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# THE *Big Sister* EXPERIENCE

A Marketing Analytics Report

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# Executive Summary

The Big Sister Experience (BSE) is a self-help program started by sisters Bianca and Kritz, to help young school-aged girls overcome a variety of issues they face every day in the 21st century. Identifying a gap in the industry for workshops targeted at school-aged girls that incorporates the challenges they face in society today; Big Sister meets the new needs of their target market and provides a unique service. The business has a strong mission to empower girls through self-confidence and self-love, to develop women who are confident, resilient and empowered. Through school workshops and online workshops, Big Sister instill skills and values in their audience that encompasses a large number of issues that school-aged girls face in society today. With their strong ethics and morals driving the business in every aspect, it is important that this is reflected in many recommendations for Big Sister and the activities they conduct as it is a unique point that separates Big Sister from their competitors.

Currently, BSE are seeking further opportunities as well as ways in which they can highlight points of strength within their business. Through the current surveys conducted by BSE of their markets, the data output is messy and disconnected. The firm also have aims of determining overarching statements about their activities that could be used when approaching potential clients. Analysis of previous data will be conducted to develop statements and facts about the firm and their activities as well highlighting the necessity of their services for potential clients. The recommendations of this report will detail new research methodologies that could be incorporated by the firm through which useful data could be obtained that can be easily analysed. Through the adoption of these recommendations the firm will be able to produce the desired results.

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# The Business Environment

## Overview

The Big Sister Experience are a part of the welfare industry. This is determined based on the business activities conducted by BSE as well as the markets they target. With an increasing number of the population identifying mental health issues as well as the recent popularity within the health and wellness industry, there is an ever-increasing number of competitors and new entrants that threaten BSE's market share. Black Dog Institute (2020) cite data that states that one in five young Australians between the ages of 15 and 19 face mental illness issues.

Concurrently, over the past five years, there has been an annual growth of 6.7% in revenue for the welfare industry (Richardson, 2020). The personal welfare industry is said to be worth \$23.1 billion and is expected to grow even further due to the current COVID-19 pandemic that has seen a huge increase in demand for these services (Richardson, 2020). This increased demand as well as the increase in the market's

revenue has seen many new entrants enter this industry as well as new innovations that help to further grow the industry. BSE's place in this market is unique due to the service they provide and how this differs to the various competitors.

## Consumer Analysis

There are three main markets targeted by Big Sister. Through an analysis of the business activities, one segment in particular stands out as the most important to target. The teacher segment is the most prominent, in terms of who to target as ultimately, this is the market that most prominently notes the necessity of the firm's services. The teacher segment has also been identified as the primary consumer as they are also the segment that completes the decision-making journey and ultimate purchase of the service. Analysis of the teacher segment has been conducted to further understand the segment, in order to provide further guidance and direction to the recommendations.

## Persona

A persona was developed as it helps build a story around this segment. Through this process key traits and attributes about this segment are shown that highlight opportunities. A persona was ultimately developed for Observant Olivia, a year 6 teacher at Caulfield Grammar School.



**Observant Olivia**

35 years old, Head of Year 6 at Caulfield Grammar

### Personality traits

Ambitious, Friendly, Organised, Empathetic, Kind, Motivated

**Bio:**  
Olivia is an ambitious and empathetic teacher that is more than aware of the nervousness associated with moving from year 6 into high school. She's open-minded and wants to ensure that her students are respectful to one another during one of the most difficult transitions adolescent children are about to embark on.

### Values

- Open mindedness
- Inclusivity
- Education being more than just classes, a way of growing moral compasses and social awareness
- Harmony
- Well-rounded learning
- Female empowerment

### Needs

- Helping students with anxiety and bullying problems
- Want all students and teachers to have knowledge about ethical and moral issues and how to tackle it
- Teach students about sex educations, body image, life skills, and social pressures without making them feel awkward

### Behaviours

- Regular user of social media
- Consistently in meetings surrounding school curriculum and parent complaints
- Spends a lot of time on her laptop and mobile phone
  - Communicating with parents and fellow teachers

### Key Insight



Although students are attending the workshops, teachers would prove to be an ideal consumer segment to target as they will ultimately be making decisions and observations of their students' behaviours and needs in education institutions. The following persona has been constructed.

*Figure 1: Observant Olivia*

Olivia the teacher is an empathetic individual who is open minded and ambitious. Through this persona we can identify that Olivia is generally open to using Big Sister's services and has even identified the necessity for their services at the school she works at. The key insight derived from the persona is that it is important to not disregard the teachers even though it is the young girls ultimately who are receiving the workshop.

## Consumer Journey Map

A customer journey map was developed next to illustrate the process Olivia would take and highlight key touchpoints as well as opportunities. This map is important as it indicates possible opportunities that BSE could exploit.

