BRIEF REPORT

SMART MOVES EVALUATION

PURPOSE

Dr Watling was asked to conduct an independent assessment of the Smart Moves materials for the Eikon Charity. The assessment includes conducting an assessment of children's resiliency, well-being, and behaviour before engaging with the Smart Moves materials and after engaging with the materials. Further, we conducted interviews with teachers and children to understand their experience of using the materials.

EXECUTIVE SUMMARY

Ten schools took part in this evaluation, four primary or junior schools and six secondary schools. We had children complete a set of questionnaires (assessing resilience, wellbeing, and behaviour) pre and post Smart Moves from 254 year 6 children and 653 year 7 children. We also have data from one school (year 7s) who participated over three time points (pre, immediately post, and 3 months following Smart Moves). In addition to the quantitative work, we interviewed 5 staff and 30 pupils (15 in Year 6 and 15 in Year 7) who engaged in Smart Moves to gain a better understanding of how the used and perceived the materials and how they felt thinking and behaviour may have changed over time.

PRE AND POST SMART MOVES FINDINGS

Within our evaluation we noted that pupils who were initially low and high in resiliency differed in their scores on our measures. We therefore explored the results for pupils who were identified as low in resiliency through to those who were identified as high in resiliency. Findings demonstrated that pupils who had lower resiliency pre Smart Moves, had significant improvements in resiliency on completion of Smart Moves, while those who were strong in resiliency showed little change and those who were initially very strong showed minor reduction (i.e., moved to the 'strong' category) possibly as became more aware through taking part Smart Moves of themselves, their relationships with and the support they receive from others. Further, we saw that reporting more positively on feelings about physical activity and health, mood and feelings, and school were positive predictors of greater resiliency over time. Importantly, through enhancing resiliency, we saw that this was significantly associated with benefits to both wellbeing and behaviour. These findings indicate, in particular, the wider benefits of building both resiliency and wellbeing for pupils behavioural outcomes.

Importantly, interviews also showed that both teachers and pupils felt that through using Smart Moves they were able to build confidence around their capability (e.g., transition to secondary school, dealing with new situations), building friendships and to be able to cope when they begin to worry. Children also reported they were better able to communicate about feelings, to understand how others may be feeling, and to engage in conflict resolution. All enjoyed the Smart Moves materials.

METHODS

PARTICIPANTS

Ten schools took part in this evaluation, four primary or junior schools and six secondary schools. In total we had 1402 pupils took part in our study, although not all took part at each time point. We had 1266 pupils took part at the pre Smart Moves and 864 of these pupils took part also immediately post Smart Moves (277 Year 6 pupils and 587 Year 7 pupils).

All schools send out information sheets and opt out forms to parents; if a parent wished for their child not to participate they returned the form to the school. When the research team visited the schools, pupils were given information verbally about the project, and were provided with it in writing on screen. Each child then provided their consent online if they wished to take part. Pupils who did not provide consent were either given the option to use the internet while others completed the measures or to do some independent reading (guided by the class teacher). Full ethical approval was provided by Royal Holloway, University of London Research Ethics Committee.

MEASURES

We had pupils complete a set of questionnaires (assessing resilience, wellbeing, and behaviour) pre and post Smart Moves.

ASSESSING RESILIENCE.

Pupils were asked to judge the extent to which they agree with 5 statements to assess resiliency using a scale developed by the Children's Society:

	Strongly disagree (0)	Disagree (1)	Neither agree or disagree (2)	Agree (3)	Strongly agree (4)
I can usually think of lots of ways to solve a problem.					
I try to stay positive.					
I am a very determined person.					
I really believe in myself.					
I am good at solving problems in my life.					

Pupils clicked to indicate if they "Strongly agree", "Agree", "Neither agree nor disagree", "Disagree", or "Strongly disagree". Total scores were totalled (range 0-20), so that higher scores were more positive.

ASSESSING WELLBEING.

We used the Kidscreen 27 to assess pupils' wellbeing, which has five subscales, and is appropriate for 8- to 18-year-olds. This measure asks pupils to judge how physically active they are and heathy (physical activities and health subscale, 5 items), their general mood and feelings of self (general mood and feelings about yourself subscale; 7 items), their feelings about how they spend their time and family (family and free time subscale; 7 items), their friendships and support from friends (friends subscale; 4 items), and their feelings about school and relationship with teacher (school and learning subscale; 4 items).

ASSESSING BEHAVIOUR.

We used the Strengths and Difficulties questionnaire to assess pupils' behaviour, which has five subscales (each range 0-10): emotional problems scale, conduct problems scale, hyperactivity scale, peer problems scale and the prosocial scale. We combined scores on the conduct problems scale and the hyperactivity scale to get an externalising score (range 0-20), and the scores on the emotional problems scale and the peer problems scale to get an internalising scale score (range 0-20). For externalising and internalising scores, higher scores indicate greater difficulties. For the prosocial scores, higher scores indicate greater prosocial behaviours.

FINDINGS: EXPLORING GENERAL TRENDS IN THE DATA
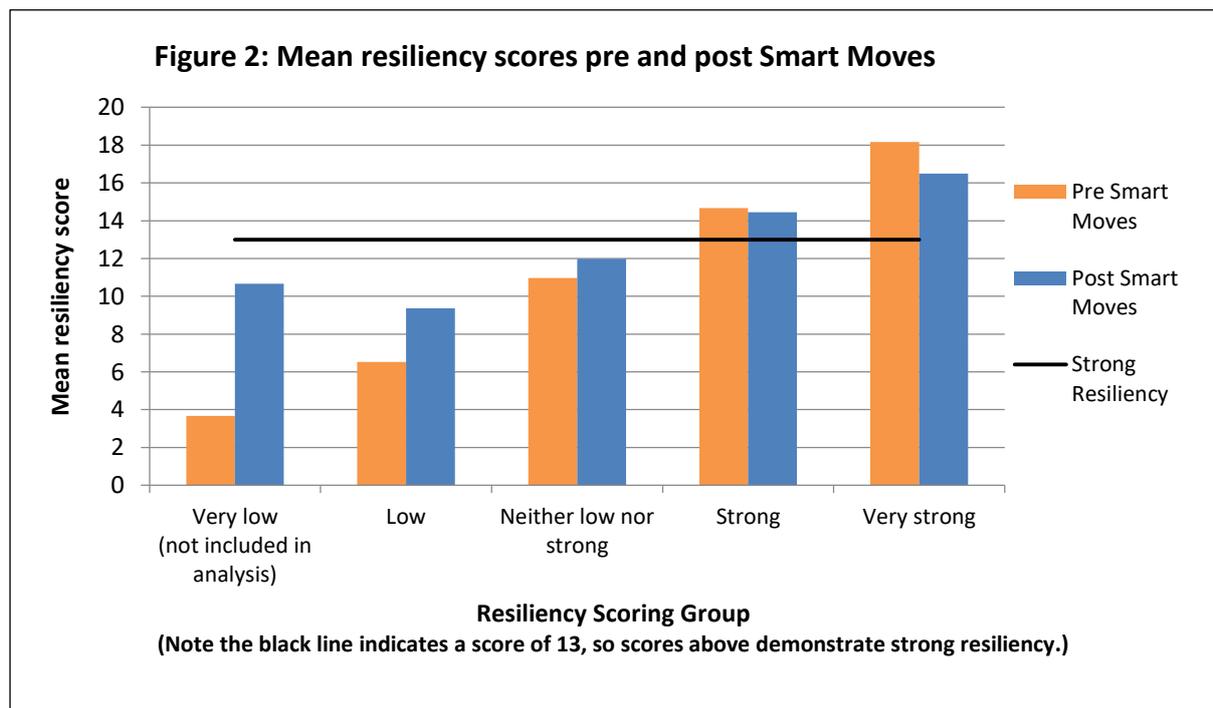
CHANGES IN RESILIENCY

Pupils had good resiliency, with the mean resiliency of 14.61 (scores ranged 3-20) before taking part in Smart Moves. We were interested in understanding if Smart Moves had a stronger impact on pupils who had lower resiliency than those who had stronger resiliency. We therefore subdivided the resiliency scores into 5 groups.

