



POD ADVENTURES

**Manual for delivery of a digital
problem-solving intervention in
schools**

English



**For counsellors, non-specialist guides/coaches or
intervention facilitators**

Sangath

*POD Adventures is part of the PRIDE adolescent mental
health research programme.*

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01.

Overview

What is POD Adventures all about?

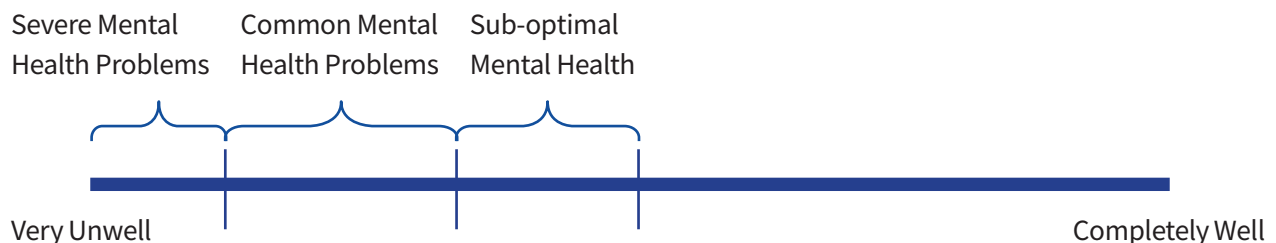
POD Adventures is a stress and problem solving intervention delivered through a digital game coupled with brief counsellor support that teaches problem-solving skills through interactive animated stories, skill-based mini games and quizzes. Personalised action plans are created to help apply problem-solving skills to real-life problems and situations with support and encouragement from an in-game guide.

This game is intended for adolescents aged 13-19 who are facing problems and/or stress and would like help. The game aims to help them develop problem solving skills so that they can manage their problems and feel better, and also apply these skills to any problems they may experience in the future.

Who is POD Adventures for and why will it help?

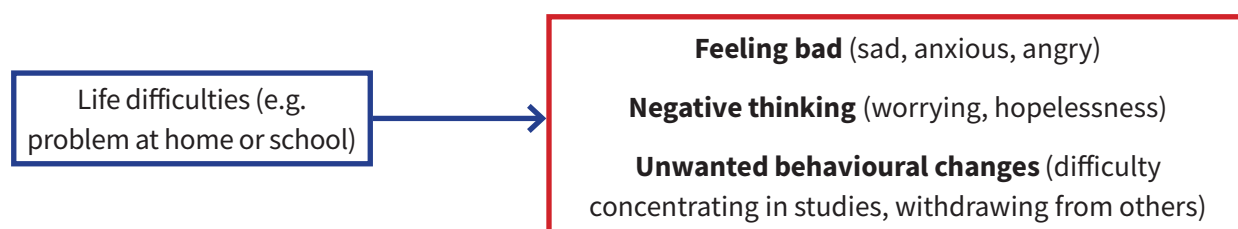
POD Adventures should be helpful to any adolescent in building their skills and resilience and improving their mental health. Just like physical health, we all have mental health. Mental health describes our state

of our emotional well-being; how we are thinking and feeling about ourselves and our lives, and how we are managing day to day. Mental health is a spectrum from being completely well to being very unwell.



Mental health problems are typically triggered by a life difficulty. For adolescents these might be ongoing difficulties such as bullying, or one-off difficulties such as failing an exam or a bereavement. It is normal to feel sad, anxious or upset when something stressful happens in our lives. If a person gets stuck in feeling sad,

anxious or upset for a long time and this starts affecting their day to day life, this is what we call a 'mental health problem'. At least one out of every five adolescents will experience at least one mental health problem in any given year (Patel, 2007).



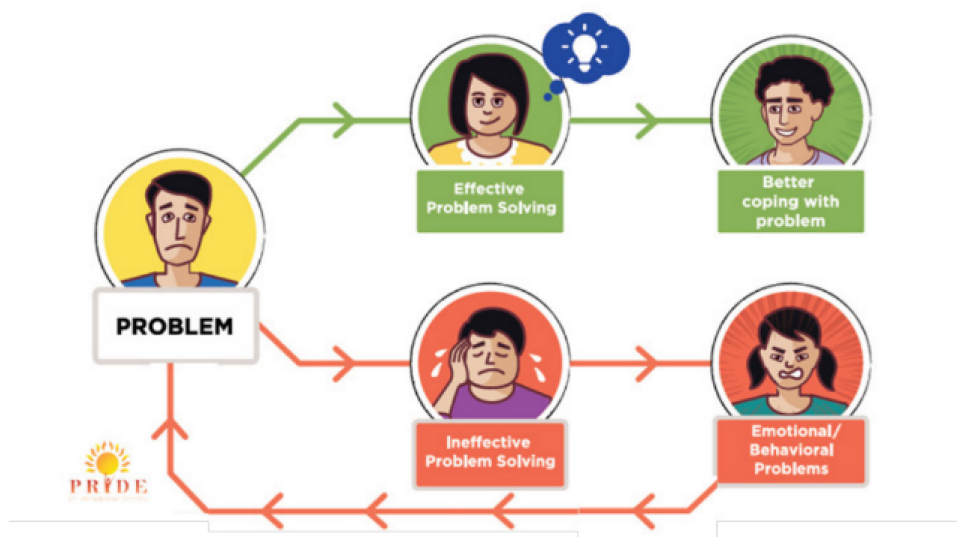
POD Adventures has been developed for any adolescent who would like help in managing problems or learning coping skills. This is likely to include students who do not reach criteria for a mental health problem but may be distressed or struggling to cope with some aspect of their life as well as students who have a diagnosable

mental health difficulty. It is hoped that the game will function as a prevention or early intervention for students who have sub-optimal mental health and as an intervention for those with common mental health difficulties.

