

THE GET HAPPIER SCHOOL PROGRAM



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“The day we
stop playing
will be the
day we stop
learning.”

DR WILLIAM
GLASSER



Note: This document contains several links with more detailed information. These are indicated by underlined text. Please click to be directed to the file. Several videos are also linked via images. Please click on the image to watch the video.

THE KEY CHALLENGE FOR SCHOOLS TODAY



Writing in the 'Lancet' today, August 14, 2024, Prof Patrick McGorry states:

'Mental ill health accounts for at least 45% of the overall burden of disease in people aged 10 to 24... and the dramatic increase in mental ill health in young people is the most serious and alarming public health problem today.'

As a psychologist and educator closely involved with schools for over 45 years, I have seen how these extreme levels of mental ill health are directly affecting schools and creating unprecedented challenges.

Schools operate in the zone between home and society, and my ongoing involvement with schools, principals, teachers and children reveals an alarming increase in mental ill health, teacher stress, and school overload.

Generally, schools were not designed to manage the challenges we face today. Unless we address them directly by creating an explicit, whole-school well-being culture, the crisis will escalate.

Ivan Honey, Psychologist, Founder of the Get Happier School program

OUTLINE

THE GET HAPPIER SCHOOL PROGRAM (GHS) PREVIOUSLY KNOWN AS 'DOUG DRAGSTER'S GET HAPPIER PROJECT'

The GHS is a Whole School Social and Emotional Learning/Pastoral Care program and a School Behaviour Management program.

1. EVIDENCE-INFORMED

The program has been developed, trialled, and operated in many schools worldwide for over 10 years. It was developed in a clinical and educational setting and was initially used by many professional counselling organisations and in the mental health sector.

Based on a Choice Theory/Reality Therapy model, the GHS program is a creative application of cutting-edge psychology and provides a comprehensive well-being and mental health strategy for the whole school. The GHS curriculum applies the best evidence-based approaches and is used in Glasser Quality Schools in Australia.

2. AUTHENTIC & CONTEMPORARY

It is designed for children aged 4 to 12 years and uses a fun, rigorous, catchy, and practical framework. Being taught by a family of dragsters, the program is exciting and fun, and children find the characters engaging and real. Aligned with the Australian curriculum, it contains explicit lessons for every week, from school entry until the end of Grade 6. The program uses fun stories, games, songs, card sets, activities, and easy-to-use activity books that also

support the school literacy program and metacognitive learning.

Any teacher can open the class curriculum guides and teach directly from them. There are also video support sessions and trained Choice Theory and Get Happier facilitators to ensure the teachers are confident to deliver the program.

The Get Happier School program contains extensive resources for parents, families, and teachers, in order to achieve congruence across the whole school community.

The mental model behind the GHS program is the Journey of Life, using the model of a dragster to teach the rules of the road (and life!), and the ability to manage challenges effectively. It is a discovery learning process which is highly engaging for children and adults alike. As a sequential, sustainable and developmental program, it helps deepen children's skill and understanding in each succeeding grade level.

Along with the Art of Leadership program, the Choice Theory program has been operating in New South Wales for over 40 years and has been an ongoing approved program for teachers and schools. Many teachers who complete these programs seek a well-being program that complements what they are already doing. As a result, there has been significant uptake of the GHS program in New South Wales.

3. POINTS OF DIFFERENCE

- It is based on Choice Theory, Reality Therapy, Lead Management, Social Motivation Theory, Cognitive Psychology and Positive Psychology. All these approaches provide a clear framework, are practical, and are evidence-based. The skills of these approaches are taught to children in a fun and meaningful way
- Many educators have already undertaken training in Choice Theory and are looking for a whole school curriculum that is consistent with their educational and learning model.
- It uses sound educational principles for teaching which are comprehensive and cater for all learning styles. The GHS uses current models such as Bloom's Taxonomy, Discovery and Experiential learning, and a Metacognitive, discussion-based learning model to enhance learning and awareness. At the same time, it helps build genuine relationships and empowers all stakeholders with the skills for problem solving and wellbeing.
- The curriculum is sequential, and each part builds on the previous section. It is not a short-term program. Every day, teachers can use the framework, card sets, and posters to manage their classrooms effectively and build real social skills. This improves the retention and application of the cooperative and empowering mindsets and skills that can be used for a lifetime.
- It contains practical resources including free books and videos for parents and teachers that are based on the same engaging theme.
- It is taught through stories, images and activities which are extremely engaging and exciting for children and can be easily added to or adapted to any setting.
- The program is based on getting happier, which is the key source of all human motivation. This provides an inbuilt incentive for any person to engage deeply with the program.
- Learning a framework and skills for wellbeing provides the resources to address the social challenges of Mental Ill Health, Depression, Anxiety, Domestic Violence and Road Safety.
- It directly supports Principals, school leaders, and school operations, and enhances learning for children. Happy children learn better: happy teachers teach better: a school culture that emphasises and teaches happiness and wellbeing will always encourage greater co-operation and improve learning outcomes.