Scoring category	Score range	Category description
Very low	0-4	Pupils in this category typically chose 'strongly disagree' or 'disagree' with the resiliency items.
Low	5-8	Pupils in this category typically chose 'disagree' or 'neither agree nor disagree' with the resiliency items.
Neither low or strong	9-12	Pupils in the category most often chose 'neither agree nor disagree' and then had an option or two with 'disagree' and 'agree'
Strong	13-16	Pupils in this category most often chose 'agree', and then an option or two with 'neither agree nor disagree' or 'strongly agree'
Very strong	17-20	Pupils in this category most often chose 'Strongly agree', but may also have chosen 'agree'

Figure 1 below shows the number of pupils (see X-axis) before taking part in Smart Moves within each scoring category. Further, it shows what percent of these pupils stayed in the same category or moved to a new category (and what that was) post Smart Moves. In fact there was an association between taking part in Smart moves improving resiliency for those who scored lower to neither low nor strong in resiliency (scores of 0-12). In contrast those pupils who had strong or very strong resiliency (scores of 13-20) were likely to maintain their level of resiliency, or any change primarily kept them in the good to strong resiliency category.

Figure 1: Frequency of pupils in each resiliency group, pre and post Smart Moves
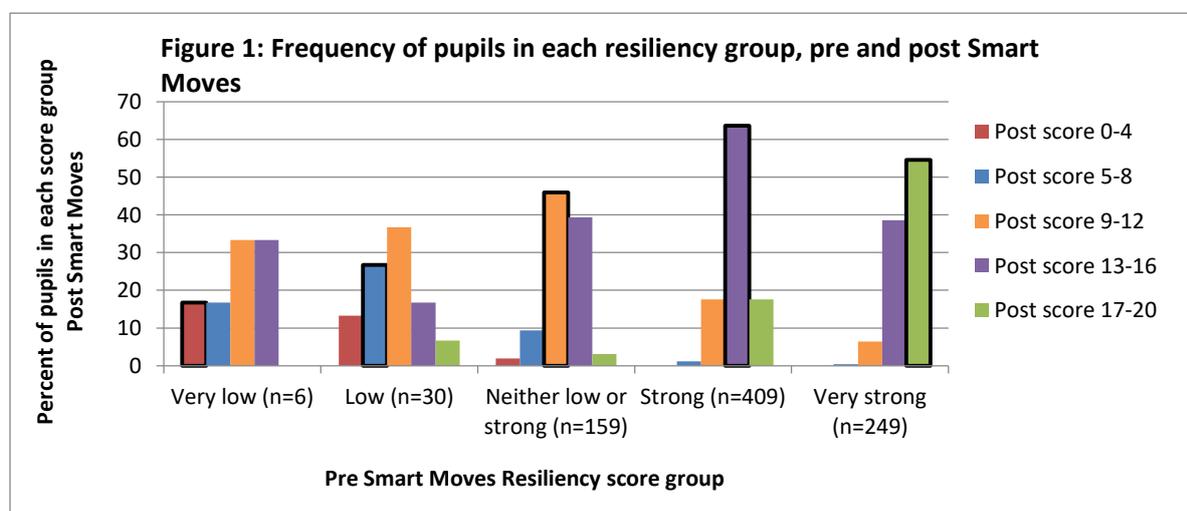
We conducted an initial analysis to assess if there was significant change in resiliency scores before Smart Moves and post Smart Moves. Due to the very small number of participants in 'Very low' resiliency scoring group, we excluded this from the analyses. We found that there was significant improvement in scores after completion of Smart Moves, but specifically this was dependent on the category the individual was in before taking part in Smart Moves. Specifically, as demonstrated in Figure 2, if the pupil was in the 'Low' or the 'Neither low nor strong' resiliency group their resiliency improved after taking part in Smart Moves. There was no significant difference in scores pre and post Smart Moves for the 'Strong' resiliency group, but for the 'Very strong' resiliency group we found a decrease in resiliency (but the score fell within the 'Strong' resiliency group score). We believe that the drop in the 'Very strong' group was due to them using an option or two more of the 'Agree' option rather than the 'Strongly agree'. Of course, this may be a result of them reflecting throughout the Smart Moves process on their strengths and support networks, etc.

Figure 2: Mean resiliency scores pre and post Smart Moves

Resiliency Scoring Group
(Note the black line indicates a score of 13, so scores above demonstrate strong resiliency.)

In addition to exploring changes in across the pre- and post-scores, we had a group of approximately 150 year 7 pupils who we saw at three different times (pre Smart Moves, immediately post Smart Moves, and 3 months post Smart Moves). Within this group 33 pupils had an initial resiliency score below 13. For those pupils who had lower resiliency before taking part in Smart Moves (mean score 10.08), we saw that their resiliency significantly increased after taking part in Smart Moves (mean score = 11.79). Importantly, their resiliency level immediately post Smart Move did not return to previous levels 3 months later (mean score = 11.97). This finding demonstrates that improvements in resiliency persisted over time.

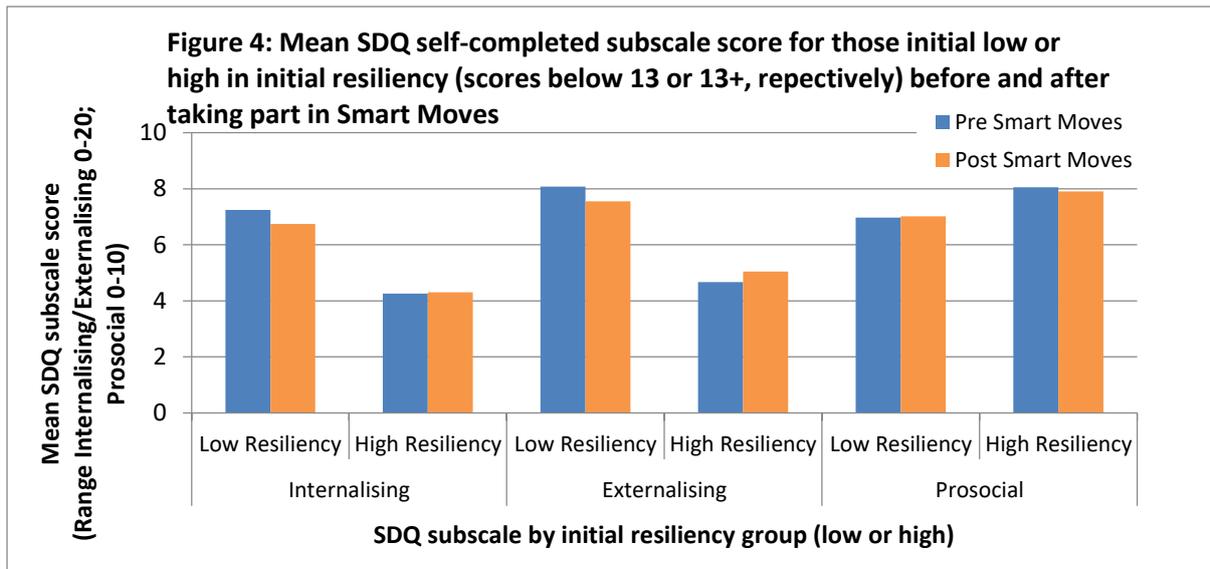## CHANGES IN BEHAVIOUR (STRENGTHS AND DIFFICULTIES QUESTIONNAIRE; SDQ)

We assessed both pupils' perceptions of their strengths and difficulties and also had teachers, where possible, complete the teacher version of the SDQ. We found moderate to strong associations between teachers' ratings and the pupils' ratings (had approximately 455 response pairs – both the child and his or her teacher

completed the SDQ – for pre Smart Moves scores and 385 for post Smart Moves scores). Associations for teachers' pre and post scores were similar to the associations found in pupils' pre and post scores.