Why problem solving?

Some people are more vulnerable to experiencing prolonged distress or developing a mental health problem when faced with a life difficulty, particularly if they have limited problem solving skills. The more life difficulties a person faces, the more likely they

are to develop a mental health problem. Facing an ongoing problem or thinking a lot about a problem that happened in the past can also contribute to keeping a mental health problem going.



The POD Adventures game teaches students how to deal with problems in 3 simple steps, abbreviated to **POD**:

1. **P - Pick a Problem**
2. **O - Options**
3. **D - Do-It!**

Through these steps the adolescents will learn two types of coping skills:

1. **Problem-focused coping** looks at how to solve or improve the problem itself (e.g. dealing with the problem of bullying by getting help from a teacher)

2. **Emotion-focused coping** looks at how to change or improve the emotional reaction to the problem (e.g. learning how to manage anger)

We all face life difficulties throughout our lives so learning problem solving strategies which improve coping is not just good for our mental health, it is a really important life skill.

Why a digital game?

Digital games offer a novel and interactive way of learning, and add an element of fun to this process. This game was designed specifically for use in India and other low resource settings. Providing effective mental health treatments is a big global mental health challenge, especially in places where there is a shortage of trained mental health professionals and services. Research shows that guided digital interventions can be as effective as face-to-face therapy (Ye, Bapuji, Winters et 2014). Digital interventions offer advantages over

paper self-help materials of being more fun, engaging and interactive, all of which enhance motivation and learning (Lau, Smit, Fleming et al. 2017). They also reduce the reliance on mental health professionals as they can be delivered with minimal support, often only requiring basic training on the intervention itself. The POD Adventures Game aims to be a resource-effective way to deliver an evidence-based mental health intervention to a large number of adolescents.

Treatment overview

POD Adventures is a brief guided problem solving intervention to improve problem severity and improve stress and coping in help-seeking adolescents.

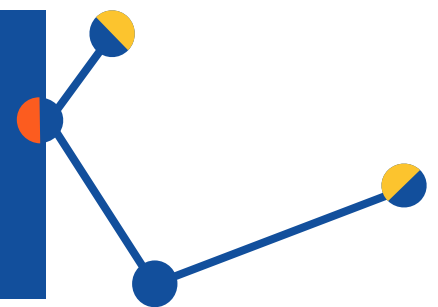
The intervention is intended for delivery to students in schools, so each session has been designed to be completed within one lesson period, lasting between 30-40 minutes. The intervention can be delivered in an individual format or in small groups referred to as 'lab' sessions comprising small groups of up to six students

playing the game independently with their own mobile device and headphones (which will be provided to them for each session).

The intervention is delivered to students in four 30 minute sessions over a period of 2-4 weeks, with two sessions being targeted per week.

This manual provides details of the game contents, the guide role and game structure later but for now, here is an overview of the treatment:

Note: The term 'guide' has been used throughout this manual instead of 'counsellor' since the role of the person delivering this intervention is more hands off than the role of a counsellor. The game is designed to be more self-help with students taking on a more active role in playing the game and learning skills to manage their problems.



Requirements for school-based delivery

The table below lists the requirements in order to successfully deliver this intervention in schools

1. A room with space for up to 6 students
2. Mobile device with app
3. Headphones to ensure privacy for each student

4. Basic internet connectivity (school wifi/phones with internet access)

Intervention content overview

Intervention component	Description
Onboarding (Session 1)	Before beginning to use the POD Adventures app, students undergo an 'on-boarding' session. This session comprises an overview of the app and how to use it which is provided by the guide. (Illustrative content covered during this session is provided in this video: https://www.youtube.com/watch?v=nf92z63JagU) They will then have an individual or lab-based session in which the guide introduces the students to the game, what it is about and how it can be useful to them and discuss the types of problems they want to work on through the app.
Gameplay (Session 2-3)	Students play the game through individual or lab sessions at school. Suggested gameplay duration is 2-4 weeks.
Review (Session 4)	After completing Session 3, a review session is scheduled with all students. The guide reviews student progress made over the first three sessions, helps them troubleshoot any difficulties and discusses a way forward.

Session 1 - Onboarding and problem selection

Onboarding - The guide introduces the student(s) to the game, what it is about and how it can be useful to them. The guide will set them up on the mobile device, and provide them with their login and username

Gameplay - The student(s) will learn about the Pick a Problem step through playing the game and will select

their own problem to work on over the course of the sessions.

Session booking - The guide will take the mobile device back and make an appointment for the next session.

Session 2 - Options

Set Up - The guide will set-up the session for the student(s).

Gameplay - The student(s) will learn about the Options step through playing the game and they will then brainstorm Options for their own problem and select one to try out.

Session booking - The guide will take the mobile devices back and make an appointment for the next session.

Session 3 - Do-It!

Set Up - The guide will briefly set-up the session for the student(s).

Gameplay - The student(s) will learn about how to make an action plan through playing the game.. They will then complete a 'Do It Plan' for the option they selected for their own problem. They will be encouraged to practice/

implement before the next session.

Session booking - The guide will take the mobile devices back and make an appointment for the next session.

Session 4 - Review and Next Steps

Set Up - The guide will set-up the session.

Gameplay - The game will teach the student(s) about how to review the Do It plan and encourage repeated practice of the POD steps. The student(s) will complete a review of how their own Do It plan went and revise their plan if necessary.