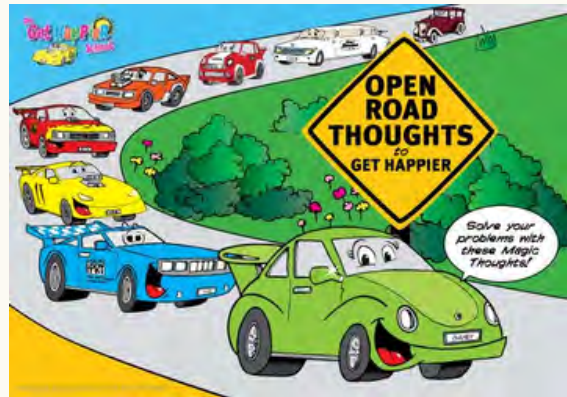
PSYCHOLOGICAL EVIDENCE BASE

THE PSYCHOLOGY OF INTERNAL CONTROL, RESILIENCE, AND SELF-EFFICACY

This comprehensive program empowers young people to understand the importance of an internal locus of control. It teaches the keys to good mental health: Responsibility, Independence, and Self Control/Regulation. It reflects the research base of Social Motivation Theory, Positive Psychology, Choice Theory, Mindfulness and Cognitive Psychology.

According to research from 2014 characteristics of each locus of control can include:

INTERNAL LOCUS OF CONTROL	EXTERNAL LOCUS OF CONTROL
Higher life satisfaction	Fewer coping mechanisms
Achievement motivated	More negative moods related to stress
Goal-oriented	Lower sense of workplace effectiveness
Sociable	Possible feelings of powerlessness
Active	People pleasing behaviours
Low neuroticism	
Lower stress levels	



THE PSYCHOLOGY OF SELF-ESTEEM AND POSITIVE RELATIONSHIPS.

The program focuses on the development of self-esteem and positive relationships from the commencement of school, using the connecting habits (Open Roads), which are taught explicitly and backed up by stories, charts, posters, fun games, card sets, activities, and songs. These values are constantly reinforced throughout the school and linked to getting happier by treating oneself and others with respect and kindness.

These values become embedded within the school culture and support a positive approach to learning and behaviour. Current research in neuroscience reveals how our brains are hardwired to respond to caring relationships with ourselves and others, improving our physical and mental well-being. It provides a strong protective factor against loneliness, depression, anxiety, and sadness.

PSYCHOLOGICAL EVIDENCE BASE

THE PSYCHOLOGY OF EMOTIONAL INTELLIGENCE

From the first year of school, children enjoy a sequential program about understanding, managing and regulating their feelings constructively. It is fun, practical and real because it is based on stories, narratives and meaningful and fun images that children can relate to. Children learn the formula to understand and manage their feelings based on the principles of Cognitive Psychology and Choice Theory.

THE PSYCHOLOGY OF STRESS MANAGEMENT AND WELL-BEING

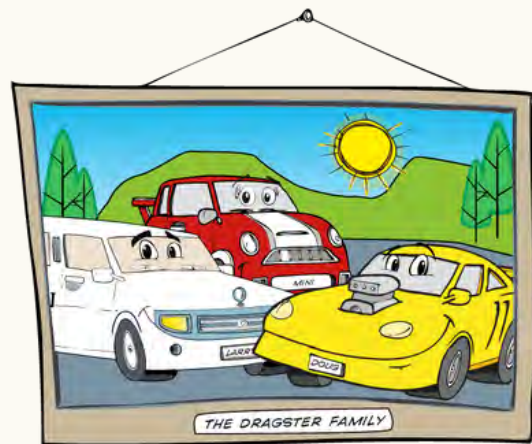
Children are taught the skills of mindfulness from when they commence school. This skill is closely related to the development of emotional regulation.



