

THE POSITIVE IMPACT OF OUR PILOT PARACHUTE PROGRAMME



During the summer term of 2021 we worked with primary schools across the UK to deliver our Parachute programme to pupils in Years four and five.



Qualitative and quantitative data were gathered to measure the impact of our programme across our pilot schools. Quantitative data -scores were taken from the adapted **Perceived Stress Scale (PPS)** and **Freiburg Mindfulness Inventory (FMI)**, which both staff and pupils completed in week 1 and week 6 of the programme. Schools also provided qualitative feedback at key points throughout the duration of the programme and on its completion.

The average difference in the PPS scores from week 1 and week 6 of the pupil programme showed that the stress score fell by a total of 4.5 points.

The data also shows that the average mindfulness score (a measure of well-being) rose by 5 points from week 1 to week 6, showing an increase in resilience in our pupils over the duration of the programme.

In addition, all our teachers who have completed our staff Parachute training, as part of our pilot scheme, have all reduced their stress and improved their well-being in just six-weeks!

Below you can read a selection of quotes from the headteachers and staff involved in our well-being programme.

“The trainer was fabulous and I knew that I could always get in touch with her if I needed help or anything. Learning the techniques was made easy and the resources were good to help me practise at home.

The resources are cute; I really liked the visual characters. The presentations are really informative and easy to teach from.”

“The pupils liked the relatable characters Moban and Sky. The animation videos were really lovely. The technique videos were perfect to guide us through the techniques and clear to follow.”

“Easy and practical and not too onerous. Children enjoyed the feeling of being able to calm themselves as opposed to be calmed by others. We hear them referring to the techniques during playtime so it has definitely embedded.”

“The class activities were easy to follow and led to good class discussions. They were also useful to use throughout the week to reinforce what we were trying to achieve all day every day.”

“The journal is a fabulous idea and did make the children reflect on what they had learnt and how each technique was working for them.”

“All parents felt supported and happy with the programme based on the parent presentation. They all signed up straight away, some even buying the book for their children.”

“The table mats and posters are child friendly and are useful reminders for the children throughout the week.”

“They have learnt some techniques that will protect their mental health and develop their resilience, as it’s about recognising the signs to prevent the escalation and they are doing this daily now.”

“One of the changes I’ve noticed after our pupils taking the programme, is a marked reduction in playground incidents recorded. Pupils now have a script and a toolbox to approach their feelings instead of relying on others to regulate their emotions for them. This encourages more independent thinking of the consequences and how easy it is to STOP.

Also, they are more aware of each other’s feelings, not just by what a person is saying but being able to tell by how the person is acting. They can recognise what stress looks like in themselves more easily and recognise that it is stress, which they might not have known before!”

“I feel that the children have learnt new techniques for dealing with their own mental health but also that they now recognise why they may be having the feelings in the first place and understanding that they are not the only ones to be experiencing these feelings / problems. And where the children couldn’t necessarily explain that the emotion they were feeling was stress at the beginning, I think they are now more aware – partly due to the science behind the programme but also looking at how stress can be seen in themselves and others with the characters in the book.”

“All seven strategies have had a positive impact:

- Stepping out of auto-pilot e.g. Mindful Eating

Helps us to take a moment for ourselves and really take up the art of noticing. Gives us more of an awareness and appreciation for our surroundings.

- The Grounding Technique

Gives us that little bit of a confidence boost, before tackling a more challenging or daunting task.

- The 3 Step Breathing Space
Calming and allows us to be in the moment. Perfect for a short break in the morning or afternoon. Helps regain focus before starting the next task.
- The Ten Fingers of Gratitude
Lovely, quick activity to switch our mind-sets from negative to positive. Can be used at any point as it's so simple and quick to do.
- The Body Scan
A class favourite- ideally in the hall. Good for after PE to calm ourselves before returning to work in the classroom.
- The Sitting Practice
Again, a nice morning or afternoon activity to complete as soon as we enter the classroom. Really calms the children to help them settle to task better.
- The STOP Practice
Super simple, can be used by the children independently, particularly at playtimes when arguments etc. are most likely to occur."

"The children have developed new skills and attitudes, which they can take with them into Year 6 and beyond. They have had a structured approach to mindfulness through the programme, which has been a far superior quality to anything we could have presented them with as a school. Staff are far more confident after your training and less stressed too."

"Yes I would absolutely recommend the Parachute programme to other schools. It benefits all stakeholders not just the children. The resources are beautifully presented and child friendly. The science behind the techniques is interesting and informative for staff as well as children. The simplicity of the techniques means that they are easily accessible and straightforward to practice at home and school."

We are now ready to welcome further schools onboard for September 2021.

If you would like to find out more about **PARACHUTE**, please get in touch and we can schedule in a zoom call, where I can present the programme to you in more detail.

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