



# Evidence & impact of **iheart** programmes

September 2020



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## Introduction

# The global mental health crisis

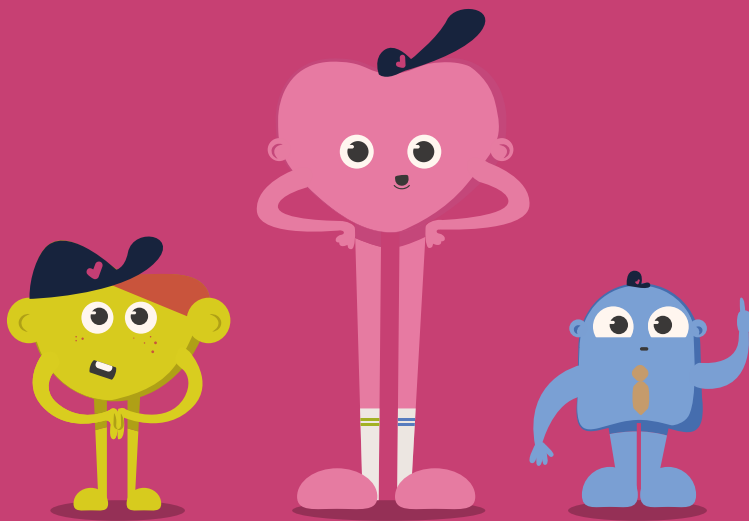
There is a mental health crisis enveloping our young people. Depression is a leading cause of illness and disability among adolescents, while suicide is the second leading cause of death in 15-29-year olds (WHO, 2020). Clearly, increasing access to mental health support for adolescents worldwide is a priority, yet barriers to accessing treatment include a lack of existing mental health services, disjointed dissemination of information and lack of scalable programmes. Significantly, the prevailing focus regarding young people's mental health is on raising awareness and crisis intervention, as opposed to prevention and education.

Research focusing on resilience-promoting interventions in young people indicates a dramatic shift from solely focusing on the child to a multilevel approach which takes into account the fact that the child's main environments are between home and school (Matsopoulos and Luthar, 2020). Adopting a holistic approach to the wellbeing of young people is based on understanding the importance of creating a multisystemic

resilience framework that includes parents, family, teachers and school leaders (Twum-Antwi et al., 2019). Teacher wellbeing is also a priority in the current environment as teachers are reporting high levels of stress, anxiety and depression. An NHS Scotland study of teacher wellbeing in February 2020 said 'Work related stress, depression and anxiety made up of 54% of work days lost in 2018/19'. Moreover, teacher wellbeing is essential to support students and is an interchangeable dependency that mental wellness programmes need to encompass in their strategy implementation (Brady and Wilson, 2020). Existing research indicates that school-family partnerships offer a more consistent integration of wellbeing strategies which influence and improve the wellbeing of our children (MacArthur et al., 2018).

Comparatively, different approaches such as mindfulness-based interventions (MBI), provide alternative techniques for people to apply to their lives to improve their coping skills or to simply manage their experience. However, recent reviews of literature argue that MBI often lacks feasible impact or improvement on the mental wellbeing of young people due to noticeable gaps between implementation and sustainable integration of such programmes (Emerson et al.,2020).

Taking this empirical evidence into account, it is identified that the emphasis on mental wellbeing requires a focus on the core cause of psychological discomfort as opposed to the symptoms. The iheart programme methodically instigates a process for participants to uncover their innate resilience, which provides the potential for a lifelong solution to wellbeing regardless of the circumstances. The next section will share more information on the iheart programme.



# Executive summary

iheart (innate health education and resilience training) addresses the mental health crisis facing our youth through the implementation of key principles that educate young people on the workings of our psychological system. This approach focuses on three unique differentiators: 1) **Prevention** (as opposed to crisis intervention); 2) **Mental wellness** (as opposed to mental illness); 3) **Education** (as opposed to raising awareness and acute treatment).

iheart is highly committed to building a robust evidence base demonstrating the efficacy of its approach. The purpose of this document therefore is to present summary findings of the burgeoning evidence supporting the impact of iheart's unique approach in strengthening the mental health of young people. These are presented in multiple formats including results from self-reporting surveys administered pre- and post-programme, responses to qualitative research questions, and voluntary in-depth interviews (all of which have been filmed). A case study describing the impact of iheart in a London primary school provides key data outcomes and exceptional results for a highly vulnerable, behaviourally challenged cohort of 60 children aged 9 or 10 years old. Summary findings from in-depth interviews with teachers and school leaders provide further context on the impact of the iheart programme on young people. High-level results from all the above measures indicate

significant progress in developing emotional resilience, working with others, managing bullying behaviour, dealing with loneliness and depression, as well as reducing school exclusions and improving classroom behaviour.

An important addition is reference to research funded by a National Lottery grant carried out by Youthsight Research Agency of 1000 young people across 15 UK schools. While this study was interrupted by Covid-19, a six-month interim report provides evidence of the iheart approach in maintaining resilience and wellbeing as the initial impact of a global pandemic was starting to be felt.

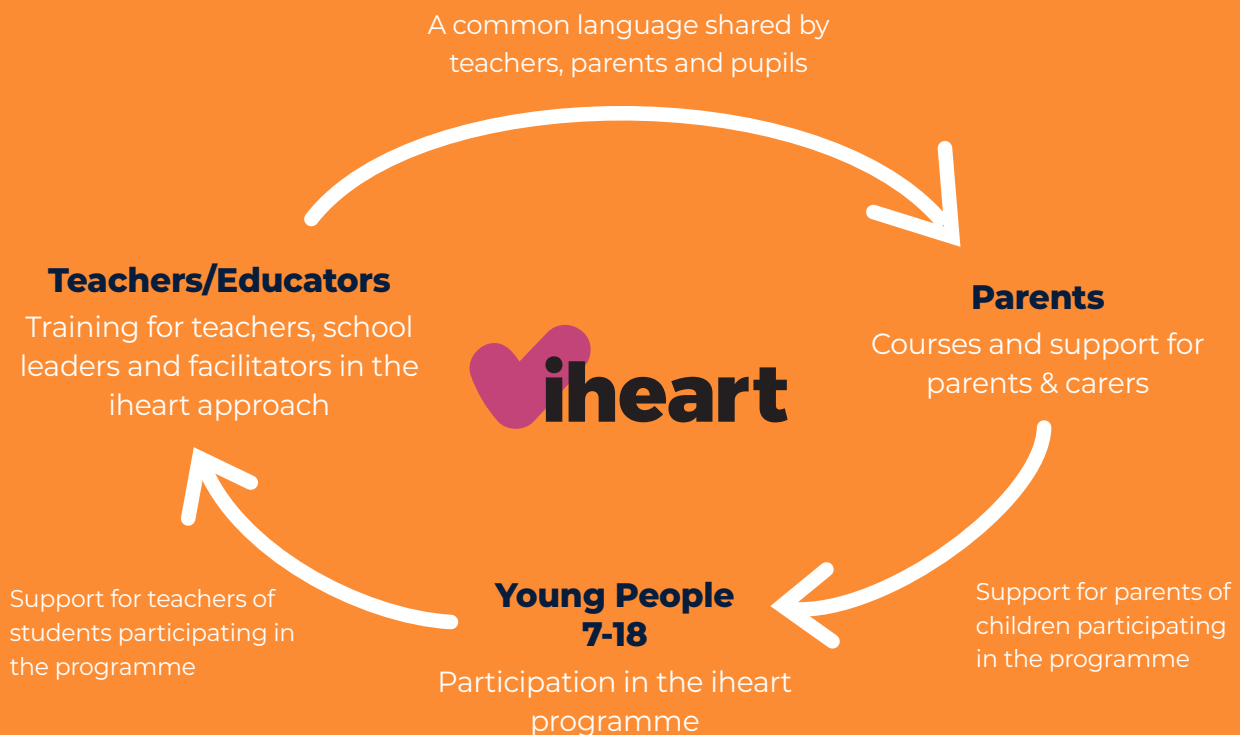
Importantly, the evidence base considers evaluation of the iheart programme against the iheart Impact & Outcomes Framework, which segments results into the following salient categories:

- **Resilience**, e.g. improved self-esteem, confidence to deal with setbacks, coping skills.
- **Mental Health & Wellbeing**, e.g. less anxiety, stress, depression, addictive behaviours.
- **Motivation**, e.g. better attendance, perseverance, problem-solving, attainment.
- **Behaviour**, e.g. self-regulation; less exclusions, disruption, anger, aggression.
- **Relationships**, e.g. greater tolerance, respect for difference, teamwork, positive relationships.

In addition, findings are explored from the iheart Wellbeing Course for Teachers/Educators, which is an important element of iheart's broader whole school wellbeing strategy. Reference is made to results from a recent study of 60 Educators in Scotland, whereby participants self-reported significant improvement in managing anxiety, stress, returning to work post-lockdown.

