

THINK RIGHT/ FEEL GOOD

A short course for
promoting well-being
in young people with
vision impairment



Guide Dogs

Acknowledgements

In developing the *Think Right Feel Good* course materials for use with young people with vision impairment we are grateful for the input and advice from professionals, parents/caregivers and young people.

The original course materials were designed by:

- Gail Bailey, Child Psychology Consultant and University College London (UCL) Associate,
- Siobhan Aubin, Consultant Educational Psychologist.

The materials included modified Social and Emotional Aspects of Learning (SEAL) resources (Government National Strategies for secondary schools).

They were first adapted by:

- Gillian Coles, Paula Scott, Liz Butler and Qualified Teachers of the Vision Impaired (QTVIs) from the Sensory Consortium Service for Berkshire Unitary Authorities, and Jude Thompson (QTVI), Royal London Society for the Blind (RLSB).

A further revision was carried out by:

- Gillian Coles, Paula Scott, Liz Butler, Jude Thompson (QTVIs), Chris Lewis (QTVI), formerly of Priestly Smith School for the Visually Impaired, Birmingham, Bob Denman and Lindsey Rousseau, Educational Consultants to the National Sensory Impairment Partnership (NatSIP).

Final amendments were made following peer review by:

- Heads of VI Services in Surrey and Wakefield.



Foreword

'My personal feeling was one of awe, after the first 15 minutes these young people embraced the whole thing and just got on with it.'

(Course facilitator).

'He was delighted to be involved in this project. It was also a great opportunity for me to meet other parents.'

(Parent).

'He really benefited from taking part in the group activity – being expected to make his own contribution, listen to other people, meet teenagers.'

He also developed a broader vocabulary for talking about his own blindness with other people.'

(Parent).

These are just a few quotes arising from a course for young people with vision impairment aimed at promoting well-being. Feedback from the young people themselves was also very positive and, in spite of the relatively small numbers involved, there was statistically significant evidence from pre and post course measures of short-term gains in self-esteem and emotional well-being.

The development and piloting of the **Think Right Feel Good** course formed the first phase of a project run by Guide Dogs in collaboration with the Royal London Society for the Blind and the Sensory Consortium Service, Berkshire Unitary Authorities. The second phase will focus upon parent support.

The project is a response to the report 'Research into the Independence and Functionality of Blind and Partially Sighted Young People' (GDBA, April 2008). A key finding was that blind and partially sighted children and young people do not perform as well as other young people in terms of confidence, independence, initiative, self-esteem, social skills, mobility and social networks.

Think Right Feel Good is offered as a resource for education and mobility professionals experienced in working with young people with vision impairment. It is intended to contribute to the development of emotional, social and personal competencies and to complement the support that schools provide, for example through the Social and Emotional Aspects of Learning (SEAL) programmes.

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THINK RIGHT/ FEEL GOOD

Introduction



The *Think Right Feel Good* workshop sessions and materials provided within this resource have been delivered and refined by QTVIs and Education Consultants, taking full account of feedback from the young people involved.

Think Right Feel Good was piloted with three separate groups of young people with vision impairment from Year 6 to Year 12 (10 to 17 years of age), drawn from a wide catchment of mainstream schools. The three session courses were originally held on Saturday mornings, spread over periods of four to six weeks.

Although the final version of the programme retains the three, half-day session structure, it has the flexibility to be delivered over an extended number of shorter sessions. This would, for example, permit a school operating a Resource Centre for pupils with vision impairment to deliver the programme more easily during school time.

The following general guidelines are offered in making programme arrangements:

- Evidence from the pilot research shows that the programme has the most impact for young people in Years 8 – 11 (13 to 16 years of age).
- It is suggested that groups are run with 6 – 10 young people.
- Programme facilitators should have appropriate knowledge and expertise of working with young people with vision impairment and be comfortable in providing an open and participatory approach.
- Ensure that there are sufficient facilitators to cover the range of support and subgroup activities involved within each session.
- All programme facilitators will be expected to have completed medical and risk assessment forms in accord with local practice.
- It is beneficial to include vision impaired role model(s) where possible within the facilitators' group.
- At least one facilitator should remain the same throughout the duration of the course; continuity of facilitators through the sessions is recommended.
- Knowledge of the young people's eye conditions will be needed in preparation for the sessions.
- Although parents/caregivers do not participate in the programme sessions, their consent needs to be sought and received. They will need to be made aware that one of the sessions will involve the young people talking about their own eye conditions and the wishes of parents/caregivers will need to be followed about sensitive issues surrounding the disclosure of eye conditions. Parent/caregiver involvement in the arrangements is important and there are potential benefits from parents/caregivers having the opportunity to meet with each other.

