



TRENDS 2025

*OUR VISION FOR THIS REPORT IS TO
GATHER AND SHARE THE POOL OF
EXPERIENCE, THAT WOOF TEACHERS
ACROSS THE GLOBE DEVELOP IN THEIR
CLASSROOMS EVERY SINGLE DAY.*

INTRODUCTION

This Trend Report is the result of a major collective effort that deserves recognition.

Thousands of students, teachers, and schools have worked purposefully to create the best possible conditions for learning and wellbeing. Above all, we owe all parts of the WOOF family a sincere thank you for your engagement, courage, and perseverance.

The transition from 2025 to 2026 marks the conclusion of the first half of the 2025/26 school year — and the beginning has been both eye-opening and inspiring.

In just six months, we have seen six times as many Pattern Breaks as during the same period the year before. This means that more than 20,154 young people have broken away from negative patterns that had systematically affected them — in only half a year.

This provides us with a truly unique shared body of experience, which we wish to share in this report with both new and experienced teachers, so we can become wiser and more skilled — together.

The report offers insights into when schools and classes succeed in improving student wellbeing, which trends and factors play a decisive role along the way, and how Pattern Breaks are connected to long-term positive development, better learning situations and social value.

The WOOF Trend Report will be published every six months.



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1. “Pattern Breaks” that keep delivering (p. 5)

The WOOF class sub-goal “Pattern Breaks” has a lasting positive effect on WOOF class communities.

2. Wellbeing as economic value (p. 8)

Well-being is not merely a soft value. Valuing Impact translates this value into concrete financial terms.

3. When do schools and classes succeed? (p. 11)

What characterises the classes and schools that succeed in strengthening their communities toward better learning?

4. The typical WOOF classes (p. 14)

What does a “typical” lower primary, middle school, and lower secondary WOOF class look like?

5. The factor “Classmates” in middle school (p. 17)

The mood factor “Classmates” plays a distinct and impactful role for middle school classes.

6. Two key learnings toward 2026 (p. 20)

Increased belonging appears to create better learning communities, increased mathematics outputs, and impact investments are making strategic action possible.

7. What we are excited about (p. 23)

We can’t wait for 2026, but these three highlighted topics are uniquely interesting for this next year.

"PATTERN BREAKS" THAT KEEP DELIVERING

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In 2025 we saw

20.154 STUDENT PATTERN BREAKS

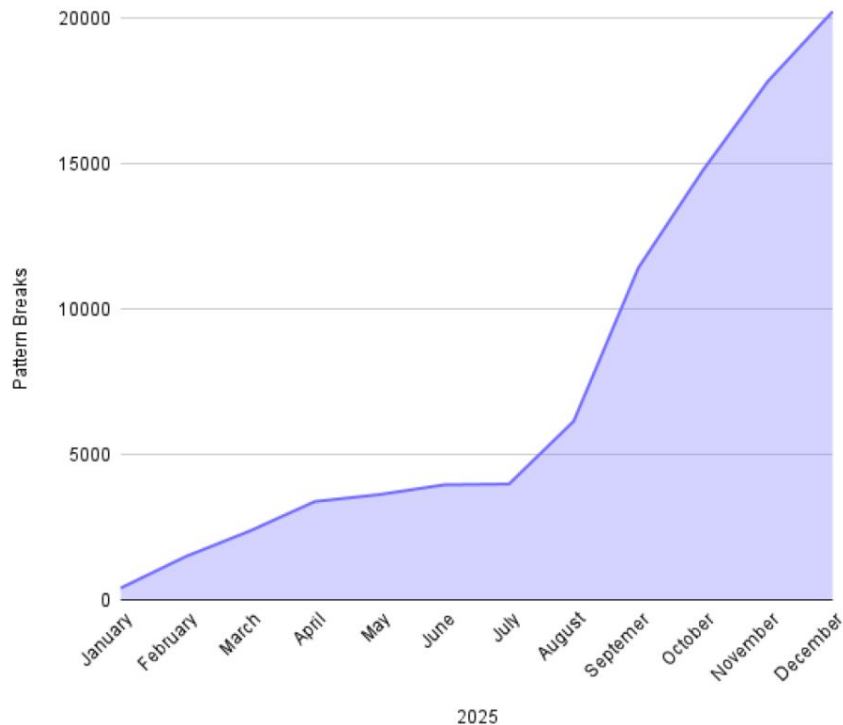
Working with well-being is long-term and comprehensive. As a result, far too many initiatives stall before achieving their success.

