’t directly link to RSHE, such as **comprehension**, **writing composition** and **spoken language**.

Listening to, watching, and engaging with the Melva materials encourages students to:

- **Draw inferences** such as inferring characters’ feelings, thoughts and motives
- **Make predictions** about what might happen next in the stories
- **Participate in group discussions** about the stories, challenge each other’s views and justify their own
- **Consider how language, structure and presentation** contribute to meaning
- **Engage with different writing styles, techniques and conventions** such as stories, plays, poetry, word play etc.
- **Speak and perform aloud**, considering intonation, tone, volume and action

Our extension activities and suggestions also provide lots of different ways that you could incorporate the Melva content into your literacy work. For example, by using extracts from Melva to highlight examples of particular punctuation or grammar rules, creating your own Melva poem, or experimenting with diary entries or newspaper reports relating to the characters or events in the story.

Each Melva programme follows the same process for evaluation. The main components of the evaluation framework are:

1. Baseline and End of Programme Assessments
2. End of Session Feedback (Pupils) and Observations (Teachers)
3. Optional Case Study Templates



1. Baseline and End of Programme Assessments:

These are designed to assess your classes' overall understanding, knowledge and recall of the topics and learning objectives that each Melva programme focuses on.

Teachers will be asked to carry out a simple baseline and programme-end activity with pupils, and use the responses to provide an overall rating at the beginning and the end of the programme.

By completing these assessments and submitting the information to the Melva portal, we'll be able to provide you with a simple data report demonstrating progress against the learning objectives at the end of the year.

2. End of session feedback from Children / Observations from Teachers

These simple activities allow us to rate the levels of wellbeing present during the Melva sessions, and we do this using a framework called **PERMA™**. To summarise, **PERMA™** is an acronym for five building blocks we can use to help us measure the presence of wellbeing:

- Positive Emotion
- Engagement
- Relationships
- Meaning
- Achievement

At the end of each session, the class will rate each of these building blocks on a scale from 1-5, and the teacher will be provided with example statements to help do this.

There will be space for freeform feedback, but this is not compulsory, and Teachers will be asked to provide their own ratings based on what they observed during the session.

By completing this evaluation in the Melva portal, we'll be able to provide schools with a simple data report demonstrating the presence of each of these building blocks across the session, for example: **Positive Emotion** was rated **highly** in more than **70% of Melva sessions**.

Please note: You will be provided with more detailed information and explanation of the **PERMA™** framework in the evaluation resources provided in the online portal.

3. Optional Case Study Templates

We have provided simple case study templates, which teachers can use if they wish to carry out more detailed evaluation on specific individuals.

You may find this useful if you are using the programme with a smaller intervention group, if there are specific pupils in your class that you have concerns about, or if you want to carry out comparison about the effectiveness of the programme for different individuals.

Evaluation & Impact Data from 2023/24

In this section, we have provided an overview of the data we received from a sample of schools in the academic year 2023/24, 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:

