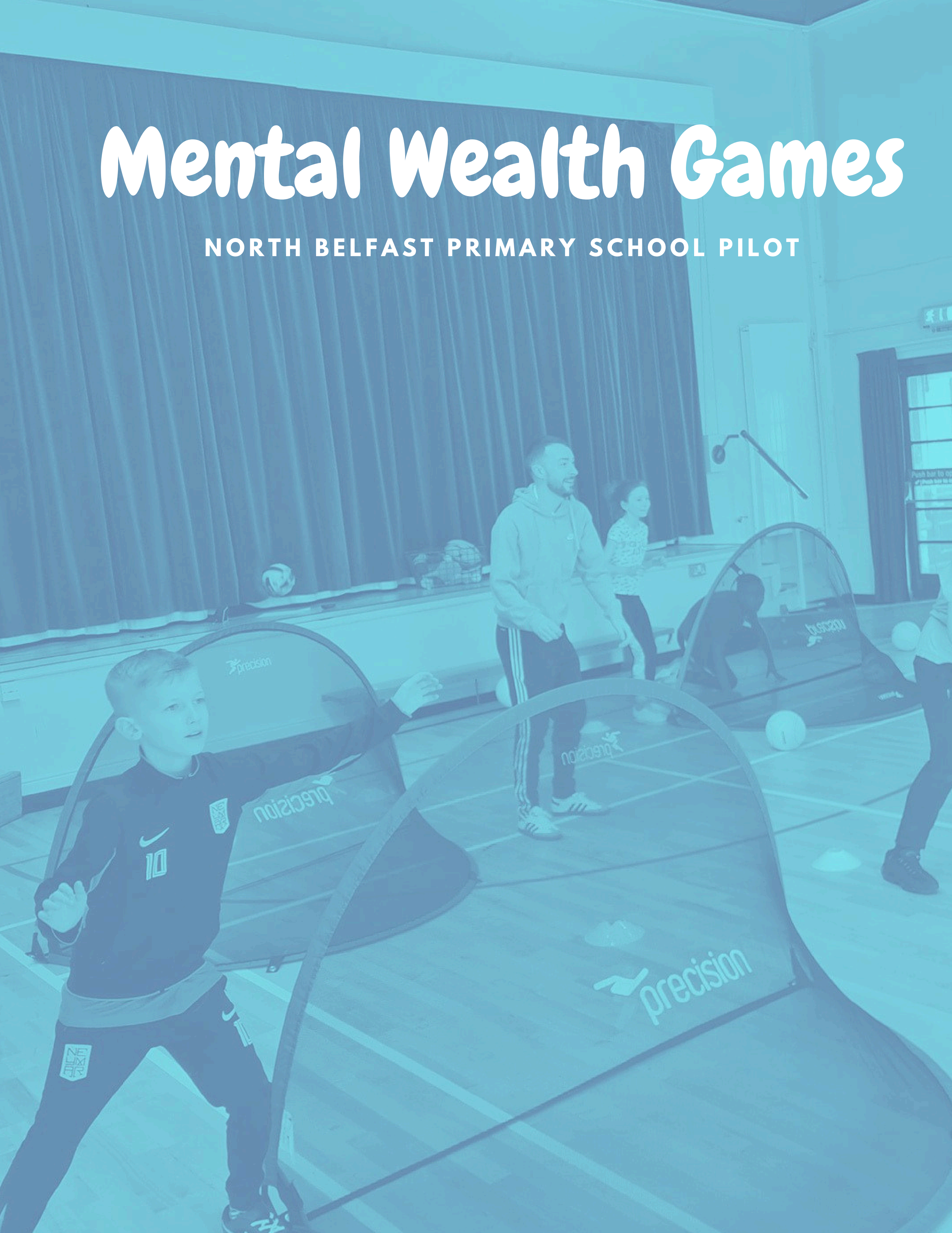


# Mental Wealth Games

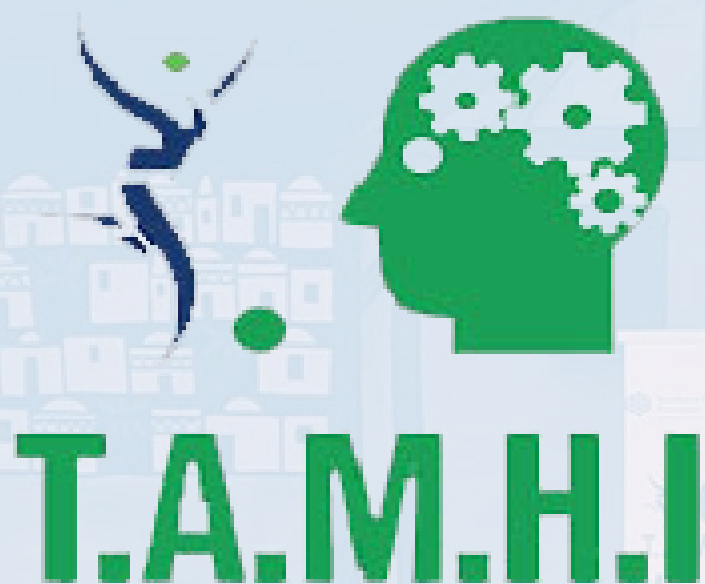
NORTH BELFAST PRIMARY SCHOOL PILOT







Cruinn Advisory is an independent practice focused on impact, investment and innovation. Cruinn provides evaluation, research and strategy services to clients across multiple sectors, disciplines and countries. We work with clients, so they achieve optimal impact and innovate with purpose.



TAMHI is a mental health charity that works with sports clubs, youth clubs and schools using sport and play as a tool to promote mental health and emotional wellbeing. Their Mental Wealth Games model promotes social and emotional learning through play and sport.



The Urban Villages Initiative is a headline action within the NI Executive's Together: Building a United Community (TBUC) Strategy, and is overseen by the Executive Office. It is designed to improve good relations outcomes and develop thriving places where there has been a history of deprivation and community tension.

There are three inter-connected aims:

- 1.To foster positive Community Identities;
- 2.To build Community Capacity; and
- 3.To improve the Physical Environment.

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**-Mental Wealth Game: Bully Run**

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# Background

Tackling Awareness of Mental Health Issues (TAMHI) initiated a pilot project within the North Belfast Urban Village health project coordinated by NBWISP. The aim of the programme was focused on upskilling teachers with skills to facilitate in-house wellbeing projects using sport and play to champion mental health. North Belfast is one of Northern Ireland's most adversely affected areas by poor mental health, underpinned by high levels of poverty and social deprivation. The area contains some of the most deprived social output areas in Northern Ireland such as the wards of Water Works, Ardoyne, New Lodge, Woodvale and Shankill.

