



Feedback about the MindMate Champions programme

About Us

Healthwatch Leeds is here to help local people get the best out of their health and care services by bringing their voice to those who plan and deliver services in Leeds.

YouthWatch Leeds is a group of volunteers aged 14-25 that work with Healthwatch Leeds to make sure children and young people's views of health and social care services are listened to.

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Summary

Introduction

In 2017, YouthWatch was asked to get involved in scrutinising the [Future in Mind: Leeds plan](#)¹, a plan for the city explaining how people will work together to improve children and young people's emotional and mental health). YouthWatch volunteers decided they wanted to go and talk to children, young people and staff in schools about their experience of [MindMate Champions](#), a social, emotional and mental health programme for schools, SILCs (Specialist Inclusive Learning Centres) and Children's Centres.

From an initial survey sent out to staff in all Leeds schools in May 2018 we got 43 responses about their progress with the MindMate Champions programme. During September and October 2018, we visited three secondary schools and ten primary schools, where we carried out interviews with key staff about their experience of the programme as well as speaking to students. Between August and November 2018, we also spoke to a total of 655 children and young people about their awareness and views of the MindMate Champions programme and the MindMate website.

This project was coproduced with YouthWatch volunteers who have been involved in all aspects of the work from the initial planning, designing of the questionnaires, carrying out the interviews, analysing the data and presenting the findings.

Accompanying this report, there is also a [one page young people friendly infographic](#) (produced by Natasha, one of our YouthWatch volunteers) and an [interactive map](#) of individual school case studies.

Key Findings

- 233 (36%) children and young people we spoke to said they'd heard of MindMate, mainly through school. Awareness at summer festivals and in schools that weren't participating in the MindMate Champions programme was lower with only 20% saying they'd heard of MindMate.
- 352 (54%) children and young people we spoke to, when asked what they thought MindMate was about, gave a relevant answer, even if it was just a guess.
- The majority of staff and students at primary school level gave very good feedback about the MindMate lessons, saying they were

interesting, engaging and well structured.

- Feedback at secondary level and from teachers outside of mainstream settings was more mixed, with some students and teachers saying the lessons and resources could be more engaging and easily adaptable.
- 399 (61%) children and young people, when we explained what MindMate does, said they thought it would make a difference.
- Eight out of the ten schools we spoke to who were signed up to MindMate Champions, said they could see a difference in their school and students from delivering the MindMate Champions programme. The remaining two said it was too early to tell, as they'd just started the process. The main difference mentioned by most schools was that children and young people were more openly and confidently talking about mental health.

Key recommendations

- Continue to promote the MindMate brand and its different services amongst young people. Consider using schools to help do this with the MindMate Champions programme.
- Look at how the MindMate lessons and resources can be made more appropriate for children and young people with special educational needs.
- Consider creating a resource bank under each MindMate lessons theme including booklists, to make it easier for schools to adapt resources to suit the needs of their students.
- Ensure that MindMate lessons are regularly reviewed and kept current and ensure that the views of staff and students are incorporated into this process.
- Ensure that schools are clear about the support available from the MindMate Consultants to help them go through the MindMate Champion process.
- Consider using and adapting our interactive case studies map to encourage more schools to take part in the MindMate journey.

Background



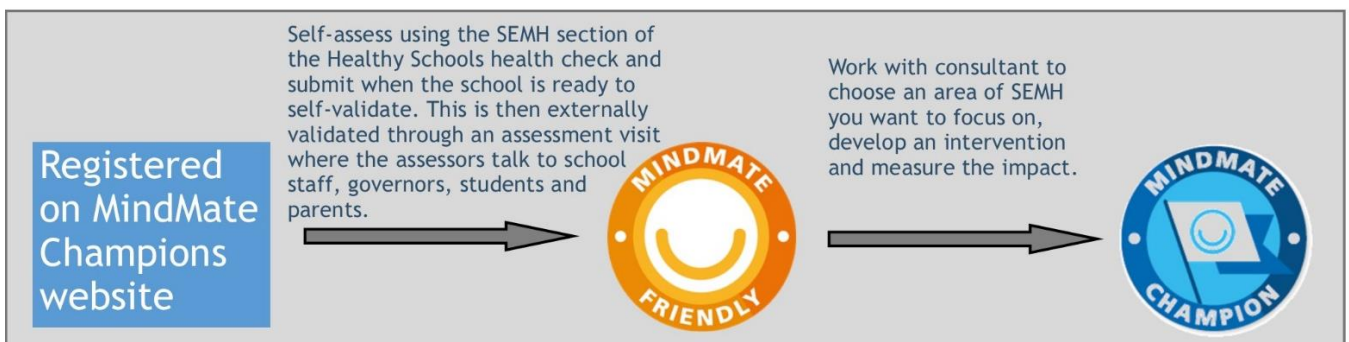
In 2017, YouthWatch was asked by Common Room to get involved in a piece of work to scrutinize the [Future in Mind: Leeds plan¹](#), a plan for the city explaining how people will work together to improve children and young people's emotional and mental health. The first part of this project was a filmed ['Takeover interview'²](#) by YouthWatch volunteers with the Future in Mind: Leeds board in November 2017.