THE PSYCHOLOGY OF MOTIVATION

Developing self-understanding, children learn about the needs that drive behaviour. Children learn to understand their own preferences and strengths and to recognise when they are out of balance.

They develop clear plans and strategies to discover constructive ways of meeting their own needs without preventing others from meeting their needs.



THE PSYCHOLOGY OF PERCEPTION

Using fun activities and games, children learn and understand that they can build their resilience and mental health by adjusting the way in which they perceive reality.

THE PSYCHOLOGY OF CREATIVE PROBLEM-SOLVING

It teaches the problem-solving skills of Reality Therapy, using card sets, apps, and fun problem-solving lessons.

THE PSYCHOLOGY OF MEANING, PURPOSE, AND INSPIRATION

Finally, children learn to understand themselves, their motives and goals. They know how to identify their strengths, interests and values. As a result, they are much more motivated to learn and cooperate with others.

The Images below are a visual representation of the framework. Available at the [online store](#).

The Get Happier Project Framework

1. OPEN ROADS OR DEAD END ROADS
How do I create great relationships and feel good about myself?
The Open and Dead End Roads

4. The Engine
What is my source of energy and power?
The Engine

7. The Magic Questions
How do I solve problems and get the best out of life?
The Magic Questions

2. The Windscreen
How do I see new opportunities and transform my reality?
The Windscreen

5. The Four Wheels
How do I understand and manage my feelings?
The Four Wheels

Putting it all together!
A framework for personal wellbeing, mental health, counselling, leadership and achieving purpose and meaning in life.

3. The Driver's Seat
How can I be in charge of my life?
The Driver's Seat

6. The Steering Wheel
Where do I really want to go?
The Steering Wheel

OPEN ROADS

- ➔ SUPPORTING
- ➔ RESPECTING
- ➔ LISTENING
- ➔ ENCOURAGING
- ➔ ACCEPTING
- ➔ NEGOTIATING
- ➔ TRUSTING

DEAD END ROADS

- ⚡ CRITICISING
- ⚡ NAGGING
- ⚡ PUNISHING
- ⚡ COMPLAINING
- ⚡ BRIBING
- ⚡ BLAMING
- ⚡ THREATENING

1. What do I really want?

2. What am I doing?

3. Is it working?

4. What are my options?

5. What is my plan?

www.gethappier.net



OUT NOW! Strategies for Creating the Self-Managing Classroom

NEW Get Happier classroom management book. This book will provide guidelines and resources to create genuine, respectful authentic relationships free of manipulation and coercion.

MORE...



ENDORSEMENTS

The following endorsements represent examples of feedback regarding the GHS program, which emphasises its high impact on teachers, schools, and students, and its relevance, engagement, and meaning in the school setting.

Dr William Glasser, Founder of Reality Therapy and Choice Theory. (2012) (Named an eminent psychiatrist of the 21st century)

'The Get Happier School Program is truly remarkable! It will captivate, entertain, and teach valuable information that will transform lives.'



Mr. Jesmond Zammit, Principal, Gorokan Public School.

'Gorokan has seen first-hand the positive impact of the Get Happier School on our school culture, with both staff and students feeling more supported and engaged. The program's emphasis on long-term change rather than quick fixes has been instrumental in creating a sustainable and positive environment.'

Dr Gwen Sands, Past Principal, Peregrin Springs State School, a Glasser Quality School.

'The Get Happier School program and materials provide a thorough and structured approach for teachers at all stages of their careers and expertise to teach primary-aged children to understand their behaviour choices, why they do the things they do, and to take responsibility for themselves. It also focuses on the quality skills and tools that children need to care effectively about others and therefore develop fulfilling relationships with other children and adults leading to greater happiness, well-being and resilience. The program can be taught in an integrated way across a whole school and supports the expected outcomes of the Australian Curriculum. Alternatively, teachers can use a wide variety of materials to support their wellbeing lessons and strategies. The materials are colourful, engaging and developmentally appropriate. Get Happier is a cost-effective way of ensuring a diverse range of children develop quality mental health skills, attributes and dispositions.'

Aminta Miller, Principal, Everton Park State School, QLD.

The Get Happier Program has provided us a framework for wellbeing for our staff and students so that we can understand more about how and why we behave.



We introduced The Get Happier Program to our school in 2018. Over the years the language of the Open and Dead End Roads has become embedded in the culture of our school, supporting our children to recognise that they can choose different behaviours to create a happier life for themselves.