TAMHI's model has been delivered within schools since 2015 and has a good evidence base to show impact. This project offered the opportunity to implement a play and learn approach. The aim of the project was to provide training to 10 local schools and 30 teachers to enable them to deliver Mental Wealth Games to the students in primary 5, 6 and 7. TAMHI's games address issues of bullying, overcoming problems, making positive choices, and setting life goals and are all underpinned by promoting positive mental health through play and sport.

TAMHI would deliver the practical sessions and then schools would be supported with access to an online resource after completion of the practical training. The focus of the programme was to upskill teachers in how to deliver the mental wealth games.

TAMHI delivered the programme to 8 schools, two of which had 2 days training due to large numbers and trained 30 teachers in the mental wealth games. The project feedback in general was positive and TAMHI are working to improve the offering.

Cruinn Advisory was commissioned to carry out an independent evaluation of the programme and to identify any programme learning and potential opportunities to delivery within primary school sector.

## Introduction to Mental Wealth Games

Mental Wealth Games promotes social and emotional learning through play. Social and Emotional Learning (SEL) is concerned with fostering children's social and emotional skills within educational settings, alongside their academic skills. This can include developing young people's relationships, communication, decision-making, self-esteem and behaviour.

TAMHI's approach creates a fun interactive environment to explore challenges young people face, social pressures, bullying, social media, right and wrong choices and the impact these can have and Take 5 Steps for Wellbeing. The programme aims to empower peers within communities to be young leaders, youth workers or coaches to champion positive mental health and improve lifelong wellbeing. TAMHI delivers games that focus on anti-bullying, impact of choices on wellbeing, how to overcome problems and positive mental health. **(See Appendices pg. 13).**