Following this, YouthWatch decided it wanted to look at one of the priorities in the plan in more detail. They chose priority 4:

Helping young people in schools and other settings to build skills and resilience so they can help themselves stay mentally healthy.

One of the things that has been put in place to address this priority is a programme called [MindMate Champions](#), commissioned by NHS Leeds Clinical Commissioning Group (CCG) and delivered by the [Health and Wellbeing Service](#). It's an evidence-based self-evaluation, action planning and recognition programme for schools, SILCs and Children's Centres. It includes MindMate lessons, a curriculum that schools can use with children and young people from year 1 to year 11 to teach them about social, emotional and mental wellbeing. Schools and other settings can register their school, and work to become MindMate Friendly and go on to become a MindMate Champion if they wish. Support is available from MindMate consultants who each have a caseload of schools who have registered on the programme.

Process for settings to become a MindMate Champion



The MindMate Champions programme is complemented by the MindMate website (mindmate.org.uk), also commissioned by NHS Leeds CCG. The

website is for young people, parents and professionals in Leeds and contains lots of useful information, advice, and support relating to emotional and mental wellbeing as well as services available and how to access them.

Why we did it

Young people from the Future in Mind: Leeds involvement panel (co-ordinated by Common Room) who were involved in producing the young people friendly [‘quick guide’ of the Future in Mind: Leeds plan](#)³ had been asking questions like ‘How will we know the plan is working?’ and ‘How can we check what impact the plan is having?’



They had expressed the need for young people themselves to play a part in scrutinising the implementation of the strategy. Common Room approached YouthWatch to see if our young volunteers would like to help with a project to hold the Future in Mind: Leeds Board to account, and we jumped at the chance! YouthWatch were particularly interested in this work as some of the recommendations from our [two reports](#)⁴ on children and young people’s mental health services in 2015 and 2017 had directly influenced the priorities in the plan.

What we did

We sent out a brief survey to all Leeds schools in May 2018 to get an overview of which schools were signed up to the MindMate Champions programmes and would be willing to share their experiences with us. 43 schools responded (29 primary and 14 secondary) and gave us some brief

feedback about their progress with the scheme, and how they were finding the MindMate lessons.



During September and October 2018, we visited three secondary schools and ten primary schools. With ten of the schools who were currently doing the MindMate Champions programme, we carried out interviews with key staff about their experience of the MindMate Champions programme. You can read the case studies produced from these interviews in our separate report on our [interactive map](#). During visits to all the schools, we also did a quick questionnaire with a total of 380 young people to find out about their awareness of and views about MindMate lessons and the MindMate website. We carried out this questionnaire with an additional

275 children and young people during summer events in August 2018 such as Breeze on tour, talking to 655 children and young people in total.

This project has been carried out with YouthWatch volunteers from start to finish. They have been involved in all aspects of the work from the initial planning, designing of the questionnaires, carrying out the interviews, analysing the data and presenting the findings.

Monitoring data of where we did the survey and the year groups of children and young people taking part can be found in Appendix 1.

See Appendices 2 and 3 for details of the questions we asked staff and students.

What we found

The terms 'MindMate Friendly' and MindMate Champion'

We asked schools about what they understood by these terms and the responses showed there wasn't a lot of clarity, particularly around what it means to be a MindMate Champion. People thought that it meant either that MindMate had become embedded in the school, the name of the accreditation, or that a school was championing MindMate by encouraging other schools to get involved. Although all of these maybe true for either

MindMate Friendly or Champion status, only one school knew that becoming a Champion was about choosing a particular area of social, emotional and mental health (SEMH) to focus on, developing an intervention and measuring the impact.

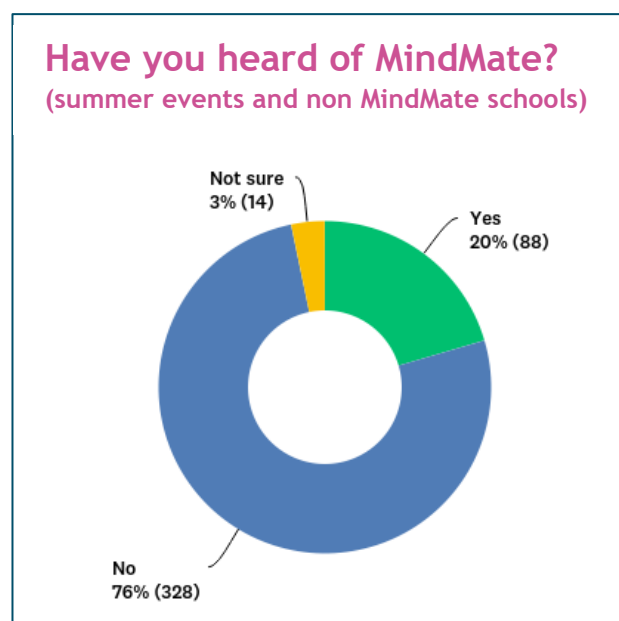
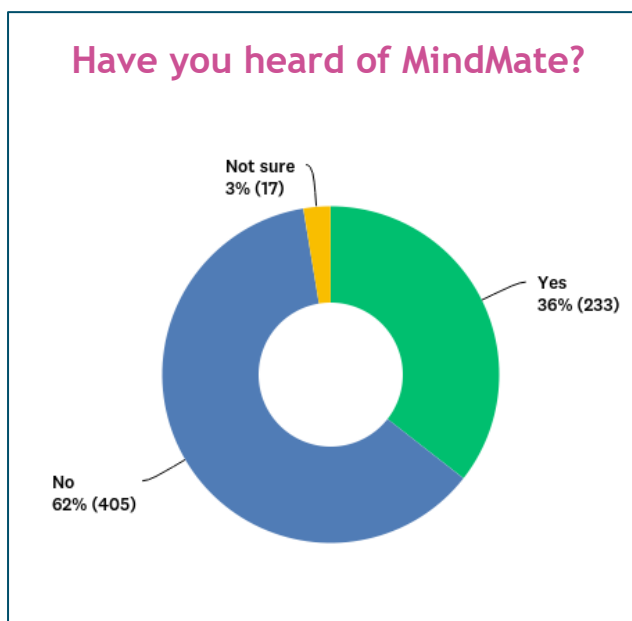
Motivation to become MindMate Friendly