Review and Next Steps - The student(s) will discuss their overall progress with the guide and think through the next steps they would like to take.



02.

About the Game

What will students learn?

The overall aims of the intervention are:

- Knowledge of problem solving steps and coping skills
- Increased confidence and motivation to tackle problems and use skills
- Use of problem solving skills in everyday life
- Reduced distress and improved wellbeing

In working on these aims there are three areas of learning and skills which are taught through the game:

1. Positive approach to problem-solving
2. POD steps
3. Managing difficult emotions

Positive approach to problem-solving

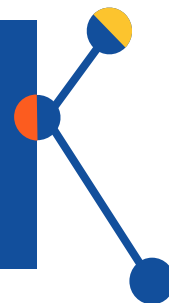
The positive approach to problem-solving describes a way of thinking about problems that is optimistic and practical. By the end of the intervention it is hoped students will have learnt:

- When something stressful happens it is normal that this can make you feel bad, think negatively and affect your behaviour in ways that you don't want
- Problems are part of life; we can think about problems as challenges (rather than disasters!) and develop problem solving skills to help us manage these challenges
- When problems are within our control (e.g. getting

into arguments with friends) we can use problem solving to come up with options for how to solve them (problem-focused coping)

- When problems are not within our control (e.g. the loss of a loved one) we can still use problem solving to come up with options for how to help us cope with the problem and feel better (emotion-focused coping)
- Successful problem solving takes practice, and the more we practice the better we will be able to cope with stress now and in the future

It is important for the guide to understand and use the positive approach to problem-solving in their role. By doing so they will role-model this to the students and encourage them to adopt the same helpful way of thinking about problems.



POD steps

The POD steps are a simple way of breaking down the task of problem solving into 3 easy-to-follow steps. Within these 3 POD steps there are a set of skills and techniques that the student will learn. By the end of the intervention adolescents should be able to do the following:

Step 1 - Pick a Problem

- Identify their problem(s) and describe how it makes them feel
- Prioritise problems
- Decide whether to focus on the problem itself (problem-focused coping), on how it makes them

feel (emotion-focused coping), or both

Step 2 - Options

- Come up with multiple options to solve the problem(s) and/or how it makes them feel
- Weigh up the different options
- Select the option they think is the best

Step 3 - Do-It!

- Come up with an action plan for how to try out their option
- Evaluate how it went once they have tried it out

Managing Difficult Emotions

All of us face difficult emotions in our daily lives. These can be emotions such as anger, sadness and anxiety, and we normally experience them when we are facing a problem. If we face a problem (e.g. if I have an exam I am not prepared for), we may experience a difficult or negative emotion (e.g. I can feel anxious). This is normal and usually the difficult feelings will not be too strong and only last a short while. For ex when you prepare for the exam, or when the exam has finished.

If the emotion or feeling lasts a long time or becomes worse, this can become a problem in itself (e.g. If I am so anxious that I can't sleep or eat, then this might create

other problems in my life like difficulties concentrating on studies or poor physical health).

Therefore the ability to manage difficult emotions is a key part of problem-solving. By the end of the intervention adolescents should be able to:

- Recognise and name different emotions
- Use the 'Stop and Slow Down' technique
- Practice relaxation
- Practice positive self-talk
- Seek help/talk to others

Inside the Game

The content of the app comprises two sections: 'Adventures'; and 'My POD'

The game has two sections:

1. Adventures which teaches problem-solving concepts and methods through contextually-appropriate games
2. My POD which takes the student through the application of step-by-step problem-solving

procedures to their own prioritised problems.

The POD Adventures in-app guide, Nisha, helps take the adolescent through all of the content in the game in order. She helps the student to navigate through each stage of the game. Nisha can be called upon for help and instruction if the student gets stuck at any point in the game. Nisha does not offer a chat feature that can respond to the student.

Adventures!

The Adventures section has four adolescent-character stories which the student plays in turn. The later stories are only unlocked once the previous stories and relevant sections of My POD have been completed by the student.

Let's meet the characters and find out what they have to teach the adolescents.

Meet Priyanka	<p>Priyanka is a 15 year old girl who loves to paint. Recently she has been feeling very stressed and has had a lot of different worries on her mind.</p> <p>Aim: The student has to help Priyanka think through her problems and decide which is most important so that she can focus on finding options rather than only worrying!</p>
Meet Ali	<p>Ali is a 16 year old boy. His best friend Kabir recently moved to another city. Ali is very angry that he left so suddenly. Little things can make him angry very quickly and he sometimes breaks things or shouts at people when he's upset.</p> <p>Aim: The student has to help Ali learn how to manage his anger and to think through his options for how to deal with this tricky problem.</p>
Meet Ruby	<p>Ruby is 17 years old. She lives at home with her parents and her older brother. Her parents argue a lot and Ruby has started to feel really sad and upset. She doesn't want to go out and spend time with her friends and feels tired all the time.</p> <p>Aim: The student has to get Ruby to focus on what she can do to help herself feel better and create a plan for how she can do it.</p>
Meet Roshan	<p>Roshan is 15 years old. He is being bullied by another boy in class for being small and it is making him feel upset and angry.</p> <p>Aim: The student has to help Roshan to review his Do-It plan when it doesn't work as well as he would like and to keep trying to improve his plan.</p>

Quiz time!

At the end of each Adventure story there is a short quiz designed to reinforce the key learning from each story.

Missions!

Within each character story there are missions which the student completes to practice skills and learn about the POD steps. At the end of every session they also pick a mission to complete at home. The mission options are

related to the POD steps and skills covered in the session and are designed to encourage the transfer of learning from the game to their day to day life.

