



THE TREASURE HUNT PROGRAMME

FIELD STUDIES

Excerpts from

'A rigorous assessment of the piloting of the
Treasure Hunt Programme in the UK'

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FIELD STUDIES (Excerpt – page 20)

Field studies involve collecting data outside of an experimental or laboratory setting. This type of data collection is most often done in natural settings and hence interviews were done in the school environment itself. Field studies are known to be expensive or time consuming; however, this mode of assessment was chosen by the researcher because the amount and diversity of the data collected can be invaluable.

Field studies collect original or unconventional data via face-to-face interviews, surveys, or direct observation. This research used a face-to-face interview technique containing both open-ended and structured question-response-type querying. The questions were also based on the core principles of the Ramchal (רמח"ל) that have been taught to date. It was treated as one form of research because the data collected is specific only to the purpose for which it was gathered - analyzing and evaluating the Treasure Hunt Programme and its impact on Behaviour, Social, Emotional and Spiritual Intelligence. A heightened sense of awareness of one's true essence facilitates the learning, evaluation, and application of a variety of qualities and skills necessary to become a more complete human being. Hence the other assessment measures were included in order to glean a holistic perspective using qualitative and quantitative measures.

Pupils were able to read the questions while the facilitator read the questions to them. This was to ensure that both visual and auditory learners would benefit from this approach. The answers were given orally by each pupil and were recorded by the facilitator. The interviews were conducted individually so that the facilitator could attend to each pupil's needs, questions and answers. As Haynes, (1971) states "The failure to make allowances for different work habits, interests and levels of motivation may give rise to misleading conclusions" (p.17). It is noteworthy that the participants displayed co-operation and interest in the field study.

RESULTS (Excerpt – pages 22-28)

The field study findings strongly indicate that the pupils have a solid grasp of the material taught and were able to apply it to their lives. Pupils could even pinpoint which lessons helped them make progress. These are mentioned in red. All their results fell between 90-100% on quantitative answers. The Treasure Hunt Programme had an impact on pupils, mental health, self-awareness, resilience, and emotional regulation. It also promoted pro-social behaviour, character refinement, behavioural improvement through self-management, a deeper connection with H-shem and more vitality in their

mitzvos. The following examples corroborate these results, as more fully set out in Appendix 6:

ANGER

Pupils learnt skills and tools that help them control their anger and change a negative thought into a positive thought. 100% said they are making good choices and decisions.

Example quotes:

- "I used **TEBS** to stop me from being angry and sulking. I know a thought passes into a feeling and then it becomes the way a person acts in their behaviour and speech. An example is I woke up and I was angry because my sister woke me up. I said I don't want to speak to you. I realised it was this cycle and that if I just changed my thought I would change my feelings or behaviour, e.g. **אין לי כף זכות** I gave her the benefit of the doubt and then thought maybe she didn't mean it. Maybe she just wanted to open the window by my bed. I stopped being angry and sulking and spoke nicely instead."
- "From **TEBS** I have learnt that if someone upsets you, you may get angry and think that they are so mean. You will become grumpy and you won't answer nicely. You can change and can think nice thoughts about that person or about an exciting thing e.g. like your mother having a baby. I have tried it and you will see that you will be happy and be nice to everyone around you. I never thought I could stop myself from being angry with people."
- "When my younger sister asks me to get things for her and I couldn't be bothered, I get really angry. I thought about it and it's a pressure when I think that is what I have to do and then I feel angry and get into a temper. I now know I could stop and calm myself by thinking I'm doing a really big **מצווה**. **TEBS.**"

EMOTIONAL REGULATION

95% have an awareness that they are responsible with what they do with their thoughts and feelings.

Example quotes:

- "We were on the way to Gateshead and there was a crash on the way. There was a lorry that turned over and then I was scared it would happen to us. Then I **changed my thoughts** that **ה'** will help and look after us. It stopped me from being nervous the whole journey."

- "I used to be scared and think that there were robbers in the room. I could not sleep for months. Now I don't think like that anymore and I sleep better. I have **weeded the thought** and I now think it's not true."
- "In class I think that maybe the work is hard. I then think that I don't like this lesson so I will be chutzpadik. I've tried to **stop thinking negatively** about my work and my behaviour is now better. This is from using **TEBS** and I'm much happier."

HABITS

96% of pupils tried to design a process to create a new habit or nurture their growth.

Example quotes:

- "Having **good habits** has made me grow in my פנימיות. I now have more order - רדס. When I come home from school, I hang up my coat and I try eat healthier. I feel better and can do better things. I made a star chart to do my homework and I am managing easier in school now. I had a bad habit of not doing homework."
- "Since our lesson, I tried to design a **process** to get into a new habit. I made a chart to go to bed early so I won't be tired the next morning."
- "I have a **bad habit** that I suck my thumb. When I went to the dentist, he said I should stop and I have tried for a few days. I decided I can put on stop and grow and be more aware when in bed."
- "I am in a **bad habit** that I always take ages to get out of bed. So, I asked for help and have a star chart that my sister helped me make. I use it and now I get out of bed quickly."

PROCESS

Pupils learnt about the importance of a process and how to plan a process. 100% of pupils answered "True" that growth is a process that takes time. The best growth is when we plan to become better or improve.