The programme details have been set out session by session within the document. Each of these sections contains a workshop outline and some resource materials.

The Appendices include some further resources, which may be of assistance in the overall programme arrangements e.g. a sample course enrolment letter and consent form for parents/caregivers and young people; sample evaluation forms.

In addition, a CD containing PDF and Microsoft Word versions of the course materials has been prepared along with some handout masters to facilitate copying.

THINK RIGHT/ FEEL GOOD

Workshop Outline

HAPPY TO BE ME

Date: _____

Facilitators: _____

Overview and Purpose

Learning about ourselves and building self-confidence.

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
<p>5 Minutes</p>	<p>General Introduction</p> <ul style="list-style-type: none"> ■ Welcome. ■ Introduce facilitators and any visitors who will be helping with the session. ■ Outline in general terms what the young people will be doing. 		
<p>10 Minutes</p>	<p>Negotiating Ground Rules</p> <ul style="list-style-type: none"> ■ Ask young people what group ground rules they would find useful so that the session is successful for everyone in the group etc. ■ Agree an auditory prompt for “stop talking please”. ■ Discuss need for confidentiality. 	<p>If needed, facilitator to use <i>Resource Sheet 1.1: Example of Group Ground Rules.</i></p>	<p>Agree the 3 most important ground rules for the group; facilitator to record for future prompts.</p>
<p>10 Minutes</p>	<p>Introductions</p> <ul style="list-style-type: none"> ■ As an example of the activity to come, facilitators should introduce each other and share some information about each other. ■ Facilitator refers to <i>Resource Sheet 1.2: Getting to Know You.</i> Explain these as prompts - things that they might want to find out about their partner. All group members will interview each other (Speed Dating model). 	<p>Facilitator to use <i>Resource Sheet 1.2: Getting to Know You.</i></p>	

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
10 Minutes	<p>Peer Introduction</p> <ul style="list-style-type: none"> ■ Ask young people to sit in pairs and ask each other questions, sharing information as part of getting to know each other. Agree three statements with their partner that they are comfortable with which can be used to introduce them to the group. ■ Encourage them to choose statements that tell others about themselves e.g. hobbies, music taste. ■ Practice the introduction in their pairs. 	Young people to offer partner sweets to encourage nice thoughts...!	Chairs in two rows facing each other and pupils to move along to change partner like Musical Chairs.
15 Minutes	<p>Peer Introduction to Group</p> <ul style="list-style-type: none"> ■ Ask each pair to take turns to introduce their last partner by name and then share the information using 3 agreed statements. 		Remind them to use only the agreed statements and to ask partner for a prompt if not sure.
10 Minutes	<p>Identifying Positive Statements</p> <ul style="list-style-type: none"> ■ Ask group to share positive statements that people might say about people. Facilitator might provide a personal example. 		<p>Prompt by saying they can be compliments they have been given or compliments they have given to others.</p> <p>This may be done as a whole or small group activity, as appropriate.</p>
10 Minutes	Break		

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
<p>15 Minutes</p>	<p>Share a Game</p> <ul style="list-style-type: none"> ■ Play a game or activity that will encourage the young people to work in pairs/small groups. 	<p>‘Shut the box’ (RNIB), or similar game or activity e.g. building a structure out of paper/masking tape.</p>	<p>Be aware of the needs of the group, partially sighted and totally blind.</p> <p>This is to enable free time for the young people to get to talk to each other over a focus.</p>
<p>5 Minutes</p>	<p>Session Evaluations</p> <ul style="list-style-type: none"> ■ Young people and facilitator evaluations. 	<p>Young People’s and Facilitators’ Evaluation Forms (ref. <i>Appendix 3</i> for examples).</p>	<p>Be aware of the needs of your group; use appropriate format or amanuensis as required.</p>

WORKSHOP 1 – RESOURCE MATERIALS

Resource Sheet 1.1: Example of Group Ground Rules

Ground rules need to be established at the beginning of the programme in agreement with the group and put into their own words. They can add in their own as needed as long as they all agree.