My POD

This is the section where the student completes the P-O-D steps for their own problem and through this create an action plan for themselves. Each step of P-O-D has a brief set of questions and rating scales which help the student to Pick their **Problem**, generate **Options**

and create a **Do-It** plan. The student will be directed to complete each section in turn by the guide. Previously completed sections of POD can be reviewed by the student at any point.



03.

Your role as the Guide

The role of the guide is very important to ensure that the students are able to use the game effectively.

The guide has four main roles:

1. Support the student on-boarding process	<ul style="list-style-type: none">• Aim: Providing an introduction to the game, what it is about and how it can be useful to the student.• Method: Through instruction to the student• When: Session 1
2. Session monitoring	<ul style="list-style-type: none">• Aim: Managing the practical sides of booking sessions, reviewing students' My POD work.• Method: Appointment bookings and session set up,.• When: Sessions 1-4
3. Offering on-hand help	<ul style="list-style-type: none">• Aim: Providing assistance when the student is using the app in case they get stuck, have any questions regarding app content or mobile-device troubleshooting• Method: Through supervision of student gameplay. This is especially important during lab sessions.• When: Sessions 1-4
4. Support the student progress review and chart out next steps after the intervention is completed	<ul style="list-style-type: none">• Aim: Reviewing student progress made over the first three sessions, talking with the student to understand the next steps they will take. Following this session, the student will be formally exited from the intervention• Method: Through a conversation with the student(s).• When: Session 4

We will look at each of these roles in this section in detail, but first we will look at the basics of how to be a good guide.

The Basics

Be nice!

The general manner and approach the guide takes supporting the students is really important, but it is not complicated, it can be summarised simply as - Be Nice! Take a moment to think about how you would want a friend to act if you had a problem - close your eyes, just for a few seconds, and think about how a good friend would be in their manner and approach. Do this now, then continue reading.

It's likely that you thought of qualities like being kind, friendly, supportive, and encouraging - these are exactly what we mean by 'be nice' and these qualities are what

make a good guide. To break this down a bit more, a good guide would do the following things:

- Smile!
- Use the students name
- Be calm and patient
- Listen to the student when they are talking
- Acknowledge when something is sad or difficult
- Give the student praise and encouragement

Positive approach to problem-solving

It is important that the guide adopt and role-model the positive approach to problem-solving. This is a way of thinking about problems that is optimistic and practical:

- When something stressful happens it is normal that this can make you feel bad, think negatively and affect your behaviour in ways that you don't want
 - Problems are part of life; we can think about problems as challenges (rather than disasters!) and develop problem solving skills to help us manage these challenges
 - When problems are within our control (e.g. getting
- into arguments with friends) we can use problem solving to come up with options for how to solve them (problem-focused coping)
 - When problems are not within our control (e.g. the loss of a loved one) we can still use problem solving to come up with options for how to help us cope with the problem and feel better (emotion-focused coping)
 - Successful problem solving takes practice and the more we practice the better we will be able to cope with stress now and in the future.

Onboarding

At the beginning of the first session, before starting gameplay, the guide will spend around ten minutes introducing themselves and the game to the students so they have an overview of what the programme will involve.

This will involve the students watching a short 2-minute long ['on-boarding video'](#) offering an overview of the app and how to use it. If screening the video is not possible,

the guide can talk the students through the same points. The guide will then have an interactive discussion with the students where they will explain the confidentiality of the intervention and discuss the types of problems the students want to work on through the app.

A full onboarding script to the video can be found in the Session-Session scripts section.

Session monitoring

The four sessions should be completed within a period of 2-3 weeks. Ideally the sessions should be every 3-4 days but this can vary depending on the availability of the student and guide and on the school curriculum; there is no minimum gap between sessions (i.e. sessions could be conducted on two consecutive days) and the maximum gap between any sessions is one week. Care must be taken when booking session 4 to ensure that the student has enough time to try out their Do-It plan.

If a student misses a session, the guide should contact the student to book them in for the next available session.

When booking the session with the student at the end of every session, this is an important opportunity to offer the student praise and encouragement. Working on problems can be challenging and it can really help students to stay motivated to have someone recognising their hard work. Examples of this are in the session-by-session scripts.

On-hand help

During gameplay in every session the guide will be on-hand to help with any questions or if the student gets stuck.

Troubleshooting

For any troubleshooting, the guide's role is to answer the students questions directly so that the student can proceed with the game. If the student has difficulties with My POD, the guide role is slightly different. The guide's job is not to come up with answers for the

student, it is to help the student think of their own answers for themselves.

Students may encounter technical or problem solving content related difficulties such as the following:

Technical difficulties	The student has an issue with the phone itself or something in the Game e.g. issues with the login, sound not working, clicking/dragging movements
Applying information or skills	Students may face difficulties applying problem solving techniques to their problem (e.g. difficulty coming up with options or not being able to think of how to create a plan for their chosen option). Should these difficulties be brought to the counsellors' attention by the student as detailed above, the counsellor will assist the student by helping them break down the task, directing their attention to particular areas, or helping them come at the question from another perspective.

The guide may identify difficulties with My POD in between sessions as indicated by missing answers or responses which don't seem to fit with the question. When this happens, the guide should check-in with the student in the next session. This can be done individually or during the lab sessions just by going to have a quiet chat with the student whilst the other students

continue with their own gameplay. The purpose of the check-in is to ensure that the student understands the POD concepts and steps and can apply them to their own problem(s). Suggestions for check-in questions and common troubleshooting issues can be found in Appendix 1 and 2.