	Awareness	Research & Considerations	Contact	Big Sister Visit	Post-Visit					
Activities	We notice an increase in the rate of bullying, anxiety, and body shaming, particularly with our female students.	We look for information on workshops aimed at dealing with bullying, anxiety, and body positivity.	Big Sister is contacted and scheduled/subscribed for workshops on either offline/online platform as they show promise in addressing our current problem.	Workshops are conducted by Big Sister to assist the issues flagged by the school.	Surveys have been submitted and overall the experience is positive. Recommendation is likely to be made to other schools dealing with the same issues.					
Touchpoints	<ul style="list-style-type: none"> <li>Social Media</li> <li>Website</li> <li>Word-out-Mouth</li> </ul>	<ul style="list-style-type: none"> <li>Social Media</li> <li>Website</li> <li>Word-out-Mouth</li> <li>Online community</li> </ul>	<ul style="list-style-type: none"> <li>Email</li> <li>Website</li> <li>Call</li> <li>Private Messaging (Facebook/Instagram)</li> </ul>	<ul style="list-style-type: none"> <li>Workshop</li> <li>Face-to-face</li> <li>Big Sister Online Workshop Platform</li> </ul>	<ul style="list-style-type: none"> <li>Social Media</li> <li>Word-of-mouth</li> <li>Online community</li> </ul>					
Impressions	<ul style="list-style-type: none"> <li>What is this service about?</li> <li>Did they provide workshop for students?</li> <li>Is it available online?</li> </ul>	<ul style="list-style-type: none"> <li>What made them better than other competitors?</li> <li>What can be expected from these workshops?</li> <li>What other people said about their service?</li> <li>What's their program for adolescent women cover?</li> <li>Does it align with our school values?</li> <li>Will parents perceive this well?</li> <li>Will they assist our problem with bullying, anxiety, and body positivity?</li> </ul>	<ul style="list-style-type: none"> <li>They seem great and able to fulfil the job we need done.</li> <li>I can't wait to see how this will affect our students' personal well-being at our school!</li> </ul>	<ul style="list-style-type: none"> <li>Would I recommend this to my colleagues?</li> <li>Do they provide a post-visit services?</li> <li>What type of facilities do we need to allow these workshops to run smoothly?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of feedback are parents giving us on their child's behaviour after the workshop?</li> <li>How are the students behaving towards one another after these workshops? Have they benefited from it?</li> <li>Should I check and enrol for their other sessions?</li> <li>Should I volunteer with them to help them?</li> </ul>					
Emotions/Feelings		Curious		Nervous		Excited		Impressed		Motivated
Opportunities	<ul style="list-style-type: none"> <li>Provide more information on social media and website</li> <li>Use SEO/SEM to make Big Sister more prevalent and reduce potential for them to look to competitors</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of website and social media posts</li> <li>Highlight benefits and unique selling points</li> <li>Highlighting school feedback, and previous schools worked with could add to credibility</li> </ul>	<ul style="list-style-type: none"> <li>Improve CRM facilities by generating a Q&amp;A forum for potential participants to seek clarification</li> <li>Video reviews of participants along with drafted blogs on experience</li> </ul>	<ul style="list-style-type: none"> <li>Get them to really understand about the workshop content</li> <li>Create a fun and engaging content</li> </ul>	<ul style="list-style-type: none"> <li>Create a digital platform for recipients to share their experience.</li> <li>Explore volunteering opportunities to create brand advocates – particularly students</li> <li>Re-structure survey questions for each group (students, teachers, and families) to gain better insights on behavioural change of students and content of workshops.</li> </ul>					
Metric	<ul style="list-style-type: none"> <li>Generate traffic to website (map where they come from)</li> <li>Engagement (likes, share, comment on social media, click rates, Google AdWords)</li> </ul>	<ul style="list-style-type: none"> <li>Increased subscription</li> <li>Increase in downloads of review material (brochure, survey form)</li> <li>Frequently asked questions page visit count</li> </ul>	<ul style="list-style-type: none"> <li>Conversion rate</li> <li>Referral reach</li> <li>Conversion funnel</li> <li>Customer service enquiries (on call, emails, &amp; on chat)</li> </ul>	<ul style="list-style-type: none"> <li>At-event social media engagement (lives, tagged posts, retweets, shares, stories)</li> <li>Average number of digital reach versus the attendees</li> </ul>	<ul style="list-style-type: none"> <li>Sustained social media visibility</li> <li>Cumulative responses from survey form</li> <li>Feedback and review metrics</li> </ul>					

Figure 2: Consumer Journey Map

Through this journey map there are key findings that can be identified that will indicate the possible scope of the recommendations. Through this analysis we can see that there are various opportunities through the purchase journey that can provide more insight on the customer and their behaviours.

## Competitor Analysis

Looking at the market that the firm operates in, there is a large variety of competitors both direct and indirect. An analysis of these competitors is important to determine the scope of what other firms exist in the market and the threat that they may possess to BSE's market share. As illustrated on the diagram there are many close competitors to BSE that offer similar services. Due to the growing popularity of the industry there will continue to be new entrants.