The following are examples:

1. Start and finish on time
2. Be open and honest
3. Share responsibility for meeting objectives
4. Strive for consensus decisions
5. Make discussion constructive
6. One person speaks at a time; no side conversations
7. Confidentiality i.e. anything said within the group is confidential to the group. In particular, nothing may be repeated or used outside of the group that could be attributed to, or disadvantage, an individual.

Resource Sheet 1.2: Getting to Know You

Introduce the topic by discussing briefly what we normally say when we meet each other for the first time.

- What are typical opening sentences and what happens next?
- Does the situation you are in change what this might be?

Encourage the young people to share the types of questions they might ask in this situation and use some of the following ideas to encourage and develop their thinking and the contributions they make:

- Is left handed
- Does not have piercings
- Has a middle name beginning with the same letter as one of your names
- Is wearing a watch
- Has been to more than four schools
- Has a pet that you would like to have or do have
- Will never smoke
- Thinks that the school they attend is better than they thought it would be
- Has a brother or sister at the same school
- Has an interesting hobby
- Likes the same music as you
- Can speak another language other than English
- Has the same number of brothers and sisters as you
- Is born in the same month as you
- Has visited another country that interests you.

THINK RIGHT/ FEEL GOOD

Workshop Outline

ANSWERING BACK

Date: _____

Facilitators: _____

Overview and Purpose

Rehearsing answers to enable the young person to describe confidently their eye condition and themselves to other people in a variety of situations.

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
5 Minutes	<p>General Introduction</p> <ul style="list-style-type: none"> ■ Welcome. ■ Introduce facilitators and any visitors who will be helping with the session. 		<p>This session will need several facilitators as some young people may require 1 to 1 support if they find the subject matter difficult. It could be upsetting to some young people to discuss their eye condition, especially if recent or deteriorating.</p>
5 Minutes	<p>Revisit Ground Rules</p> <ul style="list-style-type: none"> ■ Ask young people if they can remember the rules that they used in the last session. ■ Is there anything that they would like to change or add? 	<p>Facilitator needs a copy of the agreed ground rules record.</p>	
5 Minutes	<p>Revisit Workshop 1</p> <ul style="list-style-type: none"> ■ Ask the young people if they've tried out anything from Workshop 1 e.g. starting conversations with people they haven't met before by trying to find things different or in common with them; thinking positively about themselves/others. 		

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
<p>10 Minutes</p>	<p>Peer Introduction</p> <ul style="list-style-type: none"> Working in pairs the young people introduce each other to the group, stating their name and two positive qualities identified in Workshop 1. 		<p>Group members should work with someone different to the pairs they had in Workshop 1.</p>
<p>35 Minutes</p>	<p>Know Your Own Eye Condition</p> <ul style="list-style-type: none"> Facilitator to ask the group how they feel about the awkward questions they have been asked relating to their eyes and vision. They might like to share and give one or two examples. Ask the group to work in pairs or a small group and talk about their eye condition. Suggest that they focus on the implications of their eye condition on a day-to-day basis. 	<p>Facilitators will need to be familiar with the named eye conditions of the young people within the group.</p> <p>Reference must be made to the completed parent/ caregiver's consent form with regard to the eye condition.</p>	<p>Alert – note that this may be very difficult for some young people who may have never discussed their eye condition previously.</p> <p>Be aware that some young people may want to be paired with a person who has a similar eye condition.</p> <p>Be prepared for some young people to have a hazy knowledge of their eye condition. The facilitator should not divulge medical prognosis without parental permission.</p> <p>Any written information on the eye conditions should only be used as a source for the facilitator.</p> <p>Facilitators to prompt and guide conversations if required.</p>

