

Happiness Project Report February 2026

This report summarises the impact and outcomes of the fifth full Happiness Project at Christ Church School which took place over the Autumn term 2025. This term-long, whole-school initiative is designed to equip children with the agency to manage their own mental health and wellbeing.

Key Highlights

The project delivers on key PSHE and RSE statutory requirements regarding mental health and relationships.

Introduction of personal "Mental Health Tool Kits" for KS2 pupils.

The Celebration Stones initiative reached a global audience (including the Arctic Circle and Madrid!), enhancing the school's reputation.

High satisfaction rates reported by parents, with strong uptake of home-learning resources and workshops.

Based on pupil feedback, the Happiness Project has successfully provided the vocabulary for children to articulate the school vision. They have moved beyond abstract concepts to concrete actions, for example: breathing for simplicity, fencing for trying new things, and bracelet swapping for connection.

Contents

Summary of the weeks.....	3
Introduction.....	3
Setting Goals.....	3
Giving.....	3
Belonging.....	3
Try something new.....	3
Celebrating differences.....	3
Healthy body.....	3
Resilience.....	4
Simplicity.....	4
Friends and Family.....	4
Emotions.....	4
NEW – Tool Kits.....	4
Celebration & reaching out to the wider world.....	4
CAP (Christ Church Arts Project).....	5
Parent engagement.....	7
Newsletters.....	7
Workshops.....	7
Parent support with activities.....	7
Calendar, CAP Artwork & Tool kit.....	7
Feedback from stakeholders.....	8
Parent Survey Feedback (summary).....	8
Messages from general public via stones (summary).....	8
Feedback from children via pupil voice in Spring Term (summary).....	9
CAP dance project (t-shirts).....	11
Appendices.....	12
Appendix A: Parent Survey.....	12
Appendix B: Celebration Stone Responses - examples.....	15
Appendix C: Pupil Voice.....	17

Summary of the weeks

Introduction

We launched the project by defining the core concepts of mental wellbeing. The primary aim was clearly established: to equip children with the agency and practical tools required to support their own mental health, while also fostering empathy to support the wellbeing of their peers.

Setting Goals

This week focused on how goal setting provides life with focus and direction. Pupils connected their long-term dreams and aspirations to the immediate, actionable steps required to achieve them. To model a whole-school culture of growth, both staff and children set personal goals and mapped out their path to success.



Giving

We explored the psychological benefits of altruism and how giving impacts our own happiness. While we facilitated traditional giving via Harvest Festival donations and a charity collection for the 'Colours and Sparkles' Day in memory of Charlie, the educational focus was on non-monetary acts of kindness. The **Wellbeing Champions** created the 'Gratitude Train' display; a visual display of giving across the school.



Belonging

Pupils reflected on the importance of community and the meaning found in the various groups they belong to (family, house teams, classes). To visualize our shared identity, House groups collaborated to create giant jigsaw collages. These were assembled to demonstrate that while we are individuals, we are all integral parts of the Christ Church community.



Try something new

This theme encouraged risk-taking and the broadening of horizons to build confidence. Pupils stepped out of their comfort zones with a diverse range of activities, including fencing, African drumming, sand casting, and sushi making. The week included trips to the London Eye, reinforcing the joy of discovery and the rewards of trying the unfamiliar.



Celebrating differences

Aligned with statutory PSHE 'Diversity' objectives, this week fostered a culture of acceptance and self-worth. We explored the concept that unique strengths—rather than perfection—make us wonderful. Pupils delivered presentations on 'Someone who inspires me,' celebrating a diverse range of role models from famous zoologists to family members.



Healthy body

We examined the intrinsic link between physical health and mental wellbeing. The curriculum covered sleep hygiene, nutrition, and the benefits of exercise. Practical engagement included daily 'Wake & Shake' sessions and skipping workshops, reinforcing to children how physical activity can be used to regulate mood.



Resilience

We explicitly taught that 'Happiness' does not mean the absence of difficult emotions. The focus was on emotional regulation: building the capacity to bounce back when things go wrong. Pupils took part in a collaborative Puzzle Workshops to practice perseverance and problem-solving in real-time group scenarios.



Simplicity

This theme introduced mindfulness and the importance of connecting with nature. Each class participated in '10 Minutes Peace' workshops, learning yoga balances, deep breathing, and grounding techniques. Staff also modelled these behaviours by participating in communal mindful colouring, emphasising that wellbeing is a priority for the entire school workforce.