An overview of iheart programmes is important for understanding the impact of the approach. The primary intervention occurs through

delivery of the iheart Resilience Curriculum to young people aged 10-18, in schools and other educational/youth settings. This is outlined in the following section and in greater detail in Appendix A, which serves as a supplementary descriptive paper to a research article recently accepted (subject to revision) by the Journal of Public Mental Health. This paper, co-authored by four published academics, assesses the efficacy of the iheart programme amongst UK secondary school pupils and presents promising initial findings.



# Overview of iheart programmes

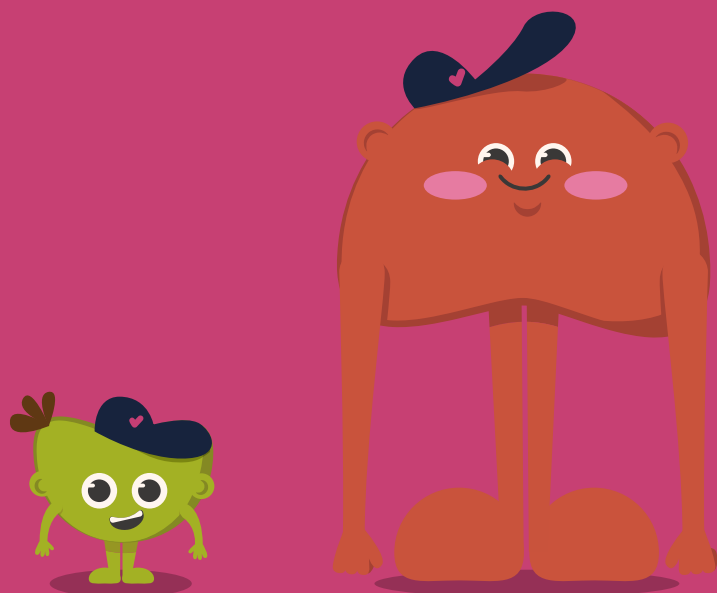
iheart is a registered charity whose mission is to help young people uncover their innate resilience and mental wellbeing. iheart's preventative mental health education provision includes specifically designed programmes for young people, teachers/educators, parents, youth leaders and communities. Programmes can be engaged as separate courses, or strategically implemented, such as in the context of iheart's broader whole school wellbeing strategy.

Experiential sessions invite participants to uncover their innate resilience to realise their wellbeing, regardless of their circumstances. This core idea is introduced at the beginning of each session through an exploration of the 'Big Idea', which opens discussions on the possibility that: **"we have everything we need inside of us"**. This statement, which expresses the fundamental belief that psychological wellness is innate to all people, underpins the educational approach of the entire iheart programme.

Once participants understand and relate to this foundational concept, the evidence-based learning consistently confirms that mental health issues such as anxiety, depression, self-harming, and hostility are far less likely to recur, and, even when they do, their adverse impact is significantly reduced. The iheart approach integrates foundational knowledge of our psychological system, which is explained to children and young people in a simple, easily digestible and dynamic way. This methodology penetrates through the symptoms of mental ill health directly to the root cause and is a fundamental differentiator between iheart as preventative education and many other interventions.

# iheart programme for young people (ages 10-18)

The iheart Programme for young people is comprised of 11 x 50-minute group sessions. The first four sessions lay the foundations of the iheart approach, explaining the underlying principles of our psychological system and their most significant implication – that wellbeing is innate. The following seven sessions relate to topics that affect young people's daily lives, such as: stress, anxiety, future uncertainty, relationships, prejudice, self-image, bullying, anger, addictions and social media. Built on a scaffolded approach to learning, each session has its own clear learning objective and a mix of interactive discussions, activities, self reflections, summary slides, animations, videos and group exercises.





## Curriculum overview

Session 1	Welcome to iheart – a new way of understanding your mind
Session 2	Our psychological system is an intelligent system
Session 3	We have everything we need inside!
Session 4	The mechanics of how our psychological system works
Session 5	I feel stressed and anxious – no wonder I am so unmotivated
Session 6	I can't stop worrying about the future
Session 7	Can we think differently and still get along?
Session 8	Labels are for jars, not for people
Session 9	Help, I'm being bullied! Help, I can't control my anger!
Session 10	I can't stop using my phone! Am I addicted?
Session 11	Summing up my iheart journey

Please see Appendix A for more detail and the learning objectives for each session:

## Programme reach

Across the globe, the volume of iheart programmes delivered continues to grow and expand.

On a global scale, since January 2018 over

**5000**

young people have participated in iheart

**235**

school teachers & staff trained in iheart

**249**

facilitators have trained in iheart

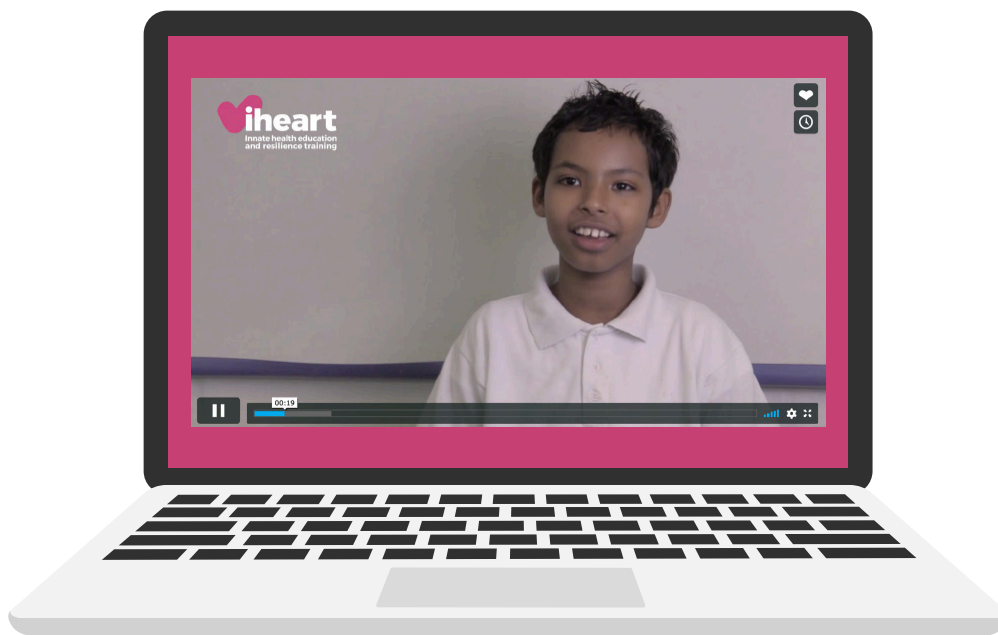
**105**

schools & educational institutions have run iheart

## Summary of programme impact

The following section demonstrates results from various pre- and post-programme impact measures.

In the clip below, 35 students from an inner-city London primary school who participated in short voluntary video interviews, describe the changes they saw in themselves after taking part in the programme.



[Click here](#)

to watch a sample of the interviews

The same students completed a post-iheart intervention questionnaire at the conclusion of the course. They were asked to write down changes in themselves, what they learned and if they would recommend it to others.

**100%**  
would recommend  
the iheart  
programme to  
others

**98%**  
noticed a positive  
change in themselves  
following the iheart  
programme

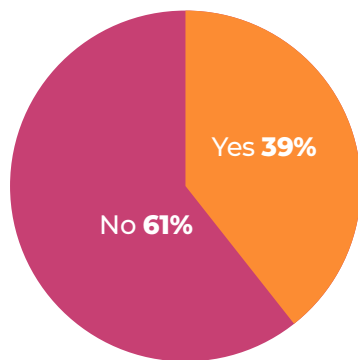
## Psychometric pre-iheart and post-iheart questionnaire results

The same pupils also answered questions anonymously on a Likert Scale and were only required to circle their answers pre and post the iheart programme.

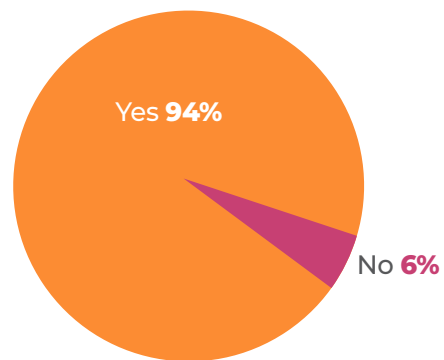
Pre-iheart intervention, 39% of pupils reported that they could work well with their classmates. This group **increased to 94% post-iheart intervention.**

*(Havelock School Case Study, 2020; Note that the full study is included in Appendix B.)*

### I work well with my classmates



Pre - iheart intervention

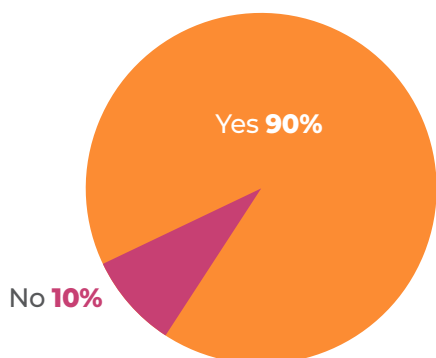


Post - iheart intervention

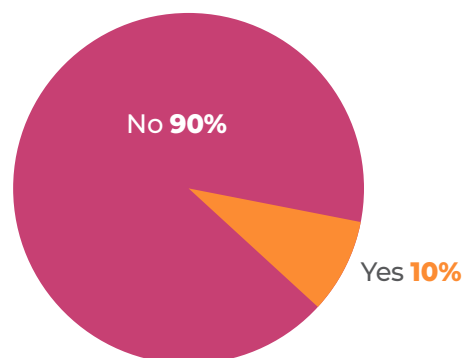
Post-iheart-intervention, there was a significant decrease in the attribution of feelings (i.e. victimisation) being caused by circumstances, reflecting **significant increase in levels of emotional resilience.**