Review and next steps

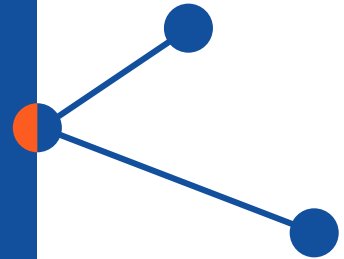
In session 4, the guide will meet with the student(s) to review their progress and discuss their next steps. The purpose of the review is to reinforce the efforts the student has made as well as to troubleshoot any specific difficulties students have had in understanding or using the POD steps. The review process will help to assess whether a further practice session is required

and to discuss with the student how they will continue to practice their new skills going forward.

The discussion of next steps follows on from the review and involves thinking about how the student will continue to practice POD going forwards.

If you haven't already played the Game yourself, do it now before you read the next section.

This is the easiest way to familiarise yourself with the content and to understand the intervention.



04.

Session-by-session scripts

Session 1

Session Content

Onboarding

Gameplay

Individual (1:1) On-boarding Script

On-boarding Checklist

- Introductions(Including validating and normalizing any concerns)
- Confidentiality
- Option to screen video
- Overview of sessions
- How the game will help
- Starting gameplay: My POD support:
- Understanding problem(s)
- Thinking of the future

Introductions

Hi (name of student)! My name is _____, I will be your programme guide.

Welcome! This programme involves playing a special game called POD Adventures which will help you learn a few simple problem-solving techniques so that you can manage your problems better, and feel happier and less stressed.

In our session today, you will learn more about the programme and then you will spend some time playing the game. Then we will start working on your problem together. Is that OK?

Confidentiality

Before we start I want to let you know that these sessions

and everything you discuss with me or write in the game is completely private. Nothing you say or write will be shared with anyone else.

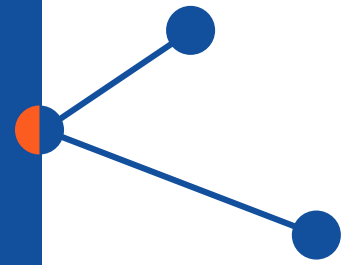
This is true for anything you say or write unless it is something that makes me concerned about your safety, or the safety of somebody else. If I am concerned about this, then I might need to tell your mother or father or another adult who looks after you. But I will only tell them after talking to you about it first. Does that make sense? Do you have any questions about that?

Ok, if you have any questions at any time, just ask.

If screening the video: *I am now going to screen a short video for you that will tell you more about the programme and the game. [Screen On-boarding video](#)*

Note: if screening the video, then you can skip the steps below, as they have been covered by the video

- How the game will help
- Thinking of the future



Overview of sessions

So let me tell you a bit more about our programme. We will have four sessions over the next two weeks. Each session will last 30 minutes or so. The next two sessions will be conducted in a group where up to six other students will also be present, but they will be playing the POD game privately, and our final session will be one-to-one just like now.

In each session, you will play the game on your own, but I will be available if you need any help at all!

How the game will help

The game has two parts - the first, Adventures where you will meet some students who have problems and you have to help them, and second, a section called My POD where you will work on your own problem. This will help you learn how to break down a problem into simple, easy steps.

The game will also teach you some techniques to manage difficult feelings. It is important when you get to these parts of the game that you follow along so that you can learn the techniques really well. To do this you will need to close your eyes and listen along with a relaxation exercise or move around in your seat to do some stretches. This might feel a bit funny in a room with other people there but everyone else will be doing it too! So don't worry - just focus on following along with the exercises as best you can.

Starting gameplay

Ok, so are you ready to try it out for yourself?! Here is your phone and headphones. This is your personal ID and password - please keep this safe and don't share it with anyone. You will need your ID and password at the beginning of each session.

If you have any questions at any time, just ask. You can ask for help for any reason - if you come across a word or question you don't understand, if you don't know what

a particular game is about, or if you are unsure how to answer a question - just ask.

Once you have played Priyanka's story let me know and we will have a look at My POD together.

My POD support:

Go and sit with the student, unplug the headphones so you can both hear the audio.

Ok, this section is called My POD and it is the part of the game where you can work on your own problem. First you create your own POD adventure - you can call it whatever you like.

Then we start with the first step - P, pick a problem. Let's listen to Nisha to understand what to do.

Understanding problems

Ok, so can you tell me what particular problem or problems you have at the moment that you would like some help with? You can pick up to 3.

Once the student has listed one or more problems, explore the details of problem to try to get to a clear definition of a workable problem

Distinguish the problem from the feelings and remind the student that the game will help them think about how to work on both

Check if they would like to change or add to the wording they have used in the problem list

Examples:

Can you tell me a bit more about what you mean? What is happening/When are you noticing this?

Ok, so what is it about X that is a problem for you?

When was the last time you had this problem? ...Can you describe for me what happened that time?

Through the rest of the My POD screens provide as much

or as little support as the student needs to complete the section well.

After completing My POD ask the student to return to the home screen and press logout in order to fill in the POD mission and game feedback screens

Thinking of the future

Ok, well done, so that's the first step of problem solving complete! How did you find it?

I want to take a minute to think about the future and what you would like to work towards. If this programme was helpful to you and you were able to manage this problem, (refer to students problem), much better, and maybe other problems too, what would that be like?

Explore what the student would be doing and how they would be feeling

Reinforce future image as goal and link to the game

Examples:

So if (students problem) was no longer a big problem for you - what would be different? What would you be spending your time doing? How would you be acting

with your friends or family? (pick appropriate examples for the problem stated)

Well that sounds like a really good goal - I want you to hold on to this picture of what you are working towards - the game is going to help you learn the skills and steps that you need to make progress towards this and we will meet again at the end of your sessions to review how you have gotten on. Does that sound ok?