We have broken this marathon into manageable sprints: a Pattern Break is a deliverable in a class's wellbeing development process.

When students succeed together in changing a well-being pattern that affects their class — when mood rises significantly and positive development is sustained over time — we define this as a Pattern Break.

This makes it possible for classes, schools, networks and districts to track intermediate deliverables and milestones in the development of wellbeing.

In 2025, 20,154 students experienced creating Pattern Breaks. A huge high-five to the teachers and students out there!



WHAT IS A PATTERN BREAK?

CONCRETE AND MEASURABLE DEVELOPMENT

Pattern Breaks are significant, lasting improvements in class mood. When development is concrete and measurable, it creates a shared understanding - for both students and teachers.

MILESTONES THAT CREATE DIRECTION

Pattern Breaks are everyday deliverables that indicate a class is moving in a positive direction. These milestones provide motivation, direction, and belief in continued progress.

INDICATORS OF LONG-TERM POSITIVE DEVELOPMENT

Pattern Breaks have long-term effects. When classes achieve Pattern Breaks, the likelihood of sustained positive development increases significantly.

WELLBEING AS ECONOMIC VALUE

In 2025 WOOF classes created

\$34 MILLION IN SOCIAL VALUE.

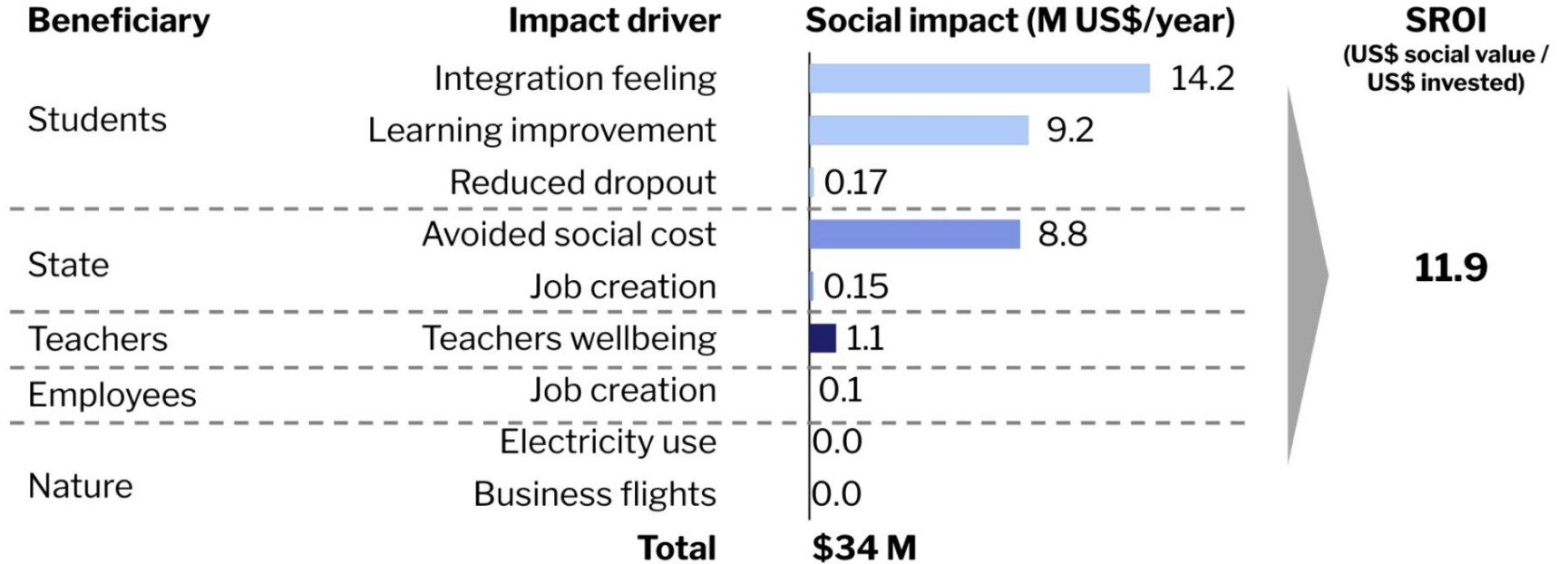
Well-being and joy of learning create value for both society and the individual.