*(Havelock School Case Study, 2020; Note that the full study is included in Appendix B.)*

### My feelings are caused by my circumstances



Pre - iheart intervention



Post - iheart intervention

## Results from SEMH school

Bromley Beacon Academy (BBAB) offers Key Stage 4 provision for pupils with SEMH (Social Emotional Mental Health) needs. Almost all the pupils are considered significantly disadvantaged (90% of the cohort are on Pupil Premium). Outcome data below is based on the school's behavioural measurement system. In comparison to comparable dates the previous year regarding the Year 10 cohort (who participated in the iheart programme in the summer term, 2019):

- **55%** reduction in Fixed Term Exclusions (FTE's)
- **59%** reduction in days of education lost through exclusion
- **75%** are on track/exceeding expected attainment progress

“

This has shown that this cohort of students have had a significant shift in their behaviour and attitude towards school as a result of the IHEART programme. Their presentation when in school has also improved.

**- Rani Chahal**

*Assistant Headteacher, BBAB*

”

## Results from primary school in Harrow, London

(Note: this school was under special measures at the time of the iheart intervention.)

An internally evaluated programme, delivered to 90 Year 6 pupils, January – March 2019, using the participating school's classroom management tool, reported:

- **A decrease from 11% to 3% in negative classroom behaviours**, including: disruption, refusing, homework issues, shouting-out and non-participation.
- **Positive improvements** included academic progress, concentration, on task and perseverance.

Responses from 67 completed anonymous surveys by pupils reported that:

- **100%** noticed a change in themselves at the end of the programme
- **99%** would recommend the programme to a friend

“

They (the children) have gone on this journey; they are starting to believe in what they can achieve, and they will go on to be better adults making the world a better place in the future, thanks to the partnership between all we've done with iheart and our school...

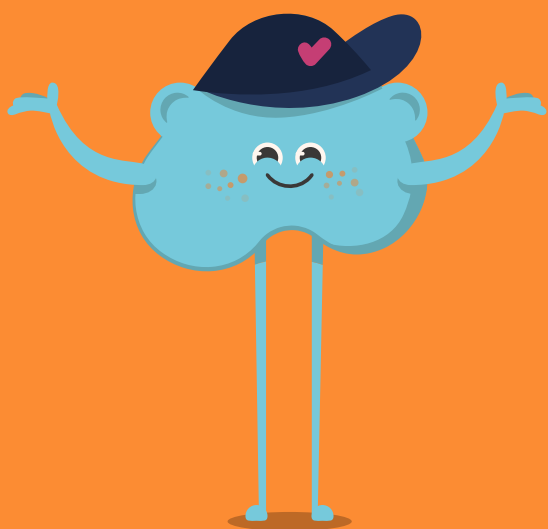
**- Sash Hamidi**

*Executive Headteacher*

”

## Collective results from 4 London schools

Based on 192 anonymous pre and post programme surveys, **1 out of 2 children** (aged 10-14 from 4 different schools) noted that they are better able to deal with:



loneliness



being bullied



their problems



feeling depressed

# Wellbeing and Resilience Course for Teachers/Educators

iheart's Wellbeing and Resilience Course for Teachers/Educators is comprised of 8 x 90-minute sessions focusing on strengthening personal resilience and wellbeing and can be delivered in person or as a series of live webinars. It is well known that Teachers/Educators and staff are experiencing high levels of stress, anxiety and depression resulting in a high level of turnover or sick leave (Brady and Wilson, 2020). The Wellbeing and Resilience Course for Teachers/Educators was designed to respond to this issue and also to introduce school staff to the iheart approach as part of a broader, whole school wellbeing strategy.

This course has made a very positive impact on participants' wellbeing and resilience, as demonstrated by results from a recent study of 60 Educators in Scotland. All participants completed a pre-course questionnaire. A weekly survey provided qualitative and quantitative feedback relative to participants' on-going learning and course outcomes. This enabled the course to be adapted in a bespoke and responsive way to meet participants' needs (Improvement Methodology).

**The data showed clear impact for the teachers/educators:**

## Conclusions

At the end of 4 weeks the data indicated a significant change in the following:

- **56%** improvement in dealing with stress
- **51%** improvement in dealing with worry
- **43%** improvement in dealing with anxiety
- **55%** improvement in managing work/life balance
- **44%** improvement in ability to manage the return to the workplace during the easing of Covid-19

## Results - Qualitative

“

The course made me think about my abilities to deal with challenging situations and is starting to impact my personal and professional life in a positive way.

*- L Creaney, PT*

”

“

I now feel better equipped to think logically and make positive decisions for myself and others.

*- M Watson, DHT*

”

“

I'm still concerned about Covid-19 and returning to work...but it's no longer having the same impact on my wellbeing.

*- J Gentles, PT*

”

“

Life changing!

*- M Ramsay,  
PT Pupil Support*

”



## The weekly questionnaire asking participants the following key questions:

### Week 1 Teacher/Educator Questionnaire

At the end of this week how do you rate the following qualities within yourself?

	1 - Not at all	2	3	4	5 - Very
Hopeful					
Resilient					
Contented					

At the end of this week how would you rate your ability to deal with the following?

	1 - Not at all	2	3	4	5 - Very
Difficult situations					
Past events					
Workload and demands					
Work/life balance					

At the end of this week how would you rate your ability to deal with the following?

	1 - Not at all	2	3	4	5 - Very
Stress					
Worry					
Anxiety					
Return to workplace post Covid-19					

What new insights did you have about our psychological system? (open-ended)

# Whole school wellbeing strategy

Early evidence generated by the whole school wellbeing strategy provided by iheart, indicates that it is having an impact on building a culture of greater resilience, wellbeing and mental health across the broader school environment.

The iheart programme creates a common dialogue in the home and school that encourages a new level of communication based on the following realisation.

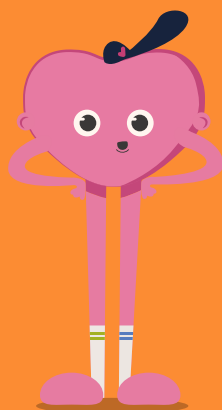
“

No one and no thing can  
put a feeling in you.

”

*(iheart Curriculum for Young People, 2019)*

Overall, the evidence continues to inform school leaders and policy-makers that programmes such as iheart are invaluable in building a better learning environment by improving the wellbeing of the key players responsible for children's development (*Matsopoulos and Luthar, 2020; Brady and Wilson, 2020*).



## Become an **iheart** school

Uncovering resilience and wellbeing  
across the entire school community.

Helping meet PSE requirements in schools

## Testimonials from iheart schools



The best decision we made was for our teachers to be trained in iheart. I would say to all headteachers: 'Put the iheart programme in your curriculum review and make sure you have time-tabled it!'



**Rani Chahal**

Assistant Head of School; Behaviour Support Manager,  
Bromley Beacon Academy



As a Trust of schools, we believe that developing an overarching, sustainable culture of wellbeing and resilience is crucial for supporting pupils and staff to be the best they can be by implementing the iheart programme.

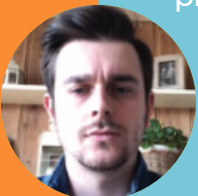


**Mr. Julian Appleyard**

OBE, CEO of Pontefract Academies Trust



I fundamentally believe that every single school should be taking part in the iheart programme. It really does help to equip young people as well as the staff that are trained to deliver and facilitate the iheart programme. It is silently changing lives day by day and is a very worthwhile cause to get involved with.



