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Review of Travellers Resources

Report to Skylight

Acknowledgements

We would like to acknowledge Travellers facilitators and Travellers participants for their contribution to this review.

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1.0 Introduction

The SHORE & Whariki Research Centre was funded by Skylight to conduct a review of the Travellers Programme. Travellers is a small group programme that aims to foster the healthy development of young people by: providing a supportive environment whereby young people can reflect on and make meaning of life experiences and daily hassles; developing appropriate coping skills and strategies; exploring ways to think about stressful situations that are manageable for themselves; gaining a sense of empowerment by adopting behaviours that will result in a sense of self-worth; and being able to access additional help and support when necessary.

Travellers was developed as a pilot programme in 2000, followed by a two-year trial in ten secondary schools in Auckland and Northland (2001-2002). In terms of updating the resources in the Travellers kit, a design refresh was completed 2011. In 2014 Skylight received a Wellington Community Trust grant to adapt Travellers for young people in the marae-based learning environments. The outcome of the grant was the development of a supplementary resource that is available to facilitators on the Skylight website. There have been no other updates to the content of the resources and, it was important, therefore, to have conversations with Travellers' facilitators and Travellers' participants to gather their views on the currency and relevance of the existing resources and determine any changes that needed to be made.

2.0 The Travellers Resource Review

The Travellers Programme has a facilitator's manual and print resources and stickers used in the eight sessions.

2.1 Review Methodology

The review was conducted using focus groups (Travellers' facilitators and Travellers' participants) and individual interviews (Travellers' facilitators). The focus groups were digitally-recorded and transcribed.

This methodology enabled participants to voice their opinions about the resources in a group situation. The review process began with a general warm up question about participants' experience of Travellers. This was followed by presentation of each resource, session-by-session, and questions focusing on:

- Recall of the resource
- Purpose of the resource
- Current relevance of the resource
- Suggested changes to the resource

At the end of the review session participants were asked for any other suggestions they had for the Travellers' programme.

2.2 Review participants

| School | Decile rating | Travellers facilitators | Travellers Participants | Focus groups |
|---------------|---------------|-------------------------|-------------------------|--------------|
| A (Auckland) | 8 | 1 | 6 | 1 |
| B (Auckland) | 7 | 2 | 6 | 1 |
| C (Auckland) | 5 | 4 | 4 | 1 |
| D (Auckland) | 3 | 1 | 8 | 2 |
| E(Auckland) | 1 | 1 | 7 | 1 |
| F (Auckland) | 9 | 1 | 8 | 1 |
| G(Auckland) | 1 | 2 | 6 | 1 |
| H (Auckland) | 10 | 2 | 7 | 1 |
| I (Northland) | 7 | 1 | 6 | 1 |
| J (Northland) | 5 | 1 | 5 | 1 |
| K (Northland) | 7 | 1 | 6 | 1 |
| L (Auckland) | 7 | 1 | 12 | 1 |
| M(Auckland) | 10 | 1 | | |
| Total | | 19 | 89 | 13 |

Focus groups

- Travellers Participants (n=13 focus groups)
- Travellers facilitators (n=3 focus groups)
- Individual interviews (n=5)

2.3 Data analysis

The focus group and interview transcripts were read several times by the lead researcher. Data were organised under each resource to provide illustrative examples of facilitator and participant comments representing the participating schools.

3.0 Review results

The review results are presented under each session and include recommendations for each resource. Both facilitators and participants appreciated the quality of the resources and considered they were mostly still current.

The resources still have amazing currency (Travellers facilitator)

The resources are colourful and on good quality paper is nice as well and it's nice having those readymade ones that make it look special, different, you are valuing them by giving them quality products (Travellers facilitator)

I liked the stickers, they were colourful (Travellers participant)

Sessions One and Two

Bingo

The Bingo game was considered by both facilitators and participants to be a useful way of forming initial connections. There were three items on the Bingo sheet that were not so relevant or were difficult to find someone with these interests or characteristics. These items were: having a birthday in January, finding someone who skates, and going to a movie. Participants were more likely to watch movies on their devices or via Netflix than to go to a movie. Some participants suggested that scootering was a more common activity.