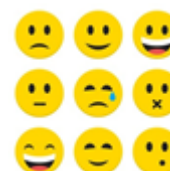
Friends and Family

Running alongside PSHE curriculum objectives regarding positive relationships, this week focused on social connection. Activities included making and swapping friendship bracelets and writing a letter to a family member. Year 5 completed anti-bullying champions training and Year 6's supported anti-bullying work across the school.



Emotions

The objective was to increase emotional literacy. Through 'Bigfoot' drama workshops and the 'Colour Monster' book (EYFS/KS1), pupils learned to identify and name complex feelings. We also addressed the human tendency towards 'negativity bias,' teaching children to counter this through the intentional practice of gratitude.



NEW – Tool Kits

Consolidating the project's learning, pupils created bespoke 'Tool Kits' — personal strategies they can apply to move from a negative emotional state (e.g., anger) to a positive one (e.g., calm). This initiative was co-planned and launched by the **Wellbeing Champions**, ensuring strong peer-led engagement.



Celebration & reaching out to the wider world

Pupils decorated stones with positive messages to take into the wider community over the Christmas break. This initiative aimed to extend the project's impact beyond the school gates, teaching children that their actions can have a positive ripple effect on the wider world.



Photo pages from different events are available here:

<https://christchurchschool.co.uk/news/events-autumn-2025/>

CAP (Christ Church Arts Project)

The Autumn term CAP project ran alongside the Happiness Project to embed wellbeing themes into the Art curriculum.

Year Group	Theme	Activity	Artist Reference
Reception	Belonging	Collage of school symbol in house colours.	Beatriz Milhazes
Year 1	Healthy Body	Action photography and tracing movement lines.	Keith Haring
Year 2	Resilience	Grid method self-portraits (focus on precision).	Chuck Close
Year 3	Simplicity	Screen prints emphasizing nature and pausing.	Andy Warhol
Year 4	Emotions	Abstract representation of strong memories.	Hilma af Klint
Year 5	Celebrating Difference	Slogans promoting uniqueness and diversity.	Bob & Roberta Smith (Patrick Bill)
Year 6	Friends and Family	Tessellated hexagons representing connections.	Faith Ringgold



Outcome: Artwork was framed and exhibited, with the framed artworks going home, then compiled into a school calendar distributed to all families, ensuring the themes remain visible in homes throughout the year

Parent engagement

Newsletters

To encourage parental engagement, weekly newsletters were created to explain what had happened in the previous week (sharing photos of activities), what was happening this week (so they could ask their child about their learning) and what was to happen the following week. The newsletter included lots of ideas and resources so that parents could embed the learning at home.

Workshops

A workshop entitled, 'Supporting your child with their social and emotional wellbeing' lead by Dr. Gemma-Louise Blair and Dr. Carla Wasilonek from Camden Educational Psychology Service was offered to all parents and was well attended by over 30 parents.

<https://christchurchschool.co.uk/parents/parent-workshops/>

Parent support with activities

A number of parents very kindly supported the school with Try Something New week including the Sushi making and attending the trips to the London Eye.

Calendar, CAP Artwork & Tool kit

The CAP project artwork was displayed in an exhibition for family and friends and each child took home their framed artwork. The images were also made into a calendar and each Christ Church Family given a copy. These calendars are used around the school, a useful reminder of the Happiness Themes for the next 12 months. Children in KS2 also took home their tool kit of strategies.



What can you do to support your child?

Name the emotion: Use phrases that help children label their feelings.
 "I can see you're feeling sad because your toy is broken".

Show empathy and presence: Let your child know you are there for them.
 "I can see you're having a difficult time right now. I'm here for you if you want to talk".

Separate feelings from behaviour: Validate the emotion while addressing the action.
 "It's okay to feel angry, but it's not ok to run away from me".

Encourage them to talk: When they are calm, talk about what happened.
 "I see you were really upset when that happened. What could you do if you get upset again?"



Tom Percival Big Bright Feelings

If you are looking for some stories around emotions, I would recommend this series of books. They examine emotions such as shyness, anxiety and anger in a sensitive and engaging way.



Christ Church School, Hampstead
 A village school in London inspiring life in all its fullness

GOAL
 Setting goals: Setting goals, big and small, gives our lives meaning and direction.
 Aim high!

Giving
 Giving to others makes both those giving and those receiving feel happier. Try to give things which are free: a smile, respect, friendliness, a compliment...