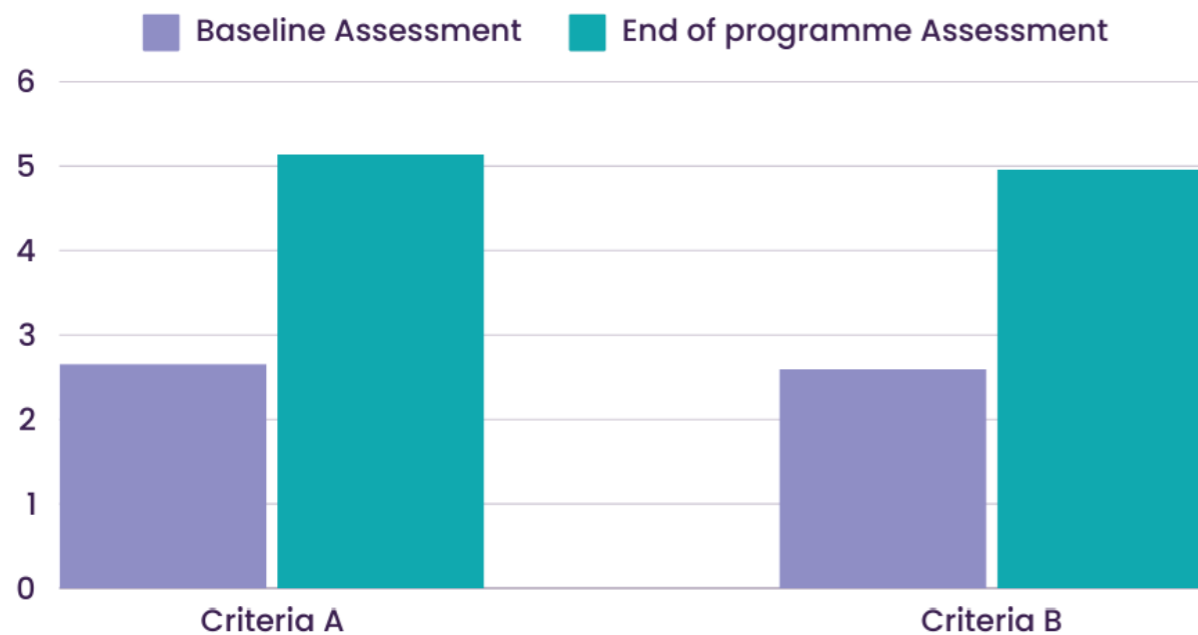
- **Criteria A:** Depth and breadth of their understanding of mental health and wellbeing topics
- **Criteria B:** Depth and breadth of their knowledge of practical tools and techniques to manage and maintain their mental health and wellbeing

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 Melva 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%

Evaluation & Impact Data from 2023/24



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.”



Evaluation & Impact Data from 2023/24

End of Session Feedback:

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

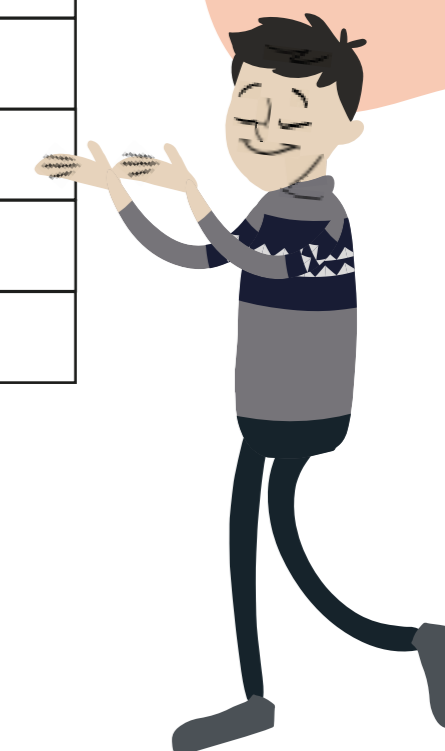
*Average from 281 submissions by students (1 per class)

**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

Designed for Key Stage 2

Melva is designed to be used year after year, so that the shared language, characters, and stories become part of your whole school approach to wellbeing.

Whilst each Melva programme can work as a standalone resource, learning will be richer and more long-lasting through ongoing participation, and young people will become more accomplished at self-management techniques the more they practice them!



"I learned that being afraid of something doesn't mean you can't do it"
Melva Participant

The 3 Melva programmes have been designed with different KS2 year groups in mind, however the content is suitable for all and can be adapted for your school's needs:

- Year 3:** Explore Scratchicle Town
- Year 4:** Melva's Mountain Adventure
- Year 5:** The Quest for Barnabas Boggle
- Year 6:** Complete extension activities

If this is the first year your school is using the Melva programme, our recommendation is to deliver **Melva's Mountain Adventure** with Years 4-6, to ensure all pupils are able to experience this programme in full.