We asked the ten schools who had signed up to MindMate Champions what motivated them to go through the process of becoming MindMate friendly. By far the biggest motivating factor was the children and young people, their wellbeing, and how this was closely linked to how well they learnt.

“If our children could confidently explain or feel that they were safe then that would be a major motivator, regardless of whether it said we were MindMate friendly somewhere.”

Only one school said that the ‘stamp’ was important to them. Two schools said the fact that it was recognised and that it was “NHS endorsed” helped to give authority and show governors and senior leaders that work around emotional wellbeing was important.

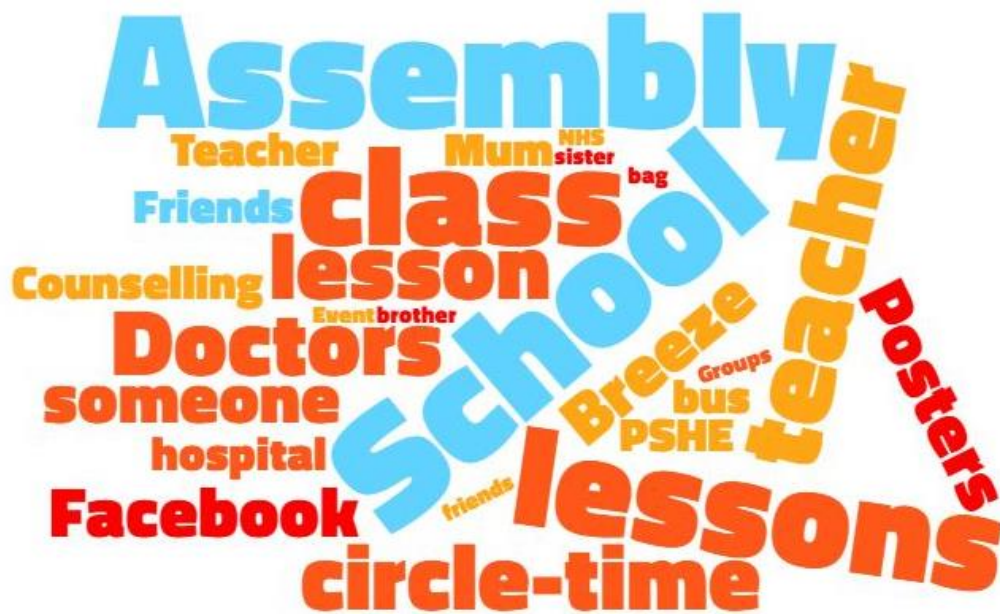
Awareness of MindMate amongst young people



Overall, 233 (36%) of the young people we spoke to said they they’d heard of MindMate. As we were predominantly talking to young people in schools that

were working towards or had achieved MindMate Friendly status, this figure does not necessarily reflect the population of children and young people in Leeds as a whole. The second pie chart which only shows responses from children and young people at summer events or in schools not actively working towards becoming MindMate friendly gives a more accurate representation, with 88 (20%) saying they had heard of MindMate.