Healthy Body
 Keeping our bodies healthy with nutritious food, enough water, sleep and exercise, helps to keep us mentally healthy, too, and builds our resilience.

Try something new
 Trying new things, boosts our confidence and creativity, helps us overcome anxiety for the next time we are faced with a new challenge and helps to build resilience.

Resilience
 We all need the tools to be able to bounce back when times are tough. We also need to know when and how to ask for support - that's an important part of resilience tool!

Emotions
 We all have different feelings all the time. Positive and negative emotions are all important to recognise and identify, but we should focus on the positive when we can!

Belonging
 Belonging to something bigger gives our lives a shared goal, meaning and purpose. We all belong to so many different groups: our families, our faith groups, our school...

Family and friends
 Staying connected to our families and friends has a positive impact on our well-being. One act of kindness towards others soon leads to another and another.

Celebrating difference
 We are all unique and wonderful: knowing our strengths, weaknesses, and differences helps us respect and value ourselves and others.

Simplicity
 Taking time to pause, reflect and to appreciate the beauty of nature is important for all of us, helping us focus on the present, rather than worrying about the past or what's to come.

Christ Church 2026 calendar

Feedback from stakeholders

Parent Survey Feedback (summary)

See Appendix A

Qualitative data from the parent survey indicates high impact in three key areas:

1. Acquisition of Life Skills Parents noted their children using conflict resolution and regulation techniques at home.

"I can see them using some of the friendship techniques at home to regulate their relationship with each other."

"Gave my child tools to deal with challenging situations and emotions."

2. Curriculum Enrichment Parents valued the non-academic focus on holistic development.

"The Happiness Project is one of the most valued projects happening in school life."

"It gets the children away from learning [academics] and gives them experiences they really enjoy."

3. Home-School Links The newsletters were cited as vital for bridging the gap between school and home.

"Thank you so much for... educating parents how we can support our children at home."

"Great project and good suggestions to do at home during simplicity week."

Areas for Development (Parent Suggestions)

- Meditation: Requests for more yoga/breathing focus.
- Longitudinal Tracking: Suggestion to follow up in a few months to see if skills are retained.
- Newsletter Formatting: A request to send the Wellbeing newsletter separately from general admin to ensure it isn't missed.

Messages from general public via stones (summary)

See Appendix B

Children decorated stones with positive messages and hid them in the community. The feedback from the general public has been exceptional, demonstrating the wider impact of the school's values.

"Finding your stone on the Arctic Circle was very special. It felt like magic... Just a painted stone made our hearts very happy." — Tourists from Madrid (Found in Santa Claus Village in Lapland)

"I work at British Airways... After a long day it really made me smile." — Tracy, Heathrow Airport

"I found this beautiful stone in Buttes-Chaumont Park, Paris... Thank you so much for bringing some happiness to a drizzly French weekend!" — Abi, London/Paris



Feedback from children via pupil voice in Spring Term (summary)

See Appendix C

It is evident that the pupils interpret the school vision through the lens of **experiences, resilience, and connection**.

1. Interpreting the Vision: "Life in all its Fullness"

Children overwhelmingly associate the school vision with active participation and emotional intelligence. To them, "Life in all its fullness" means:

- **Novelty:** having the courage to try things they haven't done before (Sushi making, Fencing).
- **Resilience:** The ability to "bounce back" and keep trying.
- **Connection:** Giving to others and understanding that individual happiness is linked to collective happiness.

2. The Ten Themes of The Happiness Project

The pupils demonstrated excellent recall of the themes, linking them to specific behaviours. Based on their responses, the key themes discussed were:

- **Trying New Things:** Cited by children in Y1, Y4, Y5, and Y6. Children linked this to overcoming nervousness and discovering new passions (food, sports).
- **Healthy Bodies:** Children in Y2 and Y6 recognized the link between physical health (food, exercise, sleep) and mental wellbeing.
- **Giving:** Children in Y3 and Y2 highlighted that kindness is a two-way street that cheers up both the giver and receiver.
- **Simplicity:** A child in Y4 noted the importance of relaxing and "taking a moment," while a Y1 child enjoyed breathing exercises.
- **Belonging:** Children in Y3 and Y4 mentioned being in nature and belonging to different groups.
- **Resilience:** Children in Y6 and Y4 focused on "bouncing back" and the idea that failure is just a step toward success.
- **Goals:** Children in Y5 and Y6 expressed that working toward a target makes you feel "happy and powerful."
- **Celebrating Difference:** Y4 and Y5 children noted that we are all different and can all get along.
- **Friends & Family:** Y6 and Y3 children emphasized the importance of having someone to talk to.
- **Emotions:** Children in Y1 and Y4 mentioned "taking a moment" and understanding emotions.