For example, 4 years of delivery for a cohort of pupils may look like this:

School Year	Year Group A	Year Group B	Year Group C	Year Group D
2023-2024	Year 3: Explore Scratchicle Town	Year 4: Melva's Mountain Adventure	Year 5: Melva's Mountain Adventure	Year 6: Melva's Mountain Adventure
2024-2025	Year 4: Melva's Mountain Adventure	Year 5: The Quest for Barnabas Boggle	Year 6: The Quest for Barnabas Boggle	N/A - KS3
2025-2026	Year 5: The Quest for Barnabas Boggle	Year 6: Extension Activities	N/A - KS3	
2026-2027	Year 6: Extension Activities	N/A - KS3		

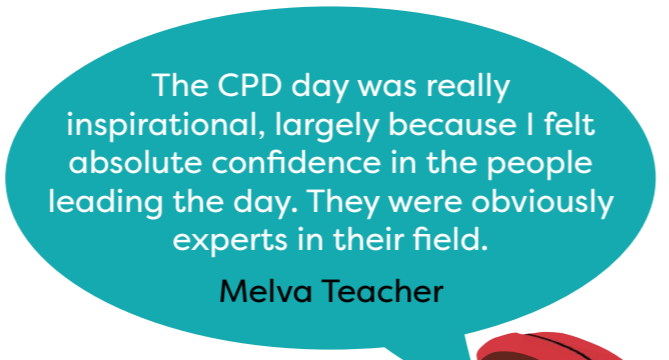
Throughout the year, we have a full schedule of CPD sessions, drop-in slots, termly newsletters and communal activities to help support the successful delivery of Melva in your school.

We recommend delivering the Melva programmes with your children during the Spring Term, and we have based our schedule of activities around this timeline.

This approach allows school staff to get familiar with the content and resources in the Autumn Term, aligns the main delivery period with Children’s Mental Health week in the Spring Term, and leaves the Summer Term for reflection and evaluation.

However, we understand that this timeline may not suit every school, especially if they have joined the Melva community later in the academic year.

To accommodate this, we’ve added extra events and created two timelines: one for schools who join us at the start of the academic year (**Cohort #1**) and one for those joining later in the term or year (**Cohort #2**). This ensures that all schools can fully benefit from the Melva programme, regardless of when they join the Melva community.



List of Sessions & Events:

Digital Welcome & Introductory Session

Cohort #1 date:
14th Oct 2024, 15.30 - 17.00

Cohort #2 date:
13th Jan 2025, 15.30 - 17.00

An introduction to the Melva programme and team, and a walk through the basic components of using the programme such as logging in, accessing resources, understanding the Melva themes and topics. This session is also a chance to meet other schools who are using Melva this year.

In Person Staff CPD day

Cohort #1 date:
12th Nov 2024, 09.30 - 15.30

Cohort #2 date:
3rd Mar 2025, 09.30 - 15.30

Our full day CPD session for teachers and school staff, with practical sessions and facilitated conversations (plus a free lunch)! This is a great chance to meet other Melva schools and take part in valuable CPD which we hope will support both your delivery of Melva, and your general working practices in school.

Venue TBC (North East based)

Digital Evaluation 'how to' Session

Cohort #1 date:
10th Dec 2024, 15.30 - 17.00

Cohort #2 date:
N/A*

A specific session designed to help schools confidently navigate and maximise the benefits of the Melva programme’s evaluation tools.

**This session will be run live once in the Autumn term, after which a digital recording of the session will be added to the Melva portal. This will be available for staff to access anytime, alongside the evaluation guidance document.*

Digital CPD Session: Staff Wellbeing

Combined Session for Cohort #1 and #2:
5th Feb 2025,
15.30 - 17.30

A joint digital session for all schools focusing on **emotional resilience** for teachers and school staff. This session focuses on staff mental health and wellbeing, and practical strategies we can implement to help us avoid burnout.