It's a good starter, kind of like an ice breaker cause I remember when we all had our first session we were like, it was silent, it was so awkward and I feel like this is a good way to break the barriers. (Travellers' facilitator)

It goes pretty well, it is interactive and it promotes opportunity for discussion. It's a good prompt for conversations. It is a foundation activity, the starting point. The only thing was that one of them nobody had so for some people wanting to get them all and were a bit competitive – we changed it to have a birthday in a month beginning with J. (Travellers facilitator)

They play it, they still play it. They think it's a bit lame but you know that's alright, it's just a warm up exercise. (Travellers facilitator)

I think many of them don't have a birthday in January, but that doesn't really matter I don't think. I think they're (examples on Bingo game) all relevant...I think it's a really great activity actually, nice and bright. (Travellers facilitator).

I still do Bingo and I've even used it at a subsequent session just as a starter. (Travellers facilitator)

You could put on the Bingo like something funny, like who's taken a selfie in the past week or something like that. (Travellers facilitator)

I wonder about going to the movies, because often kids just watch movies on their laptops or Netflix, or YouTube and things like that, so have they watched a movie. (Travellers facilitator)

They enjoy Bingo, it's a good ice breaker. I just wonder about has a body part pierced. I think because they are boys and thinking of their age probably that wouldn't apply to them. (Travellers facilitator)

Travellers' participants found the Bingo activity useful for getting to know others in the group:

It was on the first day and I didn't really know anybody in the group and I was a bit wary of talking to people and I was really afraid to go and speak to them and just by a sheet of paper after that I was like Ok I'm comfortable around you I can do this. (Travellers participant)

Like it was a way of getting to know people because we went and asked do you have a brother and things like that and it was just a different way of getting to know people. (Travellers participant)

For me that piece of paper, like if we didn't have that bingo game it would have been really hard to connect to people or to actually talk to someone. (Travellers participant)

It was good because you got to know different people and what they were good at and what they did. (Travellers participant)

So when it comes to just knowing a few things about people I don't think you would change these too much because they are just to warm you up and to get used to the environment so I don't think you need to change anything too much. (Travellers participant)

You could make it deeper but it is kind of the first session so you don't want to reveal too much, these are just easy things that you can be like, oh this doesn't reveal too much about yourself but enough for people to start to get the gist of who you are. (Travellers participant)

It's just stuff to get to know people and you could swap things around but it would be the same thing – just stuff to get to know people. (Travellers participant)

There were only a few suggestions for changes relating to watching a movie at home rather than going to the movies, changing skating to another activity such as posting pictures, playing sport, art or music:

Ask have you seen a movie because you watch movies at home, that's what we usually do. (Travellers participant)

We don't really skate, we are on our phones, post pictures, play sport or art and music. (Travellers participant)

I like the images, but I would probably change the "has a body part pierced" – the image is very stereotypical that if you have a body part pierced you have your ear done. (Travellers participant)

Most people play sport for school not really outside of school. (Travellers participant)

Recommendation:

Give more scope to the birthday in January (e.g., as suggested has a birthday in a month starting with J).

Remove skateboarding and change to 'uses technology' or 'has taken a selfie in the last week' or 'scootering'.

Change 'been to a movie in the last week' to 'watched a movie on a device or Netflix'.

Paired Interviews

Both facilitators and participants reported the Paired Interview resource was a valuable part of the programme for getting to know each other in the first session. The questions were relevant and facilitators took time to explain questions if participants did not understand them.

I really like the paired interviews, we spend a long time, the kids enjoy introducing each other to the group (Travellers facilitator)

They usually took quite a while to do this because they liked talking about themselves (Travellers facilitator)

There were a couple of hard questions that from memory were what are three important things about you, that was one they struggled with and they would always ask for examples of what I meant (Travellers facilitator)

In session one and two I do the interview sheet, they love it and they connect with one another...that's worth its weight in gold and it's a really secure way to connect with a total stranger, they go outside and sit in the sunshine together and they're really serious about it. It's one of the most powerful connection tools I use in Travellers, it's safe (Travellers facilitator)

Paired interviews, they love (Travellers facilitator)

I think they are lovely questions...they really get into it (Travellers facilitator)

I think it's a really great activity. I think that it's a really lovely way that they get to know each other on a deep level and then sharing it with the group and if they have any troubles with any of the questions we just unpack as we go (Travellers facilitator)

Travellers participants understood the point of doing the paired interview activity was to open up communication with their peers:

That one's quite strong as well cos it's like at the start of the programme and it sort of sets out who you are and what you're doing at the moment (Travellers participant)