3. Activity Highlights by Year Group

The following table summarises the most popular activities mentioned during the feedback sessions.

Year Group	Key Highlights	Pupil comments
Year 1	Sleep, London Eye, Friendship Bracelets	"Trying new food made me nervous but then I felt happy."
Year 2	London Eye, Bracelets, Simplicity (Music/Colouring)	Loved the "calm music" and the visual experience of London.
Year 3	Fencing, Sushi Making, Painting Stones	"I had never done fencing before."
Year 4	Wire Sculpture, Fencing, Sushi	Enjoyed the hands-on creativity and learning new physical moves.
Year 5	Sushi, Puzzle Collage, Fencing	Valued the "whole school" collaboration on the puzzle.
Year 6	PGL (Giant Swing), Independence	"Purely thrilling" and enjoyed independence away from family.

4. Key Learning & Advice from Pupils

On Emotional Regulation:

"If you don't understand your emotions you can't deal with them." (Y4)

"Give someone a smile, it's free!" (Y5)

On Resilience & Growth:

"If I try something and I do not get it, I can go back again and again." (Y1)

"Bounce back when things are hard so you can be proud of yourself." (Y2)

On The Future:

"Don't worry too much about the past or future, just think about the moment you are in." (Y4)

CAP dance project (t-shirts)

This term's Christ Church Arts Project is dance.

Each class performed a dance wearing special t-shirts printed with the Happiness Project logos (and then took them home). We thought that this was a good reminder of the positive mental health messages from the Happiness Project especially of Healthy Body, Try Something New and Belonging.



Appendices

Appendix A: Parent Survey

Are there any themes of the Happiness Project or particular activities which your child was especially engaged with?

- Really the whole thing. He loved the fencing!!
- The house art activity outside with the collage.
- Sending letters!
- Try something new, resilience/bouncing back
- The drama workshop and the friendship bracelets, heard quite a bit about the relationship talk.
- He enjoyed “trying something new” especially fencing
- Belonging
- My children don’t tend to talk much about school in general, but I know they found the Happiness Project incredibly useful. I can see them using some of the friendship techniques at home to regulate their relationship with each other, and they seem much more grown-up in how they handle small conflicts
- All of the themes and particularly Friends and Family and Simplicity (learning the different breathing techniques and applying them at home as well).
- Mindfulness
- Healthy body, trying something new
- Resilience seemed to resonate at the time
- 10-minute peace (we know Molly), the bracelets swaps, try something new
- The letter to a family member
- Write a letter for someone special
- Friendship bracelet swapping
- Try something new.

Is there any feedback you would like to give us about the Happiness Project and its impact on your child?

- It was excellent and we love it
- It's wonderful that you are able to provide this for our children. It's so important to their overall wellbeing and happiness overall. Plus trying something new is fantastic for their development! Love it.
- It's a great initiative:)
- Our family finds the Happiness Project a great and effective way of teaching children about fundamental values and life skills. The children love it and are so happy to participate in all the activities. The Happiness Project is one of the most valued projects happening in school life.
- It's a really good idea, it gets the children away from learning and gives them experiences they really enjoy.
- I am so grateful for teachers and school investing time in this project! I personally signed up as well for the action for happiness project and got the invitation for the exercises. I feel it is also teaching me to be more mindful and aware
- We, as parents, are genuinely appreciative of everything you do. It's a significant effort for the school and the staff, and it is incredibly appreciated. Thank you.
- Lovely initiative, very positive and long-lasting impact on the children.
- I think it was very positive and gave my child tools to deal with challenging situations and emotions.
- It was a great way for our child to start thinking about important topics that it would otherwise be difficult to talk about at home
- We think it is very positive and encourages the behaviours we hope our daughter will exhibit
- Thank you Mrs Miller and the rest of the team!
- Great project and good suggestions to do at home during simplicity week
- I think the idea is lovely and it's very good for children to learn values

Any comments about the newsletter and about the suggestions on how to support your child at home?