**Arron Poole**

Head of Year 9 Christ's College Finchley

# Building an evidence base for the iheart approach

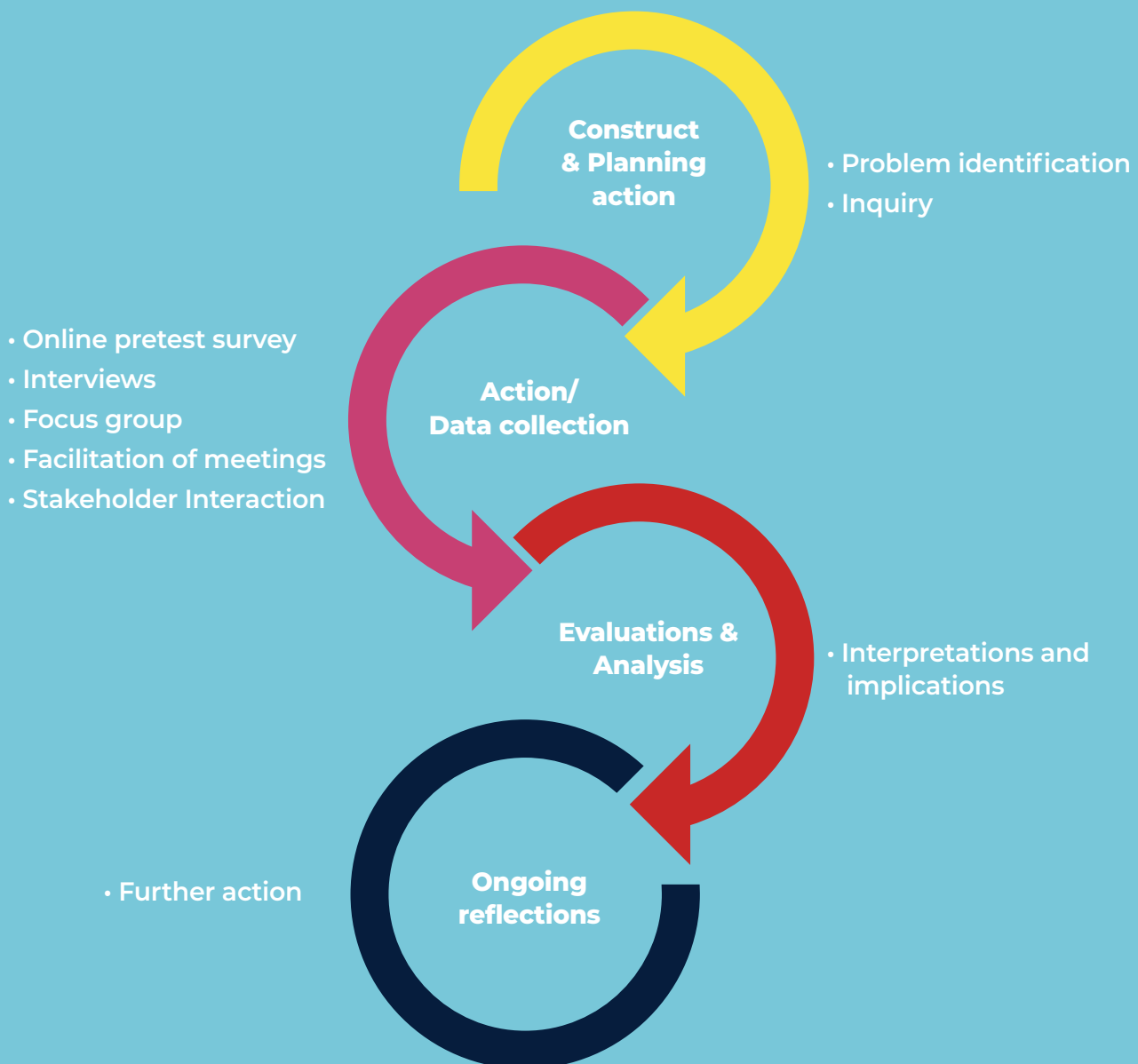
## iheart impact and outcomes framework

The iheart Impact and Outcomes Framework assesses the following improvements for young people:

- **Resilience**, e.g. self-esteem, dealing with setbacks, coping skills.
- **Mental Health & Wellbeing**, e.g. less anxiety, stress, depression, self-harm, addictive behaviours.
- **Motivation**, e.g. progress, attendance, perseverance, problem-solving & attainment.
- **Behaviour**, e.g. self-regulation, exclusions, disruption, anger, aggression.
- **Relationships**, e.g. tolerance, respect for difference, teamwork, positive relationships with teachers, peers and family members.

Feedback from young people, educators, parents and facilitators is an important component informing iheart's iterative programme design and development. Specifically, iheart uses ongoing inquiry and critical reflection based on action research cycles for quality organisational improvements to inform the iheart Outcomes and Impact Framework (*Bradbury, 2015*).

## Action research cycle for evaluation of iheart programmes



## Summary and explanation of primary themes and trends found from quantitative and qualitative analysis

(Havelock Primary School, 2020)

### Improved Resilience

The improvement in impulse control led to the cultivation of self awareness, self-regulation and building emotional boundaries.

Many children who had been previously bullied no longer felt upset by others' actions and were even able to calm down other pupils who felt anger. This in turn helped to create a collective change within the school atmosphere as pupils learnt from each other, became less judgemental and more compassionate.

### Improved Mental Health & Wellbeing

The biggest trend was the reduction in worry and anxiety. There was also a decrease in fear and sadness.

The teachings in emotional regulation provided tools to pupils to reduce their stress during exam periods.

The overall increase in wellbeing was reflected by the fact that all participants, without exception, recommended the programme for their peers.

### Reduction in Behavioural Problems

The biggest transformation was the reduction in anger and bullying behaviour.

Participants grasped one of the programme's salient learning points: that other people's emotions should not affect their own and therefore they did not need feel the need to react violently.

### Improved Motivation & Classroom Behaviour

Children experienced improved concentration and behaviour during class, helping them to focus more on their work and become less distracted by their peers.

Pupils developed an increase in confidence which in turn improved their classroom participation; many of the quieter pupils participated more by raising their hands more frequently, whilst others who had previously struggled to make friends or work together found themselves able to create better friendships.

### Improved Relationships

Relationships improved amongst peers, siblings and parents.

There was a discernible increase in empathy amongst peers creating a collective shift in relationships and behaviour.

Participants took their teachings home and taught their siblings and parents about dealing with anger and not needing to fight back when family members and peers became angry with them.

# YouthSight research report

## Summary of iheart programme evaluation (June 2020)

Youthsight, an award-winning research agency, was commissioned via a National Lottery grant to conduct an extensive study of 1000 young people who had participated in the iheart Programme from 15 schools across the UK. Unfortunately, this study was interrupted by the Covid-19 pandemic. However, highlights from an interim report assessing impact on a smaller number of pupils who did manage to complete post-programme questionnaires prior to schools closing, is conveyed below.

This data compares the same group of pupils before they had taken part in the iheart programme and after they have taken part. The pre-iheart data acts as a baseline measure of pupils' emotional wellbeing and resilience. From here, movement has been measured for pupils since having taken part in the iheart programme.



The iheart programme has prevented pupils' mental health from deteriorating in challenging times

*YouthSight Research Agency*

Positive emotions have remained high postprogramme and confidence has actually increased.

*YouthSight Research Agency*

## Teachers told us anecdotes of how they saw the iheart programme's impact in practice...

“

We have one student who was having a really difficult time, reaching crisis point 3 or 4 times a day and the police had to be involved. This year, **since being on the iheart programme there have been no incidents**, no police involvement. He is **much better at communicating his emotions**, when he's at crisis point he will find one of us and talk to us.

*Teacher at East Barnet School*

”

“

A boy who would **sit at the back and be a nuisance**, over time **started to show an interest**, his ears pricked up as if he thought maybe this is something he can get into.

*Teacher at Elmgrove Primary*

”

“

I had a group of girls that constantly bickered between them, they'd tell me their worries and **we referred back to iheart and how to deal with those emotions** and we found that **very helpful**.

*Teacher at Elmgrove Primary*

”

Notably, teacher testimonials show an improvement in their pupils' behaviours.

Objectively, teachers' perspectives are more accurate in judging pupil's behaviours, whereas self-reflection from students are better suited to their own feelings.



## From listening to teachers, we know that...

1. Pupils **clearly understand** every part of the iheart programme, and are **engaged throughout**, especially during more practical activities such as with the play-doh and balloons.

“ My teaching style has changed. I use a lot of iheart approaches, especially when children are struggling. ”

*Teacher at East Barnett School*

2. Although teachers were not able to see the long-term impact due to lockdown, they still noticed immediate **behavioural changes**. They can recall times where they **solved problems with students** by using the principles of the iheart programme.

“ The children were **captivated from day one** and that's hard to do with a class of Year 6s. ”

*Teacher at Elmgrove Primary*

3. The iheart programme not only helps pupils, it also **helps teachers** enhance their understanding of emotional well-being and resilience. The programme **establishes a common dialogue between teacher and student**, allowing for **better communication**.

“ Over the weeks the language from the iheart programme was definitely used more by the children. ”

*Teacher at Elmgrove Primary*

## Here is what pupils had to say about the iheart programme...

“

I feel like a **new person** in a good way. I can now agree with people and understand more about our separate reality. This programme **physically and mentality helped me** in life. ”

“

I feel really happy doing this programme since it **has boosted my confidence** in many areas. Also I feel like it makes me think more than I usually do and I have **become more curious**. Thank you for the opportunity I have really enjoyed it. ”

“

I feel **empowered** because now I have the right to tell myself that it is not true and this is just my thought, not what I see. ”

“

I feel confident and I **don't get sad** if anyone calls me a name because my **feelings come from thought**. ”

“

I feel happy because before I felt that I wouldn't pass my SATs but now that heart is here I **feel way more comfortable about thought and feeling**, also the main thing I feel is the most important. ”

“

I feel really **calm** after every lesson. ”

“

I would feel **relaxed and calm** because iheart taught me so much stuff about how to keep calm and also how to remain calm even though something frightens me. ”

”

# Learnings from this research.

## 1. The fact that the data shows that mental health has remained stable shows that iheart is a successful preventative programme.