Interestingly, the data show that pupils rate themselves less positively than teachers on internalising behaviour (controlling emotions and peer relationships) and externalising behaviour (conduct and hyperactivity); where higher scores on these two dimensions represent more difficulties. Pupils also rate themselves less positively than teachers on prosocial behaviours (see Figure 3); higher scores for prosocial are more positive. Given all measures of interest are those of the pupils, the results that follow will include only the child SDQ.

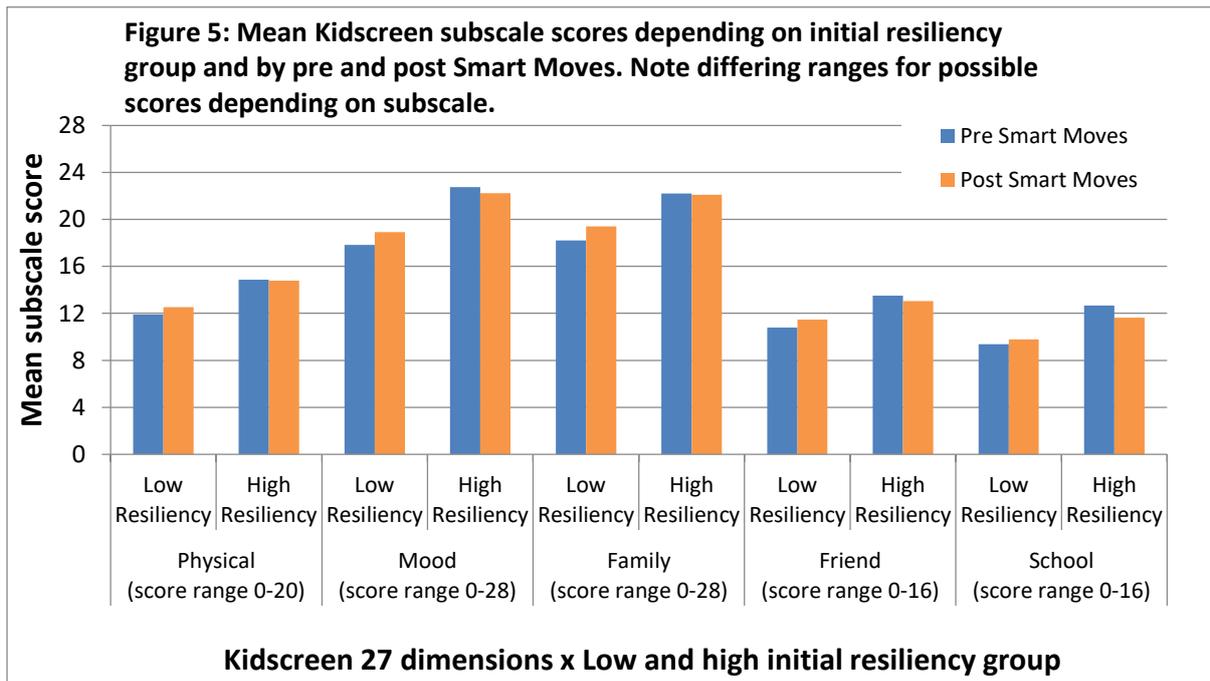**Figure 3: Mean SDQ score when child self-rated and when teacher rated**
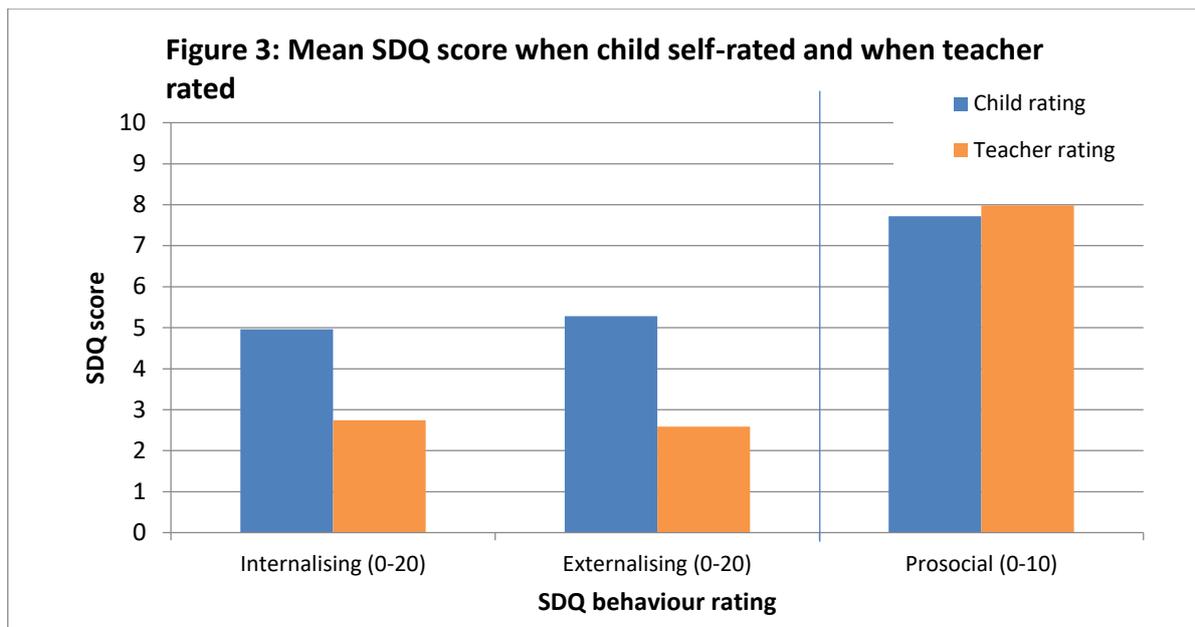
We found that girls generally rated themselves as having more internalising problems and as more prosocial than the boys. Boys rated themselves as having more externalising problems than girls. Further, we found that those who were in the low initial resiliency (scores less than 13) rated themselves less positively on all three measures within the SDQ than those who were in the high initial resiliency group. For instance, they reported more internalising problems (7.00 versus 4.28), more externalising problems (7.82 versus 4.86), and being less prosocial (7.00 versus 7.98). It is important to note that these averages all fall within the 'normal' or 'close to average' range. Importantly, those who had low initial resiliency rated themselves more positively on both internalising and externalising behaviour following taking part in Smart Moves. Interestingly, those who initially had strong resiliency (scores 13+) rated themselves as having more externalising behaviours and as being less prosocial following Smart Moves although scores on this remained well within the 'normal' or 'close to average range' and were more positive than the initial low resiliency group (see Figure 4).