The consultancy Valuing Impact has independently assessed WOOF's social impact. Based on their calculations, WOOF classes generated a concrete social value of \$34 million in 2025.

For the individual, improved wellbeing reduces the risk of future health issues and increases expectations for education and future income. The financial value makes wellbeing an investment with a clear return.

For society, increased wellbeing leads to lower public expenditures and increased wellbeing for teachers.





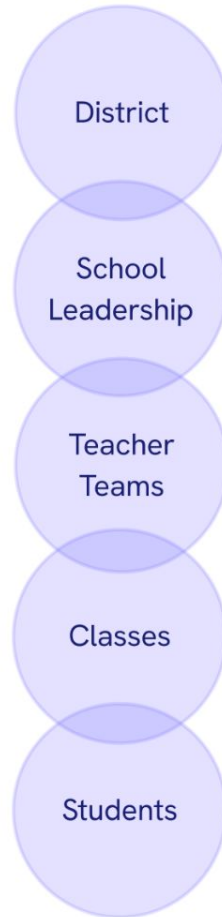
Valuing Impact: www.valuingimpact.com/



WHEN DO SCHOOLS AND CLASSES SUCCEED?

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SYSTEMATIC APPROACHES AND SHARED COMMITMENT ARE KEY PERFORMANCE INDICATORS FOR SUCCESS.



Active leadership

When school leadership actively engages with the data, visibly uses insights, and places WOOF on the agenda in staff and coordination meetings, teacher engagement and shared understanding increase.

Shared commitment in teacher teams

When multiple teachers collaborate on WOOF implementation and commit to a shared plan, classes work more consistently and effectively. Teacher engagement and confidence increase.

Fixed routines in the classroom

Classes with a dedicated WOOF time (e.g. during class meetings) find it easier to maintain routines and continuity. This creates predictability for students and capacity for teachers.

"WE CHOSE WOOF TO MAINTAIN A CONTINUOUS FOCUS ON STUDENT WELLBEING DURING A PERIOD OF SIGNIFICANT CHANGE. WOOF HELPS TEACHERS SYSTEMATICALLY LISTEN TO STUDENTS AND WORK WITH WELLBEING IN EVERYDAY PRACTICE."

Principal, School

"WE WORK WITH WOOF ONCE A WEEK – WHERE WE WOOF AND DO A BRAINBREAK. IT GIVES US OVERVIEW AND A FIXED RHYTHM IN THE CLASS."