You got to know people and I guess that is the main point is getting to know other people so it is a good part of the communication side of Travellers (Travellers participant)

As soon as we got talking we started feeling comfortable with the group (Travellers participant)

We did our paired interviews and then we went around in a circle and we like shared the one fact that we learnt about the other person (Travellers participant)

It was really good, like you didn't have to think of the questions, they were there for you and you're like I could have said that but it was already there (Travellers participant)

One focus group member commented that she felt uncomfortable after she had completed the interview as she was uncertain as to how to continue the conversation:

I found it really awkward because I didn't know how to speak to them after answering the questions (Travellers participant)

Recommendation: No changes are needed for this resource

Diaries

The diaries were considered by facilitators and participants to be a valuable resource which was well used as a form of private communication between facilitators and participants. The only criticism was the shiny paper.

Oh yes we do the diaries. We always highlight this is an important part of the group because it's our way of keeping connected with you and what's working and what's not working and also you know what you'd like to see happen in Travellers and often we use that focus for discussion (Travellers facilitator)

It is a nice, colourful resource rather than a token feedback form and it is something they take away (Travellers facilitator)

It is a booklet and it really is a diary. These are useful because sometimes they don't write very much but they have circled a few of these and it is great to be able to query that and question them and then have conversations later on (Travellers facilitator)

Kids value feedback – if somebody has taken the time to actually respond sincerely and curiously and you just feel that it is another reassurance and a way of valuing that person's contribution which might ideally encourage them to write a bit more next time (Travellers facilitator)

I do the diaries but the paper does smudge the pen, need matte paper (Travellers facilitator)

The diaries are probably the best genius thing you created, it's incredible because in the group they're not always going to share things and you are not sure if they're engaged or not and then they'll write in their diary this was the best session, I really loved this bit so it's another way to really understand what's going on for them and for them to have their voice when they don't feel able to in a group, especially at the beginning and for us to write back to them and it's a relationship building thing we're doing (Travellers facilitator)

They work really, really well so like in a private way it really draws on those ones that do like to write and they express themselves through writing which is really, really good. I love the diaries (Travellers facilitator)

Absolutely love them, brilliant. Some really love it and write a lot, some particularly boys don't write so much, but I just take every entry seriously, even if they just sit for a while waiting for others to finish their diary, it's a calming moment in the session, great (Travellers facilitator)

Absolutely, it's great and at the end of each session I do it too, part of it, I reflect on the session and it just allows me to make a note about anyone I observed in the session, so I keep my diary confidential to me (Travellers facilitator)

The diaries were good, some of them had some really good questions and things they were thinking about...but one thing I don't like about the diaries is the shiny paper it is quite hard to write on, it always smudges (Travellers facilitator)

They love the words that you circle, they're quite quick...the thing I like about it is the communication through it so you're starting to build that confidential relationship with them (Travellers facilitator)

Travellers participants valued the opportunity to communicate with their facilitator and several had kept and reread their diaries and this was two years later.

Yeah, we wrote in it and when we came back to our next session (facilitator) would have wrote a little comment for us on how we did on that session (Travellers participant)

I thought it was a good way to recap the session (Travellers participant)

It's also a good way and like the other things I'd like to say or something I'd really like to talk about, it was good because if you didn't feel comfortable like asking in front of everyone it was nice to just have like somewhere you could request a topic to the leader of the group (Travellers participant)

It's quite good cos you got to like reflect on what you learnt and stuff (Travellers participant)

Like it's actually sort of confidential between just yourself and not everyone's reading it (Travellers participant)

I remember the diary, I still have mine (Travellers participant)

I think it was really good advice because I feel like if you were going to write how you felt that day or how you feel it feels almost cleansing because you get that off your chest (Travellers participant)

It was really nice to have her feedback so it's a trusting exercise, it is almost like a little mini counselling session because it is like you have to reveal and put down in

writing all these crazy feelings that you are feeling and you know she reads them and she was always nice and saying this is normal and are you okay (Travellers participant)

I liked how there were two parts. There was things you like to say and then things you like to say in Travellers (Travellers participant)

We wrote in it and sometimes we would look back on the day before the session (Travellers participant)

It has to be taken seriously and I think it is really helpful and use it to your best advantage and feel that you can be honest and that someone is really there supporting you and someone actually writes back (Travellers participant)

It was good to finish the session so we did it at the end and like you could have suggestions, you could communicate with Mr (name) like in private, then he'd give you feedback on how you're improving and stuff (Travellers participant)

I kept mine and read it a few weeks ago (Travellers participant)

That (facilitator writing back) was the best part, the good part, you connected with them and felt more comfortable with them after that, they were really friendly (Travellers participant)

Recommendation: No changes needed apart from a change of paper.