The Magic Questions allow staff to support children to regulate and get what they want in responsible ways. The analogy of the car supports children and staff to have the courage to do and be the person they want to be.

Danielle Nilon, Pastoral Care Coordinator, St Joseph's Primary School Woodburn NSW

Our primary school has had the privilege of implementing The Get Happier Program over the past year, and its positive impact on our students cannot be overstated. Located in northern NSW, our community was deeply affected by the 2021 floods. The challenges our students faced in the aftermath were profound, making it essential for us to find a program that could support their social and emotional recovery.

The Get Happier Program provided exactly the tools we needed to help our students navigate their emotions, rebuild their confidence, and foster a stronger sense of community within our school. The program's emphasis on emotional literacy, resilience, and positive relationships has empowered our students to express their feelings more openly and to approach challenges with a renewed sense of optimism. It is equipping them with lifelong skills that will continue to benefit them in the future.

I wholeheartedly recommend The Get Happier Program to any school looking to support the social and emotional well-being of their students. It has been an invaluable resource for our school community, and we are immensely grateful for the positive changes it has inspired.

Mr Callum Gibbs, GHS Co-Ordinator, Moama Anglican Grammar School

At Moama Anglican Grammar we are a 'Get Happier School'. As part of our Pastoral Care approach, we have a sequential Primary School program called the Get Happier Project. Teachers guide and support our students with a pro-active, research based positive psychology approach, helping them on their journey to develop their own social and emotional wellbeing.

It focuses on internal control psychology, which gives students and staff the tools to regulate their own emotions, make positive choices, and forge strong relationships.

This way of thinking doesn't mean that we are always going to be happy, as we know this isn't realistic, but rather that it is a way to support ourselves through the great times, and also the more difficult times. Hence the title 'A Get Happier Project'. The Get Happier Project runs alongside the many other elements of our Pastoral Care program and provides students with the opportunity to develop their own emotional intelligence.

Learning alongside this program has provided me with the confidence to support all elements within my role as an educator.

This includes communicating effectively with parents, to how I interact with students and their needs. It truly underpins everything and provides you with the skills to foster positive relationships.



Mr. James Merlino MP, past Minister for Education, Victoria

'The Get Happier Project aligns with one of the key Victorian Government commitments, for the education state, to ensure that the overall well-being of children and young people is as high a priority as literacy and numeracy.'

Dr. Evelyn Field, OAM, Bully Blocking Pioneer and Specialist, Australia

'Doug Dragster's Get Happier Project promotes social and emotional learning in a fun way, giving children and young people the tools to problem solve and get the best out of life. The comics take the sting out of trauma and enable children to find their reset button and move on from victim to survivor.'

Colleen Hope, Past Principal, Mudgeeraba Special School.



Mudgeeraba Special School supports students from 5 to 18 year olds with moderate to severe intellectual impairment and multiple impairments on the Gold Coast. We investigated quality student wellbeing models that would be motivating and engaging for our students. It was important to compliment our commitment to being a Positive Behaviour Learning school to fill the gaps with an authentic wellbeing focus and to compliment our staff and community wellbeing framework with Choice Theory. After serious investigation it was clear that the Get Happier School Program met our needs to cater for a Prep to Year 12 campus and offer an engaging approach that enhanced the students' wellbeing of self and interactions with others. What underpins our beliefs is that Behaviour is Communicative and as the facilitating adults including staff and parents, we are choosing pedagogy that will enhance each student's learning journey. It has been exhilarating to work with Ivan to produce shared emergent reading resources to cater for our students given their developmental delays. These resources and activities developed by staff have been embedded for several years and have demonstrated improved student data for their personal goals. This was recognised in our desire to be co verified as a Quality Glasser School which was achieved in late 2022. We have strong alignment with shared language with Choice Theory and the Get Happier School. The common language of Connecting and Disconnecting Habits and Open and Closed Roads for example have been embedded in our school's Norms and Values.

I unequivocally commend The Get Happier Program to any school looking to promote the social and emotional well-being of their students no matter the context of their school. It has been the foundational application for our unique school community, and we are immensely grateful for the positive changes it has inspired in each young person to shape our personalised learning approaches.



**Ms Fiona Gibbs, Music Specialist,
Moama Anglican Grammar School**

[Click to watch on youtube](#)



**Ms Andrea Rippon, Kinder Teacher,
Moama Anglican Grammar School**

[Click to watch on youtube](#)



Mr Tiat See Hee, Principal, Crest Secondary School, Singapore

Mr Tiat visited three Get Happier Schools in 2023. These were his impressions.