- It is helpful as it fills any gaps that the children didn't mention.
- One suggestion would be to send the newsletter on its own, not together with other newsletters, to make sure it is not missed. I find the newsletter easy to read and not super wordy, and this is appreciated.
- I personally found a couple of the newsletters quite thought provoking.
- No
- Thank you so much for doing this project and educating parents how we can support our children at home
- Since my children don't talk much about school, the newsletters are pretty much my only source of information about what's happening, and I'm truly grateful for receiving them.
- I found it a bit long (both in the body of the email + attachment) but otherwise very informative and nice to see photos as well.
- more photos if possible (good conversation starters)
- Not really
- The newsletter is very useful to be properly aware of the happiness project.

Do you have any suggestions about ways we could improve the Happiness Project?

- Just to carry on with this amazing project!!
- Yoga/breathing/meditation
- Just keep going!
- Follow up in a few months to see how/whether kids are using some of the practices learnt and how does it help them to deal in stressful situations
- I think it's great, keep up the wonderful work. A big thank you to everyone involved!
- We loved it! Thanks so much for your work ;)
- I think you are doing a great job
- Keep doing what you are doing

Appendix B: Celebration Stone Responses - examples

Found lovely painted pink stone saying

Make your day bright

Hello, I work at British Airways. It was such a lovely surprise at the end of my shift to find a painted stone from one of your pupils hidden in our check in zone. After a long day it really made me smile. Planting painted pebble for spreading happiness is such a lovely idea. I've collected various stones over the years from similar projects and it always brings a smile to my face. Other ones have required me to hide them again so someone else can find them. I'm happy to do this if you'd like me to.

Kind regards and Happy New Year

Tracy

Good morning

I am at Heathrow Airport working into the early hours taking down Christmas decorations, and I have found your stone under a Christmas tree.

It is in the British Airways check in area and I just wanted to say that it put a smile on my face.

Kind regards

Diane

We hope you know that your idea is wonderful. You are spreading happiness, smiles, and good feelings to people you don't even know. That is very special.

We hope that one day you will also find a surprise like this and feel the same joy we felt.

Thank you for being kind, creative, and thoughtful.

Thank you for sharing happiness with the world. 🌍❤️

It was truly the best Christmas gift ever!

Bee Kind 🐝

We wish you a Merry Christmas and a very Happy New Year! 🎁🇬🇧

Best regards,

Adrián and Esther

Hi kids! 😊 Hello from Madrid! We want to tell you a beautiful story about a little stone that you painted with love.

Yesterday, we were in Santa Claus Village and while we were walking and looking around, something colourful caught our eyes. It was your painted stone! We stopped, looked at it, and smiled right away.

We felt so happy and surprised. We could not believe that someone had left such a kind gift for a stranger. It made our day brighter and warmer, even in the cold Arctic weather. ❄️

Finding your stone on the Arctic Circle was very special. It felt like magic, like a little Christmas miracle. ✨🎄

Your stone made us feel joy, kindness, and love. It reminded us that small things can make a big difference. Just a painted stone made our hearts very happy

Bonjour!

I am from London but am visiting Paris and saw this beautiful stone in Buttes-Chaumont Park in the 19th arrondissement. Please pass on my congratulations to the artists- it certainly spread happiness!

I decided to leave the stone on the bench so others could share the joy, but thank you so much for bringing some happiness to a drizzly French weekend!

Abi x

Hello,

We are emailing as we were gifted a decorated stone from Arthur as part of his happiness project. We received this while we were skiing in Bulgaria. We wanted to thank Arthur for his generosity, and for spreading a little happiness.

Many thanks

Jack and Chloe Davies, Age 9 from South Wales

Good afternoon,

Firstly Happy New Year! I hope you are all well at the school.

My daughter Imogen joined Christ Church in reception 2020 & left at the end of Yr1 2022 as we moved to Spain. However, we still return to Hampstead in the school holidays. Imogen was climbing one of her favourite trees this Christmas in the heath & found the happiness pebble. So I thought I'd share a photo. She left it there, so hopefully another child will find it too!

Best wishes, Laura Johansson

Appendix C: Pupil Voice – full set of pupil responses in February 2026 pupil voice groups

Vision question:

What do you think we mean when we say we want to ‘inspire life in all its fullness’ for everyone in our school? What do you think ‘life in all its fullness’ means?

The Happiness Project was mentioned a number of times in response to this question e.g. Try Something New week, Wake and Shake, going to the London eye and making / swapping bracelets

Can you remember the ten themes of the Happiness Project?