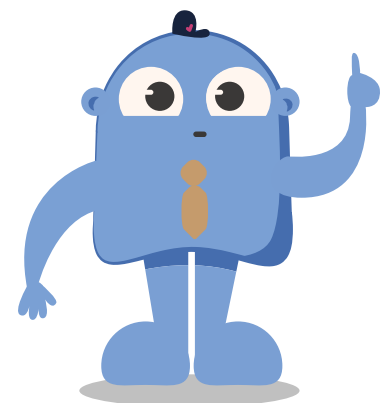
iheart teaches resilience - if mental health is not deteriorating at a time where it would be expected to, it shows that pupils are remaining resilient to the challenges they may be facing in life.

## 2. Make the most of school data, in addition to self-reported data.

Pupils may struggle to self-report certain negative behaviours such as getting in trouble, therefore using teachers and school data is a more objective and therefore more insightful.

## 3. It's about how pupils are managing their negative emotions.

We see in our data that pupils said their stress and anger levels increased, however looking at their behaviours they say they are able to cope in difficult situations and get along well with others. Pupils may feel negative emotions, but their behaviours indicate how well they can manage these emotions.



# Conclusion

The data-led iheart programme provides empirical evidence that this approach to mental health education is proving impactful on young people and teachers/educators. As a result, there is an increased demand for an effective mental wellbeing programme that reaches beyond awareness to educating participants how to confront depression, loneliness, anxiety, low self-esteem, self-harming, bullying, conflict, and addictive behaviour.

iheart is experiencing significant growth and expansion in several countries in response to this increased demand. Consequently, in addition to the UK, the iheart Academy has trained facilitators who are now delivering programmes in countries as diverse as Australia, Canada, Finland, Israel, Ireland, New Zealand, Norway, South Africa, Spain, Sweden, Switzerland, UAE, and the USA, all less than three years since launching the Academy.

The global expansion is part of iheart's vision to create a paradigm shift in mental health education and youth work, so that all young people learn to uncover their innate wellbeing and potential to become resilient, contributing members of society. This is achieved through embedding a sustainable and scalable solution via expanded delivery of iheart programmes to young people.

The iheart programme is continually being adapted and further developed to meet the needs of different target beneficiary groups including younger children, parents, and school, youth and community leaders. This includes planned launches of the Wellbeing and Resilience Course for Parents in November 2020; the Junior Curriculum for Children (ages 6-9, in the first quarter of 2021); and an array of additional online and printed resources for educators, schools and organisations.

A commitment to building a robust evidence base demonstrating the efficacy of our work through the measurement of the impact of iheart programmes is ongoing. This will be reflected and updated on a regular basis in future reports, while learnings and adaptations based upon this commitment will continue to inform our approach to research and evaluation.

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## Appendix A

# The iheart curriculum for young people

Descriptive paper

## The approach

iheart, which stands for Innate Health Education and Resilience Training, has developed a preventative mental health educational programme for young people aged 10-18. The current paradigm of mental health education mostly focuses on mental health awareness, however iheart differs in its unique approach in the following ways:

- **Prevention**, as opposed to crisis intervention
- **Mental wellness**, as opposed to mental illness
- **Education**, as opposed to raising awareness and acute treatment

## Measurement and impact

The iheart Impact & Outcomes Framework assesses the following changes for young people:

- **Resilience**, e.g. self-esteem, confidence, dealing with setbacks, coping skills
- **Mental Health & Wellbeing**, e.g. less anxiety, stress, depression, addictive behaviours
- **Motivation**, e.g. progress, attendance, perseverance, problem solving & attainment
- **Behaviour**, e.g. self-regulation, exclusions, disruption, anger, aggression
- **Relationships**, e.g. tolerance, respect for difference, teamwork, positive relationships with teachers, peers and family members

## The principles

The iheart Principles describe how the human psychological system is an intelligent system based on a clear logic that explains the source of all feeling states, emotions and felt experiences. This system has wellbeing built into it and is always working in a logical way, which enables human beings to self-correct and reconnect with their innate wellbeing. As with all systems, such as the ecosystem, there is a constant, reliable, universal and predictable nature to how the psychological system operates.

The programme is underpinned by an overarching question of enquiry: Do you think someone, or something is putting a feeling in you? The answer to this question acts as a metaphorical compass, guiding participants to understand if they are on track or off track. On track can be understood as having logical thinking (i.e. when we do not attach our wellbeing to someone or something and therefore do not believe that they can put a feeling in us). Off track can be understood as having illogical thinking (i.e. when we do attach our wellbeing to someone or something and therefore believe that they can put a feeling in us). The implication of being off track is significant; when we think that someone or something can put a feeling in us, it means we have outsourced our wellbeing and overlooked the fact that it is innate. The iheart Principles therefore explain and highlight how all people have innate wellbeing inside of them.

## The iheart curriculum

The iheart Curriculum (referred to as a 'programme' when being delivered), is a structured mental health education course comprised of eleven sequential sessions. The first four sessions lay the foundations of the iheart approach, explaining the underlying principles of our psychological system and their most significant implication – that wellbeing is innate. The following seven sessions relate to important topics that affect young people's daily lives, such as stress, anxiety, future uncertainty, bullying, anger, relationships, prejudice, addictions and social media. Built on a scaffolded approach to learning, each session has its own clear learning objective and a mix of interactive discussions, activities, selfreflections, summary slides, animations, videos and group exercises.

Below is a list of the titles for each curriculum session, a one-line summary description of the session content, and the key learning objectives for each session. (Please note that session titles and descriptions have been deliberately chosen to reflect language appropriate for young people):

Sessions	Summary Description	Learning Objectives – the key points for students/ young people to learn and understand
<b>1. Welcome to iheart- a new way of understanding your mind</b>	What is iheart and why is it helpful.	<ol style="list-style-type: none"> <li>1. Personal introductions</li> <li>2. Create a group agreement for expected behaviour.</li> <li>3. Receive an overview of the iheart programme.</li> <li>4. See why this learning is relevant.</li> </ol>
<b>2. Our psychological system is an intelligent system</b>	The nature of our psychological system is that it is reliable, predictable, intelligent and amazing.	<ol style="list-style-type: none"> <li>1. The key features of intelligent systems are that they are reliable, predictable and universal.</li> <li>2. Our psychological system is an intelligent system that works in a predictable way, such that wellbeing is innate. Therefore, no one and no thing can put a feeling in us or give us/take away our wellbeing. Our feelings are connected to our thinking, therefore:               <ul style="list-style-type: none"> <li>- When we think that someone or something can put a feeling in us or give/take away our wellbeing, this is an illogical thought and it will create misguided, unhelpful and non-resilient thinking. We do not experience our innate wellbeing.</li> <li>- When we do not think that someone or something can put a feeling in us or give/take away our wellbeing, this is a logical thought and it will create insightful, common-sensical and resilient thinking. We experience our innate wellbeing.</li> </ul> </li> <li>3. When we know how intelligent systems work, there is great benefit; when we don't know, we are limited.</li> <li>4. Psychologically, it is important to know which logic we are following as there are enormous implications either way.</li> </ol>



Sessions	Summary Description	Learning Objectives – the key points for students/ young people to learn and understand
<p><b>3. We have everything we need inside!</b></p>	<p>Our wellbeing is built-in; nothing can give it to us.</p>	<ol style="list-style-type: none"> <li>1. Wellbeing - which includes wisdom, kindness, hope, peace of mind, resilience, gratitude, motivation, love and security - is innate to our psychological system and is our natural state.</li> <li>2. These innate qualities can never be damaged, lost or broken, even when we cannot feel them.</li> <li>3. Our wellbeing gets covered up when we don't know or forget that these qualities are innate. We then believe that there are certain things that can give us our wellbeing and things that can take it away. Consequently, our minds fill up with misguided and insecure thinking.</li> <li>4. When we know or remember that our wellbeing resides within us, our minds automatically quieten and we experience more of our innate qualities, including resilience and helpful, wise thinking.</li> </ol>
<p><b>4. The mechanics of how our psychological system works</b></p>	<p>Thinking arises within our psychological system and is brought to life as our feelings.</p>	<ol style="list-style-type: none"> <li>1. Our psychological system brings all our thinking to life.</li> <li>2. When an illogical thought arises within our psychological system, we tend to overthink. We feel insecure, stuck and vulnerable. Our wellbeing gets covered up.</li> <li>3. When a logical thought arises within our psychological system, our minds are quieter. We experience our wellbeing which includes resilience, security and wisdom.</li> <li>4. Insight, a sight from within, is a part of our psychological system and collapses our misguided thinking, reconnecting us with our innate wellbeing.</li> </ol>