Example quotes:

- "I got a rubbish mark. Since we learnt about **goals and process** this week, I put in effort, learnt hard and got 100%."
- "I have started to look after my body (גוף) by drinking or eating and keeping healthier. For my mind (מוח) I think and do things to make me cleverer instead of getting used to doing silly things. It's like the **ripple effect**."

- "עבירות have a negative effect on me, in שמים and sometimes on other people. This is a **negative ripple effect** but a **process** to try stop and do more מצוות."

CHALLENGE OR RESISTANCE

96% of pupils are learning healthy ways to think about challenge or resistance. They are learning that when things are difficult it does not mean that something terrible is happening. Struggle or challenge is a good thing and helps people grow.

Hurting

Example quotes:

- "When I came home my file was a mess and I thought it must be my brother. I thought that maybe he doesn't understand that I left it there, that he mustn't touch it. I told him in the future he must not touch it and I stopped myself from being angry and maybe hurting him as I sometimes do, **TEBS**."
- "The **feedback lesson** really helped me feel better about myself. People were being mean to me and I told my mother. She said that I should try and not think about it. I remember how to accept feedback and I have stopped thinking about it and stopped feeling bad about myself."
- "Since this programme started, I have become more aware of my ability to use the **mind gardening process** but this time I tried it for someone else. For example when a girl said not such a good answer in class I thought, 'Should I say, "Maybe try harder" or should I just leave it and not say anything in case it hurts her feelings?' Usually I would probably embarrass her but I thought positively and kept quiet instead. This was something new for me and it makes me feel happier too."

Compromise – מוותר

Example quotes:

- "I was playing elastics and a girl asked if she could join. I said "No!" **I thought positively** that there are 3 people and it won't make a difference if I let her play, so I did."
- "I see I have a **weakness**. I struggle when I try to explain to a girl the rules of a game and she doesn't understand. Instead of getting frustrated like I always do, I now realise that maybe I am explaining it incorrectly and I can make it simpler for her."

דבקות

100% of pupils could explain what it means to be part of 'ה's crew and to be connected.

Example quotes:

- "Yidden are like a chain and if one link breaks then everything can be lost."
- "Part of 'ה's nation and you follow His מצוות and תורה."
- "Like a leaf that is not connected to a tree, it will just die."

KINDNESS – תס

Example quotes:

- "I was thinking that I can't be bothered getting a book for my brother. Then I decided I will do it as I will get a מצוה - a brick we learnt about in being a **builder**. I brought him a book from the library and I made him very happy and I knew 'ה was even happier with me."
- "When I go to sleep and I'm too hot then I get scary dreams. My mother's side of the family has 14 people so I had to share my bed. I had a mattress and a thick blanket. I thought I am going to be hot. My mother said I must try. I told myself I won't have a scary dream and then I did still have the scary dream but I put the scary dream away and didn't think about it. **I thought about positive things** that I am doing a תס and הכנסת אורחים. I am so happy and this is from **mind gardening**."
- "**A positive ripple effect** is when I was playing a game and when I smiled at a girl she smiled at the next girl and that girl smiled at the next and it got passed around. Smiling is a מצוה and תס. I learnt to greet everyone with a smile."

BEHAVIOUR

100% of pupils realise that they are not responsible for thoughts and feelings that enter their minds but that they are responsible for what they do with their feelings. Examples given are where they managed to change a negative thought into a positive thought and the impact it has on their behaviour. How to accept feedback, designing processes to grow or change habits and creating ripple effects also impacted on their behaviour. Learning from mistakes lead to greater self-control.

Example quotes:

- "When my sister wasn't coming for Pesach, I was so upset I thought of a **positive thought** instead. I told myself that I am lucky to see her at different times of the year rather than just think that she is not coming. This stopped me from getting upset and misbehaving."
- "A **positive ripple effect** made another girl change her thoughts about צניעות. I gave **feedback gently** when someone I knew well was sitting and her skirt went up higher so I told her gently and she pulled her skirt down. Sometimes I pull my skirt down and then she also does."
- "By mistake, I broke a glass. I was not going to tell my mother. I thought she would be angry and I was scared and sad, I **changed my thoughts** that maybe my mother will say, "Okay, try get another glass again". This helped me to be honest."

VITALITY IN מצוות

96% of pupils reported that they have started to try and improve the quality of their מצוות, by putting thought and feelings into their עבדת ה'. Some pupils said that they were doing this before the programme but it just strengthened their efforts.

Example quotes:

- "אם כיבדו אב ואם I started to bring them a drink or food. Tonight, I'm so excited I am going on a walk with my mother."
- "When I give צדקה I don't just put money in. I now think that I am doing a big מצוה and I'm helping someone poor."
- "Every person has got a **glow** to them. We don't always see it like the sun when it goes behind a cloud. I am trying to improve the quality of my מצוות, by having an עין טובה. I now see the good in other people."

SELF-ACCEPTANCE

100% of children have learnt that it is acceptable to possess weaknesses as only ה' and His תורה are perfect. It is good to be honest with themselves, as then they become aware of what they need to work on.

Example quotes:

- "A few days ago, we wrote down all the things we had grown in and I realised I have been more honest. I brought my books back to school on time."

- "With my **weaknesses** that I find, I think I'm ok, I'm still good at other things."
- "I received **feedback positively** even if it was about an area I can improve in. When I go to swimming lessons the teacher was telling me to dive more sharply. I just let it go and did not get upset and my diving has improved a bit as I know I must work on it."