All groups of children could remember the ten themes

Y1 – try something new makes us happy because we can try new food.

Y2 – healthy bodies – if our bodies are healthy and we do healthy things, it can brighten your day

Y3 – giving – if you give to others, it doesn’t just make them happy but can make you happy too, because you have cheered someone up

Y4 – simplicity – it’s important to sometimes relax and take a moment rather than always being crazy; celebrating differences – we are all different and should respect that so we can all get along

Y5 – trying new things makes us experience things we haven’t tried before; goals – its important to work for and achieve your goals, to earn somethings.

Y6 – resilience – it might only take one more attempt to get something correct; family and friends – important to have someone to speak to if upset

What was your highlight of the Happiness Project last term?

Y1 – learning about sleep because I love sleeping

Y2 – going to the London Eye and see all of London

Y3 – fencing because I had never done

Y4 – wire sculpture, fencing because it was fun and I learnt new moves

Y5 – sushi making because it is my favourite and I had never made it; the big puzzle collage because we got to work with children from the whole school

Y6 – giant swing at PGL was purely thrilling, PGL because we got to try things we probably never would have

Y1 London eye trip – it was really slow!

Y2 doing the bracelet swapping

Y3 sushi making

Y4 try something new week because y4 were able to do chicken wire and tissue paper birds

Y5 seeing that people were less stressed and more happy

Y6 PGL – loads of activities and learn more about each other

Y1 Breathing exercises in simplicity

Y2 Try something new week

Y3 Sushi and London Eye

Y4 Wire sculpture and sushi

Y5 Sushi making

Y6 PGL

Y1 London Eye
Y2 London Eye / Simplicity week when we got to colour in and listen to calm music
Y3 London Eye / Sushi making
Y4 Fencing
Y5 Fencing / Sushi making
Y6 PGL – being with friends; activities

Y1 – friendship bracelet swop
Y2 – settings the goals and resilience week
Y3 – painting the stones and giving them
Y4 – sushi making, fencing
Y5 – painting the stones, skipping
Y6 – PGL

Y1 Belonging Jigsaw
Y2 London Eye
Y3 Wire sculpting
Y4 Jigsaw and belonging
Y5 Fencing- New skill, Making Sushi
Y6 PGL-Try something new

What did you learn from the Happiness Project?

What advice would you give someone else to help them stay as happy as possible?

Y1 – exercising and eating healthy food are really good for you
Y2 – giving can help; if you are sad, you shouldn't keep it to yourself, tell an adult and they can help
Y3 – hang out with my friends and tell them that being in nature is good for you because it can cheer you up
Y4 – support them to try new things; don't worry too much about the past or future, just think about the moment you are in
Y5 – tell people if something goes wrong and you can't do it, you should always try again to achieve the thing you want to do
Y6 – try new sports because they are fun and will keep you fit; its ok to feel different emotions

Y2 to be kind to other people
Y3 I did not know that simplicity makes you happy. You are calmer
Y5 to be kind and what things can make you happier
Y6 its great to try something new

Y1 Give someone a hug (if they would like one)
Y2 Having a good time outside
Y3 Breathing exercise to calm down
Y4 Trying new things
Y5 Give someone a smile, its free!

Y1 We are all special
Y2 Bounce back when things are hard so you can be proud of yourself

Y3 If you never try new things, you never learn new things and then you're bored; it's good to try and clear your mind and think of one thing at a time.

Y4 If you don't understand your emotions you can't deal with them

Y6 Importance of setting goals and the steps to achieve them

Y1 – trying new food at lunch

Y2 – giving makes others happy but also you

Y3 – If you set a goal you give yourself the chance to achieve something

Y4 – If we try something new we might learn that we like it

Y5 – resilience with chicken wire

Y6 – if we have a healthy body it's good for our wellbeing

Giving makes you and others happy

If you fail don't be afraid to go back a step and try again

Try something new – if you never do then you won't learn anything new

Y1 If I try something and I do not get it, I can go back again and again. Try something new made me nervous but then I felt happy.

Y2 Feeling pride in achieving goals.

Y3 Even when I think things are hard, you can just try your best. I don't usually try new things and when I did try new things I was really happy about it.

Y4 Be more resilient don't just go down but bounce back again, to enjoy nature around us.

Y5 Even if you come from different backgrounds, everyone can try new things.

Y6 Independence away from family. When you set goals and achieve them, you feel happy and powerful.