Facilitated Digital Sessions Melva check in points

Combined Sessions for Cohort #1 and #2:
1st Apr 2025, 15.30 - 17.00
10th Jun 2025, 15.30 - 17.00

Facilitated conversations with all schools to discuss their experience using Melva, share best practice, celebrate successes and troubleshoot challenges, and discuss common issues around mental health and wellbeing in schools.

Monthly Surgery Slots: Starting October 2024

We also hold monthly surgery sessions, where schools can book a 15-30 minute slot with the Melva Team. Slots are available between 08:30 - 17:30 via a bookable link.

If none of these slots are accessible to you - e.g. if your Lead Melva Contact does not work Mondays/Tuesdays - you can reach out via email at melva@mortalfools.org.uk and we will do our best to accommodate a 1:1 for you on another day.

Autumn Term:	Spring Term:	Summer Term
Monday 21st October	Tuesday 7th January*	Tuesday 29th April
Monday 18th November	Tuesday 21st January	Thursday 1st May*
Monday 16th December	Monday 17th February	Tuesday 20th May
	Monday 17th March	Tuesday 17th June

*Extra 'getting started' slot

*Extra 'getting started' slot

Other Events:

We hold Melva Digital Showcases towards the start and end of each academic year. These showcases are open to teachers, educators, and anyone interested in MELVA, including Trust representatives, Local Authority School Improvement Teams, Public Health professionals, potential commissioners, and business sponsors. Anyone who wants to learn more about the programme is welcome to attend!

Autumn Showcase: 17th September 2024

Summer Showcase: 20th May 2025

National days and weeks of note:

- 10th September (every year): World Suicide Prevention Day
- 10th October (every year): World Mental Health Day
- 13th November (every year): World Kindness Day
- 3rd – 9th February 2025: Children’s Mental Health Week 2025
- 6th February 2025: Time to Talk Day
- Month of April: Stress Awareness Month
- 12th – 18th May 2025: Mental Health Awareness Week



Quick Reference Timeline:

Cohort 1

Autumn Term 2024: Getting Prepared
Digital Welcome & Intro Session: 14th Oct, 15.30 - 17.00
In Person Staff CPD Day: 12th Nov, 09.30 - 15.30
Digital Evaluation ‘How to’ Session: 10th Dec, 15.30 - 17.00

Spring Term 2025: Delivering Melva
Extra ‘Getting Started’ Surgery Slot: 7th Jan (bookable slots)
Digital CPD Session: 5th Feb, 15.30 - 17.30
Spring Check In Point: 1st Apr, 15.30 - 17.00

Summer Term 2025: Evaluating & Reflecting
Summer Showcase: 20th May, 10.00 - 11.30
Summer Check In Point: 10th Jun, 15.30 - 17.00

Cohort 2

Spring Term 2025: Getting Prepared
Digital Welcome & Intro Session: 13th Jan, 15.30 - 17.00
Digital CPD Session: 5th Feb, 15.30 - 17.30
In Person Staff CPD Day: 3rd Mar, 09.30 - 15.30
Spring Check In Point: 1st Apr, 15.30 - 17.00

Summer Term 2025: Delivering & Evaluating Melva
Extra ‘Getting Started’ Surgery Slot: 1st May, (bookable slots)
Summer Check In Point: 10th Jun, 15.30 - 17.00

Extra Support:

- Recording of Digital Evaluation ‘How to’ Session (Available from Spring 2025)
- Monthly Surgery Slots available to book
- Melva team always available to help via email at melva@mortalfools.org.uk

One final thing...

Did you know that using the Melva programme in your school can be used towards evidence for the **Carnegie Centre of Excellence for Mental Health in Schools' School Mental Health Award?**

Click here to find out more about the award and how your school can be involved.

"It's a great resource for helping children identify and understand worries, where they come from, and how to address them effectively"

Parent of Melva Participant