**Delivery: Primary 5, 6 and 7**

<b>Date</b>	<b>School</b>	<b>Teachers Trained</b>	<b>Children Trained</b>
<b>31.1.22</b>	<b>Wheatfield PS</b>	<b>3</b>	<b>41</b>
<b>31.1.22</b>	<b>Ballysillian PS</b>	<b>3</b>	<b>60</b>
<b>01.2.22</b>	<b>Holy Cross Girls PS</b>	<b>3</b>	<b>65</b>
<b>23.2.22 &amp; 21.3.22</b>	<b>Carrs Glen PS</b>	<b>6</b>	<b>127</b>
<b>25.2.22</b>	<b>St Vincent de Paul</b>	<b>3</b>	<b>105</b>
<b>3.3.22</b>	<b>Holy Cross Boys PS</b>	<b>3</b>	<b>90</b>
<b>14.3.22</b>	<b>Cliftonville Integrated PS</b>	<b>3</b>	<b>68</b>
<b>14.3.22 &amp; 21.3.22</b>	<b>St. Therese Of Lisieux PS (2 sessions)</b>	<b>6</b>	<b>146</b>
	<b>Total</b>	<b>30</b>	<b>702</b>

# Format



The TAMHI coaches selected a theme for each session:

- Primary 5: Overcoming Problems
- Primary 6: Anti Bullying
- Primary 7: Impact of Choices

TAMHI staff:

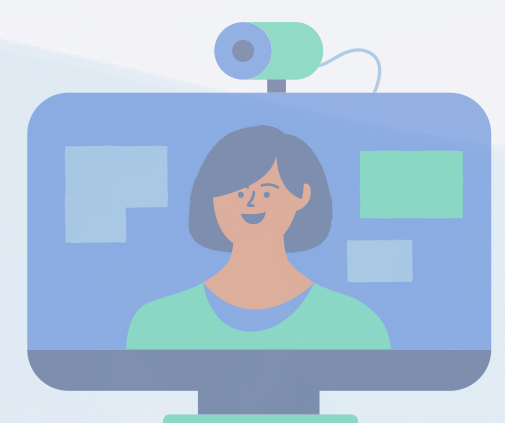
- Delivered a “Warm Up” Game
- Delivered a “Thematic Mental Health Game”
- Created an opportunity for young people to create their own game.

Teachers were provided with the Mental Wealth Games Toolkit which contains access to the online support system.

The idea going forward is that teachers will be equipped to deliver Mental Wealth Game sessions and activities in line with the World Wellbeing Calendar:

- Children Mental Health Week: February
- Mental Health Week: May
- World Mental Health Week: October
- Anti-Bullying Week: November

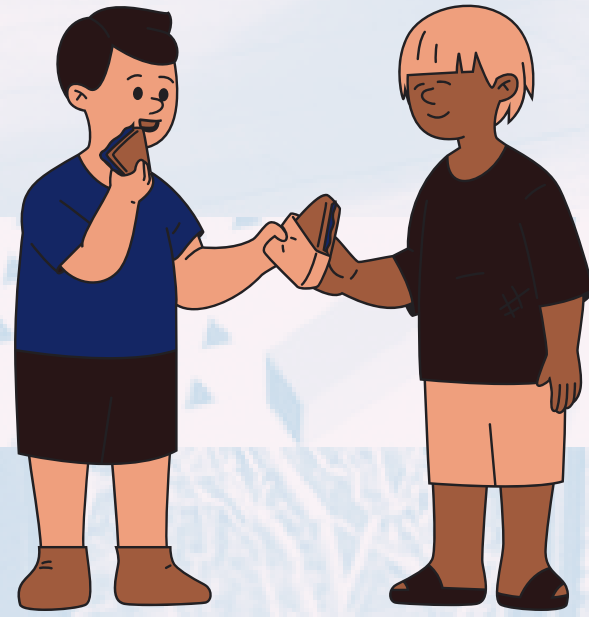
The Mental Wealth Games and tools will allow teachers to deliver fun interactive sessions as part of the dedicated thematic weeks.