Figure 4: Mean SDQ self-completed subscale score for those initial low or high in initial resiliency (scores below 13 or 13+, repectively) before and after taking part in Smart Moves

CHANGES IN WELLBEING (KIDSCREEN-27)

We assessed pupils' feelings of wellbeing with regards to their feelings about their physical health, mood, family, friends and school. We found the year 6 children were more positive in mood and feelings about school than the year 7 children. We also found that boys judged themselves as having a more positive mood than girls, while girls were more positive about their friendships and school than the boys. Further, those initially low in resiliency (scores less than 13) were less positive than those high in initial resiliency (scores 13+) overall.

Importantly, we were interested in how pupils' wellbeing changed after taking part in Smart Moves. We found that pupils initially low in resiliency reported increases in feelings of physical health, mood, friendships and family life following Smart Moves. In contrast, those who were initially high in resiliency reported decreases in positively regarding their mood, their friendships and their happiness with school. Findings are shown in Figure 5; you will note that whilst those initially high in resiliency showed less positive wellbeing over time that their scores remained higher than those initially low in resiliency, and were still fairly high overall.

Figure 5: Mean Kidscreen subscale scores depending on initial resiliency group and by pre and post Smart Moves. Note differing ranges for possible scores depending on subscale.

PREDICTING RESILIENCY

We conducted analyses to understand if changes in pupils' feelings and behaviours from pre to post Smart Moves may predict changes in resiliency (see Table 1). Not surprisingly, given the above patterns, we found that pupils who became more positive about their physical activity and general health, their mood and feelings, their school, and who reported fewer externalising and internalising behaviours, as well as becoming were more prosocial became more resilient between the first visit (pre Smart Moves) and the second visit (immediately post Smart Moves).

We also assessed, for the group of year 7 pupils who we saw pre, immediately post, and 3 months post Smart Moves if we changes in pupils' feelings and behaviours predicted changes in resiliency at 3 months post Smart Moves. We found that after controlling for the pre measures that changes following Smart Moves continued to predict resilience scores 3 months post Smart Moves. Specifically, becoming more positive about their physical activity and general health, their mood and feelings, their family, and their school between pre and immediately post Smart Moves, predicted greater resiliency at 3 months post Smart moves.

Findings presented in Table 1 demonstrate that changes in feelings about their physical activity and health, in their mood and feelings of self, and in their feelings about school, predicted resiliency immediately post Smart Moves and continues to predict resiliency three months post Smart Moves.

Table 1: Predicting post Smart moves measures (immediately post and 3 months post) from change in feelings and behaviours between pre and immediately post measures when all behaviour and wellbeing measures entered into the model together.

	Time 2 resiliency (N = 825)	Time 3 resiliency (N = 243)
Controlling for Resiliency time 1 score	+ve predictor	+ve predictor
Year group (6 or 7)	*ns*	*ns*
Sex of child (male or female)	Males higher	Males higher
KS$_{change\ T2-T1}$: Physical activity & Health	+ve predictor	+ve predictor
KS$_{change\ T2-T1}$: General mood & Feelings about self	+ve predictor	+ve predictor
KS$_{change\ T2-T1}$: Family & free time	*ns*	*ns*
KS$_{change\ T2-T1}$: Friends	*ns*	*ns*
KS$_{change\ T2-T1}$: School & learning	+ve predictor	+ve predictor
SDQ$_{change\ T2-T1}$: Externalising (conduct & hyperactivity)	-ve predictor	*ns*
SDQ$_{change\ T2-T1}$: Internalising (emotional & peer problems)	-ve predictor	*ns*
SDQ$_{change\ T2-T1}$: Prosocial	+ve predictor	*ns*

Notes:
ns = not a significant predictor after considering all other factors;
KS = Kidscreen 27 score;
SDQ = Strengths & Difficulties scores (self-completed);
+ve predictor = where scores increased between pre and post Smart Moves, resiliency scores increased;
-ve predictor = where scores increased between pre and post Smart Moves, resiliency scores decreased.

PREDICTING CHANGES IN FEELINGS AND BEHAVIOUR FROM CHANGES IN RESILIENCY

To assess if changes in resiliency could predict positive changes in feelings and behaviour, we conducted a series of multiple regression analyses to predict post Smart Moves scores (controlled for pre Smart Moves

scores on the measure) from changes in resiliency. This will allow us to assess if strengthening resiliency is related to benefits for wellbeing and behaviour (findings presented in Table 2).

We found that for all wellbeing and behaviour measures (the five Kidscreen 27 subscales and the three SDQ subscales) that becoming more resilient was related to have more positive Kidscreen subscale scores (greater wellbeing) and better behaviour (lower externalising and internalising scores, and higher prosocial scores). These findings were present when looking at differences between the pre (T1) and immediate post scores (T2), as well as for the immediately post scores, and 3 months post scores (T3). Interestingly, in looking at the longer term relationships of the 3 months post scores from the initial pre Smart Moves scores, it was only the wellbeing measures of physical activity and health, general mood and feelings about self, and friendships, as well as the behaviour internalising measure that were related to more positive maintained positive outcomes three months post Smart Moves.

Table 2: Predicting post wellbeing (Kidscreen) and behaviour (SDQ) scores from changes in resiliency when we controlled for initial scores on these measures

When predicting the scores for each measure below from the change in resiliency:	Resiliency change T2-T1 (N = ~850)	Resiliency change T3-T2 (N = ~150)	Resiliency change T3-T1 (N = ~150)
KS: Physical activity & Health	+ve predictor	+ve predictor	+ve predictor
KS: General mood & Feelings about self	+ve predictor	+ve predictor	+ve predictor
KS: Family & free time	+ve predictor	+ve predictor	*ns*
KS: Friends	+ve predictor	+ve predictor	+ve predictor
KS: School & learning	+ve predictor	+ve predictor	*ns*
SDQ: Externalising (conduct & hyperactivity)	-ve predictor	-ve predictor	*ns*
SDQ: Internalising (emotional & peer problems)	-ve predictor	-ve predictor	-ve predictor
SDQ: Prosocial	+ve predictor	+ve predictor	*ns*

Notes:
ns = not a significant predictor after considering all other factors;
KS = Kidscreen 27 score;
SDQ = Strengths & Difficulties scores (self-completed);
+ve predictor = where the resiliency score increased between the visits, the score being predicted increased;
-ve predictor = where the resiliency score increased between the visits, the score being predicted decreased.

FINDINGS: SUMMARY

In general we see that there are changes in resiliency from before taking part in Smart Moves to after taking part, in particular for those pupils who began with lower resiliency, and that these changes remain three months after taking part in Smart Moves. Further, we saw that over time there were improvements in wellbeing and in behaviour for those who were initially lower in resiliency. These differences are informative to show that mean changes were found pre and post Smart Moves in particular for pupils who were initially low in resiliency.

In addition to exploring mean differences, we were interested in if we could predict individual differences in score changes over time. To assess this, we conducted used multiple regression analyses first to understand if we were able to predict changes in resiliency measures when we knew both wellbeing and behaviour scores. We found that there were significant associations between becoming happier with one's physical activity and health, general mood and feelings about the self, school and learning, and becoming more prosocial and having fewer internalising and externalising problems. Further, changes in resiliency tended to predict more positive later wellbeing scores and more positive behaviour. These findings appear to support that where we

are successful in enhancing resiliency, we are likely to positively influence both wellbeing and behaviour, but we have also seen that through establishing a more positive sense of wellbeing and of behaviour it may result in positively changes in resiliency.

