

**Evaluating the Content of Skylight's Travellers Programme
Final Report**

**Commissioned by Skylight
and funded by the Ministry of Health**

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Evaluating the Content of Skylight's Travellers Programme

Executive Summary

Background

Skylight's Travellers Programme, funded by the Ministry of Health, is an early intervention programme run in New Zealand secondary schools for Year 9 students identified through an online wellness survey. The overall aim of Travellers is to enhance protective factors for young people experiencing change, loss and transition events and early stages of emotional distress (Skylight, 2005).

Skylight has commissioned external evaluations since its inception (Dickinson, 2004; McCluskey, 2010; Robertson, Boyd, Dingle & Taupo, 2012), which have consistently reported that the Travellers Programme provides a transformative experience that appeals to a diverse range of students experiencing major life changes. Students who participate in the programme report significant shifts in attitudes and behaviours and significantly less subjective distress, whilst facilitators seem satisfied with the initial training and support provided by Skylight.

Present Evaluation

The present evaluation is in response to Skylight's request to have a further evaluation of the programme, focusing on the content of the Travellers Programme.

A mixed method approach was utilized in the current evaluation, taking care to pursue the perspectives that reflect the diversity present within participating New Zealand high schools.

An online survey was developed in Qualtrics to remind students of the different sessions and activities they participated in during Travellers and assess their engagement and enjoyment of each activity. The perceived efficacy of these activities in meeting their intended objectives was also explored. Thirty-two students completed this survey and represented a range of high schools from Wellington and Auckland, with decile rankings ranging from 1–9.

An additional two focus groups were conducted following a similar format to the online survey. One was conducted with eight students from a relatively high decile school, the majority of whom identified as NZ European/Pakeha. While the other focus group was conducted with six students from a lower decile school, the majority of whom identified as Pasifika. All students participated in Travellers in Term 2, 2013.

Twelve interviews were conducted with school guidance counselors experienced in facilitating the Travellers programme. An equal number of female and male counselors participated, the majority of whom identified as NZ European/Pakeha. They represented high schools ranging from decile 1 – 9, from Wellington, Hamilton and Auckland.

Data collection for the project was conducted over three months (June – August 2014). The responses of students to the student survey were compiled and subjected to a frequency analysis within Qualtrics, while the responses to open ended questions in the survey were extracted and analysed thematically. The student focus groups and facilitator interviews were audio recorded and analysed thematically.

Results

Students' perspectives

Overall the majority of students viewed all aspects of the programme favourably, rating all the questions established to assess their engagement, enjoyment and the perceived efficacy of the different sessions and activities positively (agreement ranged from 70% - 100%), with the exception of one activity (see Recommendation 4). Refer to the full report for an overview of feedback regarding each session and associated activities.

Facilitators' perspectives

Guidance counselors' accounts of facilitating Travellers were remarkably consistent, with descriptions of how the travelling metaphor and associated activities reliably prompt meaningful discussion and learning. Guidance counselors reported that their students generally respond well to the programme and disclosed how witnessing the students' progress over the course of the programme was satisfying. A number of

guidance counselors also noted the significance of making connections with specific students that they could continue to support in other ways outside of Travellers.

An appreciation of the flexibility of the programme and ability to modify activities to suit their students was expressed, whilst suggestions to modify and/or remove particular aspects of sessions were consistent with previous evaluations.

Recommendations Regarding the Content of Travellers

- 1. Slogans:** Reduce the number of slogans to two per session. Consider rephrasing these two statements to communicate the key concepts as concisely as possible and add Maori translations to each. Change the colour of the slogans for Session 8, which are currently brown.
- 2. Graphics:** Consider changing the graphics on the bingo and paired interviews sheets to a more mature, graphic novel style (see example provided in Appendix M).
- 3. Travellers Diary (Session 1, Activity 6):** Change the glossy paper the Travellers diaries are printed on to reduce the smudging of coloured pens. Consider incorporating the Travellers pass into the Travellers diary. This way the travelling metaphor continues to be reinforced while the issue of students losing their passes is addressed.
- 4. Life Maps (Session 2, Activity 1):** Consider creating stickers that break the life map into stages, such as ‘started primary school’. Using 0 – 14 years was perceived to be too open and overwhelming for students.
- 5. Day Trips (Session 3, Activity 3):** Remove day trips. Only 25% of students enjoyed this activity and facilitators reported little perceived value in this exercise.
- 6. ‘Thinking positively about myself’ worksheet (Session 5, Activity 4):** Modify the ‘Thinking positively about myself’ worksheets to allow personalization. Remove the statement ‘I’ll never be famous’ and add blank sections for students to incorporate their own negative self-talk statements.
- 7. Time Scheduling (Session 6, Activity 1):** Remove the time scheduling worksheet and consider a simplified, visual alternative such as the construction of pie graphs (see Appendix N for suggestion).

- 8. Circles of Support (Session 7, Activity 2):** Consider removing the prompts ‘Family’, ‘Friends’ and ‘Acquaintances’ from the circles. Participants pointed out that ‘Family’ is situated in the inner circle, but can often be a major source of stress.

Additional recommendations

1. Consider developing a re-structured alternative 10-week programme to be run within 60-minute sessions.
2. Keep facilitators informed of research evaluations, which they can use to justify the continuation of Travellers with school management and stakeholders.
3. Encourage facilitators to organize Travellers reunions for their students.
4. Continue to provide the training and support that is regarded so positively.

Future Research

For future evaluations consider implementing a longitudinal study of programme outcomes, following a similar methodology to the evaluation conducted by Robertson and colleagues (2012). It would be interesting to incorporate additional time points one year later and three years later as students prepare to leave school in order to explore whether the initial outcomes of participating in Travellers are retained.

Conclusion

The Travellers programme, in its current form, is perceived as an enjoyable and effective programme that facilitates meaningful engagement from students and the effective transmission of key learning objectives. An appreciation of the programme’s structure and ability to modify activities to suit their students was expressed by facilitators and the recommendations coming from this evaluation are consistent with previous evaluations which regard Travellers as ‘*a well liked model*’ that requires minor ‘*cosmetic surgery rather than a major face lift*’ (McCluskey, 2010, p 7).

‘I’ve been running Travellers since it started ... I think it’s a wonderful programme ... I hope it continues, that’s all I can say’
(Guidance counselor)

Introduction

Background

A wide range of risk and protective factors for New Zealand adolescents have been reported in a comprehensive and representative series of surveys, the Youth2000 surveys, conducted in 2001, 2007, and 2012 (Clark et al. 2013; Fleming et al., 2013). Findings from these surveys suggest that over the past 11 years there have been significant improvements in the health and wellbeing of New Zealand secondary school students. Between 2001 and 2012 family relationships, school connectedness, and perceptions of neighbourhood safety are reported to have improved. Likewise, substance use, risky driving behaviour, and involvement in violence are reported to have reduced (Clark et al., 2013). Clark and colleagues (2013) suggest that policy, legislative, public health, and school based strategies may have contributed to the reduction of these risky health behaviours.

However, between 2007 and 2012 there was a slight decline in aspects of self-reported mental health (Fleming et al., 2013). This includes a slight increase in the proportion of students reporting depressive symptoms, periods of low mood, emotional symptoms, hyperactivity, peer problems, and self-harming. There were no changes between 2007 and 2012 in suicidal ideation or suicide attempts (Fleming et al., 2013), which is concerning as New Zealand continues to have the highest rate of completed suicides amongst 15-19 year olds in the developed world (Organisation for Economic Co-operation and Development, 2012).

Fleming and colleagues (2013) conclude that mental health issues of secondary school students in New Zealand require further attention. Specifically, they suggest that there is not only a need for ongoing monitoring of adolescent mental health, but for evidence-based interventions that prevent mental ill health and promote wellbeing. For these reasons the implementation and evaluation of Skylight's Travellers Programme continues to be essential.

The Travellers Programme is funded by the Ministry of Health and is an early intervention programme run in New Zealand secondary schools for Year 9 students identified through an online wellness survey. The overall aim of Travellers is to

enhance protective factors for young people experiencing change, loss and transition events and early stages of emotional distress (Skylight, 2005).

Skylight has commissioned external evaluations since its inception. The initial pilot of the programme was conducted by the Injury Prevention Research Centre, at the University of Auckland (Dickinson, Coggan & Bennett, 2003) who evaluated the initial extension of the programme also (Dickinson, 2004). Since being made available to secondary schools nationwide in 2008, the nature of the evaluations have focused on the content and delivery of the Travellers programme (McCluskey, 2010), in addition to the short and medium term outcomes of participating in the programme (Robertson, Boyd, Dingle & Taupo, 2012).

These evaluations suggest that the Travellers Programme provides a transformative experience that appeals to a diverse range of students experiencing major life changes. Students who participate in the programme report significant shifts in attitudes and behaviours and significantly less subjective distress. Facilitators seem satisfied with the initial training and support provided by Skylight and recommendations have been made to address the on-going support provided by Skylight. Additional recommendations to the Traveller's programme include the extension of topics covered, inclusion of guest speakers and follow up sessions.

Present Evaluation

The current evaluation is in response to Skylight's request to have a further evaluation of the programme, focusing on the content of the Travellers Programme.

A mixed method approach was utilized; incorporating an online survey and follow-up focus groups for students who had recently participated in Travellers. In addition, in-depth interviews with school guidance counselors experienced in facilitating Travellers were conducted.

Method

Student Survey

An online survey was developed in Qualtrics to remind students of the different sessions and activities they participated in during Travellers and to assess their engagement and enjoyment of each activity (see Appendix A). The perceived efficacy of these activities in meeting their intended objectives was also explored. Thirty-two students completed this survey, eight of whom participated in an initial pilot of the online survey (see Appendix B). Results of the pilot suggested the survey met its intended objectives and therefore remained unchanged.

All students who completed the survey were aged 14 years, with 20 identifying as female and 12 as male. The majority of students indicated they were of NZ European/Pakeha descent (n = 17), while the remaining students identified as Pasifika (n = 8), Maori (n = 3) or Other (Bengali, Brazilian, British or South African). All students participated in Travellers in Term 2, 2013 and represented high schools from Wellington and Auckland, with decile rankings ranging from 1–9.

Student Focus Groups

An additional two focus groups were conducted following a similar format to the survey (refer to guide in Appendix C) with the relevant content of the Travellers toolkit available for reference. One was conducted with eight students from a relatively high decile school (decile 8) in Wellington, the majority of whom identified as NZ European/Pakeha (n = 6, English, n = 1 and South African, n = 1). The other focus group was conducted with six students from a lower decile school (decile 2) in Wellington, the majority of whom identified as Pasifika (n = 5, Thai n = 1). All students were aged 14 years and equal numbers of male and females participated in each group. Students who participated in the focus groups had also completed Travellers in Term 2, 2013.

Facilitator Interviews

Twelve interviews were conducted with school guidance counselors experienced in facilitating the Travellers programme (see Appendix D for interview schedule). Face to face interviews were conducted with facilitators from schools located in the greater

Wellington region, with the content of the Travellers toolkit available for their reference. Interviews with facilitators located outside of the Wellington region were conducted over the phone and facilitators were asked to refer to their Travellers facilitator's manual throughout the interview.

The average number of times facilitating Travellers was 10 (range 1 - 30 times). An equal number of female and male counselors participated, the majority of whom identified as NZ European/Pakeha (n = 9; Indian n = 1, Malay n = 1, Samoan n = 1), 45 years or over (n = 8). They represented high schools ranging from decile 1 - 9 from Wellington, Hamilton and Auckland.