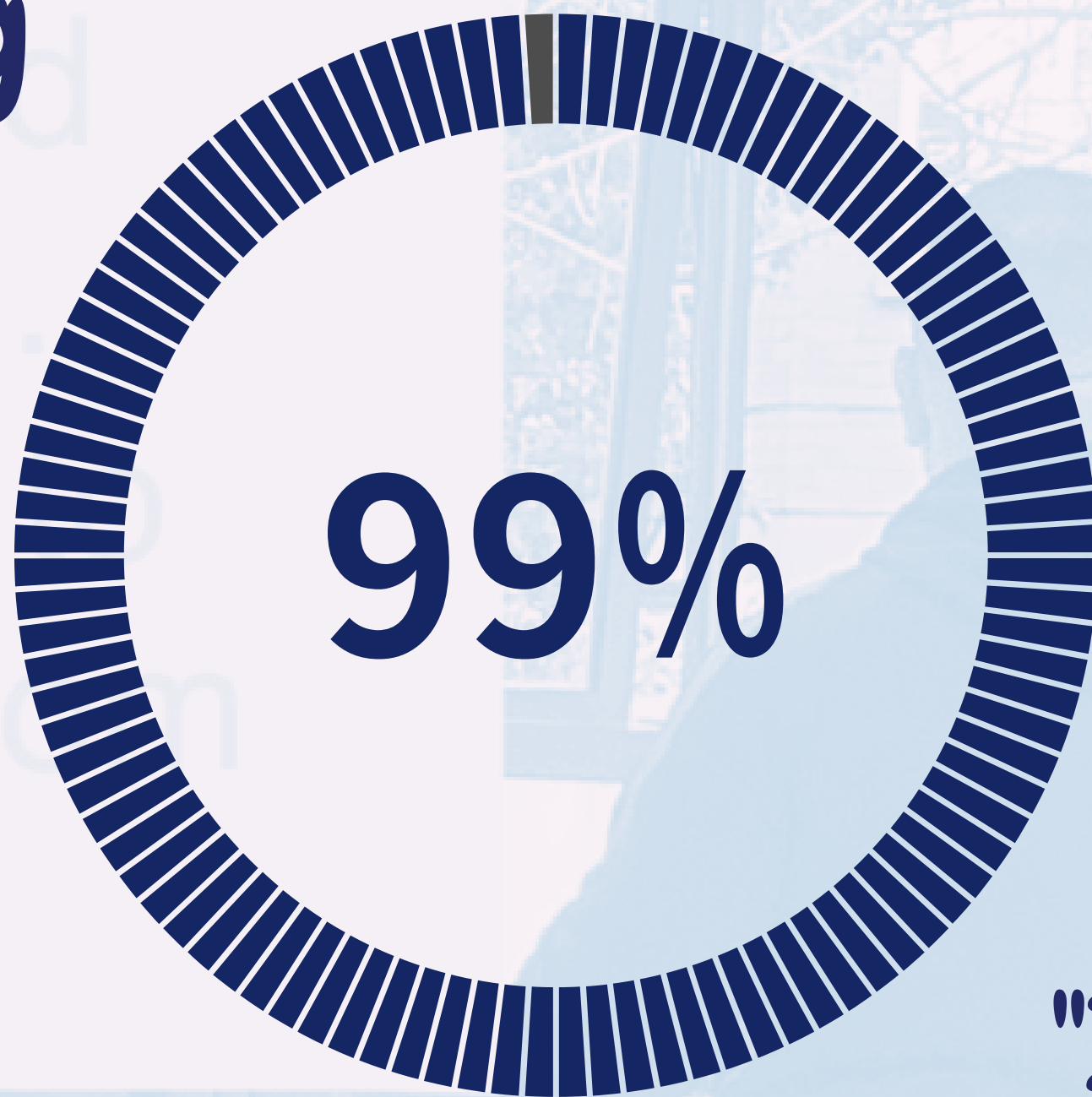
# Youth Feedback



"Benefited from taking part"

"Treated Well"

"Improved Relationships & Meeting new people"



"Improved Health & Wellbeing"

"Increased Capacity & New Skills"





# School Feedback (x8)

## Schools Evaluation – Key Programme Learning

**Cruinn Advisory carried out telephone interviews with eight principals from the participating North Belfast primary schools. The following contains the summary of the key findings.**

### **1. What do you think of using play/sport as a tool to promote Social/Emotional Learning?**

- Makes children more open to talk about social and emotional issues.
- Teaches children how to deal with emotions.
- Helps to develop team learning/teamwork skills.
- Builds confidence in children.
- High levels of engagement – means children don't become bored.
- Found it a very enjoyable experience.

### **2. What was the feedback from the teachers who took part?**

- Teachers really enjoyed it.
- Coaches were great at facilitating sessions.
- Pupils engaged well in meaningful discussions and level of engagement higher than inside classroom.
- Pupils gained a lot from the sessions as it was fun but also informative.

### **3. What would you say was the best feature of the programme?**

- Level of interactivity is a key feature of the programme.
- Active nature of the games beneficial for children's learning – better retention.
- Learning about the serious issue of Mental Health in a fun way.