Session Three

Self-esteem stickers

Both participants and facilitators were extremely enthusiastic about the self-esteem stickers and these were used on participants' life maps.

The stickers are fun and they enjoy it (Travellers facilitator)

Kids don't always have the language for how they are feeling and they see it on the stickers and they go that's how I am feeling (Travellers facilitator)

I use them in session three self-esteem and I just say look at all these things that were happening in your life, what was your self-esteem like when that was happening so it just connects them back into their life events and it helps that understanding around self-esteem and the things that affect self-esteem (Travellers facilitator)

I really love the themes each week and they stick it on their folder so they know what theme we are talking about (Travellers facilitator)

We love the stickers (Travellers facilitator)

I love the stickers, it is exciting for them (Travellers facilitator)

I give out the stickers in the second week and they love that part, going back to their life maps (Travellers facilitator)

The stickers ended up on my life map and it was an idea to develop how I found this at that time and that at that time (Travellers participant)

We put them in our little diary and stuff (Travellers participant)

It was to express ourselves. I like the stickers (Travellers participant)

I liked the ones that had the facial expressions of how you felt, those ones are cool (Travellers participant)

Recommendation: The self-esteem stickers are well used and well-liked. One facilitator commented that it would be useful to have some blank stickers in the resource kit. No changes necessary.

Day trips

Most facilitators reported they did not use the day trip resource. Reasons were that the participants found the concept of day trips difficult to understand or not having sufficient time in the session to cover this activity. Participants in one focus group enjoyed doing their day trips.

I've never done day trips, I've never had any success with that, it just seems to be something that doesn't quite gel, but also it's a time thing, there's more value in doing other activities (Travellers facilitator)

I don't do the day trips, it is quite hard to explain and there is a lot to cover in that session as opposed to doing day trips (Travellers facilitator)

I found them really difficult and I feel like some kids have their anxiety heightened when they're not quite getting how to do it but it was my first time running Travellers so it may have been my facilitation of the day trips (Travellers facilitator)

I find I don't really use them, I do at the beginning but I struggled a bit at times to talk to them about what a day trip even means (Travellers facilitator)

I don't do day trips it just doesn't feel really, really useful. I didn't know how to take to it (Travellers facilitator)

I don't use day trips at all, I don't even talk about day trip analogy (Travellers facilitator)

The few facilitators who did use the day trip resource had a clear understanding of how to use it

Yes we did the day trips (Travellers' facilitator)

It took a bit of explaining for them to wrap their heads around but once they understood what it was then yeah. I'd always model and give an example from my day which works really well (Travellers' facilitator)

Travellers participants who had the opportunity to use the day trip resource either found it useful or were ambivalent about the activity:

It was cool You could do whatever you wanted, you could choose any day (Travellers participant)

It was Okay, I don't know it wasn't like amazing or anything cause I felt like it was something that kind of attracted like thinking about negative things (Travellers participant)

Recommendation: It could be that the purpose of this resource and activity needs further explanation and modelling through the facilitator training

Perception picture

All participants remembered the perception picture and understood the purpose of its use in the Travellers programme. All facilitators used the perception picture.

It's interesting what they see (Travellers facilitator)

Kids love that perception picture (Travellers facilitator)

I always use it and the kids always enjoy it (Travellers facilitator)

They love that one. They are like what? How did you get that? Like a rat, not it's not it is a lizard, like it is an old man (Travellers facilitator)

They really like those puzzles and I think having a few more would be quite useful (Travellers facilitator)

It's brilliant (Travellers facilitator)

This was a good conversation. (Travellers facilitator)

Yes, they do that little picture and in fact sometimes the kids even go online and show me other ones (Travellers facilitator)

I loved doing that. I thought it was really cool because it shows the different thought processes that everyone has (Travellers participant)

I liked the picture, I could see a head, some ears, eyes and a nose. It was so we could think about people's different perspectives on things (Travellers participant)

It would be cool to do something like that and more than just a face (Travellers participant)

Recommendation: No changes needed but a range of perception pictures could be provided.