Procedure and Analysis

After the initial proposal for the present evaluation was accepted by Skylight, the proposal was assessed by the Victoria University of Wellington Human Ethics Committee (Reference Number 20710). When ethical approval was granted, the authors liaised with Skylight to identify an adequate cross section of secondary schools to be approached for the current evaluation. Interested schools initiated contact and principal (Appendix E), facilitator (Appendix F) and parental consent (Appendices G and H) was pursued. Students were provided with an information sheet (Appendices I and J) outlining the purpose of the evaluation, their role, and their right to withdraw from participation.

Data collection for the project commenced in June 2014 and took three months. The responses of students to the student survey were compiled and subjected to a frequency analysis within Qualtrics, while the responses to open ended questions in the survey were extracted and coded thematically. The student focus groups and facilitator interviews were audio recorded and also subjected to a thematic analysis. Thematic analysis is a common method of qualitative analysis, which involves extracting themes from data sets that correspond to specific research questions. The themes derived from the interviews, focus groups and surveys were then triangulated to construct an analysis that reflected the initial focus of the evaluation and perspectives of the majority of participants. The first author conducted the data collection and analysis.

Results

The results of the present evaluation are structured into several sections. The first section is split into the eight sessions, providing an overview of each session from the perspective of facilitators and students. The next section provides an overview of additional observations, whilst the final section outlines the recommendations emerging from the evaluation.

Session 1 & 2: Life is a Journey!

Session 1

Introductory Activities (Activities 1 & 3)

The introductory activities, bingo (Activity 1) and paired interviews (Activity 3), were described by facilitators as *'great ice-breakers'* and *'popular'* with the students. Bingo was reported to be most effective when it required students to move around and get others to sign their sheet whilst paired interviews were perceived as more effective when students were paired with someone new. *'In those first sessions they're often quite anxious and don't know each other so those sessions where they're joining others and forming friendships is really enabling'*, *'The feedback from the students is that any activity or game where they're up and joining with their peers is always a highlight for them'*. In support of this, the majority of students (86%) rated both activities as enjoyable and an effective means of getting to know one another.

Establishing the Metaphor 'Life is a Journey' (Activities 2 & 4)

Each facilitator reiterated the importance of establishing safety guidelines (Activity 2) with the students. However, how facilitators choose to approach the resources in this session varied considerably. A significant number of facilitators chose to present one mode of transport while others offered the students the choice of transport or opportunity to use them all (i.e. bus, waka, canoe and airplane). The range of options was appreciated, but the bus was generally favoured above the rest and described as the most familiar form of transport that supports the travelling metaphor more effectively, *'buses can stop, you can get on and off'*. It was also perceived as linking more effectively to the Travellers pass for those who use them. The mixture of luggage options was popular with no favouring of particular luggage options observed.

According to the student survey and focus groups, the bus was the dominant mode of transport chosen (70%) and suggestions for additional transport included a bike, car, van, train, ship, boat, helicopter, and spaceship. A range of different luggage options were identified (suitcase, briefcase, backpack and kite) in the survey. However, the suitcase was seemed to be the preferred luggage option (62%) followed by the briefcase (20%) and backpack (18%).

A facilitator working predominantly with Pasifika students made the following comment regarding the travelling resources, *'They were powerful and seemed really user friendly with the students... I think incorporating Maori and Pasifika modes of transport was really inclusive, plus the kite bag. It was a really appropriate resource to use with our young people... It also mirrored the whole concept of the journey and Travellers really well... our kids work well with metaphors'*.

Facilitators consistently reported that students enjoy and engage well with the travelling metaphor 'life is a journey' with statements such as *'I find that metaphor works really well'* and *'I would say without exception it's the only key concept that sticks in my experience'*.

The Travellers Pass (Activity 7)

A significant number of facilitators (40%) no longer use the Travellers pass, citing their own internal processes for releasing students from class and tendency for passes to get lost during the course of the programme. *'I found it fiddly and they tended to lose or forget it... it's a bit redundant in terms of the way we operate'*. Those who used it, especially alongside the bus safety guidelines, reported their appreciation of this resource. *'It's one way for me to reinforce the concept of travelling throughout the sessions'* and *'what an awesome way to signpost that the course is on'*.

The Travellers Diary (Activity 6)

The extent to which students engaged with the Travellers diary varied considerably, however the diary was consistently described as an *'important'*, *'crucial'* and *'vital'* resource. *'I think the diary is a vital part of the whole process and good feedback for*

me as a facilitator keeping an eye on how the group is going', 'I found it a really powerful way to communicate'.

All sections were perceived as useful, *'I think that it's all there'*, but the importance of 'Something I'd like to talk about in Travellers' was explicitly mentioned by the majority of facilitators for identifying students who may need additional support outside of Travellers. It's therefore a useful guide for facilitators to *'touch base'* with particular students and initiate individual support. The 'Facilitator feedback' section was perceived as particularly important for students with facilitators describing their student's excitement at the start of each session to see their facilitator's comments. Suggestions for improvement involved changing the paper the diaries are printed on to allow the use of coloured felt pens and additional space for drawing.

Students' enjoyment of the diaries varied (40% - 70%), however the majority of students rated all sections as 'Useful' and 'Very useful' (ratings ranged from 70% - 93%). In the comments section students expressed a desire for more time to fill in the diaries, *'Perhaps if you could have more time to fill it out'*, *'Have more time to write it in'*, *'More sections to let us rant a little bit'*, whilst others questioned the repetitive nature of the exercise, *'I thought it was a bit tedious'*, *'I thought it was pointless'*, *'Too many similar questions'*.

Students in the focus groups emphasized how much they liked and looked forward to their facilitator's feedback. They also pointed out the issue with their ink pens smudging on the high gloss paper and the irritation this caused.

Session 2

Life Maps (Activity 1)

Described by one facilitator as *'crucial'* and *'really powerful'* by another, this sentiment was echoed by every facilitator in terms of the perceived power and potential of this exercise, *'The life map, it glues the group together'*, *'The life map was crucial for us'*. Upon introducing the life maps, some students were initially hesitant but engaged more as the programme progressed and trust and rapport developed. The importance of modeling the required detail of the activity, with a mixture of positive and challenging events and strategic disclosure through sharing

aspects of their own life maps, was discussed by the facilitators, *'Students really enjoyed hearing our story and got really into that'* it creates an *'atmosphere of sharing and openness'*. Creating life maps was described as *'a very good basis for other sessions'* and revisiting them throughout the course of the programme was deemed effective.

Suggestions for improvement included breaking the life maps into stages such as *'started primary school'* and *'started intermediate'*. Using 0 – 14 years was perceived as too open and overwhelming. The suggestion of stickers to mark these stages was made by one facilitator.

According to the students, assembling and sharing life maps was rated as one of the most enjoyable activities (80% - 100%) with comments such as *'Oh I liked this one'*. A significant number of students additionally expressed a desire for more time designated to this activity, *'It was nice sharing experiences, even if you hadn't finished it'*, *'More time to do it'*. Additional suggestions for improvement included completing life maps accompanied by music and the possibility of a template, *'I really liked this activity, maybe we could put on some music while we did this'*, *'Maybe having a template'*.

Student comments for Session 2

'Throughout the session we had to share stuff about ourselves and others and that was very cool. It made me open up to those I can trust'

'It was really fun and interesting because we got to hear about other peoples' life journey'

'It was good knowing other people had the same things going on as me'

Session 3: I'm OK!

Facilitators commented on the volume of material required in Session 3 and discussed how they prioritized certain activities over others, *'There's a lot of material in session three and there's no way you could get through half that if you do it properly'*, *'I find there is only room to do three things well'*.

Day Trips (Activity 3)

A significant number of facilitators (40%) acknowledged that they do not use the day trips. They *'liked the idea of it'* but felt that the journey metaphor was well established and introducing additional travelling metaphors *'complicates things'*. The consensus was that this activity was not particularly effective, especially in comparison with the supplementary activities suggested for this session, *'I've abandoned it'*, *'Look I never use the day trip, I find more often than not students don't really get it'* *'I also think there are so many other things in this session that are more important'*, *'I didn't find it that effective'*.

Facilitators described witnessing their students struggle to reflect upon a day in this manner and did not respond well to the prompts ('How I thought', 'How I felt', 'How I acted' and 'Who helped') or images. Suggestions were made to isolate one event during the day to reflect upon and space to add their own accompanying images. Only 25% of the students stated that they enjoyed this activity, with critical comments concerning the day trips including: *'It seems to be aimed at kids younger than us'*, *'It was quite boring to do'*, *'I think maybe changing the day trip would have made it better'*.

Activities that were prioritized and popular included the man and the mouse image (Activity 4), identifying internal and external factors that affect how we feel (Activity 5A&B) and examining good qualities in others (Activity 5E). These activities reportedly generate rich discussion and integral learning. Individual acoustic poems were also created in this session (Activity 5F). *'There is always a lot of brilliant discussion that comes in this session'*, *'Often they'll highlight that this is the session they learnt the most out of'*.

The majority of students (90%) 'Agreed' or 'Strongly agreed' that Session 3 had helped them identify the different things and specific people who influence the way they feel about themselves. They additionally agreed that this session had taught them strategies to make them feel better about themselves (90%) and identify good qualities in others (90%).

Student comments for Session 3

'I liked how it kinda helped me a little to identify the things I like about myself every once in a while'

Session 4: Express Yourself!

The facilitators reported that this session was a really enjoyable one and definitely helped establish students' emotional vocabulary. The identifying and describing feelings faces (Activity 1) and charades (Activity 4) were identified as particularly popular and generate good discussion around the variability of emotional expression. Unsurprisingly student rates of enjoyment for these activities were 100%. In regards to the difficulty of the facial matching exercise, the majority of students (82%) agreed that 'some are easy and some are hard to match' illustrating the effectiveness of this activity in demonstrating the varied nature of emotional expression.

Student comments for Session 4

'I got to know how to express my feelings more'

'It helped me know and think more about my feelings'

'I really enjoyed this one and talking about our feelings helped'

Session 5: I Think, Therefore I am!

The activities prioritized in this session included the girl/dog/wolf image (Activity 1), which reportedly facilitated great discussion and 'what if' poem (Activity 5), which even inspired some students to write their own. The stand out activity was the snakes and ladders game (Activity 2) described as '*very popular*', '*the kids are always into it*'. The scenarios depicted in the options were deemed realistic and references to 'ladder' versus 'snake' thinking seemed to 'stick' and resurface in later sessions. *'They got it real quick, snake thinking vs. ladder thinking. Metaphors again are such a powerful way of getting a message across'*.

This was also reflected in the student's responses, with enjoyment ratings of 92%. The majority of students (80%) indicated that they identified with the scenarios on the cards and when asked for alternative scenarios or suggestions, they responded with statements such as, '*No I think all the necessary bases were covered*', '*No they are all good*' and '*No*'.

Challenging Thoughts Worksheets (Activity 4)

The initial 'Catch it - Challenge it - Change it' worksheet was considered incredibly valuable with many facilitators identifying that they now use it in their other counseling work. The second worksheet 'Thinking positively about myself' however elicited mixed responses. Some felt the worksheet was effective with relevant and representative statements (with the exception of 'I will never be famous'). Others felt that a few statements could be removed in order to free space for students to add their own statements (i.e. three example statements and three spaces for students own statements). Other facilitators reported experiencing reluctance from students to fill them in and choose to work through the statements in pairs or as a group.

The majority of students (80%) rated the two worksheets as "*Helpful*" and suggestions for improvement included, '*Adding more negative self-talk so you can counter anything it throws at you in the future*', '*Like if there are questions that suit your lifestyle*' and '*Make them more in depth*'.