### **4. What would you say could make the programme better?**

- Make the programme more than a 'one-off' lesson – have a series of lessons over a period of days/weeks.
- Increase the regularity of the programme e.g. either run on an annual basis as children move-up through school year groups or run in tandem mental health events/campaigns (Anti-Bullying Week, Children's Mental Health Week, etc).
- Adoption of peer learning by transferring skillsets to other coaches/tutors already working within or alongside schools e.g. numeracy/literacy sport coach.

### **5. Feedback gathered within delivery shows that Children prefer to learn about mental health through play - in comparison to what your school offers around emotional literacy, how would you rate this programme in contrast to other mental health programmes.**

- Accessible to all children regardless of academic level
- Rated highly by all participating schools
- Kinaesthetic learning style i.e., Active/Physical makes the programme engaging



## Recommendations

- The programme can be effectively delivered in relation to teacher training and continuous personal development (CPD).
- TAMHI based on feedback should create some additional resources to prevent the perception of a one-off session. The programme should be incorporated into a bigger long-term project.
- TAMHI should make contact with both Department of Education NI and Education Authority to pitch for the opportunity to compliment the yearly mental health campaigns and programmes such as Children's Mental Health Week, Anti Bullying Week and Mental Health Week, spreading learning and awareness raising across the academic year.
- TAMHI to explore complimenting the work of other coaches/tutors linked to the schools and work alongside them to scale up the project.
- TAMHI to explore the possibility of a research project on what works best for children aged 8 to 11 carrying out a comparable project alongside other mental health programmes to gain the views of children about what works best for them in terms of promoting mental health.

## Conclusions

The feedback in relation to this programme was very positive from both the young people and youth leaders. In relation to lessons, TAMHI is in the process of improving the programme by taking on board the feedback. Based on Department of Education (2021) strategic direction in regard to emotional health and wellbeing, there is a clear link between TAMHI's offering and the education framework. TAMHI's programme champions self-awareness, self-control, motivation, social development, resilience and coping skills.

TAMHI's social and emotional learning model is aligned to the Department of Education NI's five key aspects of emotional wellbeing

The programme promotes:

- Self-Awareness
- Self-Control
- Motivation
- Social Awareness
- Resilience and Coping.


The programme was successful in terms of delivery for both teachers and the children taking part and TAMHI should explore the opportunities for growth and development.

# Appendices

## Game: Bully Run

**Learning outcome(s)**  
Participants will be able to:

- ✓ Promote anti bullying
- ✓ See an illustration of a person going through a tough time going from school to home
- ✓ Help everyone understand what being subjected to bullying behaviour feels like



**Equipment required:**

- ✓ Pop up goals
- ✓ Cones
- ✓ Soft balls to throw
- ✓ Head guards (optional)

**Delivery notes:**

- ✓ Set up an obstacle course using the pop-up goals as shields/safety points
- ✓ Set up a zone where people throw balls at the "Target Person" - each person should have a ball
- ✓ Lay out cones as the path from school to home
- ✓ Give participants who will display bullying behaviour balls to throw