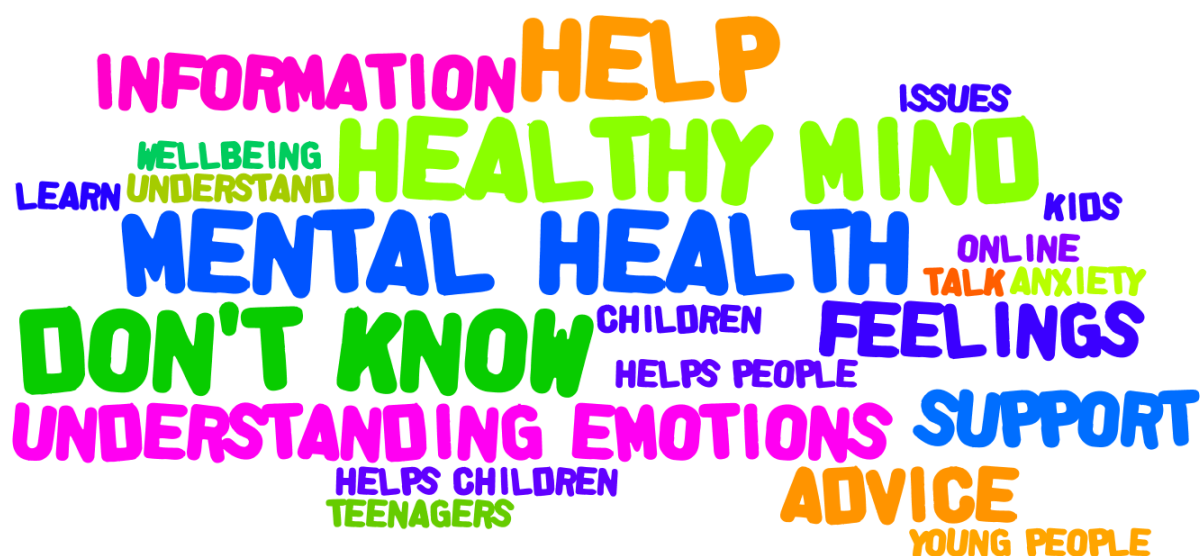
Where did you hear about MindMate?



Of the 118 children and young people who had heard of MindMate, the majority had heard about it through school (42%). 13 (11%) had heard about it from an NHS service such as the doctor or hospital and 13 (11%) via friends or family.



What do you think the purpose of MindMate is?



We asked children and young people what they thought the purpose of MindMate was. Even if they hadn't heard of it, we asked them to have a guess. The majority of responses were relevant to what the different MindMate services actually offer, the one anomaly being that 54 (8%) thought it was something to do with having or making friends.

- **238 (36%)** of children and young people said they thought MindMate was something to do with **emotional or mental health** in its broadest sense (including talking about feelings, thoughts and relationships and helping people with this).
- **164 (25%)** said that they **didn't know** what MindMate was
- **83 (13%)** thought it was about **helping people or being kind**
- **54 (8%)** thought it was about **having or making friends**
- **18 (3%)** said it was having **someone to talk to** (including counsellors or mental health workers)
- **8 (1%)** thought it was about **improving confidence and self-esteem**
- **5 (1%)** said it was a **website**
- The remaining **77 (12%)** thought it was **something else**

What do YOU think the purpose of MindMate is?



“It’s because you can see a gash on someone’s knee, but if someone has a mental health problem you can only see it if they’re acting in a certain way”

“Someone who is not real but you think about them as a friend”



“It tells about how you feel, what’s inside physical and mental health”

“To make sure that you keep going and are resilient when coping with for example depression”



“A place for help for troubles, if people need help with anything”

Feedback about MindMate lessons

Feedback from primary school staff about the MindMate lessons was generally very positive. Staff said they liked the breakdown of content into themes, that lessons were easy to use, and that children seemed to like them. This in turn, they said, gave staff confidence in delivering the materials.

“Well differentiated for children across the school - they’ve obviously been tested and vetted to be appropriate for each year group. If queried by parents, MindMate gives teachers confidence that what they are teaching is appropriate.” (primary)

“Our staff are not experts in mental health so heavily rely on the MindMate resources.” (primary)

“I ran a parents’ session and the feedback there was also very positive.” (primary)



One person praised how useful the MindMate branding was:

“Programme has wonderful branding has really taken it to another level in a really positive way and making it universal helps to develop empathy in children about their peers.” (primary)

Although lessons were generally very well received by staff and pupils, some staff mentioned that they could be a bit ‘boring’, ‘repetitive’ and ‘disengaging’ for children, and that they had to adapt the lessons to make them more appealing.

“More ICT savvy staff have updated with more relevant celebs and events.” (primary)

“Videos used aren’t very engaging and sometimes hard to understand. If the lessons are taken off the shelf and followed prescriptively there is a risk that the children won’t engage in it if the teachers aren’t. That’s why it’s important to put your own spin on it.” (primary)

The majority of primary school children we spoke to said they liked the lessons or thought they were useful.

What do you think of MindMate lessons? (primary)



“Liked them. We learn about what to do in certain situations and not to give up.”

“Good lessons, because it helps you to not be shy about saying what you feel.”



“It was interesting to know about anxiety and depression and feel like you’re not the only one”

“We drew our friends and talked about what is special about them. I love doing MindMate lessons.”



“Interesting to learn other people’s problems and how to help them.”

Feedback from staff at secondary level was more mixed:

“Work well for Lower School, but upper school have not engaged as well as we would hope. They found some of it "boring" as they already knew the content so there was no challenge to their thinking.”