Of interest, in our smaller sample of year 7 pupils who took part in three visits (pre Smart Moves, immediately post Smart Moves, and 3 months post Smart Moves) we saw that changes in resiliency from visit 1 to 3 (becoming more resilient) could predict positive changes in happiness with physical activity and health, general mood and feelings about the self, friendships, and in having fewer internalising behaviours. In contrast, over this same period of time when predicting changes in resiliency from visit 1 to 3, behaviour was not predictive, nor was friendships, but school and learning was. It is possible that through enhancing resiliency that it was more likely to affect happiness with friendships and in reducing internalising behaviours, while through enhancing feelings of happiness at school and with learning it may positively affect feelings of resiliency. However, we do need more work to determine causal links.

INTERVIEWS

METHODS

All schools were approached to take part in the interviews. In total, 5 teachers (all female) were interviewed (all female) and 30 pupils, or which 3 were 10 years old (2 boys and 1 girl), 12 were 11 years old (7 boys and 5 girls), 15 were 12 years old (7 boys and 8 girls). Full ethics approval was provided by the Royal Holloway Research Ethics Committee. Participant information sheet and consent forms are presented at the end of this report.

Interview questions (attached to the end of this report) were developed with feedback from Affy Harris (Eikon Charity) to ensure we were able to gain information of value. Four trained interviewers conducted semi-structured interviews with five teachers and 30 pupils. Interviews took place in the school, in a quiet room where distractions would be minimised. Interviews were recorded using digital recorders and digitally transcribed.

Following the interviews, two independent (not involved in conducting the interviews) research assistants transcribed the audio interviews. One of the research assistants that transcribed the interviews was then trained in content analyses to code the interviews, and coded all five interviews.

FINDINGS FROM INTERVIEWS

Below is a summary of the key points highlighted within the interviews around the main areas of interest.

- How classes worked with Smart Moves
- Usefulness of Smart Moves
- What works well
- What could be improved

Note that following each summary there is a box with quotes. Following each quote there is a number in square parentheses that represents the teacher (begins with 'T') or child (begins with 'C') unique identifier (used to maintain anonymity). We have also indicated if the quote came from male (M) or female (F) and for the children if the child was in year 6 (10 to 11 years old) or year 7 (12 years old).

HOW CLASSES WORKED WITH SMART MOVES

Delivery

It is clear that delivery of the programme differed depending on the schools. The teachers who took part in interviews generally reported that they used the materials either weekly or every three weeks. Most teachers and pupils reported that they engaged in Smart Moves for 15-30 minutes; although one school was using this during the hour of PSHE.

USEFULNESS OF SMART MOVES

Helps build confidence

Pupils found that the activities helped prepare them for secondary school. Some pupils focused more on how it reduced anxieties (particularly picked up by the females), while others noted that through using Smart Moves there was more discussion focussed on the transition and helped them to know what to expect when they went to secondary school.

> "I know some of my friends who are going to a different school, they're really worried about going up to secondary school…I would definitely recommend it to help and talk to people…about what you're going through." [C11, Female, 11 years]
>
> "I'd just say it's, like, this thing that helps you with, like, your friendships and stuff and things leading up to secondary school and helped you like, erm ... get rid of your nerves and like, worries and questions about secondary school and stuff." [C30, Female, 11 years]
>
> ""…that helps you do things when you're moving up to another school and things like that and help you, like, get through stuff." [C12, Male, 10 years]
>
> "…it was quite good because it could help, like it helped me to…to know what to expect at secondary school." [C27, Male, 11 years]

Other pupils highlighted that through using Smart Moves they felt better about their own capabilities, including being able to make friends and to be able to cope with emotional situations.

> **Building confidence in one's capability – example quotes**
>
> "I think I've got more like…kind of confident and I know what to do and like in situations which I didn't know what to do before." [C09, Female, 12 years]
>
> "I didn't have any more worries cos I wrote down all my worried about and what I was confident about, and then I realised there was nothing to worry about secondary school." [C27, Male, 11 years]
>
> "It boosts your confidence and to help you sit there, like sort out situations differently … So you shouldn't say, like, "I can't," you should always say, like, "you can," and then like cos I don't really like putting my hand up, I kind of like thought back to that and then I'm contributing more often." [C26, Female, 12 years]
>
> **Building friendships – example quotes**
>
> "I've definitely talked to more different people that I didn't really used to talk to at the start of the year, cos now I'm more friends with people in my form and I've become closer with other people, like [blank] is one of my best friends now and at the start of the year I literally never talked to her so it actually helped me gain more friends." [C05, Female, 12 years]

> "It might have given me more confidence to in making friends with people that I didn't know." [C29, Male, 11 years]

> **Supporting coping – example quotes**

> "… it's helped like a lot like thinking about, for example, like stress or erm…like how to resolve an argument." [C02, Male, 12 years]

> "I didn't have any more worries cos I wrote down all of my worries." [C27, Male, 11 years]

> "If I was stressed out they helped me." [C03, Female, 12 years]

> "And like Smart Moves, like, it says … that you shouldn't worry that much, so I stopped worrying. It made you kind of stop and think, like, "ok, in Smart Moves it says don't panic." [C10, Male, 11 years]

Importantly, teachers also recognised these feelings in their students.

> "They really looked into that as to why that quality was important, not that they just wanted a friend that was somebody that was just funny, but what other things did you ned in a friend and a lot of them didn't realise until we went through round the class." [T04, Female]

> "He was allowed to say everything that he felt anxious about and felt happy doing so because everyone was sharing their anxieties." [T05, Female]

> "So there was a particular child in my class that always struggled, particularly at the beginning of the year … with friendships, but also dealing with even the smallest of things without coming to an adult and she'll say to me, "and I thought about my Smart Moves and I've used the diagram and I just, and you're the person I could come to speak to help me to decide what to do next." [T02, Female]

Help build social skills

Pupils and teachers identified that through Smart Moves they were able to build social skills, including communication skills, developing empathy, developing conflict resolution skills, and building strong relationship skills (e.g., creating connections). Interestingly, more males than females highlighted the fact that there was enhanced communication with classmates. Both males and females referred to being more empathetic with their classmates following the use of Smart Moves. Interestingly, it was primarily year 7 girls who identified that they developed stronger conflict resolution skills, and it was primarily females who reported that through Smart Moves they developed a sense of closeness (bonded) with others.