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
10 Minutes	<p>Break</p>		
20 Minutes	<p>Brief Rehearsed Answers</p> <ul style="list-style-type: none"> ■ Facilitators role play two scenarios (brief and funny) about a vision impairment. ■ Explain to the group that they will be working in pairs to develop their own brief scenario explaining their vision impairment to other people. ■ They decide who will first ask questions and who will reply. After 5 minutes they change over. (Use a bell?) 	<p>See <i>Resource Sheet 2.1: Rehearsed Answers Role Play</i>, or facilitators can write their own. Reference must be made to the completed parent/ caregiver's consent form with regard to the eye condition.</p>	<p>Some groups may need help with talking about the implications of their eye conditions on a day to day basis and will need leading through the process. Younger groups might struggle to think of situations and need guidance.</p>
35 Minutes	<p>Extended Rehearsed Answers</p> <ul style="list-style-type: none"> ■ Facilitators role play an extended scenario about a vision impairment. ■ Discuss the type of scenarios that they might choose before young people return to working in their pairs or small groups. ■ The young people repeat previous activity but have an extended answer to act out. 	<p>See <i>Resource Sheet 2.1: Rehearsed Answers Role Play</i>, or facilitators can write their own.</p>	<p>The young people should be helped to discuss what they know about their eye condition and sight loss, the areas in which they do need support, areas where they don't want support and what they would like their friends and families to know.</p>

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
	<p>Extended Rehearsed Answers (cont.)</p> <ul style="list-style-type: none"> ■ Ask if any of the groups or pairs would like to act out either of their scenarios (brief or extended) for the rest of the group. ■ Open discussion led by facilitators to include situations in which the rehearsed answers might be put into practice. 	<p>Video of young people explaining their eye condition as on You Tube could be used as part of this session.</p>	<p>It may be that the groups would like to have their rehearsed answers filmed, or they may like to write them as narratives.</p> <p>No group should be pressured to show their work.</p> <p>Include the importance of putting others at their ease and so provide explanations which help them to move forward in their relationships with people.</p>
<p>5 Minutes</p>	<p>Session Evaluations</p> <ul style="list-style-type: none"> ■ Young people and facilitator evaluations. 	<p>Young People's and Facilitators' Evaluation Forms (ref. <i>Appendix 3</i> for examples).</p>	<p>Be aware of the needs of your group; use appropriate format or amanuensis as required.</p>

WORKSHOP 2 – RESOURCE MATERIALS

Resource Sheet 2.1: Rehearsed Answers Role Play

Brief version

New Youth Club Leader: I hear that you have a vision impairment. Is there anything we should know to help you?

Answer: I don't see things very well and often have to use vision aids to see things better. Glasses don't make any difference so I don't use them. I manage quite well and find a way to do most things I want or need to do.

Friendly/Funny version

Friend of a Friend: I hear you can't see well?

Answer: Some people can't add up, some people can't play an instrument, I can't see very well. It can be a real nuisance but I try to make sure it does not stop me doing that I want to do.

Extended version

Friend: I don't understand what you can see and what you cannot see.

Answer: I have a general impression of things but cannot see things in the distance and miss out on lots of the detail. I might miss when someone is looking at me and then not know if they are talking to me.

Friend: You are lucky to have a laptop in class.

Answer: I know. I use computer technology in class to help me with what I want to read but it is not the same as being able to pick up a book or read signs in the street or my home.

Friend: Why do you use a cane sometimes and not others?

Answer: I carry a cane to help me find my way around as independently as possible and to let people know to walk around me in busy places. I use some other low vision aids as well but I don't like carrying them all the time.

Friend: How do you cope when you want to watch the TV?

Answer: I watch a football match sometimes but sit too near the TV for the rest of the family to watch at the same time. It is tiring to watch but worth it when we win. I might listen to the match instead on the radio.

Friend: Why don't you wear glasses?

Answer: Glasses don't make any difference for me but I am good at finding ways around some of the things that fully sighted people are able to see.

Friend: It must be really tough sometimes?

Answer: It is but friends like you help. You understand that my sight loss is only a part of me. I do sometimes get annoyed that people draw attention to it instead of noticing all the things about me that I want them to notice.

THINK RIGHT/ FEEL GOOD

Workshop Outline

THINK RIGHT AND FEEL GOOD

Date: _____

Facilitators: _____

Overview and Purpose

To allow the young people to explore feelings that arise in their lives, particularly anger, and to explore strategies for dealing with feelings and responses in difficult situations – e.g. assertiveness as opposed to aggression.