**Activity**

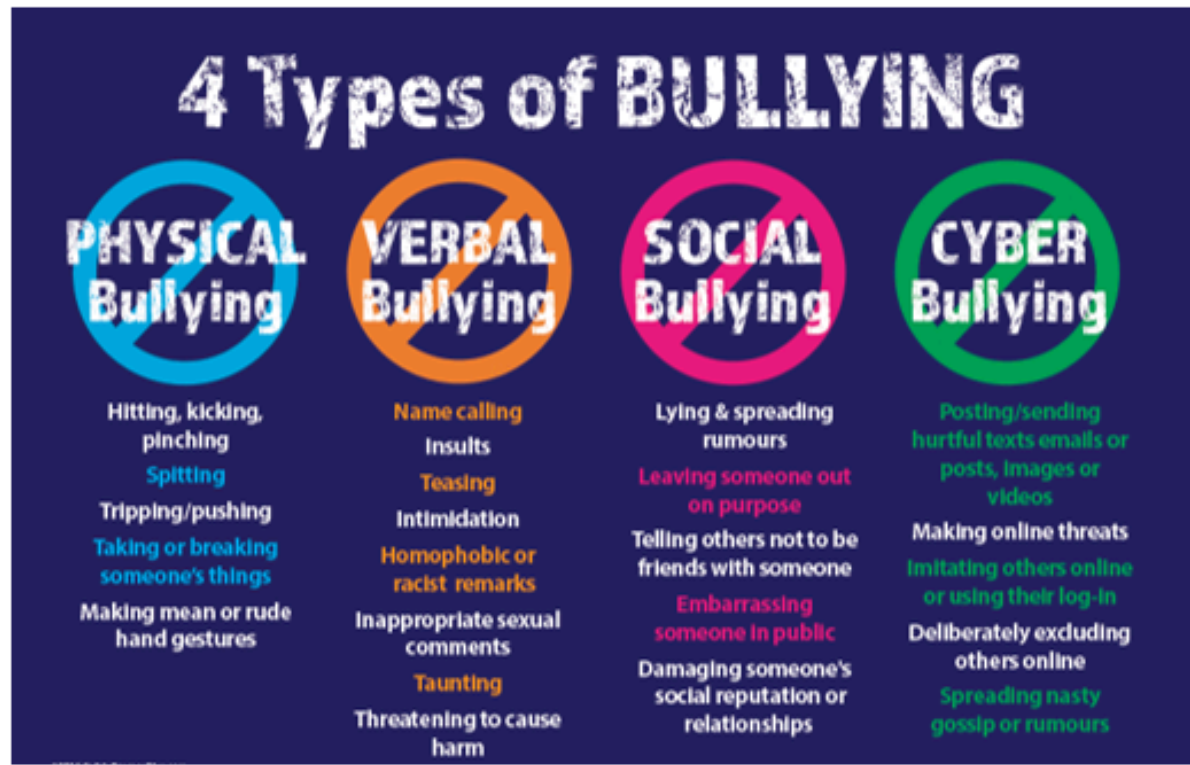
- ✓ Appoint a person who will be subjected to bullying behaviour who must follow the path to get from school to home.
- ✓ Set out an obstacle course with 'School; The Bus Stop; Home Bus Stop; Local Shop; The walk to you home' (or substitute as appropriate).
- ✓ Line out players to throw balls at the person who will experience the bullying behaviour.
- ✓ When person leaves school the "Throwing Players" must target them with dodgeballs.
- ✓ Aim of the target person is not to get hit.
- ✓ AFTER - Talk about bullying and what the balls can represent (Figure 1).

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## Game: Bully Run

**Progress (Part 2 of the game)**

- ✓ Appoint up to four participants (if a small group e.g. in a group of 10 use 2 helpers) to stand up for the person who was targeted with bullying behaviour.
- ✓ Emphasising to participants it is important to ask for help; helpers can represent 'Parents; Teachers; Friends; Youth Workers; Anti Bullying Ambassadors' (or substitute as appropriate).
- ✓ Focus your conversation on talking points around bullying and help seeking behaviour.
- ✓ Focus on how people feel with protection (they should feel safer/better).
- ✓ You can also use this opportunity to explore the concept of 'fake friends' if appropriate.
- ✓ Always reinforce the message that it is ok to ask for help and to speak to a trusted adult ASAP.



**4 Types of BULLYING**

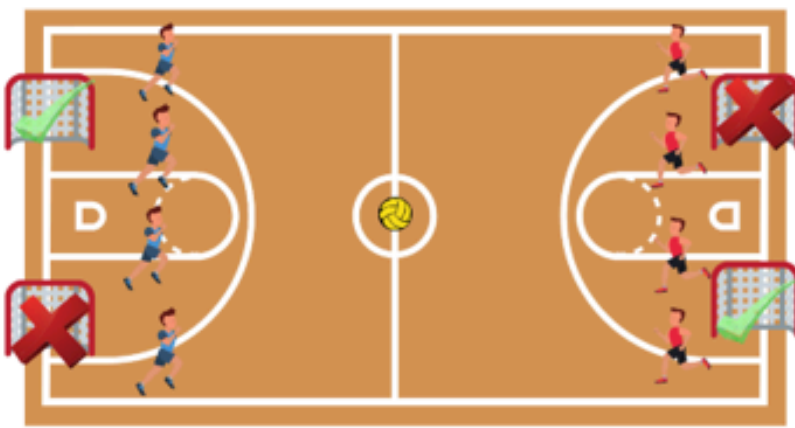
- PHYSICAL Bullying:** Hitting, kicking, pinching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures.
- VERBAL Bullying:** Name calling, insults, teasing, intimidation, homophobic or racist remarks, inappropriate sexual comments, taunting, threatening to cause harm.
- SOCIAL Bullying:** Lying & spreading rumours, leaving someone out on purpose, telling others not to be friends with someone, embarrassing someone in public, damaging someone's social reputation or relationships.
- CYBER Bullying:** Posting/sending hurtful texts emails or posts, images or videos, making online threats, imitating others online or using their log-in, deliberately excluding others online, spreading nasty gossip or rumours.