(secondary)

In particular, from settings which are working with children with additional needs:

“I teach PSHE to KS3 children who are not engaging in mainstream school. Some of the resources are not very engaging for them, and they find some of the videos boring.” (secondary)

“Older year group lessons were too complex to adapt for our students. And younger age group lessons, which would have provided useful material for some of our older students didn't really work as they seemed patronising for older students. Lessons don't cater for students with special needs and take a lot of work and time to adapt.” (secondary provision - special educational needs)

Although most secondary school students we spoke to acknowledged that they learnt something from the lessons, there was a mix of views about how engaging they were. Some students said the lessons were ‘interesting’, whilst others said they were ‘a bit cheesy’, ‘boring’ or ‘went on a bit’.

“Learnt about problems like stress and anxiety - thought it was interesting, felt like I learnt something.”

“Very repetitive. All we do is fill in little sheets and watch videos.”

How could the MindMate lessons be improved?

Some staff suggested that there could be some resources introduced for reception and that lessons could be simplified for year 1, as they tend to prefer more visual resources.

“Something for reception would be good Just something basic what it means to be you... and a basic introduction to your feelings”

Another suggested more age appropriate materials, videos and practical tasks for older students in key stage 4. Some external resources used by teachers to adapt the MindMate lessons were also mentioned.

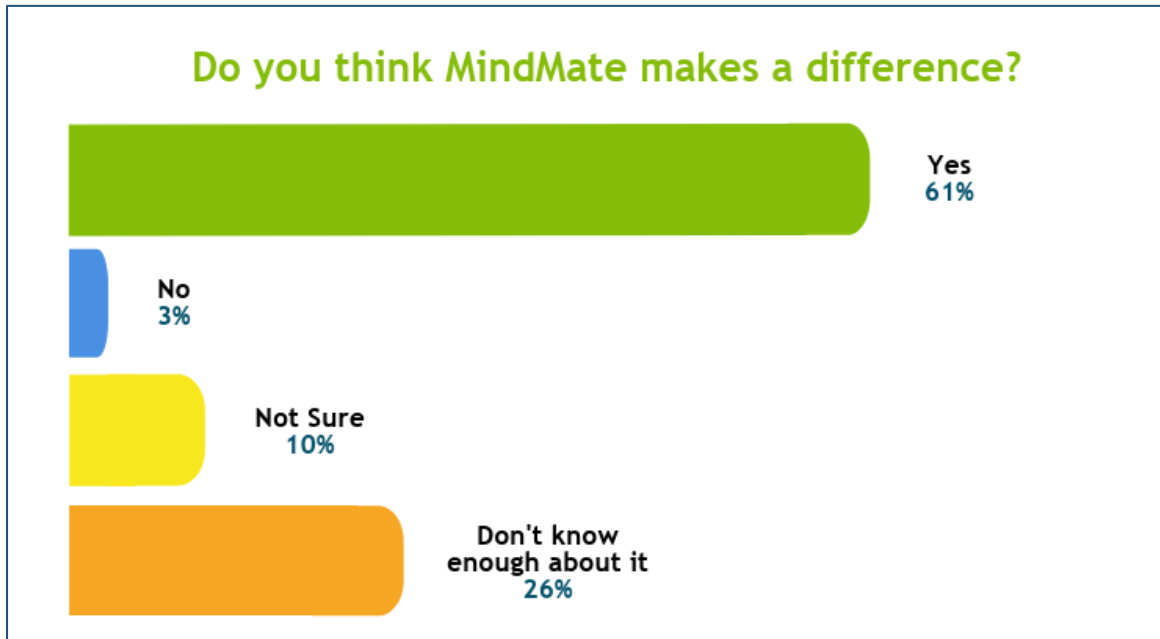
“We use a lot of videos from Go Noodle instead which work well to energise the children - they have a lot of song and dance.” (primary)

“I've found some good resources and videos on ‘Childnet, crossing the line’ around self-esteem which I use in some of the lessons.” (secondary)

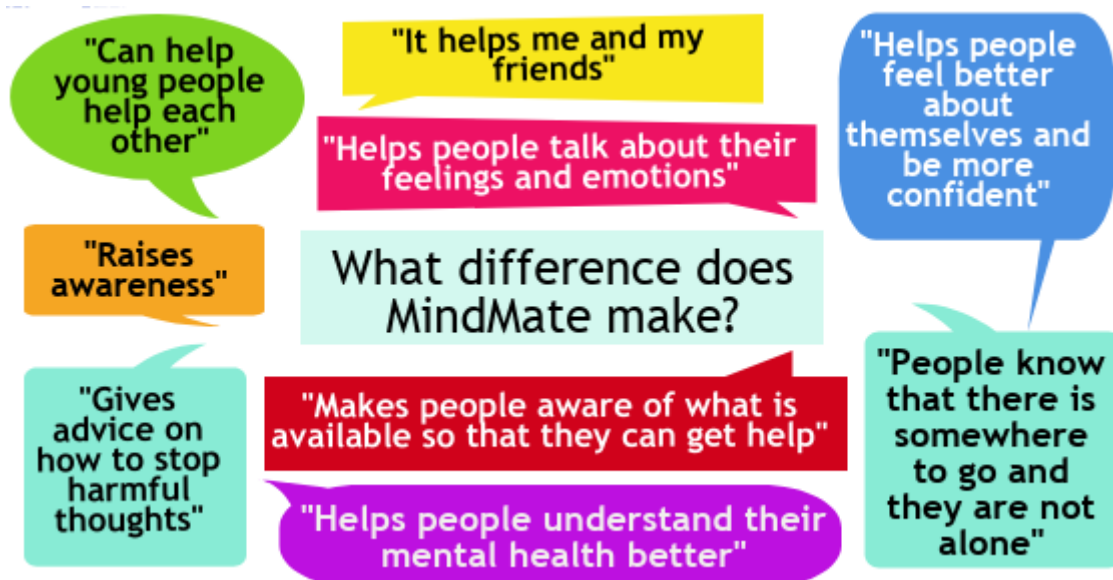
Two primary school staff mentioned that the MindMate assemblies could be made more engaging.