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
5 Minutes	Revisit Ground Rules	Copy of group ground rules.	
10 Minutes	Revisit Workshop 2 <ul style="list-style-type: none"> ■ Facilitator to ask young people whether they have used their rehearsed answers. Discuss usefulness. 		
10 Minutes	Sensitive Issues <ul style="list-style-type: none"> ■ Remind the group of some of the sensitive issues that we have confidentially discussed and the feelings they have aroused. 		
10 Minutes	Situation Cards - Introduction <ul style="list-style-type: none"> ■ Introduce one <i>Situation Card</i>. Talk through as a group what their responses would be. 	<i>Resource Sheet 3.1: Example Situation Cards.</i>	Facilitator will choose a card that will be a useful, meaningful example for the group.
15 Minutes	Situation Cards - Activity <ul style="list-style-type: none"> ■ Read through a number of <i>Situation Cards</i> and then ask the young people to take one card per pair. ■ In their pairs talk about how they would feel in this situation. 	Ensure the <i>Situation Cards</i> are in appropriate format (print/ Braille). A handout master with enlarged print has been prepared (ref. <i>Situation Cards: Large Print Handout Master</i>).	

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
10 Minutes	<p>Situation Cards – Report Back</p> <ul style="list-style-type: none"> In the whole group report back what they discussed in their pairs. 		Facilitator may need to support them in identifying the various feelings they experience.
10 Minutes	<p>Break</p>		
10 Minutes	<p>STOP Approach - Introduction</p> <ul style="list-style-type: none"> Facilitator introduces the STOP approach: Stop Think, reflect and take stock Organise your thoughts, words and responses Put into action Facilitator leads group through the worked example <i>Situation Card</i>. 	<p><i>Resource Sheet 3.2: Facilitator's worked example for using the STOP approach.</i></p>	
15 Minutes	<p>STOP Approach - Activity</p> <ul style="list-style-type: none"> Young people go back to their pairs and work through the STOP approach with their <i>Situation Card</i>. 	<p><i>Situation Cards, as before.</i></p> <p>STOP <i>Reminder Cards</i> in appropriate format (ref: STOP <i>Reminder Cards: Handout Master</i>).</p> <p>Amanuensis if required.</p>	

Suggested Time Allocation	Programme Guidance	Resources	Additional Notes
<p>15 Minutes</p>	<p>Anger Management</p> <ul style="list-style-type: none"> Group discussion on how many of the situations would have elicited anger from them. Group discussion about what makes them angry and how they deal with it. Discuss different approaches – assertiveness rather than aggression; is the STOP approach helpful; any other strategies? 		
<p>5 Minutes</p>	<p>Session Evaluations</p> <ul style="list-style-type: none"> Young People’s and Facilitators’ evaluations. 	<p>Young People’s and Facilitators’ Evaluation Forms (ref. <i>Appendix 3</i> for examples).</p>	<p>Be aware of the needs of your group; use appropriate format or amanuensis as required.</p>
<p>15 Minutes</p>	<p>Course Evaluation</p> <ul style="list-style-type: none"> Closing discussion that includes some qualitative evaluation of the whole programme. For example, ask what they have found most and least useful, what else might have been included, etc. Giving out of certificates. 	<p><i>Course Certificate</i> (ref. <i>Appendix 4</i> and <i>Handout Master</i> for example).</p>	

WORKSHOP 3 – RESOURCE MATERIALS

Resource Sheet 3.1: Example Situation Cards

Situation

Feeling Alone

You are late out of class because of needing to print material. You cannot see anyone that you know to sit with to eat lunch. You sit down with people you don't know and who don't know about you.

Situation

Support in School

You have a support assistant who sees it as their job to sit next to you all the time. This means that you are unable to talk to your friends. It makes you feel isolated and lonely.

Situation

Feeling Stupid because of Vision Impairment

Your teacher forgets to produce work for you at the beginning of the lesson in the correct format. You are made to share with a friend and they have to read everything to you. You feel stupid and it looks as if you can't read. Your friend is also fed up about it.

Situation

Sports

Your school has an end of year inter-house Sports Day which has an emphasis on fun rather than competition. It is expected that everyone will take part in the final event, which is a team relay. It is clear that your team captain is not at all happy to have you as part of the team but puts you in to run third. After the first two lengths your team are well in the lead. But after your length they fall to last place and don't recover. They finish last.