'Glendore Public has adopted a whole school approach and with strong school leadership, they customized and built up their resources over the years. It is evident that the implementation is across all levels, and they use a common language/vocabulary such as "open-end and dead-end" roads to help shape their students' behaviours to create a safe, respectful and caring environment. The younger students are able to understand easily with all the visuals in the classroom while the older students are able to express their learning using the Happier school vocabulary in their making of the right choices whenever they are face with various circumstances. Despite challenges of movements of teachers, the constant school leadership team together with the built-up resources have helped them sustained the efforts.

As a school that caters specifically to Special Needs students, Mudgeeraba has given me a very good impression of them as I saw many happy teachers and happy students with sparkles in their eyes. If I am a parent of a special needs child in Mudgeeraba, I feel very safe for my child as the total environment there is so warm and safe. The enthusiastic teachers and staff of the school pay close attention to each of them, and they have created a system of support (such as an intercom system) to help one another whenever extra help/support is needed in another classroom. While the students may not be able to fully comprehend or articulate how CTRT or The Get Happier School Project (GHSP) is being implemented, the knowledgeable other teacher Graeme has helped me understand through his presentation. Graeme's unpacking of PBL and GHSP/CT helps me to see the rationale, the alignment and integration with lots of planning and development work taking place behind the scenes. The staff must have internalized and understood the "why" and display the "how" in their day-to-day interactions with the kids. The simple resources of visual cards (designed with deep theoretical underpinning) help the staff apply what they had learnt with the kids.

Everton Park is another unique school with a number of teachers trained in CTRT/GHSP, each attained at different levels. The autonomy is given to teachers, and each has their own needs in terms of their knowledge and competencies in various areas - be it teaching pedagogies, or student motivation/management/psychology, etc and they take ownership of their own learning. The school is flexible and play to their strengths and deploy teachers across levels to ensure that CTRT/GHSP is being taught and learned. They are very generous in sharing their resources and practice. Teachers speak passionately about their understanding and application of CTRT/GHSP, and students are also able to relate and articulate their learning very well. Overall, I sense a good understanding and implementation.'

Dr. John Demartini, founder of the 'Demartini Method'

'In Doug Dragster's Get Happier Toolbox, you will discover transformational and life changing principles that will help you unlock and apply the skills for living an amazing life.... and attain great levels of intelligence, self-worth, inspired intelligence and resilience.'

Dr Krishna Smith, Principal, Loyola Village Elementary School, Los Angeles.

'The 'Get Happier Project' is a phenomenal program for our students. I really see the benefit of teaching and reminding students of the open and dead-end roads, and I am trying to make it part of our entire school conversations. It was truly an honour to be considered for piloting the program. I eagerly look forward to the expansion of the program in schools across the USA! You have a great program and you will go far!'



One of many examples of how schools apply the program. The undercover area to the Main Entrance at Gorokan Public School, with the Get Happier Reminders. Many examples can be viewed in the school snapshots at [School Snapshots](#).



Judy Hatswell, Registered Psychologist, Co-Author of Art of Leadership, Senior Faculty William Glasser Institute

Judy Hatswell is both a teacher and registered psychologist who has held managerial positions at NSW state-wide and regional levels in student welfare, guidance and behaviour disorders. Her delivery of programs such as The Art Of Leadership and Choice Theory are highly sought after across Australia and overseas.

A Quality Program to Enhance Social Emotional Learning.

Developing behaviours with students to manage themselves is a key competency for success in life. The Get Happier School program provides teachers with engaging and quality resources to easily use in the classroom to teach the skills of responsibility and resilience.

The Get Happier School Program, based in Internal Psychology, provides young people with a sense of agency in their lives. It also stresses the importance of using connecting behaviours to create positive relationships with others. This social and emotional literacy program includes back up support by Psychologists with many years of experience working in schools. This program has now been successfully implemented in many schools within Australia and internationally.



Two endorsements for the latest Get Happier publication, 'Strategies for Creating the Self-Managing Classroom'.



Mr. Jim Cowie, Nexus Academic Advisor for Master of Teaching Secondary Faculty of Education, Latrobe University Victoria.