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## Game: Choice Ball

**Learning outcome(s)**  
Participants will be able to:

- Think about the right and wrong statements regarding mental health
- Follow rules to then score in the correct net according to their interpretation of the words / statements
- The team with the highest score wins



**Equipment required:**

- 4 x Pop up goals
- 2 x sets bibs of different colours
- A football
- 2 x Large printed 'X' marks in red
- 2 x large printed 'D' marks in green
- Printed words and/or statements

**Delivery notes:**

- Set up 4 goals
- Place two at each side of an indoor hall or outdoor football pitch
- Put ticks in two opposite goals
- Put 'X's in two opposite goals
- Get a football

**Activity**

- At each side one goal will be Right/Good = D and the other Wrong/Bad = X.
- Leader / facilitator calls out words or statements that are either right or wrong in relation to mental health. Note we find words can sometimes be more effective with younger audiences.
- Throw ball in middle – first to score in correct net gets the goal.
- Highest score wins.
- After the goal reflect and chat about why the players thought each word or statement was Right or Wrong and what it means.
- Additional reflection points if you have extra time: Explore can something be just 'good' or 'bad' and the implications of these labels.

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## Game: Choice Ball

**Impacts on Wellbeing:**

Positive		Negative	
Healthy Diet	Eating a balanced diet	Bullying	Persistently making someone feel bad
Connecting with friends	Being social; talking and hanging out with mates	Illegal drugs	Drugs that are illegal
Helping others	Being helpfully; doing things for others	Being cheeky to people	Lack of respect
Caring about people	Showing empathy	Not listening to coaches	Making it hard for coaches to coach
Listening in training	Making it easy for a coach to deliver a session	Lashing out	Hitting out verbally / physically
Trying your best	Doing your best; behaviour and effort	Swearing	Foul Language
Asking for help	You get support and relief in getting help from others	Discrimination	Making someone feel different due to colour of skin; community status etc.

Note: Adjust everything according to your group and the age range you work with / your audience.

**Right Statements**

- 1 in 8 young people suffer from poor mental health issues (Source QUB 2021)
- 1 in 5 adults suffer from mental health issues (Office Statistics Regulation)
- Mental health affects us all
- Talking about mental health is a sign of strength
- If I feel down for more than 2 weeks, I should

**Wrong Statements**



1. People with mental health problems should be locked up
2. Mental health is always a negative thing
3. People with poor mental health cannot work
4. Keeping everything bottled up is fine
5. There is no help for people with mental health

**WORD EXAMPLES... (use words that will appeal best to YOUR audience)**

BULLYING    SELF ESTEEM    THERAPY    SUICIDE    KINDNESS  
 COUNSELLING    EXERCISE    DRUGS    ASSAULT    CONNECTION  
 HELP    DEPRESSION    WORRYING    GRATITUDE    SHAME    ISOLATION

Note you could incorporate extra points by asking who can name Support Groups

- Lifeline / Childline
- Doctor / GP
- NSPCC
- Minding Your Head
- Helplines NI
- [Samaritans etc](#)

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## Game: Problem Overload

15-20 Minutes

### Learning outcome (s)

Participants will be able to:

- Highlight the difficulties in taking on too many problems
- Highlight it's better to share your problems rather than letting them build up
- Key Message: ASK FOR HELP

### Equipment required:

- Cones
- Balls (depends on numbers)
- 2-3 Obstacles ie fitness step, hurdles etc
- Two ball carriers
- Mind Craft Head/Blindfold Optional



### Delivery notes:

- Split the teams (say 20 people) – 4 teams of 5
- Create 5 Obstacle courses (Symbolic of life); with say 1 small hurdle; 1 big hurdle and 4 Cones positioned in a small square
- Ensure a good supply of balls for each group – min 2 per person so 10 in this game. (You may have to send balls back down to starting point AFTER counting).
- Each member of the team must load up with balls which equal "Problems" and get through life while trying to control them.