Situation

Protective Parents

Your parents won't allow you to walk to your friend's house even though it is nearer than school, and you walk there every day. They allow your younger sister to go to her friend's house. You are beginning to feel that they will never let you out alone.

Situation

Rejection (1)

A party from your class at school plans a shopping trip to the West End of London. Having said initially that you could go with them, they are now having second thoughts saying that you would slow them down and implying that you would cramp their style on the trip.

Situation

Rejection (3)

Your school has organised a provisional work experience in general office administration for two weeks at a firm in a local business park. A message is sent to your careers tutor in school that the company have decided that they cannot take you, now that they know more of the extent of your vision impairment.

They are worried that you would not manage the job and they say there are Health and Safety issues within a busy office.

Situation

Rejection (2)

A trip to Spain has been organised by your friends from school after the year 11 exams. Before tickets have been bought, it becomes known that one or two of your friends' parents are unhappy about you joining the party despite the fact that your parents are happy for you to go. Those parents who doubt that you should go think it would be too much of a responsibility for their offspring to supervise you on a foreign holiday. They cite issues of travel, swimming etc.

Handout Master of Situation Cards in Large Print can be found in inside back cover

Resource Sheet 3.2: Facilitator's worked example for using the STOP approach.

	<p>Situation - Embarrassing accident</p> <p>You go shopping to HMV on a busy Saturday leading up to Christmas. There is lots of pushing making you feel disorientated. Your friend calls you and when you turn towards his voice you knock a whole display over and fall on top of it.</p>
<p>Stop.....</p>	
<p>Think, reflect, take stock</p>	<p>You think that the shop staff may think you are trying to cause trouble. You feel really stupid and embarrassed. You know you didn't mean to knock anything over. It was an accident and no one else realises that you can't see very well.</p>
<p>Organise thoughts and words</p>	<p>You need to let people know that it was an accident and that you are vision impaired. You would like to explain that a crowded shop is difficult for you and makes you lose direction. You decide to see if you can find your friend so that you have help.</p>
<p>Put into action</p>	<p>You apologise and explain the situation to the shop staff. You ask them to help you find your friend and you offer to help tidy things up. You could ask at what times the shop is less busy and go to listen to the music then.</p>

Dear *(Name of Parents/Caregivers and Young Person)*,

Think Right Feel Good: Promoting Young People's Well-being

We hope that you will be interested in a course that we shall be running for young people with vision impairment.

The ***Think Right Feel Good*** course has been developed by Guide Dogs and, following successful trials, it has been made available to professionals who work with young people with vision impairment.

After carrying out an extensive survey, Guide Dogs found that there was a particular need to promote well-being in young people with vision impairment. The research showed that, overall, young people with vision impairment do not perform as well as other young people in terms of confidence, independence, initiative, self-esteem, social skills, mobility and social networks. Encouraging well-being is important as young people who feel good about themselves, who are confident and so forth, are likely to achieve higher grades in school and have the skills to make friends more easily.

Guide Dogs prepared ***Think Right Feel Good*** with the aim of contributing to young people's well-being and evaluation of the course has shown evidence of impact on self-esteem and emotional well-being. There is, of course, an ongoing need to encourage young people's well-being and those caring for young people at home and school play a vital role. ***Think Right Feel Good*** is offered as an additional source of support.

We intend to run the course with a group of 6 –10 young people, aged 13-16, at *(insert venue)*, on *(insert dates and times)*.

Appendix 1: (continued)

If *(Name of Young Person)* would like to join the course, please complete and return the attached Consent Form. As one of the sessions will involve the young people talking about their own eye conditions, this is specifically mentioned on the form.

School will be advised of *(Name of Young Person)*'s involvement in the course should *(s/he)* choose to enrol.

If you would like more information at this stage, please don't hesitate to contact: *(Name and contact details)*.

CONSENT FORM

(Please complete and return to the address below)

I give consent for the young person in my care to take part in the **Think Right Feel Good** course, including a session involving the young people talking about their own eye conditions.

Name of Young Person: _____

Eye Condition: _____

Signature of Parent/Caregiver: _____

Contact phone number/address: _____

Print Name: _____

Date: _____

Please return the completed form to:

Appendix 2: Confirmation of Place on the Course

Dear *(Name of Parents/Caregivers and Young Person)*,

Think Right Feel Good: Promoting Young People's Well-being

We are pleased to confirm that *(Name of Young Person)* has been offered a place on the ***Think Right Feel Good*** course.