Teacher, Lower Secondary

THE TYPICAL WOOF CLASS

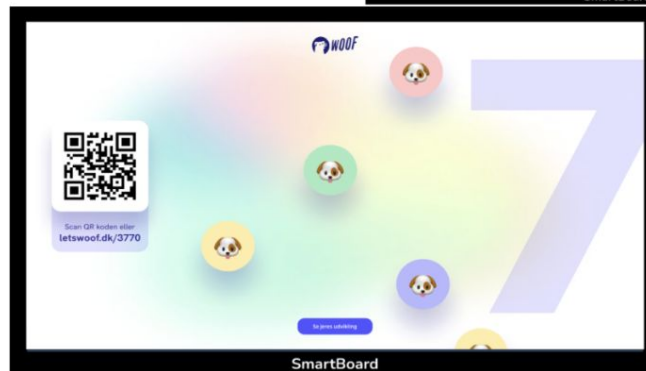
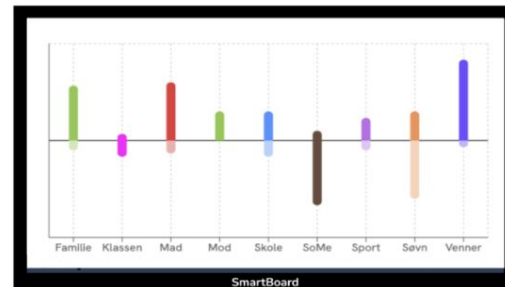
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WHAT IMPACTS CLASS WELLBEING?

Every class is unique. Each class consists of a unique group of students and is influenced by a unique set of factors — at WOOF, we call these impact factors.

Through continuous micro check-ins (WOOFs), classes, teachers, and schools gain insight into what affects class wellbeing positively and negatively.

This allows teachers in real time to address specific challenges with micro behavioral change stimuli rather than applying general knowledge — focusing and acting on what is relevant and impactful for each class.



TRENDS ACROSS SCHOOL LEVELS

Lower Primary

Typical classes WOOF twice a week and frequently use Challenges. They really like the WOOF dogs that assist the teacher in their management. And for these grades the focus is being able to feel and to match words and sentences with the feelings.

A usual Lower Primary landscape would look like this:

Positive factors: Family, Friends, School
Negative factors: Social Media & Gaming, School, Sports
Average mood: 4.0 (scale 1-5)

Middle School

In middle school for most teachers and classes the focus changes into building and re-establishing strong classroom communities in the best learning situations.

“Classmates” and “School” have the strongest influence on mood and are very connected to the sense of belonging. The usual Middle School landscape would look like this:

Average mood: 3.5
Positive factors: Family, Sleep, Friends
Negative factors: School, Classmates, Social Media

Lower Secondary

For Lower Secondary students being heard and included becomes important. Here the high level of student inclusion and anonymity on the WOOF platform becomes particularly important - this continues into high school.

The usual Lower Secondary landscape would look something like this:

Average mood: 3.4
Positive factors: Sleep, Family, Friends
Negative factors: School, Social Media, Homework

THE FACTOR "CLASSMATES" IN MIDDLE SCHOOL

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IMPACT FACTORS

When students WOOF, they choose factors that have influenced their mood positively and negatively.

This provides real-time insight into what drives wellbeing in the unique classroom community right now and over time.

This baseline connected to the development of all WOOF classroom communities that look like this one informs our recommended focus and development.

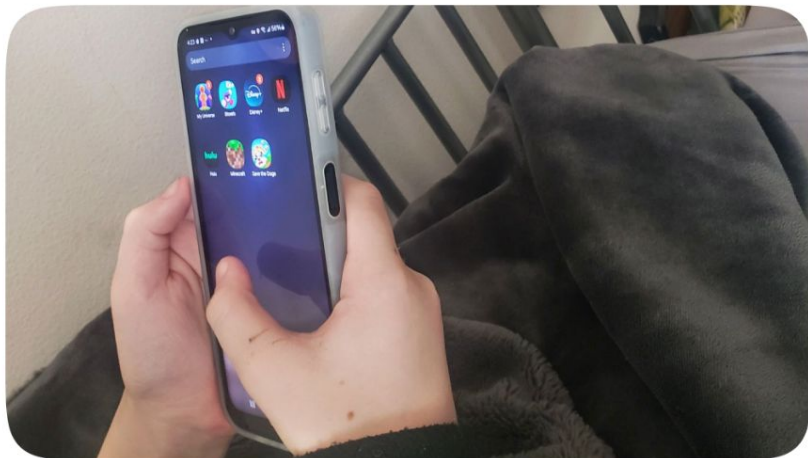
Getting all classes to their best learning situation.



‘Classmates’ is a central factor in middle school

“Classmates” is a central factor in middle school and closely linked to students’ relationship with school overall and learning.