Sessions	Summary Description	Learning Objectives – the key points for students/ young people to learn and understand
<p><b>5. I feel stressed and anxious – no wonder I’m so unmotivated!</b></p>	<p>No one and no thing have the power to take away our wellbeing and make us feel stressed, anxious or worried.</p>	<ol style="list-style-type: none"> <li>1. Feelings of stress, anxiety and worry arise when we attach our wellbeing or security to someone or something. This person or thing will now seem to have the power to put these feelings into us, which leads to other feelings such as hopelessness, fear and demotivation.</li> <li>2. Depending on which logic we are coming from, we will experience our circumstances, however challenging, from a place of security or insecurity.</li> <li>3. The question: <i>Do you think that someone or something is putting a feeling in you?</i> activates our compass, which in turn alerts us to what side of the line of logic we are on.</li> <li>4. This is helpful to know. It provides the opportunity for insight to reconnect us with our wellbeing such that we will feel motivated and unafraid to try, even if we don't succeed. We will become natural learners.</li> </ol>
<p><b>6. I can't stop worrying about the future</b></p>	<p>When we know that a future event cannot take away our wellbeing, worrying about it makes less sense.</p>	<ol style="list-style-type: none"> <li>1. Feelings of stress, pressure, anxiety and worry arise when we attach our wellbeing/security to a future event. It will seem as if this future event has the power to give us our wellbeing or take it away.</li> <li>2. This illogical thought or false premise leads to the creation of assumptions, scenarios and expectations. We feel unmotivated and unconfident to face the future.</li> <li>3. Future events cannot take away our wellbeing and put a feeling in us. This realisation is the antidote to worry and will free our minds to think about the future in a logical, resilient, confident and considered manner.</li> </ol> <p>The question: <i>Do you think that someone or something is putting a feeling in you?</i> contains inbuilt self-correction. It alerts us to what side of the line of logic we are on and gives us an opportunity to reconnect with the present moment. It is here that we feel innately motivated and confident to face whatever the future may bring.</p>

Sessions	Summary Description	Learning Objectives – the key points for students/ young people to learn and understand
<p><b>7. Can we think differently and still get along?</b></p>	<p>As everyone experiences their own thinking – separate realities – we realise that we can see things differently and still be friends.</p>	<ol style="list-style-type: none"> <li>1. Everyone sees and experiences their own thinking. This is their personal or separate reality.</li> <li>2. When we believe that other people thinking differently to us can take away our wellbeing, we get frustrated, angry and defensive. In these moments, we stop listening and communicating.</li> <li>3. When we know that our wellbeing and security are innate and unconditional, we are not bothered when others see things differently to us. We then become better listeners and communicators.</li> <li>4. Feeling love and connection is not dependent on other people agreeing with us.</li> </ol>
<p><b>8. Labels are for jars, not for people!</b></p>	<p>We are not born with a self-image, identity or label, so we are so much more than we think.</p>	<ol style="list-style-type: none"> <li>1. We are not born with labels, i.e. with a fixed self-image or identity. As we grow up, there are times we are not experiencing our wellbeing and it is then that we develop fixed ideas about ourselves and begin labelling ourselves - and other people too.</li> <li>2. When we label ourselves, we box ourselves in so that we see and interact with life through the filters of these labels.</li> <li>3. When we remember that our wellbeing is innate, we fall out of our stories, labels and the limited thinking of who we think we are. We are then naturally loving, kind, wise, hopeful, grateful and content. We are learners. We feel motivated and are free to be ourselves in the moment. We are able to evolve and grow.</li> <li>4. This allows us to also see who other people really are and refrain from putting them in boxes. It connects us all at a human level.</li> </ol>

Sessions	Summary Description	Learning Objectives – the key points for students/ young people to learn and understand
<p><b>9. Help! I am being bullied and Help! I can't control my anger</b></p>	<p>Because no one and nothing can take away our wellbeing or make us angry – not even a bully – we are psychologically safe.</p>	<p>No one is born a bully; bullying is a behaviour.</p> <p>We gain an understanding into the mindset of a person who is behaving badly, including ourselves, and understand where bad behaviour stems from.</p> <ol style="list-style-type: none"> <li>2. Anger is a reaction we have when we believe that the behaviour of someone is insensitive, unfair, wrong or misinformed - and is affecting our wellbeing. We feel that our anger is justified, based on our perception of the situation and we react in an aggressive way.</li> <li>3. When we believe that someone is behaving badly towards us, in person or on social media, we think it is inevitable that we must feel hurt, insulted, rejected, worthless or left out. This is not true. Knowing or remembering that our security and wellbeing is innate and unconditional means we will not feel vulnerable in the face of other people's behaviour.</li> <li>4. It is empowering to know we are always psychologically safe. It frees our minds to respond resiliently and with due consideration, common sense and perspective in the face of real or perceived poor behaviour. This is a relief because it is not possible to control the way others behave.</li> </ol>
<p><b>10. I can't stop using my phone! Am I addicted?</b></p>	<p>When we attach our wellbeing to something else, we feel compelled to engage in certain behaviours to get relief from a bad feeling or to get a better feeling.</p>	<ol style="list-style-type: none"> <li>1. We all have behaviours that are habits and coping mechanisms. They become an addiction when we no longer feel free to choose to do them, but we feel like we have to or are compelled to do them in order to feel better or avoid feeling bad.</li> <li>2. When we outsource our wellbeing, there is an endless list of things that seems to take it away or give it to us. This false premise creates a lot of misguided thinking and feeling. It does not feel good and so we look to certain behaviours to try feel better. However, peace of mind does not reside in this logic.</li> </ol>

Sessions	Summary Description	Learning Objectives – the key points for students/ young people to learn and understand
<b>10. I can't stop using my phone! Am I addicted?</b>	<p>When we attach our wellbeing to something else, we feel compelled to engage in certain behaviours to get relief from a bad feeling or to get a better feeling.</p>	<ol style="list-style-type: none"> <li>3. Compulsive and addictive behaviours never give us a solution. At best, they seem to offer temporary relief or superficially distract us.</li> <li>4. When we are secure and connected to our wellbeing, it would not occur to us to look to things to give us a feeling of wellbeing or peace of mind. We would be feeling it already. It would not be logical to look for it outside of ourselves. As we have more and more insight about where our wellbeing really lies, we will notice our unhelpful habits naturally falling away without effort..</li> </ol>
<b>11. Summing up the iheart journey</b>	<p>Taking the learning into life</p>	<ol style="list-style-type: none"> <li>1. Students will graduate from the iheart programme.</li> <li>2. They will create a project of their learning journey.</li> <li>3. They will fill out end of programme surveys.</li> <li>4. They will receive certificates and their own iheart Journals for reflective and future learning and reference.</li> </ol>

## Delivery

iheart is delivered by certified facilitators who have undergone extensive training in the iheart Curriculum. Within secondary schools, delivery often takes place in classes during students' PSE sessions, though this is not necessarily the case and will vary from school to school depending on specific timetables.

Each session lasts 50-60 minutes (depending on the exact duration of a class) and uses a multimedia approach to learning. Students learn through all their senses: auditory, visual and kinaesthetic. This multi-faceted approach to learning improves the chances that every student will find a way to gain an understanding of the iheart approach. Students watch animations and videos, are shown summary slides to communicate key learning points, complete worksheets, participate in quizzes and group exercises, have opportunities for self-reflection, and engage in individual, paired and group activities. The pedagogy has many tangible elements to it and the sessions are taught in a simple way with lots of replication to allow for all students to understand and resonate with the core material. For example, to remind students of their innate qualities, a simple exercise involves students throwing a soft ball to each other and calling out the qualities referred to in their previous sessions.

There is a constant use of imagery and metaphors within the curriculum, helping students to better understand the core principles. For example, a snow-globe activity highlights how the mind fills up with unnecessary thinking when one attaches one's wellbeing to someone or something. When this happens, people cannot experience their wellbeing, yet it is still always present. However, when a person does not attach their wellbeing to someone or something, his/her mind is settled – like a snow-globe at rest. The activity communicates to young people how they can experience their wellbeing in these moments of self-insight as it is seen as a quality which is innate and always available.

Another representational activity is the feeling balloon. In this activity, the balloon represents 'illogical thought'; words which are written directly on the balloon for participants to see. Students chose an example such as 'exams make me feel stressed'. They are then asked to give examples of the thinking that might fill their heads in their chosen example. As students express their thoughts, they keep blowing up the balloon, stopping between breaths to observe the illogical thought and misguided thinking that was created. Importantly, the connection between thought and feeling is made through this activity. Even more significantly, the opportunity for the deeper insight that no one can put a feeling in them, is manifest through this activity as they let go of the balloon and watch all their stressful thinking and unhelpful feelings deflate.

As demonstrated in anonymous post-intervention questionnaires completed by all participants, these types of activities leave a lasting effect. Consistently positive feedback has emerged regarding the understanding and enjoyment deriving from the range of activities and exercises that are a feature of every curriculum session.