Session 6: Be your own Best Friend!

Time Scheduling Worksheet (Activity 1)

A significant number of facilitators (60%) do not use this worksheet. All facilitators remarked on the reluctance and resistance from students and frustration caused by the calculations. A few facilitators discussed alternative interactive activities they had incorporated instead such as structured discussion, the construction of pie charts ('How it is' vs. 'How I'd like it to be') and continuums on the floor ranking cards depicting their different commitments (i.e. sleep, school, church, sports etc.). Activities that felt '*a bit worky*' and '*too much like school work*' were avoided. '*I don't know how well that worked*', '*I don't like it*'.

Two of the four schools where students were surveyed did not use this worksheet. However, for those who did complete the time scheduling worksheet activity, the majority of students rated the exercise as 'useful' (86%).

Relaxation Activity (Activity 2)

The relaxation activity was reportedly the most popular activity, *'The relaxation always works well', 'After that they're different people'*. The importance of conducting this session in an appropriate space with fewer distractions was discussed and some facilitators choose to incorporate alternative relaxation activities, such as deep breathing.

The majority of students (96%) indicated that this activity helped them relax with approximately half (54%) indicating they had tried using this technique in their own time to help them relax.

Student comments for Session 6

'Favorite session :-) Though took some time to think of a 'happy' place'

'This was by far my favorite session the relaxation thingy made me feel a bit happier and more relaxed for the rest of the day'

'This was very very helpful and I loved it :).'

Session 7: Mobilise your Team!

The two worksheets (Activity 2) in this session were considered effective and facilitate robust discussions around identifying different sources of support and asking for help. The majority of students (88%) rated the support team worksheets as 'Helpful'. Role-plays (Activity 4) were often incorporated in this session in addition to the life maps (Activity 3). The wholly connections exercise (Activity 1) met with mixed responses.

This session was perceived as good for working through particular challenges, the appropriateness of who to approach and identifying multiple sources of support. The suggestion was made to remove the 'Family', 'Friends' and 'Acquaintances' from the circles as 'Family' is situated in the inner circle but can often be a major source of stress. Almost all participants also commented on their dislike of the brown colour associated with this session and the accompanying slogan.

Student comments for Session 7

'I thought it was helpful in making you realise that there were people there for you'

'It helped me realise who my support team are'

'It was good talking about who you can really trust'

Session 8: Life is Do-Able!

The main objective of this session from the facilitators' perspective was to celebrate the completion of the programme, reflect on what was learnt and award everyone with their Travellers passport. This was often done in the form of a shared lunch or café excursion. Some facilitators chose to have a celebratory session with no activities whereas others incorporated one or two activities such as the Chinese proverb (Activity 1A) and 'What's in the name Travellers' (Activity 1D). *'Trying to do everything in this session just doesn't work for me'*.

The majority of students (88%) indicated that they enjoyed the last session and when asked what they had enjoyed the most, students specified the passports and group-based discussion reflecting on their journey together, *'The passports, it made you feel special'*, *'Going over all the things we have learnt in the Travellers program'*, *'Remembering all the fun times we had together as a group'*.

The question, 'What were the main things Travellers taught you?' prompted the following statements, illustrating the positive impact of participating in Travellers for Year 9 young people.

'That being myself is okay and that I can do the things I set my mind to, I just need to breathe and relax sometimes because life can be stressful'

'We're not just robots we think we feel, and it's ok to feel down, just remember someone is always there for you'

'To be more confident and surround myself with people that make me feel better rather than the opposite'

'To be happy within myself, to build up a great support system and surround myself with good people, how to deal with hard times in my life'

Additional Observations

Session Slogans

The majority of facilitators liked the idea of the slogans but felt they could be reduced to two per session. *'I'm pretty happy with them', 'I like them, they set the sessions up', 'If we didn't have them it wouldn't be the end of the world but it's quite helpful to remind us of the main purpose', 'I think overall there's just too many', 'I think less is better'*.

Students were asked to rate the extent to which they agreed that the different slogans summarized each session well (Appendix K). Agreement ranged from 68% - 100% indicating that the session slogans were well regarded. This was further supported by the fact that when asked whether they could suggest better statements the majority of students left this option blank, answered *'no'* or left a positive remark, *'The statements you have summarise it pretty well, I would not change them', 'No these were good statements. Props to who ever came up with them', 'No because I think these statements were fine', 'No those worked well', 'No'*.

Level of Writing Involved

All facilitators acknowledged the significant variation in student's academic ability and fact that some students struggle with the material whilst others do not. This was reflected in the students' survey responses with 70% indicating *'I liked writing'* and 24% indicating *'There's too much writing'*. Discussing this in the focus groups elicited the following comment *'I'd rather talk to the group than write'* and agreement from the majority of students.

Emotional engagement with the activities was another factor discussed by the facilitators and this combined with issues of literacy left a number of facilitators disclosing that they dismiss written worksheets in favour of interactive visual activities and group discussion. Several facilitators, especially in relation to the

Travellers diary and life maps, discussed the importance of role modeling the depth of desired detail for the students.

A number of facilitators working with second language learners discussed the challenges of literacy and how time was needed to introduce and describe concepts, and translate activities into group based discussions, *'Everything after a while became about presenting them with the concept and then talking about it first with a partner and then as a group'*. Facilitators negotiating literacy issues also discussed how the aid of additional facilitators in these instances would have been beneficial, *'Some of the concepts were completely foreign to our second language learners so we had to explain concepts like self-esteem and self-worth and what it meant. It took a while ... it was so demanding for us, I'd never choose that dynamic again. We needed to have four facilitators because the needs of that group were so high. We had Colombian refugees, Burmese refugees, Pasifika migrants, I would go with one, [NAME] with another and they'd always to be a few left behind'*.

Cultural Inclusivity

Facilitators acknowledged the increasing diversity of their students and their reflections on the cultural inclusivity of the Travellers programme varied. The majority of facilitators acknowledged the Eurocentric nature of the programme but felt that this wasn't necessarily an issue as cultural aspects could be respected and nurtured through the process rather than content (i.e. during group discussions), *'It's very generic and it should be', 'I wouldn't expect students' cultural needs to be attended to through the content of the programme. I think it's up to facilitators to interact with students in a way that's appropriate to them'*.

Comments regarding the Eurocentric nature of the programme were made unprompted by facilitators working at schools with a diverse student population. Facilitators working at predominantly NZ/European/Pakeha schools, upon prompting, acknowledged that the Eurocentric nature of the resources worked well for their students but may not work so well with others.

Facilitators working with ethnically diverse students suggested adding Maori translations to the slogans and key concepts as a way of acknowledging the Treaty of

Waitangi and 'opening up a space' to acknowledge different collective values and concepts of wellbeing. It was suggested that facilitators could then take responsibility for adding additional translations that corresponded with their students' backgrounds, *'Maybe Skylight can emphasize a bit more the bi-cultural stuff, even having the translated version of the concepts. I wouldn't go as far as doing everyone because where ever Travellers is done throughout the country they can add them themselves but I think having the Maori translations is quite important'*.

When asked whether culturally specific versions of Travellers should be explored, the same facilitators working with culturally diverse students maintained that the programme only needed slight modification, such as incorporating Maori translations and reducing the number of activities in favour of interactive group based discussions. *'My feeling on this is that the programme itself is effective but if Skylight are happy for us to take the reigns on how we introduce these concepts to our young people, I wouldn't change anything ... there will be some groups that can take it on but then there will be other groups that will require more interaction and discussion. I don't see any issues with the programme because the themes and everything are pretty spot on'*.

The same facilitators also discussed the perceived value of running groups composed of culturally diverse students, describing the formation of friendships beyond cultural groups and influence/ impact this has had in addressing ethnic tensions present within the school, *'We had a dynamic group of Colombian, Pasifika and Burmese and it was just really interesting because there was quite a division at the beginning. There were some dynamics we had to manage but by the end there was some pairing up across cultures, they became friends and it was just magic to watch'*.

Images

All facilitators commented on the childish nature of some of the images used in the activities, *'These kids want to be treated like grown ups'*, *'I don't think they're fantastic but they're not offensive'*, *'You could funk it up a bit more'*, *'They're a bit primary'*. The images on the paired interview and bingo worksheets and day trips were identified as particularly childish. Other images such as the transport options and luggage options were well liked. Interestingly, although some facilitators felt they

were a little childish, the ‘identifying feelings’ faces and corresponding stickers were identified as very popular with the students.

A number of facilitators felt the images could reflect diversity a little more and suggested incorporating the opportunity for students to personalize their resources with their own images (i.e. the travellers diary and day trips) whilst others acknowledged this may cause some anxiety for those who ‘cannot draw’.

According to the student survey, under half the sample (46%) rated ‘All the pictures are good’ indicating room for improvement. Students did however comment on their fondness for the stickers and asked for more opportunities to draw their own pictures.

Issue with the Paper

A significant number of facilitators and students commented on the high gloss finish of a number of Travellers resources (especially the Travellers diary), which results in smudged ink and does not allow for coloured felt pens and personalisation.

Desire for more Sessions

When asked if they were prepared for Session 8 to be their last session in Travellers only 66% of students indicated that they were prepared. In the comments section one student left the following comment, *‘I didn’t want to leave 😊’*. This sentiment was echoed in the two focus groups with students indicating they would have liked more sessions, *‘I think it could have been longer’* *‘Yeah we were just getting to know each other’*, *‘It was good but we had a deep talk that lesson and I would’ve liked another lesson or something to discuss it with the group’*.

The notion of a Travellers reunion was also popular, with one student identifying it as a good opportunity *‘to talk about what’s working’*. Combining this with a day trip together (i.e. to the park or beach) was also a popular suggestion.

Time

The majority of facilitators noted that they are limited to running the programme within one period (60 minutes) and commented on the need to reduce the number of activities and time to discuss the concepts, which many considered a key component

of the process. This was reflected in the consistent favouring of certain activities over others and modifications noted earlier, *'When I strip back the number of activities the group process is allowed to grow and happen and I think that's important as well'*. The facilitators (n = 2) that run their sessions for 90 minutes commented on the significance of this extended time, *'It would just be impossible, I like to have the time, I couldn't do it in under an hour and a half that's for sure'*.

A number of facilitators made the suggestion to restructure the programme so it could be run by one facilitator within a 60-minute session. The possibility of extending Travellers to ten sessions was suggested and a significant impact on the group process was speculated. Other facilitators, although in favour of extending the timeframe, were quick to acknowledge the tension between balancing students' emotional and educational needs and how this had to be negotiated with students, teachers and school management.

Importance of a Co-Facilitator

The importance of a co-facilitator was emphasized by a significant number of facilitators. A number disclosed that they currently run the programme alone, acknowledging the associated implications such as an *'inability to attend to process issues'*. *'In terms of the development of the programme, co-facilitating may be an ideal but not necessarily a reality'*, *'As the only facilitator I am afraid that I'm delivering a very watered down version of the programme'*. The importance of additional facilitators was also strongly suggested for groups of students with low literacy levels.

The Facilitators' Manual

The Facilitator's Manual was well regarded and perceived to provide facilitators with everything they needed to successfully run Travellers. No one had any suggestions for improvement, *'It's just a lovely document... it's all there'*, *'It's very well written, very comprehensive, very easy'*, *'I'm happy with it, everything's there, it's so well laid out, the resources are at your finger tips'*.

Significance of Global Data

A number of facilitators also commented on the significance of the global data resulting from the student surveys in identifying students at risk. The use of this data to engage with school management and stakeholders was also mentioned. *'The data is so valuable, so valuable, it helps identify need and helps us pick up high risk students that we need to work with that we may not have picked up. It's a great screening tool'*.