“Found key stage one assembly more difficult to deliver. Whereas key stage two really engaged and followed the ground rules, I found it difficult to talk about complex feelings to key stage one who have limited emotional vocabulary.” (primary)

Does MindMate make a difference?



399 (61%) children and young people said they thought MindMate as a whole (MindMate Champions programme and the website) made a difference. The main reasons given for this were that they felt MindMate helped people by providing support, allowing them to talk about their feelings, giving advice



and information and ultimately helping people to feel better. You can read more about the difference young people think MindMate makes in the individual school case studies.



Eight out of the ten schools we spoke to who were signed up to MindMate Champions, said they could see a difference in their school and students from delivering MindMate. The remaining two said it was too early to tell, as they'd just started the process. The main difference mentioned by most schools was that children and young people were more openly and confidently talking about mental health.

“One of our children’s parents had some mental health issues and we were able to use MindMate strategies to help her cope and give her mum more confidence too.”

“Children talk about mental health and ask questions more voluntarily, particularly boys.”

Suggestions for improving the MindMate Champions Programme

We asked staff how they thought the programme as a whole could be improved. Several schools mentioned that they would benefit from more support with progressing through the programme, including advice about how to become a Champion, and some clear outlines of good practice. They mentioned that although the conference and twilight training and networking sessions currently on offer were useful, they didn’t want more meetings and would prefer a direct contact.

“Signed up, been to conference and then just got on with it. Would be good to have someone who oversees / is a point of contact to help and share good practice. For example, if something isn't working, someone who can link you with another school where they've done it differently.”

One person highlighted the need for the curriculum to be reviewed and kept up to date. This was backed up by another person mentioning that some of the links on the PowerPoints weren't working properly and should be checked and updated.

“It needs to be adapted and evolve over time, as issues children are facing and the age they face them at may change. Need to make sure it's still appropriate and up to date.”

One primary school that plans nurture groups (small groups that provide nurturing experiences for children to help develop positive relationships with teachers and peers) around stories, suggested having a list of picture books that tie in with the MindMate themes which could be used to invite discussion. A secondary school that works with students with special educational needs also suggested creating a bank of resources under each theme.

“Because we have to adapt the lessons, it would be much easier for us if each theme had a bank of resources under it taken out of the slides (with rough age guides) that we could pick and choose to suit how we deliver our lessons. This would save us a huge amount of time.”

One secondary school said it would be helpful for MindMate to create a standard lesson evaluation form for lessons that could be used across different schools.

Would you be willing to help promote MindMate Champions to other schools?

All the schools featured in our case studies said they were willing to help promote the MindMate Champions programme to other schools. The Lighthouse school made the offer of some of its year 9 and 10 students helping to promote the programme by talking about how far they'd come.

Our recommendations

- Continue to promote the MindMate brand and its different services amongst young people. Consider using schools to help do this with the MindMate Champions programme.
- Look at how the MindMate lessons and resources can be made more

appropriate for children and young people with special educational needs.

- Consider creating a resource bank under each MindMate lessons theme including booklists, to make it easier for schools to adapt resources to suit the needs of their students.
- Ensure that MindMate lessons are regularly reviewed and kept current and ensure that the views of staff and students are incorporated into this process.
- Ensure that schools are clear about the support available from the MindMate Consultants to help them go through the MindMate Champion process.
- Consider using and adapting our interactive case studies map to encourage more schools to take part in the MindMate journey.

Service Provider and Commissioner Responses

“We are grateful to YouthWatch, Healthwatch and Common Room for compiling the report and collecting the views of school staff and students regarding MindMate Champions and MindMate Lessons. We will be taking your recommendations on board and endeavour to implement them to ensure that the programme and resource reflect the needs of both schools and the pupils of Leeds.”

Sarah Wilson, Health and Wellbeing Service

“NHS Leeds CCG is very pleased to see the MindMate Champions programme and MindMate Lessons being welcomed and found to be useful by schools, as it is a key priority of the SEMH Future in Mind Leeds plan to support the CYP of Leeds to learn about their mental health. We know the majority of schools in Leeds are engaged with the programme and are pleased to see it is creating open discussions around mental health as well as providing opportunities to personalise resources for their pupils. We welcome Healthwatch’s recommendations and will respond to them by inputting into the Health and Wellbeing Service’s action plan.”