## Facilitator training

The iheart Academy provides training courses to develop the required knowledge, expertise and skills to deliver the iheart Curriculum. The Level 1 Facilitator Training Course offers certification for an individual to teach the iheart Curriculum to groups of young people within school/educational/group settings. This course comprises 7 modules spread across a 4-month period, consisting of 100 hours of blended learning time, as indicated in the table below:

	Module	Description/Purpose
<b>1</b>	Foundation Course: Introduction to the iheart Principles	8 x 90-minute recorded sessions exploring the educational philosophy behind the iheart approach, to be watched in self-directed time by trainees followed by submission of coursework
<b>2</b>	Small Group Tutorials	4 x 1-hr tutorial sessions to address questions and issues that have arisen in Module 1, and to further self-understanding
<b>3</b>	Curriculum Training	5 x 6-hr workshop days of in-depth training in the iheart Curriculum, session by session
<b>4</b>	Group Webinars: a) The iheart Principles indepth  b) Classroom Management	3 x 3-hr webinars to deepen self-knowledge and understanding of the Principles and addressing issues that have arisen in Module 3  2 x 90-minute webinars providing practical and advanced input on classroom management theory, issues and skills
<b>5</b>	Practicum	2 x 6-hr workshop days, working in small groups/pairs, to begin practising and experimenting with delivery in front of peers and faculty
	SUBMISSION OF ADVANCED COURSEWORK & SELFASSESSMENT FORM	*Required to progress to Modules 6 & 7
<b>6</b>	Observation of Curriculum Delivery	11 x 1-hr recorded sessions of iheart faculty delivering the Curriculum to students inside the classroom;  To be watched in self-directed time by trainees.
<b>7</b>	Advanced Practicum	2 x 6-hr workshop days to hone skills in classroom delivery, further delivery practise and receive directed feedback from faculty

## The origins of the iheart principles

There is an emergent form of mental health education known as the Three Principles (also referred to as Innate Health or Health Realisation), which is the premise of iheart's methodology. The Three Principles based approach is grounded in the work of Banks (1998), Mills (1995), and Pransky (1998). The approach is about 'understanding the logic of how the mind works' and has been described in detail elsewhere (Kelley, Pransky, & Lambert, 2015; J. Pransky & Kelley, 2014). Banks (1998) proposed that everyone's psychological life experiences are constructed from within via core principles which exemplify how we always experience life via the agency of thought (another way of saying this is that we live in a thought-created experience of life), and which account for a person's capacity to experience emotional resilience. Recognising the indivisible relationship between thought and feeling is what allows a person's innate mental health to flourish and is thus a factor in the aetiology and maintenance of both psychopathology and also good mental health/resilience (Kessel et al. 2017). Emerging evidence suggests that when people are exposed to Three Principles based mental health education, their mental wellbeing improves along with their resilience (Kelley, Pettit, Pransky, & Sedgeman, 2019). Kelley, Alexander, and Pransky (2017a) reported that compared to a waiting list control group, children/adolescents who were considered "high-risk" participants showed a significant decrease in risky behaviour.

## Conclusions

iheart Principles, (registered charity number: 1173025, Scotland charity number: SC050190) was established to educate young people to strengthen their mental health, wellbeing and resilience. This has been achieved by translating the core insights of the Three Principles and developing them further through devising a pedagogy via a structured curriculum that teaches resilience and wellbeing to young people. The core premise for the charity's work is that if a young person learns to develop this innate emotional resilience, it can and will act as a prevention to mental health problems.

The foundational message of the Curriculum – that wellbeing and mental health are innate, expressed via the core insight that we have everything we need inside of us – has been encapsulated within the iheart Curriculum. Creating the Curriculum and training facilitators and educators to deliver it in group/classroom settings has ensured that this core insight can be easily taught to young people. In focusing on delivering this message in a child/young-person friendly way which has practical relevance to the lives of young people, iheart has made and continues to make a significant contribution to the field of young people's mental health.



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## Appendix B

# Case study: Havelock School, England

Case Study Report

iheart Programme at an inner-city London Primary School

February 2020

### Background & intervention

This case study report highlights the significant outcomes of the iheart Programme within the Year 5 cohort of 60 pupils at a primary school in the London Borough of Ealing. The programme was generously funded by a grant received from Heathrow Community Trust. Prior to the intervention, the particular year group included a high percentage of pupils with emotional and behavioural problems, with teachers reporting severe difficulties in managing their behaviour which adversely impacted the pupils' ability to learn and progress. One of the two selected classes had constant educational disruption as they lacked consistent teachers to educate them. Linguistic barriers are significant for a very high percentage of the 433 pupils at the school. Several pupils would be deemed highly vulnerable. Other key school demographics include:

- Ethnic backgrounds: 55% Indian, 7% Pakistani, 11% Somalian, 5% other Asian
- 97% pupils have English as an additional language (EAL)
- 3 pupils on the Child Protection Registrar
- 9 pupils in need of help and protection (CIN)

### Intervention details

- 10 weeks; 1-hr weekly lessons in the iheart Curriculum
- 2 classes; 30 pupils in each; iheart certified facilitator delivering each lesson
- Assembly to entire cohort and smaller focus group pre programme delivery

Results have been presented from pre and post programme questionnaires and video testimonials of the pupils describing their experiences. This report references changes expressed by the pupils with regards to their emotional wellbeing, relationships, and the overall school experience following their participation in the iheart programme. The transformation for many of the pupils who participated has been so significant that the Headteacher asked iheart to deliver further training to staff (iheart Wellbeing Course for Teachers) to embed this intervention within the school environment, a programme which took place in May/June, 2020.

## Qualitative questionnaire post iheart programme

38 questionnaires were completed by pupils at the conclusion of the final iheart session. Pupils were asked to write down changes in themselves, what they thought the cause of these changes were, what they learned and if they would recommend it to others. Below are the results and written quotes to support the findings:

- **100%** would recommend the programme to others
- **98%** noticed a positive change in themselves following the programme
- **29%** reported less stress and worry
- **27%** reported feeling less angry
- **22%** reported greater emotional resilience and improved confidence in their capacity to access mental wellbeing

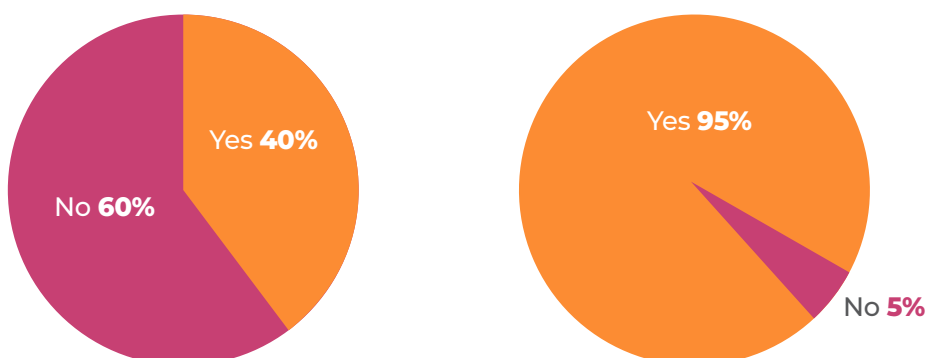
## Psychometric pre and post questionnaire results

The psychometric tests differ to the post intervention questionnaires as pupils answer the same questions pre and post iheart lessons. They answered the questions anonymously on a Likert Scale and were only required to circle their answers. The results shown highlight some of the most significant findings.

Pre-iheart intervention, 39% of pupils reported that they could work well with their classmates. This group **increased to 94% post-iheart intervention.**

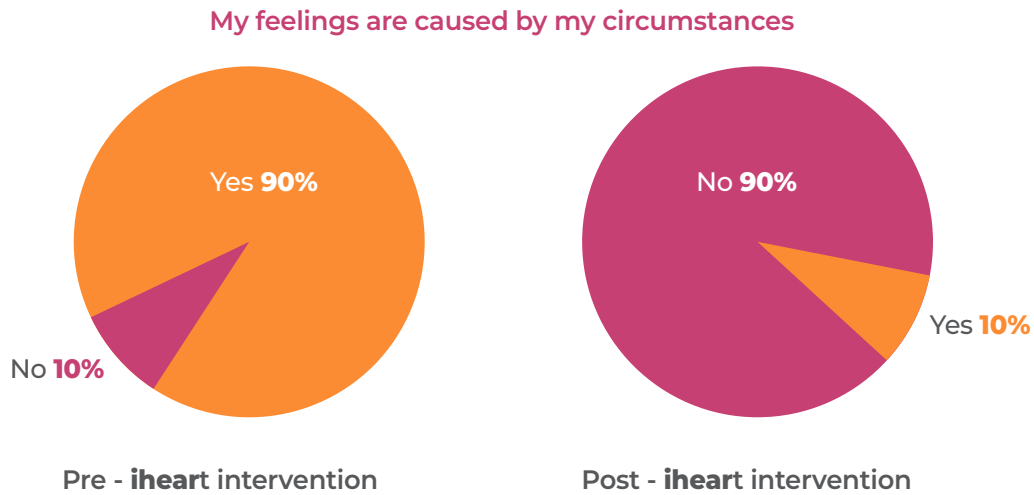
*(Havelock School Case Study, 2020; Note that the full study is included in Appendix B.)*