Desire to be Informed of Recent Research

All facilitators expressed a desire to be informed of the findings of the present evaluation. A number of facilitators also expressed a desire to be provided with summaries of previous evaluations to show school management and other stakeholders and to use as a means of justifying the continuation of Travellers.

Further Feedback

The question *'Is there anything else you'd like us to know about Travellers?'* posed at the end of the interview schedule prompted a number of statements. These included *'I don't think there's anything wrong with the programme, I love it'* and *'I love travellers, I think the teaching is great, the group dynamics are great and it's working ... it's working brilliantly'*, each illustrating how positively the programme is regarded by guidance counselors (see Appendix L for more statements).

This question at the end of the student survey also produced a number of positive statements such as, *'I enjoyed it'*, *'Thank you and I have learnt a lot :)'*, and *'It was very good thank you'*, illustrating how positively students perceived the programme also (see Appendix L for more statements).

Recommendations Regarding the Content of Travellers

- 1. Slogans:** Reduce the number of slogans to two per session. Consider rephrasing these two statements to communicate the key concepts as concisely as possible and add Maori translations to each. Change the colour of the slogans for Session 8, which are currently brown.

2. **Graphics:** Consider changing the graphics on the bingo and paired interviews sheets to a more mature, graphic novel style (see example provided in Appendix M).
3. **Travellers Diary (Session 1, Activity 6):** Change the glossy paper the Travellers diaries are printed on to reduce the smudging of coloured pens. Consider incorporating the Travellers pass into the Travellers diary. This way the travelling metaphor continues to be reinforced while the issue of students losing their passes is addressed.
4. **Life Maps (Session 2, Activity 1):** Consider creating stickers that break the life map into stages, such as ‘started primary school’. Using 0 – 14 years was perceived as too open and overwhelming for students.
5. **Day Trips (Session 3, Activity 3):** Remove day trips. Only 25% of students enjoyed this activity and facilitators reported little perceived value in this exercise.
6. **‘Thinking positively about myself’ worksheet (Session 5, Activity 4):** Modify the ‘Thinking positively about myself’ worksheets to allow personalization. Remove the statement ‘I’ll never be famous’ and add blank sections for students to incorporate their own negative self-talk statements.
7. **Time Scheduling (Session 6, Activity 1):** Remove the time scheduling worksheet and consider a simplified, visual alternative such as the construction of pie graphs (see Appendix N for suggestion).
8. **Circles of Support (Session 7, Activity 2):** Consider removing the prompts ‘Family’, ‘Friends’ and ‘Acquaintances’ from the circles. Participants pointed out that ‘Family’ is situated in the inner circle, but can often be a major source of stress.

Additional Recommendations

1. Consider developing a re-structured alternative 10-week programme to be run within 60-minute sessions.
2. Keep facilitators informed of research evaluations, which they can use to justify the continuation of Travellers with school management and stakeholders.
3. Encourage facilitators to organize Travellers reunions for their students.
4. Continue to provide the training and support that is regarded so positively.

Discussion

The present evaluation focused on the content of the Travellers Programme. A mixed method approach was utilized; incorporating an online survey and follow-up focus group for students who had recently participated in Travellers. In addition in-depth interviews with school guidance counselors experienced in facilitating Travellers were conducted.

The results of the evaluation indicated that the majority of students viewed all aspects of the programme favourably, rating all the questions established to assess their engagement, enjoyment and the perceived efficacy of the different sessions and activities positively. The comments elicited by the open-ended question incorporated into the survey '*What were the main things Travellers taught you?*' additionally illustrated the positive impact of participating in Travellers for Year 9 youth, with students demonstrating an awareness of their thoughts and feelings and acknowledging their self-esteem, coping strategies and support systems.

'To be happy within myself, to build up a great support system and surround myself with good people, how to deal with hard times in my life'

(Former Traveller)

'We're not just robots, we think, we feel, and it's ok to feel down, just remember someone is always there for you'

(Former Traveller)

Guidance counselors' accounts of facilitating Travellers were remarkably consistent, with detailed descriptions of how the travelling metaphor and associated activities reliably prompt meaningful engagement and learning.

An appreciation of the structure and flexibility of the programme and ability to modify activities to suit their students was expressed repeatedly. Many facilitators noted that they are limited to running the programme within 60-minute periods and consistent favouring of certain activities over others was identified and is reflected in the results and associated recommendations.

The appreciation of flexibility extended beyond the time constraints, and was identified as a means to address variation in literacy and cultural diversity within a given group. Interestingly, facilitators felt that they should be responsible for ensuring the programme was run in a culturally inclusive way with the recommendation to incorporate Maori translations to acknowledge the Treaty of Waitangi and allow for alternative cultural concepts of wellbeing.

Guidance counselors disclosed how witnessing their students' progress over the course of the programme was satisfying and noted the significance of making connections with specific students that they could continue to support in other ways outside of Travellers. They also discussed the significance of the global data, provided by Skylight from the initial student wellbeing survey, in identifying students significantly at risk.

Guidance counselors regarded the Travellers Facilitators' Manual and support from Skylight favorably and expressed an interest in being informed of subsequent research outcomes.

Future Research

For future evaluations consider implementing a longitudinal study of programme outcomes, following a similar methodology to the evaluation conducted by Robertson and colleagues (2012). It would be interesting to incorporate additional time points one year later and three years later as students prepare to leave school to explore whether the initial outcomes of participating in Travellers are retained.

During the course of this evaluation issues were encountered in obtaining parental consent. It had a significant impact on the present evaluation, was time consuming and limited the participation of previous Travellers students. Skylight must be aware that this will be an obstacle for future evaluations conducted by researchers affiliated with local universities, given universities' strict ethical guidelines regarding the participation of youth under the age of 16.

For future evaluations it might be worthwhile to commence evaluation when students complete the initial wellness survey. That way instead of obtaining indirect parental

consent for participation in Traveller's, a selected subgroup would require parental consent for participation in the programme as well as the evaluation.

Conclusion

The Travellers programme, in its current form, is perceived as an enjoyable and effective programme that facilitates meaningful engagement from students and the effective transmission of key learning objectives. An appreciation of the programme's structure and ability to modify activities to suit their students was expressed by facilitators and the recommendations coming from this evaluation are consistent with previous evaluations which regard Travellers as '*a well liked model*' that requires minor '*cosmetic surgery rather than a major face lift*' (McCluskey, 2010, p 7).

'I've been running Travellers since it started ... I think it's a wonderful programme ... I hope it continues, that's all I can say'
(Guidance counselor)

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Appendix A: Draft Student Survey



FACULTY OF EDUCATION

Evaluating the Content of Skylight's Travellers Programme

Student Survey

Skylight wants to make sure that the Traveller's Programme is the best it can be and we'd really like your help in letting us know how you found the different sessions and activities.

It may have been some time since you participated in Travellers so we will try to refresh your memory of the different sessions and activities and ask you what you thought of them.

When we give you different options after a question we would like you to circle the option you like best. When we leave a line, we'd like you to write down your answer.

There are no right or wrong answers and please ask your facilitator if you would like some help. We're really interested to know what you think.

Session 1&2: Life is a Journey!

In this session you got to know each other by playing bingo and doing interviews

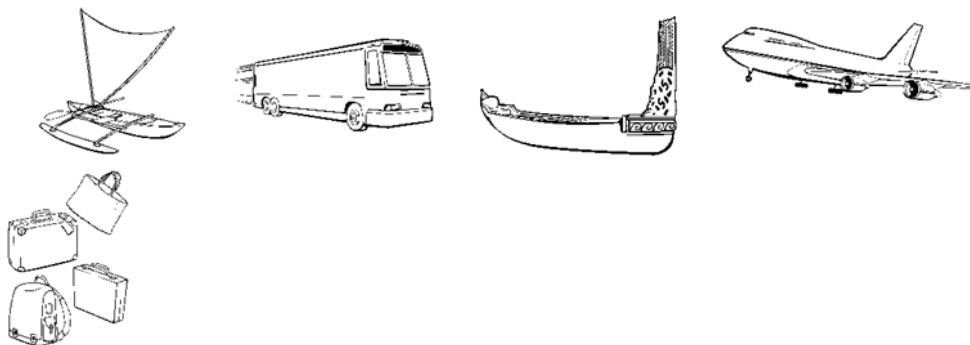
Which activity did you like best?
Neither

Bingo – Interviews – Both –

Did these activities help you to get to know others in the group?
- No

Yes – I don't know

This session focuses on the metaphor of life as a journey. As a group you selected a mode of transport together and created safety guidelines with pieces of luggage.



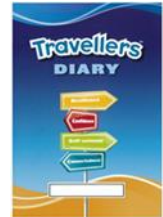
What mode of transport did your group choose? Canoe – Bus – Waka – Plane

What other sorts of transport or luggage would have been good?

Which pieces of luggage did you choose? Kite - Backpack – Briefcase – Suitcase

Can you think of other pieces of luggage that would be good? List as many as you like

In this session you also received a Travellers pass and Travellers diary



The Travellers diary had several sections and we'd like you to rate **how useful** you found each section:

Today I felt... Very Useful - Useful – Not Useful

Today I thought... Very Useful - Useful – Not Useful

The best part was... Very Useful - Useful – Not Useful

The most difficult part was... Very Useful - Useful – Not Useful

Other things I'd like to say... Very Useful - Useful – Not Useful

How I felt today... Very Useful - Useful – Not Useful

Something I'd really like to talk about in Travellers... Very Useful - Useful – Not Useful

Facilitator's feedback... Very Useful - Useful – Not Useful

Did you enjoy filling in the diary? Yes – I don't know – No

How could it be better? _____

In this session your facilitator shared with you their life map and you were asked to create your own life map.

Did you enjoy this activity?

Yes – I don't know - No

What could be better?

Each session statements summarising the key messages of each session are posted on the wall.

This session's statements were "Life is a Journey" and "Sometimes the path is more challenging than at other times"

Do you think these statements summarise the session well?

"Life is a Journey"
– No

Yes – I don't know

"Sometimes the path is more challenging than at other times"
– No

Yes – I don't know

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 3: I'm ok!



In this session you completed your first day trip.

Did you enjoy completing day trips?

Yes – I don't know - No

What did you enjoy most about completing day trips?

Was there anything you didn't like?

In this session you also talked about things that affect the way we feel about ourselves.

Could you please rate the extent to which you agree with the following statements:

I learnt that a lot of different things can influence the way I feel

Strongly Agree – Agree - Neither Agree nor Disagree – Disagree - Strongly Disagree

I learnt to identify specific people who contribute to the way I feel

Strongly Agree – Agree - Neither Agree nor Disagree – Disagree - Strongly Disagree

I learnt strategies to make myself feel better about myself

Strongly Agree – Agree - Neither Agree nor Disagree – Disagree - Strongly Disagree

I learnt about how to identify good qualities in others and myself

Strongly Agree – Agree - Neither Agree nor Disagree – Disagree - Strongly Disagree

This session’s statements were “I’m OK!” and “Our self-esteem is our belief in our own self-worth”

Do these statements summarise the session well?

“I’m OK!”