Session Four: Identifying Feelings

Face pictures

The face pictures were considered by facilitators to be a useful resource for participants to be able to build a wider feelings' vocabulary.

It's always interesting and we usually go through them we usually take a long time going through them and describing the difference between optimistic and pessimistic (Travellers facilitator)

Yes, the feelings vocabulary is quite a good thing to discuss. Having the right words to express how you feel is quite crucial and it is interesting how many words there are for bad moods and how few there are for good moods (Travellers facilitator)

You give them the sheet that doesn't have words on it and the kids can determine or they can have a think about what emotion is being represented. I wish I had examples from some of the kids (Travellers facilitator)

They circle three that matches them today and I think that brings them into the discussion about feelings really well (Travellers facilitator)

Travellers' participants also commented they had developed a wider feelings vocabulary and one was using the sheet regularly as a reminder of different feelings:

It gave me a bigger, vaster vocabulary to choose from (Travellers participant)

I think it was a way to recognise more emotions than you did before because when we first started this exercise I only knew a few. I knew sad, happy, angry and sleepy and that was all I knew. But after I took the sheet home with me and you start to notice little things and I mean that helps a lot in day-to-day life. Now I can tell someone how I am feeling (Travellers participant)

Recommendation: No changes needed

Face stickers

Facilitators reported the face stickers were useful to reinforce feelings. Participants used them to show different feelings experienced as shown on their life maps.

They use the face stickers a lot and they put them on their life maps (Travellers facilitator)

The feelings stickers are another way to reinforce different feelings. They are used on the life maps (Travellers facilitator)

They love the feeling stickers (Travellers facilitator)

The kids use the stickers, they are definitely into emojis and emoticons – they are relatable (Travellers facilitator)

Travellers' participants reported they used the stickers on their life maps.

They look cute (Travellers participant)

We put the stickers on our life map (Travellers participant)

They also commented that: the words were sideways which made the sticker harder to read; the feelings could be colour coded; and some of the feelings did not look like the names they were called:

The words are facing that way but the faces are the opposite way. You have to turn it around. That's something they could look at redesigning (Travellers participant)

Maybe they could put colours to go with the feeling, like blue for sad and red for angry (Travellers participant)

The faces didn't really look like the words they were supposed to be (Travellers participant)

Some of the words I didn't even know, they were like new words (Travellers participant)

Recommendation: No changes needed but could look at the direction of the words on the face stickers and possibly add colour

Pictionary charades

Pictionary charades was a fun activity which enabled participants to build their feelings vocabulary.

It goes quite well because in the end they come up with different things and it is an effective way to make a point like one person might look like this but that might not be really what is happening to that person (Travellers facilitator)

We usually play charades (Travellers facilitator)

Yes we had fun with charades, anything that gets them up and moving and interacting is really valuable (Travellers facilitator)

We never have enough of charades, they identify charades as being just delightful (Travellers facilitator)

Travellers participants generally enjoyed this activity and found it useful:

Charades was fun (Travellers participant)

That was a good way to get people to see the signs if they are being over dramatic about it. It's a great thing to learn and use (Travellers participant)

To see how other people are feeling as well and you can maybe recognise it in other people. If we were playing charades and someone was there and what they look like when they are anxious. I wouldn't necessarily recognise that because it is not what I look like when I am anxious. So it's kind of interesting to know that people can look different ways and still feel the same as you do (Travellers participant)

Everyone liked it but I didn't like it because then I was super shy but my confidence is a lot better now (Travellers participant)

Recommendation: No changes needed

Session Five: Identifying Thoughts

Girl with a dog picture

All participants recognised the picture and understood its purpose.

That works really well (Travellers facilitator)

They get it (Travellers facilitator)

I like that one. She has an irrational fear and she is not seeing what is in front of her (Travellers facilitator)

Sometimes you get things out of perspective or out of proportion and view them differently (Travellers participant)

Recommendation: No change needed

Snakes and ladders

Facilitators reported Snakes and ladders is a popular and enjoyable game which reinforced helpful and unhelpful thinking and how this can impact on feelings. Some additional cards could be added to reflect participants' use of social media and the impact this has on their lives and their thinking.