In the last minutes:

- Give the student their next appointment
- Collect the device and ensure it has been logged out
- Provide some praise and encouragement (examples below)

Well done! Remember to try to practice what you learnt today before our next session

I could see you were working really hard today - good job!

Good work today, keep it up! See you on (date)

Lab/Group Onboarding Script

Onboarding Checklist

- Introductions
- Option to screen onboarding video
- Understanding problems
- How the game will help
- Visualisation
- Overview of sessions
- Confidentiality
- Starting gameplay

Introductions

Hi everyone! My name is _____, I will be your programme guide.

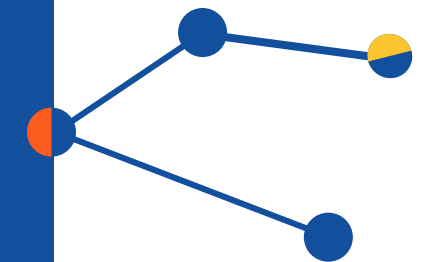
Welcome to the Stress and Problem Solving Programme! This programme involves playing a special game called POD Adventures which will help you learn a few simple problem-solving techniques so that you can manage your problems better, and feel happier and less stressed.

So in today's session I'd like to start by talking a bit about problems and how this programme can help you, and tell you more about the practicalities of our sessions and then you can get started with the game, is that ok?

If screening the video: *I am now going to screen a short video for you that will tell you more about the programme and the game. Screen [On-boarding video](#)*

Note: if screening the video, then you can skip the steps below, as they have been covered by the video

- How the game will help
- Visualisation exercise



Understanding problems

If screened the video: *'Ok so as you could see from the video':*

We all face problems at different times in our lives and there are many types of problems we might face. Can anyone think of a common problem people face?

Yes, exactly! (if not many examples provide some)

And how might you feel when you face problems like these?

Yes, that's right (Repeat some of the emotions and add on others if not many examples)

And if you have a difficult problem that you don't know how to fix and it is making you feel really tense and stressed, how might that affect how you act?

Yes, that's true (if not many examples provide some)

How the game will help

Ok, so having problems and managing them can be difficult, and that's where this game comes in. The game has 2 parts - the first, Adventures where you will meet some students who have problems and you have to help them, and second, a section called My POD where you will work on your own problem. This will help you learn how to break down a problem into simple, easy steps. You will be able to think through which problem to focus

on, what ways there could be to solve the problem or help with how the problem is making you feel, and create a plan for what you will do to manage the problem.

The game will also teach you some techniques to manage difficult feelings. It is important when you get to these parts of the game that you follow along so that you can learn the techniques really well. To do this you will need to close your eyes and listen along with a relaxation exercise or move around in your seat to do some stretches. This might feel a bit funny in a room with other people there but everyone else will be doing it too! So don't worry - just focus on following along with the exercises as best you can.

Visualisation exercise

Ok, so I'd like us to try a little exercise now that will help you start thinking about the future and what you want to be working towards through this programme, is that ok with everyone?

Great. I want each of you to close your eyes and think of a problem that is bothering you at the moment. Now use your imagination to picture yourself at a future point in time when the problem is largely resolved, has gone away or is no longer a major problem for you—it could be in a few weeks or months or even a year from now. It doesn't matter how you got there. Just imagine that you are on the other side of this problem. Use all your senses

to fully put yourself there in this picture in your mind where your problem is largely improved. Picture your surroundings...where are you? Do you see yourself inside or outside? Picture what you see close by and picture what you see at more of a distance. How does it feel in your body to be here without the problem? What would you be doing? Who would you be with? Try to imagine all of the positive thoughts and feelings you would have in this moment..... Ok, well done. When you are ready, take a deep breath in and out and open your eyes.

Ok, is everybody back?! Was it ok? So hopefully you got a taste of what this programme might help you to work towards.

Overview of sessions

Let's just go through some of the practical details and then we'll get started with the game. The programme has four sessions conducted over 2 weeks. Each session will last 30 minutes or so. All sessions will be conducted in this room.

As you can see, these sessions are together in these groups but everyone will play the game on their own. You will not be sharing or discussing the game in the group and please do not ask other students about their work outside of these sessions; it is important that we all respect each other and do not ask other people to share when they may not want to. Does that sound ok to everyone?

Our final meeting will be a session where I will ask each of you to review how you got on with the game and think about how to keep going with the progress you have made.

Confidentiality

Everything you write in the game or discuss with me is private. Nothing you say or write will be shared with anyone else.

This is true for anything you might say or write unless it is something that makes me concerned about your safety, or the safety of somebody else. If I am concerned about

this, then I might need to tell your mother or father or another adult who looks after you. But I will only tell them after talking to you about it first. Does that make sense? Does anyone have any questions about that?

Starting gameplay

Ok, so are you ready to try it out for yourself?! Here is your phone and headphones. This is your personal ID and password - please keep this safe and don't share it with anyone. You will need your ID and password at the beginning of each session.

You can play the game however you like but there will be some stories and sections you will only unlock once you have played other parts. You can play as much or as little as you like - each time you complete a section you can choose whether to carry on or finish there. We have X minutes left for today and I will let you know when we get to the end of our time.

If you have any questions at any time, just ask. You can ask for help for any reason - if you come across a word or question you don't understand, if you don't know what a particular game is about, or if you are unsure how to answer a question - just ask.

A few minutes before the end of the session, let the students know that they need to finish where they are at and press the Logout button.