Yes – I don’t know – No

“Our self-esteem is our belief in our own self-worth”

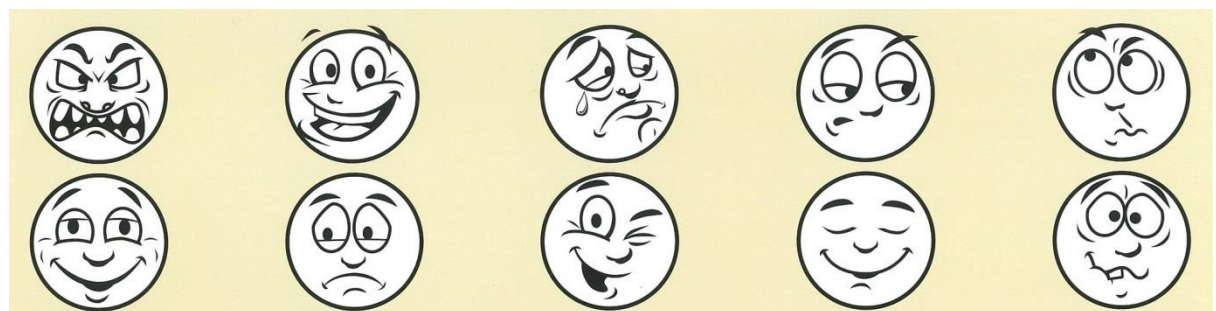
Yes – I don’t know – No

Can you think of better statements?

Anything else you’d like to tell us about this session?

Session 4: Express Yourself!

In this session you spent time identifying and describing your feelings. One of the activities involved matching feelings to faces. Can you do this again? Just draw a line from each face to the matching feeling.



Anxious	Angry	Friendly	Satisfied	Confused
Bored	Relaxed	Happy	Lonely	Sad

What do you think about these faces?

East to match – Some Easy, Some Hard to Match– Hard to match – I don't know

What other activities could help you discuss your feelings?

This session's statements were "Express yourself!", "Expressing yourself is healthy", "It's natural to find change stressful" and "Trust your feelings and remember, to feel, is OK!"

Do these statements summarise the session well?

"Express yourself!" Yes – I don't know
 – No

"Expressing yourself is healthy" Yes – I don't know
 – No

"It's natural to find change stressful" Yes – I don't know
 – No

"Trust your feelings and remember, to feel, is OK!" Yes – I don't know
 – No

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 5: I think, therefore I am!

In this session you played snakes and ladders with cards that had positive and negative thoughts to a situation [*insert card options here – to come from Skylight*].

Did you enjoy this activity? Yes – I don't know – No

Could you identify with the thoughts on the cards? Yes – I don't know – No

Are any situations or positive and negative thoughts missing?

In this session you also filled in two challenging thoughts worksheets.

Was filling in these worksheets helpful?

Yes – I don't know – No

How could we make these worksheets better?

This session's statements were "I think, therefore I am!", "The way I think affects how I feel", "Challenging unhelpful thoughts can make me feel better" and "Sometimes I can change things, sometimes I can't, BUT I can change the way I think about things"



Do these statements summarise the session well?

"I think, therefore I am!"

Yes – I don't know - No

"The way I think affects how I feel"

Yes – I don't know - No

"Challenging unhelpful thoughts can make me feel better"

Yes – I don't know - No

"Sometimes I can change things, sometimes I can't, BUT

I can change the way I think about things"

Yes – I don't know - No

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 6: Be Your Own Best Friend!

In this session you did a time scheduling activity, identifying all the different things you do each day and for how long.

Was this activity useful?

Yes – I don't know – No

How can we make it better?

Time Spent			
School	3 hours/day 5 x 5 days =	23 hours	Homework
Eating			Jobs
Hygiene			Activities
Sleeping			Friends
Computer			Sport
Family			Community / Church
Blabbing			Other
Total			Total

In this session you were also guided through a relaxation activity, where you lay in a comfortable position and tensed and relaxed different parts of your body.

Did this activity help you relax? Yes – I don't know – No

Have you used this activity in your own time since Travellers? Yes – I don't know – No

This session's statements were "Be Your Own Best Friend", "Fun and laughter can reduce stress", "Relaxation re-energises" and "Travelling well on day trips and journeys deserves rewards"

Do these statements summarise the session well?

"Be Your Own Best Friend" Yes – I don't know - No

"Fun and laughter can reduce stress" Yes – I don't know - No

"Relaxation re-energises" Yes – I don't know - No

"Travelling well on day trips and journeys deserves rewards" Yes – I don't know - No

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 7: Mobilise your team!

In this session you discussed the importance of asking for help and filled in a worksheet with the people in your life you could go to for help.

Was this activity helpful? Yes – I don't know - No

What else could you do?

This session's statements were "Mobilise Your Team!", "Everyone needs support at times" and "Support can be practical and/or emotional"



Your Support Team

Write down the name of the person who you can call on to be your support team, in these situations...

- you're having difficulty with your science homework
- you hear that you are going to receive a special award at your going
- you hear that someone has spread a nasty rumour about you
- a group of students are threatening to fight you after school
- you feel really ill
- you have to perform a drama piece in front of assembly

Someone who...

- I have fun with
- really listens to me
- makes me feel good about myself
- I can be myself around
- can give me practical support
- I can rely on in a crisis
- introduces me to new ideas, new interests, new people
- helps me to make sense of things
- helps me to look at things positively

My friends might realise I need support when...

Do these statements summarise the session well?

“Mobilise Your Team!” Yes – I don’t know - No

“Everyone needs support at times” Yes – I don’t know - No

“Support can be practical and/or emotional” Yes – I don’t know - No

Can you think of better statements?

Anything else you’d like to tell us about this session?

Session 8: Life is do-able!

This was your last session of Travellers and you did a number of different activities reflecting on what you had shared and learnt. You also received your Travellers Passport!

Did you enjoy this session? Yes – I don’t know - No

What did you enjoy most?

This was your last session. Were you prepared for that? Yes – I don’t know – No

What were the main things Travellers taught you?

This session’s statements were “Life is do-able!”, “Challenges in life can help us grow” and “There are strategies that can help me do life”

Do these statements summarise the session well?

“Life is do-able!” Yes – I don’t know – No

“Challenges in life can help us grow” Yes – I don’t know – No

“There are strategies that can help me do life” Yes – I don’t know – No

Can you think of better statements?

Anything else you'd like to tell us about this session?

Thank you so much for answering all those questions about the different sessions!

Just a few more to go!

Please tick the statements that are true for you:

Students in Travellers need to keep a diary and complete a life map and day trips. What do you think of the writing involved in the activities?

- There's too much writing
- I liked writing
- I'd like more writing

Travellers uses lots of pictures, what do you think of the pictures used?

- All the pictures are good
- Some pictures are good
- Some pictures are bad
- All the pictures are bad
- The pictures helped me understand

Are there any other topics you would Travellers to cover?

- Yes
- I don't know
- No

If you answered yes, what are they?

Is there anything else you would like us to know about what's in the Traveller's Programme?

Whew, you're almost there! Just a few questions about yourself before we finish ...

I am... 14 15 16

I am... Male Female

I am... Pakeha/New Zealand European Maori
 Pasifika Other: please tell us _____

I go to _____ School

I participated in Travellers in _____ Month, _____ Year

I was Year... 9 10

Thank you so much for filling in this survey, we really appreciate it!

Remember if any of these questions have upset you please contact the school guidance counsellor, Travellers or Youthline.

You can call Travellers for free on 0800 299 100 or go to their website

www.travellers.org.nz

You can call Youthline for free on 0800 37 66 33 or text 234 for free or else email

talk@youthline.co.nz

Appendix B: Student Focus Group Guide (Survey Pilot)



FACULTY OF EDUCATION

Evaluating the Content of Skylight's Travellers Programme Guide for Student Focus Group – Survey Pilot

Introduction and discuss the intention behind piloting the survey.

Did you enjoy filling in the survey?

Did we do a good job of reminding you of the different sessions?

Did you feel like you had enough opportunity to give us feedback?

Did you have any difficulty filling in any of the sections?

Do you think we missed anything?

Was there any part of the survey you did not like?

How could we make this survey better?

Demographic details

Age

Gender

Ethnicity

Year when participated in Travellers

Appendix C: Student Focus Group Guide



FACULTY OF EDUCATION

Evaluating the Content of Skylight's Travellers Programme

Guide for Student Focus Group

Skylight wants to make sure that the Traveller's Programme is the best it can be and we'd really like your help in letting us know how you found the different sessions and activities.

It may have been some time since you participated in Travellers so we will try to refresh your memory of the different sessions and activities and ask you what you thought of them.

Session 1&2: Life is a Journey!

In this session you got to know each other by playing bingo and doing interviews.

Which activity did you like best?

Did these activities help you to get to know others in the group?

This session focuses on the metaphor of life as a journey. As a group you selected a mode of transport together and created safety guidelines with pieces of luggage.

What mode of transport did your group choose?

What other sorts of transport or luggage would have been good?

Which pieces of luggage did you choose?

Can you think of other pieces of luggage that would be good? List as many as you like

In this session you also received a Travellers pass and Travellers diary.

The Travellers diary had several sections and we'd like you to tell us how useful you found each section:

Today I felt... Today I thought... The best part was... The most difficult part was...

Other things I'd like to say... How I felt today... Something I'd really like to talk about in Travellers... Facilitator's feedback... Did you enjoy filling in the diary?

How could it be better?

In this session your facilitator shared with you their life map and you were asked to create your own life map.

Did you enjoy this activity?

What could be better?

Each session statements summarising the key messages of each session are posted on the wall.

This session's statements were "Life is a Journey" and "Sometimes the path is more challenging than at other times"

Do you think these statements summarise the session well?

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 3: I'm ok!

In this session you completed your first day trip.

Did you enjoy completing day trips?

What did you enjoy most about completing day trips?

Was there anything you didn't like?

In this session you also talked about things that affect the way we feel about ourselves.

Could you please rate the extent to which you agree with the following statements:

I learnt that a lot of different things can influence the way I feel

I learnt to identify specific people who contribute to the way I feel

I learnt strategies to make myself feel better about myself

I learnt about how to identify good qualities in others and myself

This session's statements were "I'm OK!" and "Our self-esteem is our belief in our own self-worth"

Do these statements summarise the session well?

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 4: Express Yourself!

In this session you spent time identifying and describing your feelings. One of the activities involved matching feelings to faces. Can you do this again?

What do you think about these faces?

Easy to match – Some Easy, Some Hard to Match– Hard to match – I don't know

What other activities could help you discuss your feelings?

This session's statements were "Express yourself!", "Expressing yourself is healthy", "It's natural to find change stressful" and "Trust your feelings and remember, to feel, is OK!"

Do these statements summarise the session well?

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 5: I think, therefore I am!

In this session you played snakes and ladders with cards that had positive and negative thoughts to a situation [*insert card options here – to come from Skylight*].

Did you enjoy this activity?

Could you identify with the thoughts on the cards?

Are any situations or positive and negative thoughts missing?

In this session you also filled in two challenging thoughts worksheets.

Was filling in these worksheets helpful?

How could we make these worksheets better?

This session's statements were "I think, therefore I am!", "The way I think affects how I feel", "Challenging unhelpful thoughts can make me feel better" and "Sometimes I can change things, sometimes I can't, BUT I can change the way I think about things "

Do these statements summarise the session well?

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 6: Be Your Own Best Friend!

In this session you did a time scheduling activity, identifying all the different things you do each day and for how long.

Was this activity useful?

How can we make it better?

In this session you were also guided through a relaxation activity, where you lay in a comfortable position and tensed and relaxed different parts of your body.

Did this activity help you relax?

Have you used this activity in your own time since Travellers?

This session's statements were "Be Your Own Best Friend", "Fun and laughter can reduce stress", "Relaxation re-energises" and "Travelling well on day trips and journeys deserves rewards"

Do these statements summarise the session well?

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 7: Mobilise your team!

In this session you discussed the importance of asking for help and filled in a worksheet with the people in your life you could go to for help.