It's an all-time favourite and the kids may want to play it twice and I let them (Travellers facilitator)

Yes they love that. I think social media which provides a huge amount of work for us as counsellors isn't represented there (Travellers facilitator)

Snakes and ladders are all good. If you were going to change something it would be around the afternoon paper run (Travellers facilitator)

It would be good to include some online stuff (Travellers facilitator)

Yeah they love that, that is another thing they want to play again (Travellers facilitator)

It's brilliant and I bring that into counselling (Travellers facilitator)

There need to be some more cards around social media (Travellers facilitator)

Love the snakes and ladders (Travellers facilitator)

I think in terms of social media you could have something like "what do you think, you've received this photograph of this from a friend", that kind of social media as well (Travellers facilitator)

We made a little credit card with a snake on one side and a ladder on the other so that they are aware of how they are thinking (Travellers facilitator)

Travellers participants understood the purpose of this resource and were engaged in the activity:

Whenever you got to a snake or a ladder, an orange square you picked up one and see if it was a good or bad situation. If it was good you go up and bad it goes down (Travellers participant)

It was teamwork and sometimes you get the snakes where you just have to go back down to where you were but then you slowly build back up again (Travellers participant)

It was fun and it was bonding, the cards were cool (Travellers participant)

We had to figure out situations where we could overcome those situations (Travellers participant)

I learnt that you kind of have to think about a situation...you don't even think about it when you do it but you do it anyway. You kind of always have that snake in the back of your head, always a snake but then you have to try and focus on the positive aspect of things (Travellers participant)

Recommendation: No changes needed for the board. Add social media examples to the situation cards.

Ideas for social media situation cards

As previously mentioned, social media was brought up as an issue of concern for students – however, it needs to be noted that social media appeared to be more of an issue for female students than male students.

Girls are always on Instagram and Snapchat (Travellers male participant)

Girls use it way more (Travellers male participant)

We need something to do with social media. Because I have heard a lot of rumours of what comes out of social media, people make indirect posts about you and it actually affects you and it is crazy with social media how much it can affect you. I think there are a lot of issues that would be cool to be addressed and with that it would show you a positive way to deal with it (Travellers female participant)

If you were talking with a friend or a group chat or if you say something and nobody answers you would be like great. Or you could just be like okay. I talked at the wrong time. You can say things from chats or social media like Facebook, Instagram, Twitter and Snapchat (Travellers female participant)

My friend was nice to me to myself today but I went on Instagram and she said something completely different or you could say I found out from someone today that my friend has been talking crap behind my back and when I confronted her she didn't say anything or you could say I saw something that was really horrible and I confided in my friend about this and she told everyone. You could use that (Travellers female participant)

People have arguments on social media and then ignore each other and then make up on social media and then they are best friends again in real life (Travellers female participant)

Somebody sent me a text message or they did an Instagram and it got spread to a hundred others and now the whole school is laughing at me (Travellers facilitator)

Can I say something. I think you should add social media in there because people get cyber bullied on social media and it really affects them and it changes their life, so if you could help them with it, it would be good, especially for Travellers (Travellers participant)

Thinking positively about myself sheet

This was a well-used resource and facilitators considered it was valuable for reinforcing skills around positive thinking. Participants complained about the shiny paper. The statement “I’ll never be famous” was the only one that several participants thought could be changed. One participant suggested it could be “I’ll never be successful”.

I'll never be famous could be something else like I'll never be successful (Travellers participant)

It is quite out of their comfort zone, the positive self-talk side of things because it is probably a foreign concept to them especially in society and being socially instructed to feel it is not a good thing to talk positively about themselves (Travellers facilitator)

It's important to do it because they've got to start to get the idea of challenging that thinking. So the three C's, catch it, challenge it, change it, I try to promote that a lot and we often come back to it (Travellers facilitator)

This is a good start like it helps you to start thinking positively. I mean this exercise is really good and it is going to change your way of thinking. I don't think you realise that you are saying something good about yourself until you look at that sheet (Travellers participant)

This is a really good start for you to start thinking positively (Travellers participant)

It was really hard paper to write on, it smudges and you can't see it (Travellers participant)

Yes I use that, I think that's good practice for them, challenge it and then change it (Travellers facilitator)

Recommendation: No change needed in terms of content. Change to matt paper.