In the last minutes:

- Give the students their next appointment
- Collect the phones and ensure it has been logged out
- Provide some praise and encouragement (examples below)

Well done! Remember to try to practice what you learnt today before our next session

I could see you were working really hard today - good job!

Good work today, keep it up! See you on (date)

Session 2 and Session 3

Session Content

Independent gameplay: This can be done in a 1:1 session or a group session

During independent gameplay the guide is required to be available for on-hand help and may check-in with particular students if issues were identified in their My POD answers.

A few minutes before the end of the session, let the student(s) know that they need to finish where they are at and press the Logout button.

In the last minutes:

- Give the student(s) their next appointment

- Collect the phone and ensure it has been logged out
- Provide some praise and encouragement (examples below)

Well done! Remember to try to practice what you learnt today before our next session

I could see you were working really hard today - good job!

Good work today, keep it up! See you on (date)

Session 4

Session Content

Setup

Gameplay

Review and Next Steps

Individual Review Script

Review and Next Steps Checklist

- Set-up
- Progress review
- Option to screen review video
- Troubleshooting
- Overall learning
- Next steps
- Goodbye

Set-up

Say hello to the student as they arrive and give them the phone. Remind them that you will meet for a review for the final ten minutes of today’s session.

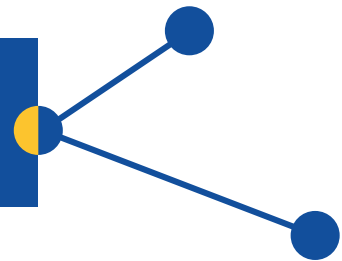
Progress review

So I have been keeping track of all your hard work over the last 3 sessions and can see you have done a lot - Well done! That is really good!

Can we have a look at your problem ratings from today? (If the student has completed the review section of My POD during today’s session navigate to the YTP Summary scores. If the student has not completed the scores during the current session, ask them to complete them in the Rate section, then go to the summary screen to compare with their previous scores)

If main problem has improved	If main problem is same or worse
<p><i>So I can see things have improved, that’s great! Tell me what progress you think you have made?</i></p> <p>Prompt if needed: <i>What did you do in order to make this progress?</i></p>	<p><i>Ok, so I can see things are about the same/a bit worse. Can you think of reasons why this is so?</i></p> <p>If the student identifies a difficulty that is within their control support student to troubleshoot e.g. <i>‘How do you think you could manage that’</i></p> <p>If the student identifies a difficulty that is not possible to change: <i>Ok, don’t worry, we can think together about how to take things forward from here</i></p>

Note: An option for the guide here is to screen the [review video](#) for the student



Troubleshooting

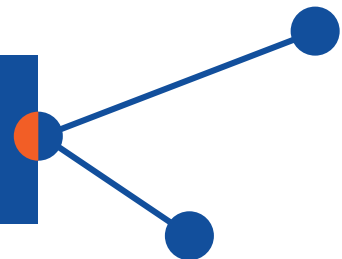
Is there anything you found hard/difficult about using the POD steps?

How did you/could you manage that? Is there anything

that helped/could help?

If any specific issues were identified from review of their My POD answers, raise here for discussion

Remember to praise student for the work they did even though they had some difficulties - reinforce that problem solving takes practice



Overall learning

Thinking overall about all the work you have done, what are the most important things you have learnt?

Prompts if needed

- What is different now from when you started these sessions?*

- Do you notice any change in how you are feeling, what you are thinking or what you are doing?*

Well done! That’s great!

Next steps

Ok! So now we need to think about next steps. How do you think you can continue your progress going forward from today?

Follow-up/Prompts if needed

- *Are there things you are doing now that you want to keep doing?*
- *Are there any different things you would like to try?*
- *Is there any more work you would like to do on this problem or another problem?*

Goodbye

So that brings us to the end of our sessions!

It has been really nice to meet with you and see you working so hard. I hope you will keep using the POD steps whenever you need to help you manage your problems now and in the future.

If evaluating: *Someone from our team will be meeting you shortly to see what effect our sessions have had. Is this okay?*

Thank you, good luck and goodbye

Lab/Group Review Script

Review and Next Steps Checklist

- Set-up
- Progress review
- Option to screen review video
- Troubleshooting
- Overall learning
- Next steps
- Goodbye

Set-up

Say hello to the students as they arrive and give them the phone. Remind them that you will meet for a review for the final ten minutes of today's session.

Progress review

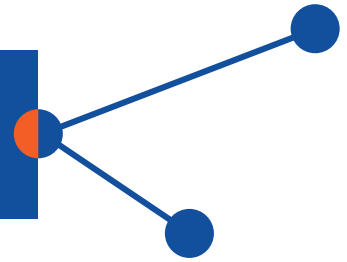
So I have been keeping track of all your hard work over the last 3 sessions and can see you have all done a lot - Well done! That is really good!

I want us to briefly discuss how you have got on, any challenges you have faced and how you are going to continue making progress going forward from today.

It's up to each of you how much you share and please be respectful of other people when they share by listening nicely and not sharing anything they say here with other people outside - you have all been working hard and learning new skills to deal with problems of all different kinds - this is not easy and it is important to be encouraging to ourselves and each other - is that ok with everyone?

So let's start by just thinking about what has gone well. Could anyone share something they feel they have learnt or any progress they have made? (facilitate general discussion of what they have learnt/found helpful)

Note: An option for the guide here is to also screen the [review video](#) for the students.



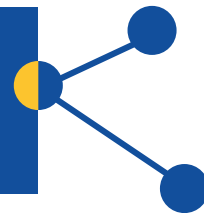
Troubleshooting

Is there anything anyone found hard/difficult about using the POD steps?