Enhancing communication – example quotes

"Ah we had an activity where we went round the class and asked each other um, how they're feeling about going to secondary school and that was my favourite activity cos it told me that there are people that felt the same as me." [C12, Male, 10 years]

"It's just easier to talk to them [classmates] now." [C25, Male, 12 years]

"The fact that it was a platform for sharing stuff, I would say that the more anxious have definitely benefitted from it." [T05, Female]

Developing empathy skills – example quotes

"… [Improved] a little bit in my kindness. Normally if someone was ill, I'd be like, "ah, nah, I can't help," but now I sort of help them a little bit more." [C15, Male, 10 years]

"… because before I was quite blunt, everything I'd say was just, "no, no", and now I actually think more about things, cos usually I was quite judgey about everyone, … but now I don't actually just like, judge them on what they look like and stuff." [C05, Female, 12 years]

"It helps me to, like, think about what I'm saying to people, if it might upset them or not. … It's to help you think about what you're doing around different people, and think how you want things to be and how you can make it a better place for everyone." [C20, Female, 12 years]

"It makes me think a bit more so…if you're talking about what you've got to do to be kind and like how you should respect people and things." [C21, Male, 12 years]

Improved conflict resolution – example quotes

"at the moment, 2 of my friends are having an argument, it's like said, in the argument section, cos before *[pause]* normally I would try to get involved and try and sort it out, or something like that, but it's said, don't, so I just left it and they've managed to sort it out themselves instead of having more people get involved." [C23, Female, 12 years]

"… we write down our worries, we can find things out about people and create resolutions to problems." [C09, Female, 12 years]

"2 girls in my, our friendship group, they had a bit of an argument and I kind of, sorted it out a bit… I just kind of said, right, it's just a tiny thing, we need to sort it out." [C03, Female, 12 years]

Building closer relationships (bonding with others) – example quotes

"I think I have, because I got to know more people… when like we talk about it, so I know my whole of tutor [group] now." [C06, Female, 11 years]

"So, then we got to learn more about each other, cos we'll all be in the same form up until Year 11 so it was actually beneficial, I guess." [C05, Female, 12 years]

"We made our own rock name and my contact on one of my friend's phone was the rock name my teacher gave me and also built my friendship with my teacher as well." [C05, Female, 12 years]

"I put shared… a picture of me with my cats and things like that, so again, as a Year 7 tutor group, it was really nice for them to, you know, cos at this point…we were all getting to know each other." [T01, Female]

WHAT WORKS WELL

Both the pupils and the teachers rated the activities as enjoyable (i.e., engaging many in the class, allows creativity) and aesthetically pleasing. Further, the pupils really appreciated that they could keep things private.

Enjoyable activities – example quotes

"I liked how they, every time you turned the page, it was like a different fun activity that you could do and you didn't even realise that it was like working up to secondary school until you kind of read what was going on." [C11, Female, 11 years]

"It's fun when we're doing different things." [C15, Male, 10 years]

"Some of them are quite fun cos they are like creative and you just get to do what you want." [C20, Female, 12 years]

"They were really fun and they kinda got you, like, thinking and like, interested and like you kind of…they kind of like…they were really interesting." [C09, Female, 12 years]

"They were good, they were like…they were engaging, not just reading stuff." [C19, Male, 12 years]

"[They] really, really, really enjoyed it, really focused, really looked forward to it, every time we said we were gonna do it and had it up there, they'd know, "oh good we're doing this."" [T04, Female]

"They [activities] were like, really good, because they were small and like suitable, so we wouldn't have to write out a lot, we could draw in it and we could just decorate it." [C06, Female, 11 years]

Aesthetically pleasing – example quotes

"They were cool…because like it wasn't just like one of them things that like say, Smart Moves, they'll have all the doodles everywhere." [C07, Male, 11 years]

"I think they were designed really well….because it looked really fun and like you really wanted to do it." [C11, Female, 11 years]

"They were very attractive, they had lots of different fonts and they looked quite cool as well." [C21, Male, 12 years]

Appreciated privacy – example quotes

"I could actually put what I felt without telling anyone." [C13, Female, 10 years]

"I could just draw in them and, apparently, no one would read them cos it's only you." [C10, Male, 11 years]

"… that privacy of just having your own little booklet and you can sort of feel, write whatever you want in it and people won't look at it and like judge you on what you wrote." [C11, Female, 11 years]

"I know other people can't read it, because they can't, so just write down exactly what you would write down, cos it's kind of like a diary, cos no one else can read it and it's your thoughts, not anyone else's." [C23, Female, 12 years]

"The materials were really useful, having the booklets for each individual child was great because they can access their own … they can keep it either between themselves or share things." [T02, Female]

"And, again from the children's point of view, they love it, they love the look of it, they're able to personalise it and the fact that it was really their own little book." [T05, Female]

Further, to the above, teachers' felt that the materials allowed them to use the materials to focus students, or to get students to reflect. For instance, one teacher commented that:

> "If a child comes up to me to complain about another child, those sorts of things, I was able to say, "Thinking about your Smart Moves, what would you do? *[pause]* They are much better at solving their own problems and they can, they can go, "oh yeah, can I get my book out? Can I use my flow chart?" [T02, Female]

Teachers also highlighted a number of practical considerations that they appreciated within the materials. Importantly, all teachers interviewed highlighted that they would recommend Smart Moves to others would include.

> "Planning wise, it's, there's, it tells you when you need to photocopy things and stuff like that … the booklet's really practical, *[pause]* that the children have because it's right there in front of them and they can look back."" [T01, Female]

> "The teacher book is brilliant as well and photocopied bits in the back were really useful…I would photocopy it for everybody and have the resources ready … I wasn't finding myself having to go erm…erm…google anything or research anything cos it was all just there." [T02, Female]

> "I found it really simple, you were able to focus on the issue and not think about the running of the discussion … it's useful, you can just pick it up and go."[T05, Female]

WHAT COULD BE IMPROVED

Teachers highlighted a number of practical considerations that they appreciated within the materials. This included thinking about the resources in the school, considering the amount of time required for activities, and possibly working to come back to themes more often.

> "… not everyone has mini whiteboards in their classrooms." [T01, Female]

> "… [used Smart Moves] during tutor time so you weren't able to kind of expand on it, if you wanted to necessarily, there's no time and no lesson time for it, sadly, in this school…" [T01, Female]

> "I don't know necessarily what the long-term effect is … we were able to explore lots of things … I'm not sure how much they retained … there were times when they'd go, "oh we haven't done that one," and … others in the class would go, "actually we have, don't you remember?" … it could just be on a personal level, it could just be that some children identified more with certain issues than others. That's not to say that they didn't learn anything or didn't enjoy it, that's not true…but I'm not convinced that they kept an overall picture in their heads of where this was going to…that it was for their benefit, for their transition, sometimes I think it was kind of, ok well this is…sort of for the teacher's benefit…it's not a criticism, just a reflection and some feedback." [T05, Female]

In contract, limitations that pupils identified were related to the nature of the activities, some they found engaging and others they found boring or too challenging.

> "I found some were quite fun, but some were challenging as well." [C13, Female, 10 years]

> "Some were fun, but a couple of them bored me; the ones with writing…I don't like writing." [C10, Male, 11 years]

> "[Some of] it was stuff that I like already know, say to like sleep well before exams and stuff, like, I already know about that stuff." [C18, Male, 12 years]

In general, many of the pupils enjoyed multiple tasks within the materials and for different reasons, such as finding out things about others in the class, because enjoys puzzles, because can express worries, focus on achievements, let anger go, finding a safe place, etc. Further, most didn't identify a least favourite activity. Of interest though is that a few of the males noted that they did not like the 'Tree of trust' but many others identified this as one of their favourite activities (three described the three of trust and four others identified the circle of trust).

PARENT INFORMATION & CONSENT SHEET FOR QUESTIONNAIRE STUDY (OPT OUT)

Social Development Lab
Department of Psychology
Royal Holloway, University of London
Egham, Surrey, TW20 0EX, UK
www.pc.rhul.ac.uk

Dr Dawn Watling
Director Social Development Lab
Tel. +44 1784 443706
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www.pc.rhul.ac.uk/sites/social_development

ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

Dear Parent/Guardian

My name is Dawn Watling and I am a Senior Lecturer in the Department of Psychology at Royal Holloway, University of London, and Director of the Social Development Lab. I am contacting you as we are about to start a research project at [SCHOOL NAME] which involves assessing curriculum impact on children's development of resiliency and positive wellbeing across the school year. We are keen to understand how materials schools are using enhance their resiliency and sense of wellbeing. This evaluation is particularly important as findings from this work will be summarised for Eikon, who I am working with, to inform future developments of materials for primary and secondary school. Eikon is committed to supporting the development of happy, thriving, and resilient youth in order that they may have a positive contribution to society. Eikon plans to use the findings of this project to further develop their materials to maximise effectiveness on resilience training for young people following the evaluation.