Was this activity helpful?

What else could you do?

This session's statements were "Mobilise Your Team!", "Everyone needs support at times" and "Support can be practical and/or emotional"

Do these statements summarise the session well?

Can you think of better statements?

Anything else you'd like to tell us about this session?

Session 8: Life is do-able!

This was your last session of Travellers and you did a number of different activities reflecting on what you had shared and learnt. You also received your Travellers Passport!

Did you enjoy this session?

What did you enjoy most?

This was your last session. Were you prepared for that?

What were the main things Travellers taught you?

This session's statements were "Life is do-able!", "Challenges in life can help us grow" and "There are strategies that can help me do life"

Do these statements summarise the session well?

Can you think of better statements?

Anything else you'd like to tell us about this session?

Thank you so much for answering all those questions about the different sessions!

Just a few more to go!

Please tick the statements that are true for you:

Students in Travellers need to keep a diary and complete a life map and day trips. What do you think of the writing involved in the activities?

Travellers uses lots of pictures, what do you think of the pictures used?

Are there any other topics you would Travellers to cover?

If you answered yes, what are they?

Is there anything else you would like us to know about what's in the Traveller's Programme?

Demographic details

Age

Gender

Ethnicity

Year when participated in Travellers

Appendix D: Facilitator Interview Guide



FACULTY OF EDUCATION

Evaluating the Content of Skylight's Travellers Programme

Guide for Facilitator Interview

General Introduction: As you may be aware, Skylight has commissioned external evaluations of the Travellers Programme since its inception to ensure it is the best that it can be. The current evaluation focuses on the content of the Travellers Toolkit. It may have been some time since you facilitated a Travellers Programme so we will try to refresh your memory of the different sessions and activities before we ask you what you thought of them and how your students responded.

Session 1&2: Life is a Journey

In this session you facilitated a number of activities such as bingo and paired interviews.

Were these effective activities for the students to get to know one another?

Do you have any comments or suggestions for improvement?

This session focuses on the metaphor of life as a journey. As a group you selected a mode of transport together and created safety guidelines with pieces of luggage

Did the students respond well to this activity?

Do you have any comments or suggestions for improvement?

In this session you also gave each student a Travellers pass and Travellers diary

How did the students respond to these resources?

The Travellers diary had several sections and we'd like you to rate how useful you found each section as a facilitator using the following response format: Very Useful - Useful – Not Useful

Today I felt..., Today I thought..., The best part was..., The most difficult part was...,

Other things I'd like to say..., How I felt today... , Something I'd really like to talk about in Travellers..., Facilitator's feedback...

Do you have any comments or suggestions to improve the Travellers diary?

In this session you also may have shared your life map with the students and asked them to create their own.

How did the students respond to this activity?

Do you have any comments or suggestions for improvement?

Each session you posted statements summarising the key messages of each session on the wall.

This session's statements were "Life is a Journey" and "Sometimes the path is more challenging than at other times"

How well do these statements summarise the session?

Could you suggest some alternative statements?

Do you have any suggestions on how this session could be better?

Session 3: I'm ok!

In this session you gave the students their first day trip

How did the students respond to this activity?

Do you have any suggestions to make the day trip worksheets better?

In this session you also talked to the students about things that affect the way we feel about ourselves.

Did the prompts help you facilitate good discussion?

Do you have any comments or suggestions for improvement?

This session's statements were "I'm OK!" and "Our self-esteem is our belief in our own self-worth"

How well do these statements summarise the session?

Could you suggest some alternative statements?

Do you have any suggestions on how this session could be better?

Session 4: Express Yourself!

In this session you spent time facilitating activities to help your students identify and describe their feelings

How did the students respond to these activities?

Do you have any comments or suggestions for improvement?

This session's statements were "Express yourself!", "Expressing yourself is healthy", "It's natural to find change stressful" and "Trust your feelings and remember, to feel, is OK!"

How well do these statements summarise the session?

Could you suggest some alternative statements?

Do you have any suggestions on how this session could be better?

Session 5: I think, therefore I am!

In this session you spent time discussing feelings, thoughts and behaviours and the students played snakes and ladders with cards that had positive and negative thoughts in response to a situation

How did the students respond to this activity?

Do you have any comments or suggestions for improvement?

In this session you asked the students to fill in two challenging thoughts worksheets (*show worksheets*)

How did the students respond to this activity?

Do you have any comments or suggestions for improvement?

This session's statements were "I think, therefore I am!", "The way I think affects how I feel", "Challenging unhelpful thoughts can make me feel better" and "Sometimes I can change things, sometimes I can't, BUT I can change the way I think about things"

Do these statements summarise the session well?

How well do these statements summarise the session?

Could you suggest some alternative statements?

Do you have any suggestions on how this session could be better?

Session 6: Be Your Own Best Friend!

In this session you spent time discussing with your students the importance of taking time to relax and do fun activities.

During this session you got your students to complete a time scheduling activity, identifying all the different things they do each day and for how long.

How did the students respond to this activity?

Do you have any comments or suggestions for improvement?

During this session you also guided the students through a relaxation activity, where you instructed them to lay in a comfortable position, tensing and relaxing different parts of their body.

How did the students respond to this activity?

Do you have any comments or suggestions for improvement?

This session's statements were "Be Your Own Best Friend", "Fun and laughter can reduce stress", "Relaxation re-energises" and "Travelling well on day trips and journeys deserves rewards"

How well do these statements summarise the session?

Could you suggest some alternative statements?

Do you have any suggestions on how this session could be better?

Session 7: Mobilise your team!

In this session you discussed the importance of asking for help and got the students to fill in a worksheet with the people in their life they could go to for help

How did the students respond to this activity?

Do you have any comments or suggestions for improvement?

This session's statements were "Mobilise Your Team!", "Everyone needs support at times" and "Support can be practical and/or emotional"

How well do these statements summarise the session?

Could you suggest some alternative statements?

Do you have any suggestions on how this session could be better?

Session 8: Life is do-able!

This was the last session of Travellers and you facilitated a number of different activities reflecting on what everyone had shared and learnt. You also awarded students with their own Travellers Passport!

How did the students respond to these activities?

Do you have any comments or suggestions for improvement?

This session's statements were "Life is do-able!", "Challenges in life can help us grow" and "There are strategies that can help me do life"

How well do these statements summarise the session?

Could you suggest some alternative statements?

Do you have any suggestions on how this session could be better?

Now that we've gone through each session individually, I would like to ask you some general questions.

What do you think of the level of reading and writing required of students participating in Travellers?

What do you think about the images used throughout the Travellers activities and resources?

How culturally inclusive do you think the Travellers resources are?

Could anything be done to make the content of the resources more culturally inclusive?

Does the facilitators' manual provide you with everything you need to successfully facilitate a Travellers Programme?

Could anything be done to improve the facilitators' manual?

Is there anything else you would like us to know about the content of the Traveller's Programme?

Last but not least I'd like to clarify a few demographic details

Your age range: < 25 25-35 36-45 >45

Gender: Male Female

Ethnicity: Pakeha/New Zealand European Maori Pasifika

Other: please specify: _____

School: _____

Professional role: _____

Year completed the Traveller's Training: _____

Number of times facilitating a Traveller's Programme: _____

Thank you so much for participating in this interview, we really appreciate it!

Appendix E: Information Sheet and Consent Form for Principals



FACULTY OF EDUCATION

Information Sheet for Principals

Project Title: **Evaluating the Content of Skylight's Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

Dear Principal,

We would like you to consider allowing facilitators and students who have completed Skylight's Travellers Programme to participate in an evaluation of the content of the programme.

Skylight has commissioned me, Dr Larah van der Meer from The School of Educational Psychology and Pedagogy at Victoria University of Wellington to evaluate the content of the Travellers Programme.

Skylight has commissioned evaluations since its inception to ensure it evolves and continues to be effective. Previous evaluations have focused on the content and delivery of the Travellers programme, in addition to the short and medium term outcomes for youth participating in the programme.

A selection of schools representing a range of demographics actively running Travellers have been identified for this evaluation and your school was one of them.

Participating in this evaluation will involve coordinating facilitators and a group of students who have completed Travellers, within the last 12 months, to complete a survey. Some facilitators will be invited to participate in an interview and some students will be invited to participate in a focus group to further evaluate the programme.

We anticipate completing the surveys and participating in the interviews and focus groups will occur in Terms 1 and 2, 2014.

Confidentiality

Any information that is obtained in connection with this study and that can be identified with your school, the facilitators, or the students will remain confidential and will be disclosed only with the permission of parents, yourself, and the facilitators, except where disclosure is required by law.

The results of this project will be presented in written and verbal reports, but we will not use your name, the students' names, the facilitators' names, or your school's name

in any oral or written reports and we will not provide any personal information that would enable anyone to identify you, the students or their parents, the facilitators or the school in any reports.

Please note that you are under no obligation to give consent to allow this study to occur in your school. Your decision about whether or not you want to participate will not affect your present or future relationship with Victoria University of Wellington.

If you decide to participate, you have the right to withdraw your consent and discontinue your school's participation until 1 July 2014 when data analysis will commence. Your decision to discontinue participation will not affect your present or future relationship with Victoria University of Wellington.

Ethics

This research has been assessed and approved by Victoria University of Wellington Human Ethics Committee (Reference Number 20710). If at any time you have any questions or concerns about your treatment as a research participant in this study, contact Dr. Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee (telephone: +64 4 463 5676; E-mail: allison.kirkman@vuw.ac.nz).

Data Storage and Deletion

All data will be stored in a locked filing cabinet in a locked office at Victoria University of Wellington. Only members of the research team will have access to this data. As required by copyright, the data will be stored for 5 years after publication and then shredded and thrown away after the 5-year storage period.

Reporting/Dissemination

The results of this study will be submitted to Skylight and for publication in research and or professional journals. A brief report will be sent to you and participating facilitators acknowledging their participation and outlining overall findings. We will encourage facilitators to share this with their students. However, if at any time you would like more detailed feedback, we would be more than happy to provide this either in person, or via the telephone, letter, or email.

If you have any questions about the evaluation now or at any time in the future, please feel free to contact me using the following contact information:

Kind regards,

Larah van der Meer, Ph.D.
Post-Doctoral Research Fellow
Faculty of Education
Victoria University of Wellington
Phone: 04 463 9709; 0273247874
Email: larah.vandermeer@vuw.ac.nz

Consent Form for Principals

Project Title: **Evaluating the Content of Skylight's Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

To indicate your agreement with each statement below, please tick the corresponding box.

- I have read and understood the Information Sheet for this study.
- I understand the nature of my involvement and the nature of each facilitator's and student's involvement in this project.
- I understand that the investigators do not foresee any potential physical, psychological, social, legal, or other risks to me, the facilitator, or the participating students as a result of participating in this study.
- I understand that all research data will be securely stored at Victoria University of Wellington premises for at least five years, and will be destroyed when no longer required.
- I understand that my identity and that of the school, the facilitators, the students, and the parents will not be disclosed in any way stemming from this research.
- I agree that research data gathered for the study may be published provided that my identity and that of the school, the facilitators, the students, and the parents are not disclosed.
- I understand that the school will receive feedback acknowledging participation and outlining overall findings and that I can request additional feedback at any time.
- Any questions that I have asked have been answered to my satisfaction.
- I agree to allow this investigation to occur in the school and understand that I may withdraw my permission until 1 July 2014 without any negative effect.

Principal's Name/Contact Details

Name of School

Principal's Signature

Date

Please return this Consent Form in the envelope provided. Thank you.