(facilitate general discussion of what is difficult)

Did anyone find good ways of managing any of these challenges? Did anyone find ideas about anything that could help?

Remember to praise students for the work they did even though they had some difficulties - reinforce that problem solving takes practice



Overall learning

Thinking overall about all the work you have done, what are the most important things you have learnt?

Prompts if needed

- *What is different now from when you started these sessions?*
- *Do you notice any change in how you are feeling, what you are thinking or what you are doing?*

Well done! That's great!

Next steps

Ok! So now we need to think about next steps. How do you think you can continue your progress going forward from today?

Follow-up/Prompts if needed

- *Are there things you are doing now that you want to keep doing?*

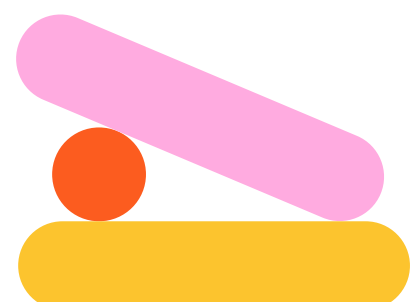
- *Are there any different things you would like to try?*
- *Is there any more work you would like to do on this problem or another problem?*

Goodbye

So that brings us to the end of our sessions!

It has been really nice to meet with you and see you working so hard. I hope you will keep using the POD steps whenever you need to help you manage your problems now and in the future.

If you are evaluating this intervention: *Someone from our team will be meeting you shortly to see what effect our sessions have had. Is this okay?*



APPENDICES

Appendix 1

Intervention content support

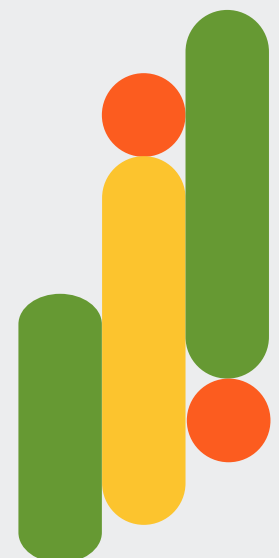
If the student is having trouble with the steps of problem solving, refer to this table for suggested solutions

Difficulty in understanding or use of POD steps		Solutions/Suggestions
P	The student tries to tackle multiple problems at the same time	<ul style="list-style-type: none"> Explain that problems can be managed more effectively one at a time Encourage them to pick one that they think they could make a difference to in the next week and to use the POD steps only for that problem
	The student chooses a problem that is not in their control/ cannot be changed (e.g. loss of loved one; financial problems in family; parents fighting; teachers being strict)	<ul style="list-style-type: none"> Explain that some problems cannot be changed or controlled When we face problems like this we need to focus on the things we can do to help us feel better Discuss what things make them feel better
O	<ul style="list-style-type: none"> The student cannot come up with an option they think is good/can work The student is having difficulty weighing up or choosing an option 	<ul style="list-style-type: none"> Check if the problem chosen is appropriate/controllable Go through what they have already tried Go through prompt questions for option generation in the session-by-session guide (pg X)
	Student is having difficulty remembering to try out the plan	<ul style="list-style-type: none"> Tell them to link the activity to some other routine activity such as meal time. Tell them to keep the plan in a prominent position such as stick it on their cupboard, study table or school diary. Tell them to set an alarm/reminder on a clock/telephone to remind themselves to try it out
D	The students 'Do-It plan' is vague/unclear/not practical/ not easy to measure(e.g. 'I will pass all my tests' 'I will be happy')	Go through prompt questions for 'What' and 'How' in the session-by-session guide (pg x) with the student
	The student lacks confidence about doing the plan, may feel too low/stressed	<ul style="list-style-type: none"> Emphasize how trying out the plan will itself help the student feel better Explore with the student, if there is a person who may be able to help with the plan, e.g. – friends, parents, teachers. Review the plan and break it down into smaller steps and encourage the student to start with one step at a time.

Appendix 2

Dealing with difficult situations (external or practical barriers)

Problem	Potential solution
The student cannot attend sessions due to practical barriers such as lack of time, difficulty getting out of class, etc.	Ask the student if there is anything in particular getting in the way and if there is anything you can do to make it easier for them to attend sessions. E.g.: Conduct sessions once a week instead of bi-weekly
<ul style="list-style-type: none">Absenteeism or student shifting from one batch to other days of the weekDropout after on-boarding or in between the sessions	Discuss with supervisor, try and understand where the problem lies and proceed from there
Problems related to communication with class teachers/school staff	After completing Session 3, a review session is scheduled with all students. The guide reviews student progress made over the first three sessions, , helps them troubleshoot any difficulties and discusses a way forward.
A parent does not want the student to be in the program	Contact them over the phone and invite them for a face to face discussion if possible to address their concerns and apprehensions.



Clinical Barriers

Barrier	Potential solution
Student has significant social stressors such as financial problems and does not see how an app/game will help	Explain that although you/the game cannot make the stressors go away, it can teach the student how to cope with them so that they can manage their emotions
Student expresses preference for 1-1 counselling rather than trying out the game	Explain that support is available when needed but that the game/app is a great platform for them to learn problem solving, and that you will check in with them to discuss options if they still feel the same way after a few sessions
Student is uncommunicative and doesn't open up about his/her problems / worried about confidentiality	Spend more time engaging with the student during onboarding and later, and explain how you think the game can help. Assure the student that all their information will be confidential
Student starts crying during the session at any point/ is expressing anger or agitation	Take the student aside and give them some space to express their feelings. Do not interrupt or ask too many questions. Try and understand how they are feeling , normalise and link to the game if applicable