### I work well with my classmates



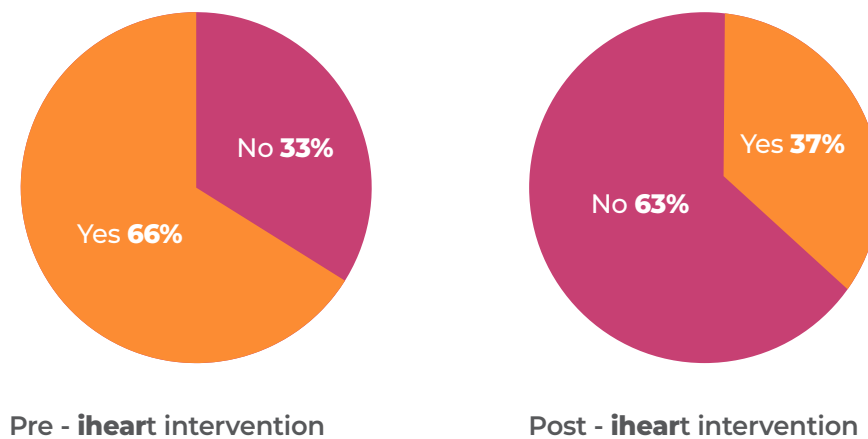
Pre-intervention, 40% of pupils reported that they were able to work well with their classmates. **This group increased to 95% post-intervention.**

Post-intervention, there was a significant decrease in the attribution of feelings being caused by circumstances. This reflects a significant increase in levels of emotional resilience, as pupils no longer feel they are “victims” of their circumstances.



Post intervention, there was a significant reduction in pupils believing that feelings of worry or anxiety means something is wrong with them. This reflects a significant increase in levels of mental wellbeing.

**Feeling worried or anxious means there is something wrong with me**



## Headteacher and teachers' summary testimonials

**Headteacher:** *"iheart has enabled this year group to describe their feelings with a common language. As a result, the children are more rational and reflective about reacting when things go wrong."*

**Class Teacher:** *"I am speechless, it's one thing to have the insight for yourself but another level to be able to share it with kids. Something has shifted on a collective level; we interviewed these children as individuals ... but it is having a knock-on effect on the whole year group. It's so powerful. What I loved is when they spoke about their learning, they spoke about the core principles they had learned. I would never have imagined they would have had such deep insights so deep and really life changing. To think that a 9-year-old can have that reflection and say: 'My life has changed'. It is so profound, there is so much we can learn from them."*

Table 1: **Summary & explanation of primary themes and trends found from quantitative and qualitative analysis**

<b>Improved Relationships</b>	<p>Relationships improved amongst peers, siblings and parents</p> <p>Increase in empathy amongst peers creating a collective shift in behaviour.</p> <p>Participants took their teachings home and taught their siblings and parents about dealing with anger and not needing to fight back when family members and peers became angry with them.</p>
<b>Improved Emotional Wellbeing &amp; Resilience</b>	<p>The biggest trend was the reduction in worry and anxiety.</p> <p>There was also a decrease in fear and sadness.</p> <p>The teachings in emotional regulation provided tools to pupils to reduce their stress during exam periods.</p> <p>The overall increase in wellbeing was reflected by the fact that all participants, without exception, recommended the programme for their peers.</p>
<b>Reduction in Behavioural Problems</b>	<p>The biggest transformation was the reduction in anger and bullying behaviour.</p> <p>Participants grasped one of the programme's salient learning points: that other people's emotions should not affect their own and therefore they did not need feel the need to react violently.</p>

<b>Improved Impulse Control</b>	<p>The improvement in impulse control led to the cultivation of self-awareness, self-regulation and building emotional boundaries.</p> <p>Many children who had been previously bullied no longer felt upset by others' actions and were even able to calm down other pupils who felt anger. This in turn helped to create a collective change within the school atmosphere as pupils learnt from each other, became less judgemental and more compassionate.</p>
<b>Improved Classroom Behaviour and Motivation</b>	<p>Participants experienced improved concentration and behaviour during class, helping them to focus more on their work and become less distracted by their peers.</p> <p>Pupils developed an increase in confidence which in turn improved their classroom participation, with many of the quieter pupils starting to raise their hands more frequently, whilst others who had previously struggled to make friends or work together found themselves able to create better friendships.</p>

Table 2: **Themes and trends with quotes from student interviews to support findings**

<b>Improved Relationships</b>	
<b>Sibling Relationships</b>	<p><i>"I would always get angry at the little things my sister does. I would shout at her and it would make her feel really sad...now we get along really well and play together and when she does something that annoys me, I don't mind."</i></p>
<b>Parental Relationships</b>	<p><i>"I spoke to my mum a bit more calmly; I spoke to her how iheart helped me and she calmed down."</i></p>
<b>Peer Relationships</b>	<p><i>"iheart has made me get along with people better. Even a bully can't make me sad or worried."</i></p> <p><i>"iheart has helped with my friends a lot."</i></p>
<b>Improved Emotional Wellbeing &amp; Resilience</b>	
<b>Anxiety, worry and calm</b>	<p><i>"I used to get worried that something bad might happen every day but iheart taught me that nothing can really make me worried or sad."</i></p> <p><i>"Since iheart I've noticed I'm getting a lot calmer."</i></p>
<b>Happiness</b>	<p><i>"When I learnt about iheart, I started to feel really happy."</i></p> <p><i>"I learnt nothing could make me sad. It's just the power of thought; nobody or anybody can make you sad."</i></p>

<b>Confidence &amp; self-belief</b>	<p><i>"It's not true that people have the power to put bad feelings inside us. I can put a good feeling in myself as well."</i></p> <p><i>"First I had nobody to play with, but because of iheart now I do. It has helped me because I have the confidence to ask if I can play with them; before I was nervous but now I'm not nervous or shy."</i></p>
<b>Feelings of victimisation</b>	<p><i>"I used to get bullied a lot, until I realised I should not get very emotional. After iheart I realised I could do anything. Nobody can be in charge of me except for me."</i></p>
<b>Dealing with setbacks</b>	<p><i>"My mum found lots of changes in me. She said you are more resilient and can handle difficulties and concentrate on your work more."</i></p>
<b>Reduction in Behavioural Problems</b>	
<b>Dealing with anger &amp; upset</b>	<p><i>"Before iheart came I had really bad anger. I could be set off by anything... its revolutionary what its done for me. I never thought I would see the day when my anger would just go away in a matter of seconds. It's crazy if I think of it. It's gone my anger."</i></p> <p><i>"If I get into trouble I shouldn't set off and start crying. If I do cry, go to my room, take a few breaths, read a book and not get carried away and start smashing things."</i></p>
<b>Dealing with anger &amp; upset</b>	<p><i>"Before iheart lessons I used to get into lots of fights. I would tell bad words and got into bad things... iheart has made me a better person, because first nobody wanted to be my friend because I fight with them. But now I have lots of friends because I'm no longer angry and I don't want to fight."</i></p> <p><i>"I realised there was no good reason for me to be angry. For example, if someone in a class makes me upset I used to take it out on someone else."</i></p>
<b>Improved Impulse Control</b>	
<b>Self-awareness/ self-regulation</b>	<p><i>"I have control over myself and nobody can control me."</i></p> <p><i>"I reflect on the bad behaviour that I do. I used to have a really bad attitude"</i></p> <p><i>"Before when someone pushed me, I felt I had to do it back to them. But then when iheart came I felt it was all wrong and realised why would I even do that in the first place. So I managed to calm myself down and not get into any more fights or get into trouble with teachers. It felt like I just changed the whole of myself from being bad and then turning into a good person. From never finding help but then it magically comes to you and you never thought it would actually come but it did."</i></p>

<b>Tolerance</b>	<i>"It has helped me to realise we are all different and some of us might not be feeling the same thing. If people judge just let them judge, but it never means anything, if someone calls you a rude name, just ignore it. It doesn't have the power of putting a bad feeling inside of you."</i>
<b>Improved Classroom Behaviour and Motivation</b>	
<b>Concentration</b>	<i>"I used to talk and didn't get my work done but then after the lessons it has taught me how to concentrate more."</i>
<b>Perseverance</b>	<i>"It's helped me with school because when I do my learning I do not give up."</i>
<b>Getting in trouble</b>	<i>"I do not get into trouble as much in class and I focus on my work now."</i>
<b>Participation</b>	<i>"It's been really helpful because I was never confident and was really shy and never put my hand. But now I do and I've joined clubs and stuff."</i>
<b>Exam stress</b>	<i>"Before you came, I had a mock exam that made me frightened... but now that I know I have these qualities inside me, I have two more mock exams and I will use the power of thought to help me concentrate more."</i>



Although this Case Study is not intended as a robust evaluation of the economic benefits and risks of a preventative mental health education intervention, it is worth noting in conclusion, the comments of 9-year-old Zubeer, who began the programme as one of the most behaviourally challenged pupils:

“

Everybody should do this programme.  
It's not about how much it costs.  
It's about what it will actually do for you.

”



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**Evidence & impact  
of iheart programmes**

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