'This book has come at a pivotal time after the challenges of COVID-19, and its effect on our student's ability to focus, concentrate and feel comfortable in face-to-face learning. By developing collaboratively agreed boundaries and using emotionally intelligent management strategies, a safe learning environment is created for students to freely explore and learn from their mistakes. You will find that the information in this book is real and affirming, providing the language and skills to thrive in the classroom, and work effectively with challenging student behaviours. As a result, you will enjoy a more harmonious self-managing classroom culture, while at the same time developing responsible and independent learners. A must-have manual to ensure you will live a healthier life both in and outside of your teaching role. This book affirms your professional skills and provides clear guidance as you build a positive classroom of engaged, independent learners.'

Mrs. Sylvia Habel, Associate Lecturer in Inclusive and Specialised Education College of Education, Psychology and Social Work, Flinders University.

'In this inspiring text, teachers will readily understand how to build a culture of self-management in their classrooms. They will learn how to help students to understand themselves, show respect for themselves and others, and negotiate their way through challenges, all without the need for coercion and manipulation.'

A short chronology of GHS events can be found [here](#)

DELIVERY CAPACITY

Expert delivery of the program will be by School Principals and Psychologists. All will be faculty members of the William Glasser Institute International. Other trainers are easily available if required. Many schools around the world are currently using the whole school program, with countless others using the tools that are part of the program. The individual tools and the programs can be viewed [here](#).

Mr Ivan Honey, Psychologist and Senior Faculty with the William Glasser Institute.



Dr Gwen Sands, Past Principal at Peregrin Springs State School, Senior Faculty with the William Glasser Institute.



Explanatory videos can be found by clicking on the images below, or directly at: www.gethappier.net.



To discover more about the Get Happier School Program and the links to academic research, click on this article:

[Introducing the Get Happier School program by Nancy Herrick, M Ed](#)

ABOUT IVAN HONEY

Ivan is a psychologist, former teacher, author, trainer and consultant. He is the director of the company, Ivan Honey and Associates Pty Ltd (ABN 88 160 387 747), a psychological practice and training and publishing organisation. He has dedicated his life to teaching the positive psychology of Happiness and wellbeing throughout the world .

With over 45 years in practice as a psychologist, Ivan has helped countless clients create a happier life for themselves and their families, and trained thousands of people.

Ivan is passionate about understanding and managing behavior in a holistic and practical way, and focuses on a positive psychology that enhances the achievement of quality in all areas of life. He is the founder of the Get Happier School.

As an author Ivan has had runaway success with a number of books and resources. These products are designed to empower young people to make choices that really work, that increase happiness and cooperation and encourage healthy relationships.

Since 2005, Ivan has been one of only eight Australian Senior Faculty Trainers with the William Glasser Institute International. Ivan has represented Australia and New Zealand on the William Glasser Association International Board.

He travels widely in Australia and internationally, speaking at conferences and conducting training.

Ivan has created a powerful, visual and practical framework for understanding and managing behaviour. The Get Happier Program is designed for schools, children, parents, teachers, counsellors and anyone interested in learning the skills for wellbeing.

Key Publications

- The Doug Dragster Trilogy of Books (Best Seller)
- The Get Happier School Program: A Whole School Social and Emotional Learning Package for schools.
- 'Doug Dragster's Get Happier Toolbox - Training Workshops for schools and counsellors
- 'Open Road Thoughts to Get Happier' A problem-solving card set.
- 'Happy Parenting' (Bestseller on Amazon) E-books
- 'Strategies for Creating the Self-Managing Classroom.
- Many children's books and activity books
- Keynote Presentations: Positive Psychology of Choice Theory, Reality Therapy and Lead Management.
- Workshops: Mental Health and Wellbeing Workshops and Training.



ADDENDUM

The Get Happier School Program (GHSP) Submission to the NSWPPA.

Stephen Covey wrote: *'Always begin with the end in mind'*.

The Get Happier School Program was devised in order to support teachers, children, and parents to develop and maintain the key skills for well-being. It was created to provide a framework and curriculum for schools to be safe, dynamic, cooperative, and joyful learning communities.

UNESCO Happy Schools (Established 2024) describes this challenge:
'This means reimagining education to better align with the demands of the 21st century, focusing on the holistic development of individuals and their capacity to meaningfully engage in society.'

The Get Happier framework draws from findings in the learning sciences, including Choice Theory, Cognitive and Positive Psychology, and Neuroscience to provide the cutting-edge resources that link happiness and learning in everyday educational practice.