This research involves approximately 20 minutes of your child's time on three occasions. Your child will be asked about how happy he or she is with different aspects of his or her life, as well as how he or she thinks and react in different situations. Teachers may also complete a questionnaire reporting on the strengths and weaknesses of your child. Having both teacher and child reports allows us to gain a deeper understanding of what develops across the school year. Importantly, all responses are anonymous (in no place will your child or teacher write his or her name), your child will be identified only by a number, and his or her responses will be used for research purposes only. Each child who participates will be given a unique code that will be used throughout the study. It is important to stress that children's individual responses are not the focus, but rather the focus is on the thoughts and opinions of the year group as a whole. The school will be provided with a summary of the research findings after the research is complete.

I have arranged to visit [SCHOOL NAME] on [DATE VISITING], and would greatly appreciate the participation of your child in this valuable research project during this time. Note that we will also gain consent from your child. This study has been reviewed and approved through the Royal Holloway Research ethical procedure, and [NAME OF HEAD TEACHER], the Headteacher, has also given permission for this study to be carried out at [INSERT NAME OF SCHOOL]. We have had a recent criminal records checks (Disclosure and Barring Service), a copy of which will be left with reception at the school. Children who agree to take part in the study will be allowed to withdraw from a session at any time if they do not wish to continue. If you would like to discuss any aspect of this research please contact me by email Dawn.Watling@rhul.ac.uk or by phone at 01784443706.

If you do NOT wish for your child to take part, please complete and detach the information below, and return the slip to your child's class teacher before [DATE VISITING]. Please retain the top portion of this letter for information on our study and our contact details. Your child's right to privacy and confidentiality will be respected at all times. Note that you may withdraw your son or daughter from the study at any point during the schedule of research. Importantly, as noted above, if your son or daughter indicates that he or she does not want to take part in the session, at any point before or during the session their wishes will be respected.

Yours faithfully,

Dawn Watling

✂ ---

Research project: Promoting resilience & wellbeing

I wish for my son/daughter to be _excluded_ from taking part in the research project being conducted by Dr Dawn Watling. I understand the information provided below will be retained by [SCHOOL NAME].

Signature of parent / guardian ....

Name of parent/guardian (please print) ....

Name of child ....

Name of class teacher ....

Date ....

Social
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ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

Dear Sir/Madam,

My name is Dawn Watling and I am a Senior Lecturer in the Department of Psychology at Royal Holloway, University of London, and Director of the Social Development Lab. My Senior Research Administrator, Beatrice Hayes, and I are contacting you as we are planning to conduct interviews at [name of school] which involve assessing curriculum impact on children's development of resiliency and positive wellbeing. We are keen to understand how materials schools are using enhance their resiliency and sense of wellbeing. This evaluation is particularly important as findings from this work will be summarised for Eikon, who we are working with, to inform future developments of materials for primary and secondary school. Eikon is committed to supporting the development of happy, thriving, and resilient youth in order that they may have a positive contribution to society. Eikon plans to use the findings of this project to further develop their own materials to maximise effectiveness on resilience training for young people following the evaluation.

These interviews will be conducted individually and will last for approximately 20 minutes. Beatrice Hayes will be conducting the interviews, which will involve a series of questions to stimulate a relaxed and interesting discussion. The interviews will be digitally-recorded in order for my team to transcribe for data analysis; these recordings will be stored in a password protected Dropbox for Business and will be accessed by myself and my research team only. At no point will your name be documented in association with either the audio-recording or the transcriptions. Any identification shall remain anonymous via being assigned a random unrecognisable ID.

Your rights to privacy and confidentiality will be respected at all times. Neither your interview digital-recording nor transcription will be shown to any other individuals. It is important to stress that the focus is on overall themes of the interview content, not of individual responses. If you wish to withdraw your interview content, you must contact myself or Beatrice Hayes before the last date of term before the transcription process has taken place.

Interviews will take place in a quiet space at [NAME OF SCHOOL] individually with Beatrice, who has an advanced DBS (Disclosure and Barring Service) check. It is important that wherever the interviews take place, you feel comfortable and safe to discuss your individual honest thoughts.

This study has been reviewed and approved through the Royal Holloway Research ethical procedure, and [NAME OF HEAD TEACHER], the Headteacher, has also given permission for this study to be carried out at [INSERT NAME OF SCHOOL]. My team have had recent criminal records checks (Disclosure and Barring Service). A copy of our DBS' can be made available to you upon request. You will be allowed to withdraw from a session at any time if you do not wish to continue or to skip questions during the interview without providing a reason.

Should you wish to participate in this research, please contact Beatrice Hayes directly by email Beatrice.Hayes.2017@live.rhul.ac.uk.

If you would like to discuss any aspect of this research please contact myself, Dr Dawn Watling, Dawn.Watling@rhul.ac.uk, or Beatrice Hayes, Beatrice.Hayes.2017@live.rhul.ac.uk.

Yours faithfully,

Dawn Watling

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Your child's rights to privacy and confidentiality will be respected at all times. Neither your child's interview digital-recording nor their transcription will be shown to teachers or other parents/guardians. We will also not share the digital-recording or transcription of your child's interview with you or any other individual. It is important to stress that the focus is on overall themes of the interview content, not of individual responses. If you wish to withdraw your interview content, you must contact myself or Beatrice Hayes before the last date of term before the transcription process has taken place.

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Should you wish for your child to participate in this research, please contact Beatrice Hayes directly by email Beatrice.Hayes.2017@live.rhul.ac.uk.

If you would like to discuss any aspect of this research please contact myself, Dr Dawn Watling, Dawn.Watling@rhul.ac.uk, or Beatrice Hayes, Beatrice.Hayes.2017@live.rhul.ac.uk.

Yours faithfully,

Dawn Watling

KIDSCREEN 27

Instructions: How are you, and how do you feel? This is what we would like you to tell us.
Please read every question carefully. What answer comes to your mind first? Choose the box that fits your answer best and click on it. Remember: This is not a test so there are no wrong answers. It is important that you answer all the questions. When you think of your answer please try to remember the last week. As with all answers you provide, nobody who knows you will look at your questionnaire once you have finished it.

PHYSICAL ACTIVITIES AND HEALTH

In general, how would you say your health is?