### Game One: Problem Overload

- Each Person must load up on problems
- Mind Craft Head/Blind Fold Optional – YOU THEN PROMOTE HELPING THROUGH OBSTACLE COURSE OF LIFE
- Each team member can carry as many balls as they want
- Each team member must complete the obstacle course ("Life") and try and control their problems;
- Each team member must try and set their balls ("Problems") in the square without any falling out
- Only balls in the coned off square count
- Any balls that drop or roll out of square will not be counted
- The object of the game is to have the most balls in the square



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## Game: Problem Overload

### Reflection:

- Ask the team members how they feel?
- were they in control?
- was it a struggle trying to carry so many problems?
- what types of problems could the balls represent?



### Typical Responses:

- Schoolwork/Work Stress
- Bullying
- Gambling
- Relationship Breakdown
- Gaming/Online Addiction
- Fighting with friends

### Progress: Game 2: Problem Shared

- As each ball represents a problem which is better to be shared. As team members share their problems the game changes as the emphasis of sharing your problems (carrying less balls) is easier to cope.
- The players should then realise by lifting less balls there are more in control and able to set the balls down in the square without losing control.
- At the end of the game the team with the most balls in the safe zone wins and if no balls are lost then it's the team that's finishes quickest wins.

### Coaching points to explain to the group

- Each ball equals a problem; problems come in different shapes and sizes
- Small Problems can be easily dealt with; Talk about them
- BIG problems; you need to get help
- If you're not in control of your problems that can go everywhere e.g. losing control of balls
- Any balls that fall represent a problem not resolved and put to the back of your mind, these can build up and create bigger issues in the future
- It's ok to talk and
- Its ok to share your problems
- Share with Friend; Adult; Coach; Teacher; Support Contacts



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## Capture the Take 5

### Learning outcome (s)

Pupils will be able to:

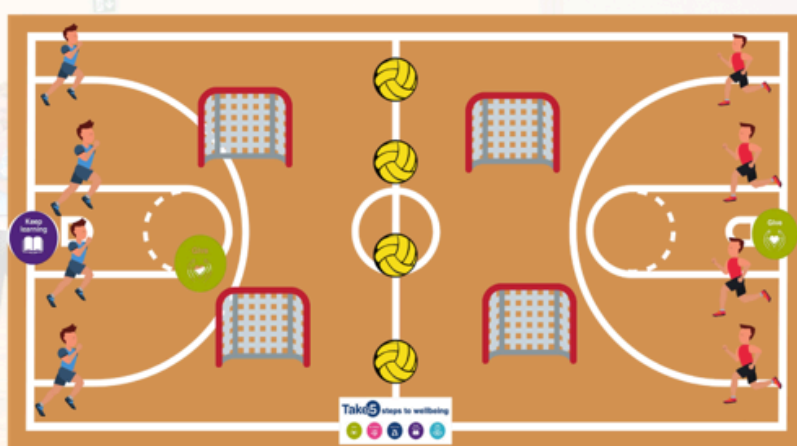
Learn about the take 5 steps for wellbeing and how they can implement them in their lives.

### Delivery notes:

- Split into two teams
- Place one ball in the middle between two people
- Create barriers/guards with pop up goals

### Equipment required:

- 1 Ball per 2 people
- Take 5 flag (a4 print)/tape
- POP Up goals (4 to 6)



### Activity

- Split the participants into teams and allocate a Take 5 "Flag" to each team
- Teams must tape the Flag to the wall at their start position
- Position a "War Zone" in the centre of the hall - with dodgeballs in the middle
- Teams start at their base and must run to get dodgeballs
- Aim is to put as many people out as possible - last person standing - captures the take 5
- TALK ABOUT TAKE 5 Steps and how they can be rolled out in your setting (at the start or end)



**Connect**

- With friends
- School
- Phone or Call round to a friends
- Check up on family/friends of old
- Never be afraid to meet new people

**Be Active**

- Go to the Gym
- Park Run
- Walk the Belfast Hills
- Walk the dog
- Walk with Family
- Walk on your Break

**Keep Learning**

- Keep Learning
- New Skills
- New Things You Enjoy
- About other people
- About Mental Health
- About social issues and how to deal with them

**Give your Time**

- Volunteer in school
- Help school fundraisers
- Help Pupils struggling to make friends
- Volunteer outside of school

**Take Notice**

- Of all the positive things in our community
- Of the positive leaders and role models
- Of the great spaces we do have and can enjoy

**Take 5** for your emotional wellbeing

Report completed by:  
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