Training and support options

The teacher training section of the program is delivered in workshop style, teaching the framework with a special focus on staff well-being. Schools are encouraged to support their staff with some Choice Theory training or the Art of Leadership program, but this is not essential. The training program includes pre-reading material and videos, and a workshop handbook is provided. A number of Choice Theory faculty are able to deliver training when required.

It can be delivered flexibly using the following options:

1. A. one- or two-day workshop as negotiated.
 2. A weekly or fortnightly one hour session over 10 weeks delivered via zoom
 3. A staff member facilitates each one-hour session using the video training series that are part of the program package.
 4. The Get Happier team is always open to discussing options with each individual school to provide a training solution that meets their unique needs.
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Sustainability of the program

Although hundreds of teachers worldwide use parts of the program, we realised that to achieve maximum impact, it needed to be set up as a whole school program.

The earliest Get Happier School has maintained the full program for over eight years. This is largely due to the proactivity of the Get Happier coordinator/team, who maintains connection to support classes across the school, adapts the program as necessary, sets up a structure that keeps the program simple and easy to use, and maintains currency with the additional resources that become available through newsletters.

Many additional ideas and free resources are available on the website, www.gethappier.net

The program was designed to be as sustainable as possible, largely because it is connected to the Australian curriculum and fulfils these requirements. When the program is curriculum based and part of the school ethos it provides continuity and is less likely to be discarded. Some schools use the Get Happier program to create positive expectations from parents and children and explain it to the parents during orientation of new students.

The program contains focused and practical resources and books for parents and teachers in relation to classroom management and parenting.

In addition, in the four years from year 2 to year 5, students use hardcopy activity books, comics and journals to record their learnings and reinforce positive behaviours. For students at these levels, the ongoing cost between \$6.00 and \$10.00 per year ensures that the program is highly visible to everyone and is a priority of the school. The many large colourful posters and murals around the classroom and school also act as positive reminders to everyone.

The First Year of the Program

Because the program is sequential and integrated, (where the following year is an extension of the previous year), the first year of the program requires some simple adjustments. Depending on the school's demographic and spread of ages across classes, the introductory year can be flexible to ensure that every class the following year can easily move into the planned curriculum.

The website link explaining this is below, along with a link to further provide ideas:

<https://gethappier.net/get-happier-school/primary-school/implementation-guide/>

https://a0606fd403668c961e9c-2735b9aa10f99e23cb0338f1a0bdc577.ssl.cf2.rackcdn.com/uploads/documents/gxbjtbxngbhucse0/To_School_Subscribers_March_2024.pdf

A note about statistics: Qualitative vs Quantitative Research

Why GHSP emphasise Qualitative self-reporting

The program is fully open to scrutiny of any kind.

The evidence we provide for its effectiveness is listed in the key document and relates to the qualitative reports and feedback from school communities, teachers, principals, children, and parents. As such, we are provided with a rich contextual insight across a multicultural and complex education system in relation to the implementation of a wholistic, gentle, and achievable process to increase well-being in schools.

The outcomes always depend on whether the program is fully or partially implemented, and the levels of support and follow up from school leaders. This is why schools trained in Choice Theory or the Art of Leadership may have a greater stake in running a program that is consistent with their leadership model.

Many schools discover the program largely by word of mouth, and from teachers who have previously worked in Get Happier schools and moved to a new school. (Thousands of teachers around the world are using parts of the program materials that they have purchased from the Get Happier shop, because they provide a framework for classroom boundaries, relationships, and class rules).

As a social scientist, I am very aware of the limitations of quantitative statistical analysis in education, psychology, and society.

Every day, schools are the subject of contradictory statistical research findings in relation to educational practice.

Quantitative approaches can often be compromised due to a lack of long-term data, too many uncontrolled variables, oversimplification of complex psychological and educational phenomena, and a focus on small, possibly insignificant differences.

While research projects attempt to minimise these factors, reliable studies will acknowledge the significant limitations of the quantitative statistical model.

In contrast, the qualitative research methods used by the Get Happier School program focus on direct and ongoing feedback from schools, children and teachers. This recognises that all schools are operating in their own unique social milieu and are able to adapt the program to their own requirements.