Appendix F: Information Sheet and Consent Form for Facilitators



FACULTY OF EDUCATION

Information Sheet for Facilitators

Project Title: **Evaluating the Content of Skylight's Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

Greetings / Kia ora / Kia orana / Malo e lelei / Talofa lava

We are a team of researchers from The School of Educational Psychology and Pedagogy, Victoria University of Wellington and we are currently conducting an evaluation of the content of the Travellers Programme.

As you may be aware, Skylight commissions external evaluations of the Travellers Programme to ensure it is the best that it can be. Previous evaluations have focused on the content and delivery of the Travellers programme, in addition to the short and medium term outcomes for youth participating in the programme.

This study aims to assess the content of the Travellers Programme to ensure it remains relevant and effective.

Participating in the present study will involve completing a survey which should take approximately 20 minutes. It may have been some time since you facilitated a Travellers Programme so in the survey we will refresh your memory of the different sessions and activities before asking you what you thought of them and how your students responded.

You may also be asked to participate in an interview conducted by one of our research team. It should take approximately 40 minutes. During the interview we will refresh your memory of the different sessions and activities before asking you what you thought of them and how your students responded. We will record the interview and you can listen to the recording if you wish.

We anticipate completing the survey and participating in the interview will occur in Term 2, 2014.

Confidentiality

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission, except where disclosure is required by law.

The results of this project will be presented in written and verbal reports, but we will not use your name in any oral or written reports and we will not provide any personal information that would enable anyone to identify you in any reports.

Please note that you are under no obligation to give consent to participate. Your decision about whether or not you want to participate will not affect your present or future relationship with Victoria University of Wellington.

If you decide to participate, you have the right to withdraw your consent and discontinue your participation until 1 July 2014 when data analysis will commence. Your decision to discontinue participation will not affect your present or future relationship with Victoria University of Wellington.

Ethics

This research has been assessed and approved by Victoria University of Wellington Human Ethics Committee (Reference Number 20710). If at any time you have any questions or concerns about your treatment as a research participant in this study, contact Dr. Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee (telephone: +64 4 463 5676; E-mail: allison.kirkman@vuw.ac.nz).

Data Storage and Deletion

All data will be stored in a locked filing cabinet in a locked office at Victoria University of Wellington. Only members of the research team will have access to this data. As required by copyright, the data will be stored for 5 years after publication and then shredded and thrown away after the 5-year storage period.

Reporting/Dissemination

The results of this study will be submitted to Skylight and for publication in research and or professional journals. A brief report will be sent to you acknowledging your participation and outlining overall findings. We encourage you to share this with your Travellers students if they express an interest. However, if at any time you would like more detailed feedback, we would be more than happy to provide this either in person, or via the telephone, letter, or email.

If you have any questions about the evaluation now or at any time in the future, please feel free to contact me using the following contact information:

Kind regards,

Larah van der Meer, Ph.D.
Post-Doctoral Research Fellow
Faculty of Education
Victoria University of Wellington
Phone: 04 463 9709; 0273247874
Email: larah.vandermeer@vuw.ac.nz

Consent Form for Facilitators

Project Title: **Evaluating the Content of Skylight’s Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

To indicate your agreement with each statement below, please tick the corresponding box.

- I have read and understood the Information Sheet for this study.
- I understand the nature of my involvement in this project: that I will complete a survey and may be asked to participate in an interview.
- I understand that the investigators do not foresee any potential physical, psychological, social, legal, or other risks to me or the participating students as a result of participating in this study.
- I understand that all research data will be securely stored at Victoria University of Wellington premises for at least five years, and will be destroyed when no longer required.
- I understand that my identity and that of the school will not be disclosed in any way stemming from this research.
- I agree that research data gathered for the study may be published provided that my identity and that of the school is not disclosed.
- I understand that I will receive feedback acknowledging participation and outlining overall findings and that I can request additional feedback at any time.
- Any questions that I have asked have been answered to my satisfaction.
- I agree to participate in the survey and the interview, if requested, and understand that I may withdraw my permission until 1 July 2014 without any negative effect.

Facilitator’s Name/Contact Details

Name of School

Facilitator’s Signature

Date

Please return this Consent Form in the envelope provided. Thank you.

Appendix G: Information Sheet and Consent Form for Parents (Survey Pilot)



FACULTY OF EDUCATION

Information Sheet for Parents (Survey Pilot)

Project Title: **Evaluating the Content of Skylight's Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

Greetings / Kia ora / Kia orana / Malo e lelei / Talofa lava

We are a team of researchers from The School of Educational Psychology and Pedagogy, Victoria University of Wellington and we are currently conducting an evaluation of the content of the Travellers Programme.

Skylight commissions external evaluations of the Travellers Programme to ensure it is the best that it can be. Previous evaluations have focused on the content and delivery of the Travellers programme, in addition to the short and medium term outcomes for youth participating in the programme.

As you may be aware, your child recently participated in a Travellers Programme and we would now like to invite your child to participate in a study evaluating the programme.

Participation involves completing a survey that we have created which will remind students of the different activities they participated in and asked them what they thought of them. It will take about 20 minutes to complete.

We might also ask your child to participate in a focus group with a number of students and ask them how we could improve this survey. The survey will then be disseminated nationwide to assess the content of the Travellers Programme to ensure it remains relevant and effective. The focus group will be audio recorded and analysed but anything that is said will be confidential.

We anticipate completing the survey and participating in the focus group will occur in Term 1, 2014.

Confidentiality

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission, except where disclosure is required by law.

The results of this project will be presented in written and verbal reports, but we will not use your child's name in any oral or written reports and we will not provide any personal information that would enable anyone to identify your child in any reports.

Please note that you are under no obligation to give consent for your child to participate. Your decision about whether or not you want your child to participate will not affect your present or future relationship with Victoria University of Wellington.

If you decide to allow your child to participate, you have the right to withdraw your consent and discontinue your child's participation until 1 July 2014 when data analysis will commence. Your decision to discontinue your child's participation will not affect your present or future relationship with Victoria University of Wellington.

Ethics

This research has been assessed and approved by Victoria University of Wellington Human Ethics Committee (Reference Number 20710). If at any time you have any questions or concerns about your child's treatment as a research participant in this study, contact Dr. Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee (telephone: +64 4 463 5676; E-mail: allison.kirkman@vuw.ac.nz).

Data Storage and Deletion

All data will be stored in a locked filing cabinet in a locked office at Victoria University of Wellington. Only members of the research team will have access to this data. As required by copyright, the data will be stored for 5 years after publication and then shredded and thrown away after the 5-year storage period.

Reporting/Dissemination

The results of this study will be submitted to Skylight and for publication in research and or professional journals. A brief report will be sent to Travellers facilitators acknowledging their participation and outlining overall findings. We encourage facilitators to share this with their Travellers students if they express an interest. However, if at any time you would like feedback, we would be more than happy to provide this either in person, or via the telephone, letter, or email.

If you have any questions about the evaluation now or at any time in the future, please feel free to contact me using the following contact information:

Kind regards,

Larah van der Meer, Ph.D.

Post-Doctoral Research Fellow

Faculty of Education, Victoria University of Wellington

Phone: 04 463 9709; 0273247874

Email: larah.vandermeer@vuw.ac.nz

Consent Form for Parents (Survey Pilot)

Project Title: **Evaluating the Content of Skylight’s Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

To indicate your agreement with each statement below, please tick the corresponding box.

- I have read and understood the Information Sheet for this study.
- I understand the nature of my child’s involvement in this project: that he/she will complete a survey and may be asked to participate in a focus group.
- I understand that the investigators do not foresee any potential physical, psychological, social, legal, or other risks to my child as a result of participating in this study.
- I understand that all research data will be securely stored at Victoria University of Wellington premises for at least five years, and will be destroyed when no longer required.
- I understand that my child’s identity and that of the school will not be disclosed in any way stemming from this research.
- I agree that research data gathered for the study may be published provided that my child’s identity and that of the school is not disclosed.
- I understand that my child can receive feedback acknowledging participation and outlining overall findings and that I can request additional feedback at any time.
- Any questions that I have asked have been answered to my satisfaction.
- I agree to allow my child to participate in the survey and the focus group, if requested, and understand that I may withdraw my permission until 1 July 2014 without any negative effect.

Parent and child’s Name/Contact Details

Name of School

Parent’s Signature

Date

Please return this Consent Form in the envelope provided. Thank you.

Appendix H: Information Sheet and Consent Form for Parents



FACULTY OF EDUCATION

Information Sheet for Parents

Project Title: **Evaluating the Content of Skylight's Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

Greetings / Kia ora / Kia orana / Malo e lelei / Talofa lava

We are a team of researchers from The School of Educational Psychology and Pedagogy, Victoria University of Wellington and we are currently conducting an evaluation of the content of the Travellers Programme.

Skylight commissions external evaluations of the Travellers Programme to ensure it is the best that it can be. Previous evaluations have focused on the content and delivery of the Travellers programme, in addition to the short and medium term outcomes for youth participating in the programme.

As you may be aware, your child recently participated in a Travellers Programme and we would now like to invite your child to participate in a study evaluating the programme.

Participation involves completing a survey that we have created which will remind students of the different activities they participated in and asked them what they thought of them. It will take about 20 minutes to complete.

We might also ask your child to participate in a focus group with a number of students. During this focus group we plan to remind the students of the different activities they participated in and ask them what they thought of them. This will ensure the Travellers Programme remains relevant and effective. The focus group will be audio recorded and analysed but anything that is said will be confidential.

We anticipate completing the survey and participating in the focus group will occur in Term 2, 2014.

Confidentiality

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission, except where disclosure is required by law.

The results of this project will be presented in written and verbal reports, but we will not use your child's name in any oral or written reports and we will not provide any personal information that would enable anyone to identify your child in any reports.

Please note that you are under no obligation to give consent for your child to participate. Your decision about whether or not you want your child to participate will not affect your present or future relationship with Victoria University of Wellington.

If you decide to allow your child to participate, you have the right to withdraw your consent and discontinue your child's participation until 1 July 2014 when data analysis will commence. Your decision to discontinue your child's participation will not affect your present or future relationship with Victoria University of Wellington.

Ethics

This research has been assessed and approved by Victoria University of Wellington Human Ethics Committee (Reference Number 20710). If at any time you have any questions or concerns about your child's treatment as a research participant in this study, contact Dr. Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee (telephone: +64 4 463 5676; E-mail: allison.kirkman@vuw.ac.nz).

Data Storage and Deletion

All data will be stored in a locked filing cabinet in a locked office at Victoria University of Wellington. Only members of the research team will have access to this data. As required by copyright, the data will be stored for 5 years after publication and then shredded and thrown away after the 5-year storage period.

Reporting/Dissemination

The results of this study will be submitted to Skylight and for publication in research and or professional journals. A brief report will be sent to Travellers facilitators acknowledging their participation and outlining overall findings. We encourage facilitators to share this with their Travellers students if they express an interest. However, if at any time you would like feedback, we would be more than happy to provide this either in person, or via the telephone, letter, or email.

If you have any questions about the evaluation now or at any time in the future, please feel free to contact me using the following contact information:

Kind regards,

Larah van der Meer, Ph.D.

Post-Doctoral Research Fellow

Faculty of Education, Victoria University of Wellington

Phone: 04 463 9709; 0273247874

Email: larah.vandermeer@vuw.ac.nz

Consent Form for Parents

Project Title: **Evaluating the Content of Skylight’s Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

To indicate your agreement with each statement below, please tick the corresponding box.