The course will be held at *(insert venue)*, on *(insert dates and times)*. There will be a break in each of the sessions and refreshments will be available.

(Insert details of the arrangements for parents/caregivers during the delivery of the sessions as appropriate).

Please do get in touch if there are any difficulties over these arrangements or if you have any queries.

We look forward to seeing you,

Yours sincerely,

Appendix 3: Course Evaluation

Purpose

There are two main reasons for carrying out course evaluation:

- To determine the impact of the course
- To inform further development/future practice

Quantitative evaluation

Obtaining quantitative evidence of the impact of the course on young people's well-being may be attempted through carrying out pre and post course measurement using a standardised test of well-being. With small numbers of young people there are however likely to be problems in demonstrating statistically significant differences in pre and post course measures.

Qualitative evaluation

Qualitative evaluations may be carried out with young people, course facilitators and parents/caregivers. An example of each is provided.

Evaluation of the sessions by Young People

The Young People's Evaluation Form can be handed out to each young person for completion at the end of each session.

You may need to discuss with relevant young people whether they would like a Braille version or whether they would prefer to do it verbally with a facilitator.

It should be explained that the purpose is to get their honest views on how they found the session and that this will be helpful in preparing for future courses.

Mention that you would like them to answer on their own but that they can of course ask for help from one of the facilitators (e.g. with having the questions read to them). They need not answer a question if they don't want to.

Tell them they can extend their answers on the back of the form if they wish.

Inform the young people that they do not need to put their names on the forms, which they can place in a box by the door when they leave the room.

Evaluation of the sessions by Facilitators

The Facilitators' Evaluation Form provides the opportunity for the facilitators to identify what worked well and what improvements, if any, could be made in each session for future reference. The form could be completed individually or through discussion between the facilitators after the end of a session, whichever is preferred.

Appendix 3: Course Evaluation (*continued*)

Evaluation of the course by Parents/Caregivers

The Parent/Caregiver's Evaluation Form allows parents/caregivers to offer feedback on any perceived benefits for their children arising from the course. It is suggested that the form be sent to parents/caregivers a few weeks after the end of the course.

YOUNG PEOPLE'S EVALUATION FORM

SESSION *Please tick as appropriate*

Session 1: Happy To Be Me

Session 2: Answering Back

Session 3: Think Right and Feel Good

Please rate the session on a scale of:

1 (*Not at all helpful*) to **10** (*Extremely helpful*) _____

Can you say in what ways you found the session helpful?

Is there anything you intend to do or try out as a result of the session?

Do you have any suggestions on how the session could have been improved?

Do you have any other comment you would like to make about the session?

Appendix 3: Course Evaluation (*continued*)

FACILITATORS' EVALUATION FORM

SESSION *Please tick as appropriate*

Session 1: Happy To Be Me

Session 2: Answering Back

Session 3: Think Right and Feel Good

What worked well?

Were any issues or problems identified and, if so, what changes would you suggest for this session in the future?

Do you have any other suggestions for improving this session?

Appendix 3: Course Evaluation (*continued*)

PARENT/CAREGIVER'S EVALUATION FORM

Following the completion of the ***Think Right Feel Good*** course, we are interested to find out from the parents/caregivers of the young people who participated if there have been any benefits arising from the course.

Any constructive comments will be welcomed and will be helpful in considering future courses. Please continue answers on the back of the form if you wish. The form can be returned anonymously.

If you are aware of any benefits for your child arising from the course, can you say in what way you think your child benefited and, where possible, give any examples?

As a result of the course, were there any positive impacts on the family (if so please give any examples)?

Is there anything else you would like to say about the course or its arrangements?

Many thanks for your help, please return to:

THINK RIGHT / FEEL GOOD

Course Certificate

Awarded to _____

Date _____



Guide Dogs

Pocket Contents

CD

The course materials in PDF and Microsoft Word formats

Handout Masters

Situation Cards: Large Print – 3 sheets

STOP Reminder Cards

Course Certificate



Certificate Presentation - Feeling Good!



Guide Dogs

www.guidedogs.org.uk



www.natsip.org.uk