APPENDIX 1 – INVENTORY OF SCHOOL RESOURCES

School License for Schools >250 students

HARD COPY RESOURCES

- 120 copies of *The Amazing Adventures of Doug Dragster*
- 120 copies of *Doug Dragster's Magic Book Part 1*
- 120 copies of *Doug Dragster's Magic Book Part 2*
- 120 copies of *My Get Happier Travel Journal*
- 8 sets *Get Happier Toolbox Card Sets*
- 1 Large *Floor Chart*
- 10 sets *Open Road Thoughts Card Sets* (for Grades 2-5)

School License for Schools <250 students

HARD COPY RESOURCES

- 80 copies of *The Amazing Adventures of Doug Dragster*
 - 80 copies of *Doug Dragster's Magic Book Part 1*
 - 80 copies of *Doug Dragster's Magic Book Part 2*
 - 80 copies of *My Get Happier Travel Journal*
 - 4 sets *Get Happier Toolbox Card Sets*
 - 1 Large *Floor Chart*
 - 4 sets *Open Road Thoughts Card Sets* (for Grades 2-5)
-

WHOLE SCHOOL DIGITAL RESOURCES

For Parents:

The e-book, *How to Raise Positive and Empowered Kids: The Get Happier Approach* – by Ivan Honey, is available free to parents/guardians and staff of your school. (It includes: Videos from the author, relaxation meditations for parents, planning sheets, Family Meeting Guidelines, Fact Sheets and Printable Posters.) The school provides this to parents and staff.

For Staff:

The e-book, *Strategies for Creating the Self Managing Classroom* – by Ivan Honey, is free for school staff to download for their personal use. The Get Happier School Series of 9 Training Videos - up to 15 hours of video workshops for your school staff initial training.

Curriculum Scope & Sequence Documents - Australian Curriculum K-6

GRADE LEVEL DIGITAL RESOURCES - Can be used across all grades.

Prep/ Kindergarten Grade 1 – Ready Set Go Program

- 20x 4 Wheels 2 Get Happier- digital images
- Prep-Grade 1 - Big Books (12 digital books)
- Prep-Grade 1 - Emergent Text - Big Books (12 digital books)
- Songs for Travelling on the Open Roads
- Prep-Grade 1 – Teacher Guide – Ready Set Go - digital**

Grade 2/3 – Life's An Adventure Program

- 20x 4 Wheels 2 Get Happier - digital images
 - The Amazing Adventures of Doug Dragster - Audio book
 - 3 x Mindfulness Visualisation (Audio)
 - 16 x Open-and-Dead End Road Posters (digital images)
 - Songs for Travelling on the Open Roads
 - Grade 2/3 - Teacher Guide for Life's An Adventure - digital**
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Grade 4/5 - The Magic in Life Program

Doug Dragster's Magic Toolbox Checklist Poster (A2 digital images)
Doug Dragster's Magic Manual for Magic Life Poster (A2 digital images)
The Get Happier Framework Poster (A2 digital images)
The Get Happier Mindset Posters (A2 digital images)
9 x Car Components Posters (digital images)
16 Open-and-Dead End Posters digital
3 x Mindfulness Visualisation Audio
Resources Pack, including Name Tags, Certificates, Pre/Post Surveys
Songs for Travelling on the Open Roads

Grade 4/5 -Teacher Guide -The Magic in Life - digital

Grade 6 - Get Happier in Action Program

The Get Happier in Action Student Project Book (digital)
Songs for Travelling on the Open Roads

Grade 6 - Teacher Guide - Get Happier in Action – digital.

PRICE LIST FOR ADDITIONAL HARDCOPY RESOURCES

Order form attached.

The Amazing Adventure of Doug Dragster Story book @ \$12.00

My Get Happier Travel Journal @ \$12.00 (Grades 2 & 3 Years 7-9)

Doug Dragster's Magic Book Part 1 @\$10.00 each (Grade 4)

Doug Dragster's Magic Book Part 2 @\$10.00 each (Grade 5)

Doug Dragster's Get Happier Toolbox Card Set @\$95.00 each.

Please note purchase price does not include postage and handling.

On-going orders can be emailed to Ann – admin@ivanhoney.com

Process for New Get Happier Schools to follow:

- Your school license is emailed for signing and witnessing on page 4. A copy of this signed signature page is returned to admin@ivanhoney.com
- An invoice with the postage cost is emailed for processing for payment/or purchase order number.
- Payment is made to Ivan Honey & Associates P/L.
- The hard copy resources are shipped to your school.
- An email is sent to your school principal/co-ordinator with a subscriber link for them to register for the digital resources. Your registration will be approved and your school will have access to the digital resources using your school username and password at the subscriber login on the website. This process will be explained in an email with the link once payment has been made.

THE GET
HAPPIER
SCHOOL
PROGRAM



CONTACT US

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