Joe Krasinski, NHS Leeds CCG

Next Steps

The report will be shared with Leeds CCG, the Health and Wellbeing Service and all the schools we visited. The report will also be presented at the Future in Mind: Leeds Programme Board.

We will agree with the Health and Wellbeing Service and NHS Leeds CCG the next steps to be taken in response to our recommendations and work with them to ensure any agreed actions are followed through and implemented. We will undertake any follow up work required to ensure there are real changes made to the service so that it is a good experience for everyone.

The report will also be published on the Healthwatch Leeds website.

Thank you

This report has been written by Harriet Wright, Community Project Worker at Healthwatch Leeds.

Thank you to all the **YouthWatch volunteers** and **MindMate Ambassadors** who helped us carry out this project, we couldn't have done it without you!

Imogen, Elizabeth, Natasha, Emma, Charlotte, Rachael, Freyja, Irsa, Georgina, Gemma, Louis, Olivia, Anna, Liv, Abigail, Maria, Shanjida, Hannah, Harraj, Simran, Alex, Fatima, Bisma, Marya, Tanisha, Ghazal, Simon, Flo, Andrei.

A special thank you to **Natasha** who produced the [young people friendly infographic](#) single-handedly, and to **Emma**, who helped analyse the data.

Also, thanks to **Liz Neill from Common Room** for helping make this work possible and to **Joe Krasinski from NHS Leeds CCG** for coming to talk to a YouthWatch meeting about the MindMate Champions programme.

Lastly, thanks to all the schools who completed our survey, and especially to the following schools for being so welcoming and arranging for us to talk to their staff and students.

Armley Primary, Beeston Primary, Bramley Primary, Bruntcliffe Academy, Colton Primary, Farnley Academy, The Lighthouse School, Meadowfield Primary, Park Spring Primary, Robin Hood Primary, Templenewsam Halton Primary, Westerton Primary, Whitkirk Primary.

References

¹ Future in Mind: Leeds Strategy 2016-2020

<https://www.leedscg.nhs.uk/content/uploads/2018/05/Future-in-Mind-Leeds-Strategy-FULL-VERSION.pdf>

² Future in Mind: Leeds Takeover film https://youtu.be/_9K11d_QlBY

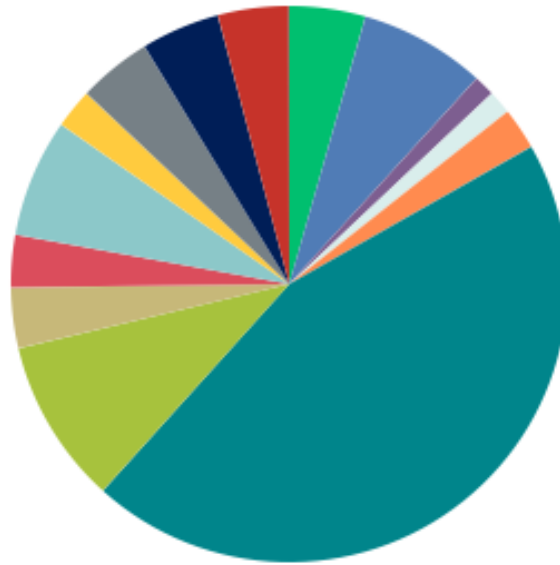
³ Future in Mind Leeds: A Quick Guide <https://www.mindmate.org.uk/wp-content/uploads/2018/04/FiM-Quick-Guide.pdf>

⁴ YouthWatch reports 'Future in Mind: Leeds' (2017) and 'Children and young people's mental health services in Leeds' (2015) can be found here:

<http://www.healthwatchleeds.co.uk/youthwatch-leeds-reports-recommendations>

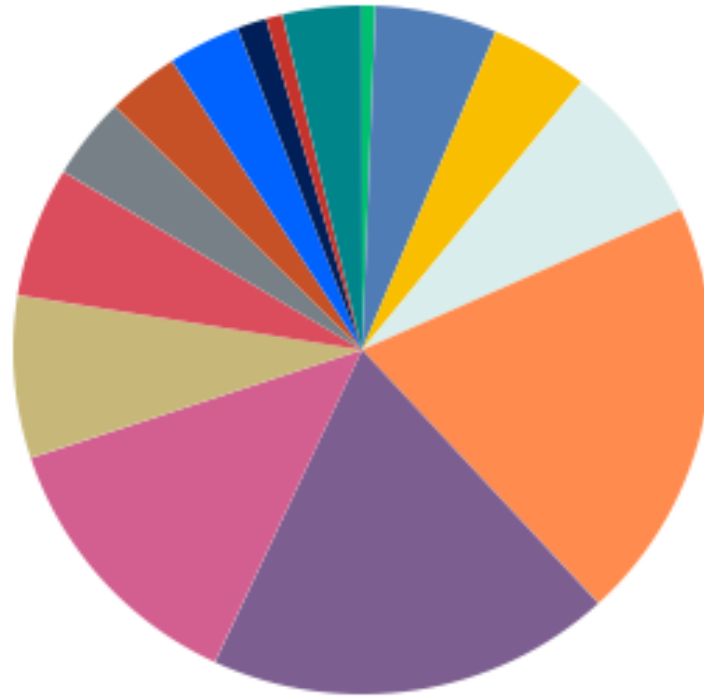
Appendix 1 - Monitoring data

Where young people's survey was completed



- Westerton Primary Academy
- Robin Hood Primary School
- Whitkirk Primary School
- Lighthouse School
- Farnley Academy
- Breeze or other summer event
- Armley Primary School
- Templenewsam Halton Primary School
- Park Spring Primary School
- Bruntcliffe Academy
- Beeston Primary School
- Bramley Primary School
- Meadowfield Primary School
- Colton Primary School

Which year group are you in?



- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13
- Left school, aged 18-25

Appendix 2 - School staff Interview questions

YouthWatch wants to know your views about MindMate Champions.

Any information you share with us may be used anonymously in a report that will be shared with MindMate, and made available to the public. 'Anonymously' means that we will not use any information that would identify you (unless you give us permission).

*** 1. Are you a primary or secondary school?**

Primary Secondary 6th form college

*** 2. Do you know what it means for your school to be... (explain what you think these terms mean)**

MindMate
Friendly?

a MindMate
Champion?

Show person diagram and mark where they think their school is in terms of its progress with MindMate (make notes on the diagram)

*** 3. What are you doing to be 'MindMate friendly'?**

*** 4. Is working towards MindMate friendly or MindMate Champion status included in your school's development plan?**

Yes

Don't know

No

not applicable (we're not planning to work towards either)

Comments

*** 5. What motivates/would motivate you to go through the self-assessment framework to become MindMate friendly? (eg. the stamp, making a difference, improving emotional wellbeing etc)**

*** 6. Have you delivered any MindMate lessons in your school?**

Yes No Not sure

*** 7. Can you explain how MindMate lessons are delivered in your school? eg. through PSHE lessons, PSHE days, assemblies, parents' sessions etc. Include any future plans...**

*** 8. MindMate lessons are grouped into the following themes. Please tick to tell us which of these themes you have delivered to which year groups**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Feeling good and being me (feelings, self-esteem, strengths, aspirations etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends and Family (healthy/unhealthy relationships, loss and bereavement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life changes (including transition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strong emotions (eg. anger, stress and sadness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being the same and being different (inc dealing with stigma and discrimination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Solving problems and making it better (inc coping mechanisms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus modules (eg. mindfulness, self-harm, unsafe relationships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson delivered but can't remember which theme it's from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments	<input type="text"/>											
* 9. Do some lessons work better for some year groups than others? If so, please give details.	<input type="text"/>											
* 10. Are you asking students whether they find the lessons useful (ie evaluations at end of lessons)?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Sometimes											
Please give more details about how you do this. Also say whether you would be willing to share any evaluation results with us.	<input type="text"/>											

*** 11. Have you seen any difference in your school and/or or students from delivering MindMate?**

Yes

Not sure

No

not applicable - we haven't made enough progress with MindMate to say

Comments - explain what differences you think it's made

*** 12. Please tell us about anything that you think isn't working about MindMate Champions, and how things could be better. Include anything that you feel would help schools to implement it.**

*** 13. Would you be happy for us to use your school as a case study when feeding back our findings to MindMate (this would mean you and your school might be named alongside your feedback)?**

Yes No

*** 14. Would you be interested in helping to promote MindMate Champions to other schools eg. primary or secondary schools in your cluster**

Yes No

15. If you've answered, yes to questions 11 or 12, please could you provide us with your contact details

Name

Job Title

School

Telephone number

Email

Appendix 3 - Young people's survey questions



MindMate Young People's Survey

YouthWatch wants to know your views about MindMate.

Any information you share with us may be used anonymously in a report that will be shared with MindMate, and made available to the public. 'Anonymously' means that we will not use any information that would identify you.

*** 1. Where is this survey being done?**

- Breeze or other summer event Armley Primary School
- Templenewsam Halton Primary School Corpus Christi School Bruntcliffe Academy
- Beeston Primary School Bramley Primary School Meadowfield Primary School
- Colton Primary School Castleton Primary School Woodkirk Academy
- Westerton Primary Academy Robin Hood Primary School Whitkirk Primary School
- Lighthouse School Farnley Academy
- Other (please state)

*** 2. Have you heard of MindMate?**

MindMate

- Yes No Not sure

If yes, where did you hear about it?

*** 3. What do you think the purpose of MindMate is?**

*** 4. Have you visited the MindMate website and/or told any friends about it?**

Yes No

Comments eg. why did you visit it or tell your friends about it? what do you think of it?

*** 5. Have you had any MindMate lessons at school?**

Yes No Not sure

If yes, what were the topics of the lessons you had, and what did you think of them?

*** 6. Do you think MindMate makes a difference?**

Yes

Not sure

No

Don't know enough about it

Comments - say why you think it makes a difference, if it has made a difference to you or a friend, explain how etc

*** 7. Which year group are you in?**

Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7

Year 8 Year 9 Year 10 Year 11 Year 12 Year 13

Other (state age)