Session Six: Taking Action

Time scheduling

The time scheduling resource was well used by facilitators. There were some changes recommended regarding the design of the resource and the content. See recommendations below:

I think the computer one could be reviewed in terms of they were really confused because like for them a lot of them don't go on the computer because their phone is their computer (Travellers facilitator)

Yes I definitely use it, they always get a little confused by the maths and a five day week and a seven day week and what overlaps with what so I use it and tell them that the maths doesn't matter too much, we're looking for general patterns here (Travellers facilitator)

It needs to include their online life (Travellers facilitator)

Something different for hygiene because it's not a word you really relate to (Travellers participant)

It is over a week, it would be easier to do an average week day and then an average weekend because that would show how much time they spend on the computer on an average school day and an average weekend day (Travellers facilitator)

Travellers participants enjoyed the process of working out how they spent their time and were surprised as to how much time they spent on some items:

It was interesting, how much stuff we did on the computer and that and not with family and school and stuff like that, so missing out on homework and all my family (Travellers participant)

We just broke it all down but it was pretty hard maths for me (Travellers participant)

Maybe computer you could generalise that more in terms of social media or devices. Some people don't just watch movies, some people go on Facebook and some people just go on their phones (Travellers participant)

I think that blobbing is kind of like a negative way to do it because if you are just blobbing then you are just laying around. Maybe if you are doing all this stuff all the time you will need some time for yourself to relax and that doesn't mean you are going to sit there like a blob – it just means that you are going to relax and have a mental break from everything that you have going on up there (Travellers participant)

It made me realise I should spend my time more efficiently (Travellers participant)

Recommendation: Recommended revisions to the sheet were: change the word “blobbing” to “chilling” or “free time”, change computer to “devices” change “hygiene” to “getting ready”, change “activities” to “hobbies” and “jobs” to “chores”.

Session Seven: Mobilising your support team

Support team resource

Both facilitators and participants found the support team resource helpful:

The support team resource is a really good thing to do (Travellers facilitator)

I model this one and it is nice for them when they realise actually I do have someone here that helps me with this thing (Travellers facilitator)

Participants found the resource useful in helping them to identify support people for the different statements.

I think such generalised questions enables you to pick more than just one person for the someone things and I think for a lot of people that would sort of boost their

morale and make them feel good about themselves. Like especially for the first one. Just when you were reading through them I was just thinking of people, five or six names that just pop up straight away which makes you feel good about yourself (Travellers participant)

I think the support team like showed us that we always have a least like one person we can rely on or turn to which is always nice having that reassurance (Travellers participant)

I just wrote down two or three people like over and over (Travellers participant)

It makes you think about support (Travellers participant)

I think that's really, really important because who are you without support and like who is going to support. You need to know that this person would be a good support person for me and I didn't realise that my stepsister who is 26 has gone through all this stuff that I've gone through recently and she is an amazing support person and I never would have thought about it if I hadn't sat down and thought about it and asked her for it (Travellers participant)

I found it hard because also in today's society with friends there are a lot of fake friend problems and some kids don't have families to rely on, it is just that some of those questions can be touchy topics (Travellers participant)

Recommendation: No changes needed

How to ask for help cards

The how to ask for help cards were well used and stimulated discussion. More social media examples were needed.

They possibly need some social media. I think one scenario that is quite common for young people these days is discovering that there is a group chat that is talking about you (Travellers facilitator)

We used the cards and we also made up some of our own about social media (Travellers facilitator)

The cards are very helpful and relevant. They were all about situations at home, with outside sports and coaches or school in relation to not doing homework, friends, they're very relevant (Travellers facilitator)

They love the cards, we usually have a little bit of a brainstorm and they come up with their own scenarios (Travellers facilitator)

Maybe some more online examples (Travellers facilitator)

The cards were good. I mean people had some different ways of trying to ask for help and they all connected back and they sounded similar but they had different words (Travellers participant)

I think the cards need to be changed and directed more towards social media stuff because very much of our world is social media (Travellers participant)

Recommendation

Add more social media examples. Suggestions from participants included:

- You are being cyber bullied
- Your friends are pressuring you to get social media
- You are sent inappropriate images
- You are being peer pressured to post something that you don't wanna post or if someone posts a picture of you that you don't like
- Your friend posts personal information
- Your friend added your phone number in an account so people start ringing your phone

4.0 Concluding comments

It is clear that the Travellers resources are well-presented, colourful and appeal to facilitators and participants. Comments from facilitators and participants indicate the usefulness of the resources as they relate to the programme sessions and activities. The only changes needed are to add social media examples to all situation cards (snakes and ladders and how to ask for help). Some revision is needed for the time spent resource to make it more relevant to participants. While the resources are presented on beautiful paper, the shiny paper is problematic for participants and they would prefer a matt finish that does not smudge.