- ○ excellent
- ○ very good
- ○ good
- ○ fair
- ○ poor

Thinking about the last week...	not at all	slightly	moderately	very	extremely
Have you felt fit and well?	○	○	○	○	○
Have you been physically active (e.g. running, climbing, biking)?	○	○	○	○	○
Have you been able to run well?	○	○	○	○	○
Thinking about the last week...	never	seldom	quite often	very often	always
Have you felt full of energy?	○	○	○	○	○

GENERAL MOOD AND FEELINGS ABOUT YOURSELF

Thinking about the last week...	not at all	slightly	moderately	very	extremely
Has your life been enjoyable	○	○	○	○	○
Thinking about the last week...	never	seldom	quite often	very often	always
Have you been in a good mood?	○	○	○	○	○
Have you had fun?	○	○	○	○	○
Have you felt sad?	○	○	○	○	○
Have you felt so bad that you didn't want to do anything?	○	○	○	○	○
Have you felt lonely?	○	○	○	○	○
Have you been happy with the way you are?	○	○	○	○	○

FAMILY AND FREE TIME

Thinking about the last week...	never	seldom	quite often	very often	always
Have you had enough time for yourself?	○	○	○	○	○
Have you been able to do the things that you want to do in your free time?	○	○	○	○	○
Have your parent(s) had enough time for you?	○	○	○	○	○
Have your parent(s) treated you fairly?	○	○	○	○	○
Have you been able to talk to your parent(s) when you wanted to?	○	○	○	○	○
Have you had enough money to do the same things as your friends?	○	○	○	○	○
Have you had enough money for your expenses?	○	○	○	○	○

FRIENDS

Thinking about the last week...	never	seldom	quite often	very often	always
Have you spent time with your friends?	○	○	○	○	○
Have you had fun with your friends?	○	○	○	○	○
Have you and your friends helped each other?	○	○	○	○	○
Have you been able to rely on your friends?	○	○	○	○	○

SCHOOL AND LEARNING

Thinking about the last week...	not at all	slightly	moderately	very	extremely
Have you been happy at school?	○	○	○	○	○
Have you got on well at school?	○	○	○	○	○

Thinking about the last week...	never	seldom	quite often	very often	always
Have you been able to pay attention?	○	○	○	○	○
Have you got along well with your teachers?	○	○	○	○	○

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

Subscale associated with question (R = reversed scored)	Instructions: For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.	Not true	Somewhat True	Certainly True
Prosocial	I try to be nice to other people. I care about their feelings	○	○	○
Hyperactivity	I am restless, I cannot stay still for long	○	○	○
Emotional problems	I get a lot of headaches, stomach-aches or sickness	○	○	○
Prosocial	I usually share with others (food, games, pens, etc.)	○	○	○
Conduct problems	I get very angry and often lose my temper	○	○	○
Peer problems	I am usually on my own. I generally play alone or keep to myself	○	○	○
Conduct problems (R)	I usually do as I am told	○	○	○
Emotional problems	I worry a lot	○	○	○
Prosocial	I am helpful if someone is hurt, upset or feeling ill	○	○	○
Hyperactivity	I am constantly fidgeting or squirming	○	○	○
Peer problems (R)	I have one good friend or more	○	○	○
Conduct problems	I fight a lot. I can make other people do what I want	○	○	○
Emotional problems	I am often unhappy, down-hearted or tearful	○	○	○
Peer problems (R)	Other people my age generally like me	○	○	○
Hyperactivity	I am easily distracted, I find it difficult to concentrate	○	○	○
Emotional problems	I am nervous in new situations. I easily lose confidence	○	○	○
Prosocial	I am kind to younger children	○	○	○
Conduct problems	I am often accused of lying or cheating	○	○	○
Peer problems	Other children or young people pick on me or bully me	○	○	○
Prosocial	I often volunteer to help others (parents, teachers, children)	○	○	○
Hyperactivity (R)	I think before I do things	○	○	○
Conduct problems	I take things that are not mine from home, school or elsewhere	○	○	○
Peer problems	I get on better with adults than with people my own age	○	○	○
Emotional problems	I have many fears, I am easily scared	○	○	○
Hyperactivity (R)	I finish the work I'm doing. My attention is good	○	○	○
NOTE: internalising scale = sum emotional and peer problems subscale items; externalising subscale = sum conduct and hyperactivity subscale items; prosocial subscale = sum prosocial items				

TEACHER INTERVIEW QUESTIONS

1. How effective did you find the materials?
2. How frequently did you engage with materials?
3. Did they match your expectations?
4. How practical were the materials?
5. How long did it take you to familiarise yourself with the materials?
6. Did you use the Teachers' resources?
   a. What were the benefits of the teachers' resources?
   b. What would you like to see improved with the teachers' resources?
7. What did you notice about class engagement with the materials?
8. Were there any steps you took to adapt the materials to suit your class?
9. What activities stood out for you? And, why?
10. Have you noticed any behavioural or emotional changes in your pupils?
11. What would you tell other teachers who are considering using Smart Moves?
    a. Did you notice if other teachers engaged in the materials?
12. Would you recommend Smart Moves to others?

PUPIL INTERVIEW QUESTIONS

1. How often did you and your class use Smart Moves?
2. What did you think of the activities?
   a. The booklets?
   b. How engaging were they?
3. Did any activities stand out?
   a. What was your most favourite, and why?
   b. What was your least favourite activity, and why?
4. Through doing Smart Moves, do you think you have changed in any way? If so, what?
   a. Thinking?
   b. Behaviour?
   c. Interactions with friends?
5. Has anything happened to you in the last few weeks?
   a. How did you deal with this?
   b. Do you think you would have dealt with it differently at the beginning of the school year?
6. What would you tell your friends that go to a different school about Smart Moves?

MOST PREFERRED ACTIVITIES		LEAST PREFERRED ACTIVITIES	
Sudoku	IDC007, MALE, 11 YEARS – "I just like that sort of puzzle."	Tree of trust	IDC007, MALE, 11 YEARS – "it was just like…hard to do and like it wasn't hard but it was hard to think about what to do for it." IDC008, MALE, 11 YEARS – "it was just harder to do." IDC021, MALE, 12 YEARS – "I don't really mind whose my best friend…like err…friends are friends, I don't really mind like categorising."
Achievements	IDC022, MALE, 12 YEARS – "yeah it made me….think about good things."	Hand drawing	IDC009, FEMALE, 12 YEARS – "it was just kind of boring…we just like…we just got told what to do, so like we didn't have, you know…much creativity."
Matrix	IDC009, FEMALE, 12 YEARS - "Cos you can find out things about people that you didn't know before."	Describing arguments	IDC023, FEMALE, 12 YEARS – "cos it's kind of difficult to write down in words what an argument is and difficult to say…trickier than boring."
Writing worries	IDC023, FEMALE, 12 YEARS – "… it helps like say you didn't want to say them out loud, you could write them down and then you think they're gone and then you've got them out your system."	Signature	IDC004, FEMALE, 12 YEARS – "we would go round the class seeing…each other's signature and that first bit was just long."
New friends Year 7	IDC026, FEMALE, 12 YEARS – "cos then I could reflect back on who I did know and then who I could still be friends with and things like that."	Feelings	IDC028, MALE, 11 YEARS – "because you had to write a bunch, I don't like writing that much."
Maze	IDC028, MALE, 11 YEARS – "cos like cos I love, I love to do mazes, they're really fun and that's why." IDC029, MALE, 11 YEARS, MALE, 11 YEARS – "I like how it wasn't a boring questionnaire, almost."		
Feelings	IDC012, MALE, 10 YEARS – "…favourite activity cos it told me that there are people that felt the same as me."		
In 10 years	IDC025, MALE, 12 YEARS – "it just like, it actually got you thinking and stuff."		
Safe place	IDC008, MALE, 11 YEARS – "because it was just fun."		
Crossword	IDC005, FEMALE, 12 YEARS – "I got right competitive with it and everyone…that was fun."		
Can and can't do	IDC024, FEMALE, 12 YEARS – "I could think about what I could try to achieve."		
Nerves for secondary school	IDC030, FEMALE, 11 YEARS – "everyone had to say stuff and like…that was really good, like, some people said some quite funny stuff as well."		
Would You Rather	T02, FEMALE – "just knowing that their opinion is their's."		