OTHER NOTABLE MOOD FACTORS



'Social Media' is a massive impact factor

Social media plays a significant role in students' mood — including for younger students and for students who are not themselves on social media. Social media often affects students indirectly through stories about other (older) students' experiences on social platforms, or when conflicts on social media spill over and impact school communities.



'School' is significant on all levels

School is both a significant positive and negative factor in students' everyday lives across all age groups. It is a factor that is chosen frequently and one that is closely linked to students' mood — both when it is identified as positive and as negative.

TWO KEY LEARNINGS TOWARD 2026

WOOF BUILDS BELONGING – AND BELONGING IMPROVES MATH LEARNING

Higher mood correlates with stronger feelings of belonging to class, school, and teachers.

- Stronger belonging correlates with better mathematics outcomes.

WOOF collaborates with ITU, KP, and the University of Chicago to improve our digital tool and to document the downstream effects of WOOF.

In the 2024/2025 school year, we compared classes that work with WOOF to classes that do not:

The use of WOOF leads to higher mood levels. Higher mood is associated with a stronger sense of belonging to the class, the school, and teachers. Stronger belonging and higher WOOF mood are, in turn, associated with better results in mathematics.

Literacy and numeracy skills are declining globally. We anticipate that well-being and belonging will increasingly be recognised as key prerequisites for academic learning.



IMPACT INVESTMENTS MAKE THE INTANGIBLE TANGIBLE

In collaboration with Valuing Impact, Pattern Breaks have been linked to concrete economic savings for municipalities and school districts.

Well-being thus becomes not only a pedagogical focus, but a measurable and strategic investment model with a ROI.

Class well-being features prominently in public debate, but often ends up as a secondary budget priority when weighed against other financial commitments.

Yet a lack of wellbeing and social skills has major consequences for learning and, ultimately, for national and municipal spending. These effects appear in the form of school avoidance, interrupted educational pathways, and parental sick leave.

In collaboration with Valuing Impact, we have linked the development of Pattern Breaks to the concrete economic savings that a municipality or school district can achieve. This makes work with well-being more measurable, translatable into financial value, and easier to prioritise.

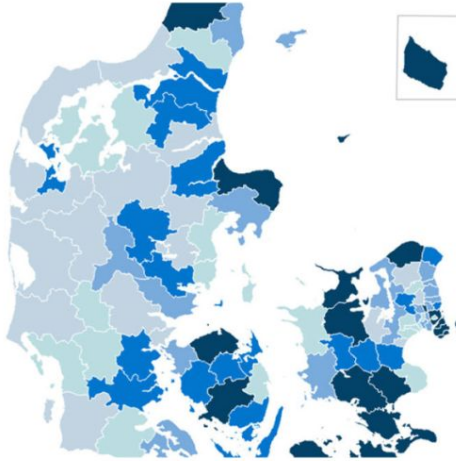
In this way, well-being becomes not just a pedagogical focus, but a more concrete and measurable investment strategy.

This very shift—from a non-measurable focus area to strategic investment in impact—is one of the key trends we see looking ahead to 2026.



WHAT WE ARE EXCITED ABOUT

THREE UNIQUELY EXCITING WOOF VERTICALS PUSHING INTO 2026



Municipal impact bonds

In the coming school year, we will launch impact projects in collaboration with Den Sociale Kapitalfond, with the sole success criterion being the creation of Pattern Breaks in schools. The first municipalities are ready, and we are excited to get started!



Synergy and adaptability

All WOOF teachers are superstars with extensive experience from their own classrooms. Through our platform, we make this experience accessible, so that a Grade 6 teacher can draw on the experience of another.



Strategic partnerships

WOOF's implementation partner, Implement Consulting, is the first in a series of new partnerships that will further strengthen WOOF and bring it to new markets and to even more schools and students in 2026.

***THANK YOU FOR READING!
WOOF'S NEXT TREND REPORT WILL BE
PUBLISHED THIS SUMMER.***