- I have read and understood the Information Sheet for this study.
- I understand the nature of my child’s involvement in this project: that he/she will complete a survey and may be asked to participate in a focus group.
- I understand that the investigators do not foresee any potential physical, psychological, social, legal, or other risks to my child as a result of participating in this study.
- I understand that all research data will be securely stored at Victoria University of Wellington premises for at least five years, and will be destroyed when no longer required.
- I understand that my child’s identity and that of the school will not be disclosed in any way stemming from this research.
- I agree that research data gathered for the study may be published provided that my child’s identity and that of the school is not disclosed.
- I understand that my child will receive feedback acknowledging participation and outlining overall findings and that I can request additional feedback at any time.
- Any questions that I have asked have been answered to my satisfaction.
- I agree to allow my child to participate in the survey and the focus group, if requested, and understand that I may withdraw my permission until 1 July 2014 without any negative effect.

Parent and child’s Name/Contact Details

Name of School

Parent’s Signature

Date

Please return this Consent Form in the envelope provided. Thank you.

Appendix I: Information Sheet for Students (Survey Pilot)



FACULTY OF EDUCATION

Information Sheet for Students (Survey Pilot)

Project Title: **Evaluating the Content of Skylight's Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

Greetings / Kia ora / Kia orana / Malo e lelei / Talofa lava

We are a team of researchers from The School of Educational Psychology and Pedagogy, Victoria University of Wellington and we are working with Skylight the organisation that runs the Travellers Programme.

Skylight wants to make sure that the Traveller's Programme is the best it can be and we need your help. We understand you recently participated in Travellers and we would like to ask you about how you found the different sessions and activities.

It may have been some time since you participated in Travellers so we will try to refresh your memory of the different sessions and activities and ask you what you thought of them.

Participation in a survey

If you choose to take part, you will complete a survey. It will take about 20 minutes to do. All the surveys are confidential. That means we are interested in what you tell us but any reports from this project will not identify you or your school.

Participation in a focus group

We will also ask some students to participate in a focus group with some of the other Travellers from your group. During this focus group we will ask you how you found filling in the survey you completed and ask you how we could make it better. It will take about 40 minutes. We will record the focus group so you can listen to the recording if you wish. We will write down everything that is said but we will change names and places so that no one will know who was in the group.

Participation is voluntary

You are free to choose whether to do the survey and focus group or not. We will also send an information sheet and consent form to your parents to ask their permission for you to participate in this study. Your parents can withdraw their consent and discontinue your participation until 1 July 2014 when data analysis will commence. It is OK if you choose not to participate, but we hope you can help us.

We will write a report for Skylight based on what everyone says in the survey and during the focus group. We hope that this study helps to identify what is working well and what needs to be changed so that it can help other young people.

We will be sending your Travellers facilitator a copy of our report so please let them know if you would like to know what we found.

Thank you very much for reading this. If you have any questions, you can ask Larah van der Meer (contact details are below).

If you want to talk to anyone about how you're feeling, please contact the school guidance counsellor or Youthline. You can call Youthline for free on 0800 37 66 33 or text 234 for free or else email talk@youthline.co.nz

We hope you decide to be a part of our study.

Thank you for your time,

Larah van der Meer, Ph.D.
Post-Doctoral Research Fellow
Faculty of Education
Victoria University of Wellington
Phone: 04 463 9709; 0273247874
Email: larah.vandermeer@vuw.ac.nz

Appendix J: Information Sheet for Students



FACULTY OF EDUCATION

Information Sheet for Students

Project Title: **Evaluating the Content of Skylight's Travellers Programme**

This research has been approved and assessed by Victoria University of Wellington Human Ethics Committee (Reference Number 20710).

Greetings / Kia ora / Kia orana / Malo e lelei / Talofa lava

We are a team of researchers from The School of Educational Psychology and Pedagogy, Victoria University of Wellington and we are working with Skylight the organisation that runs the Travellers Programme.

Skylight wants to make sure that the Traveller's Programme is the best it can be and we need your help. We understand you recently participated in Travellers and we would like to ask you about how you found the different sessions and activities.

It may have been some time since you participated in Travellers so we will try to refresh your memory of the different sessions and activities and ask you what you thought of them.

Participation in a survey

If you choose to take part, you will complete a survey. It will take about 20 minutes to do. All the surveys are confidential. That means we are interested in what you tell us but any reports from this project will not identify you or your school.

Participation in a focus group

We will also ask some students to participate in a focus group with some of the other Travellers from your group. During this focus group we will refresh your memory of the different sessions and activities you participated in and ask you what you thought of them. It will take about 40 minutes. We will record the focus group so you can listen to the recording if you wish. We will write down everything that is said but we will change names and places so that no one will know who was in the group.

Participation is voluntary

You are free to choose whether to do this survey and focus group or not. We will also send an information sheet and consent form to your parents to ask their permission for you to participate in this study. Your parents can withdraw their consent and discontinue your participation until 1 July 2014 when data analysis will commence. It is OK if you choose not to participate, but we hope you can help us.

We will write a report for Skylight based on what everyone says in the survey and during the focus group. We hope that this study helps to identify what is working well and what needs to be changed so that it can help other young people.

We will be sending your Travellers facilitator a copy of our report so please let them know if you would like to know what we found.

Thank you very much for reading this. If you have any questions, you can ask Larah van der Meer (contact details are below).

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We hope you decide to be a part of our study.

Thank you for your time,

Larah van der Meer, Ph.D.
Post-Doctoral Research Fellow
Faculty of Education
Victoria University of Wellington
Phone: 04 463 9709; 0273247874
Email: larah.vandermeer@vuw.ac.nz

Appendix K: Student Agreement on Suitability of Slogans

Table 1. Mean percentage (%) of students' agreement that the slogans summarized each session well

Slogan	% agreement
Session 1&2	
<i>"Life is a Journey"</i>	92%
<i>"Sometimes the path is more challenging than at other times"</i>	96%
Session 3	
<i>"I'm OK!"</i>	68%
<i>"Our self-esteem is our belief in our own self-worth"</i>	100%
Session 4	
<i>"Our self-esteem is our belief in our own self-worth"</i>	90%
<i>"Expressing yourself is healthy"</i>	96%
<i>"It's natural to find change stressful"</i>	96%
<i>"Trust your feelings and remember, to feel, is OK!"</i>	91%
Session 5	
<i>"I think, therefore I am!"</i>	72%
<i>"The way I think affects how I feel"</i>	100%
<i>"Challenging unhelpful thoughts can make me feel better"</i>	90%
<i>"Sometimes I can change things, sometimes I can't, BUT I can change the way I think about things"</i>	90%
Session 6	
<i>"Be Your Own Best Friend"</i>	72%
<i>"Fun and laughter can reduce stress"</i>	94%
<i>"Relaxation re-energises"</i>	100%
<i>"Travelling well on day trips and journeys deserves rewards"</i>	76%

Slogan	% agreement
Session 7	
<i>“Mobilise Your Team!”</i>	75%
<i>“Everyone needs support at times”</i>	96%
<i>“Support can be practical and/or emotional”</i>	100%
Session 8	
<i>“Life is do-able!”</i>	92%
<i>“Challenges in life can help us grow”</i>	100%
<i>“There are strategies that can help me do life”</i>	100%

Appendix L: Further Feedback

The following provide responses to the question *'Is there anything else you'd like us to know about Travellers?'*

Facilitators' Responses

'I've been running Travellers since it started ... running 3-4 courses a year ... I think it's a wonderful programme ... I hope it continues, that's all I can say'

'I don't think there's anything wrong with the programme, I love it'

'I love Travellers, I think the teaching is great, the group dynamics are great...and it's working ... it's working brilliantly'

'Of all the programs we've had, it's the most considered and resourced ... we feel well supported with the programme'

'The activities are there and it's up to you to make them happen in a way that the outcome is better for the group'

'That's what I love about the programme, there's just enough in it to keep it a structured learning environment or to tease it out depending on your feel of the group and how the group is interacting with one another'

'I'm just really glad that someone's thrown together a programme and I'm happy to use it'

'I feel humbled every time I do it; it's just a very respectful process I find'

Students' Responses

'I enjoyed it'

'Thank you and I have learnt a lot :).'

'It was very good thank you'

'It made me open up to those I can trust'

'I got a lot of amazing friends out of it'

'I enjoyed making new friendships'

'I felt like we were respected and actually listened to'

Appendix M: Graphic Novels



Figure 1. Example of a graphic novel being used to engage youth in New Zealand. Image used with permission.

Ant Sang: <http://www.antsang.co.nz/>; ant@antsang.co.nz

<http://www.victoria.ac.nz/news/2014/novel-method-of-promoting-youth-wellbeing>

Appendix N: Alternative Time Scheduling Activity

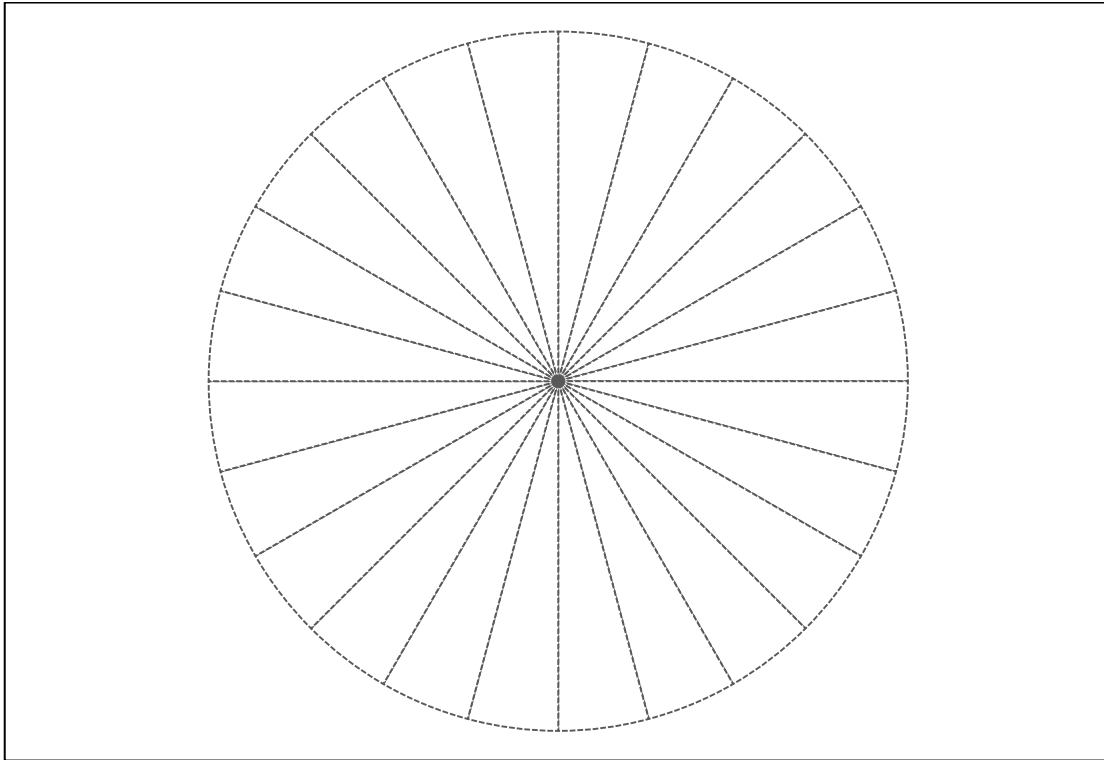


Figure 2. Example of an alternative time scheduling activity for the activity ‘Managing My Time’.

Each section represents one hour in your day – fill in each section with how you spend your time. For example, most of you will spend approximately 6 hours at school each day.

Other daily activities:

- Sleep
- School
- Homework
- Time with friends
- Time with family
- Sports
- Church
- Any other activities you can think of!