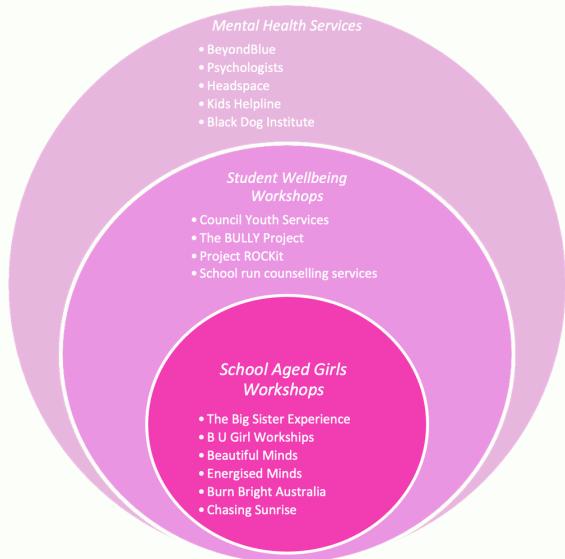


Figure 3: Levels of Competition

It is therefore important for BSE to highlight their points of difference from competitors. One such way of doing this is through creating statements that highlight statistics that showcase proven results of a workshop. It is also shown that various other services exist, similar to BSE's offering but differ in delivery and features. In relation to these services, BSE need to highlight how their service is unique. Again, this can be done through showcasing the impact their workshops have on students.

# Data Analysis

## *Self-Love Data Tidying*

To demonstrate figures that are viable to BSE acquiring more clients and capturing further market share, an analysis of the survey data provided by the business has been conducted. The following steps were conducted in the interpretation and analysis of data.

1. A compilation of the survey questions was gathered and observed to understand the metrics the survey endeavoured to capture (Appendix A).

2. The data showed no weighted grades to any of the interval-based questions, resulting in the manual input of the selection. Therefore, each student's responses were filed to each question with a calculated score.

3. From here, data was analysed to understand what the workshop strengths, weaknesses, opportunities, and threats were to the BSE Self Love workshop.

## *Self-Love Key Data Insights*

Table 1 provides the initial respondents' results over eighteen questions from Self-love online courses. Firstly, the questions are not consistent among users. Some questions are randomly added for only few users. This would be a significant challenge in the data analysis stage and may create potential outliers in the outcome.

Secondly, there are also inconsistencies in the answer options. Several questions have 4 answer options, while the remaining questions have only 3 options. This method cannot deliver an appropriate degree of respondents' answers outcome. For example, we assume that option 4 is the highest awareness answer while the option 1 is the least awareness option.

	No Answer	1	2	3	4
Q1	1.3%	3.8%	39.2%	55.7%	-
Q2	3.8%	0.6%	32.3%	63.3%	-
Q3	1.9%	34.8%	53.8%	9.5%	-
Q4	0.6%	3.2%	27.2%	60.1%	8.9%
Q5	3.8%	1.9%	10.8%	83.5%	-
Q6	1.9%	15.2%	24.1%	47.5%	11.4%
Q7	3.8%	2.5%	21.5%	72.7%	-
Q8	1.9%	2.5%	57.6%	38%	-
Q9	0.6%	7.6%	34.2%	20.3%	37.3%
Q10	0.6%	2.5%	29.7%	67.1%	-
Q11	0.6%	4.4%	32.3%	62%	0.6%
Q12	2.5%	0.6%	20.3%	76.6%	-
Q13	2.5%	1.3%	12%	84.2%	-
Q14	1.9%	31%	37.3%	29.7%	-
Q15	0.6%	5.7%	25.9%	37.3%	30.4%
Q16	1.3%	8.9%	51.3%	38.6%	-
Q17	1.9%	1.9%	56.3%	39.9%	-
Q18	0.6%	24.7%	39.2%	34.8%	0.6%
Overall %	1.8%	8.5%	33.6%	51.1%	5%

Table 1: Self-Love Responses

However, with questions having inconsistent answer options, the ability to produce rich data analysis becomes a difficult task. Hence, the question structure should be consistent in terms of both the questions and the answer options provided in the survey for each respondent. Based on the analysis, it is found that there is approximately 2% of questions that have no responses. Moreover, there are duplicate respondents recorded across the data files. These issues, when taken into consideration on a whole can lead to bias results.

Overall, 51% of respondents select option 3. With option 3 being the highest awareness choice for most of questions this indicates considerable awareness from respondents. Nonetheless, the result might be different if all questions have four answer choices. The highest option answers are highlighted in red colour.

In regards to questions with 4 options, question 9 has the highest percentage of respondents who are confident that they have tools and strategies to support both their own and others' mental health. Besides that, they also have a solid awareness and knowledge of the effect their online presence.

#### Social Media Answers

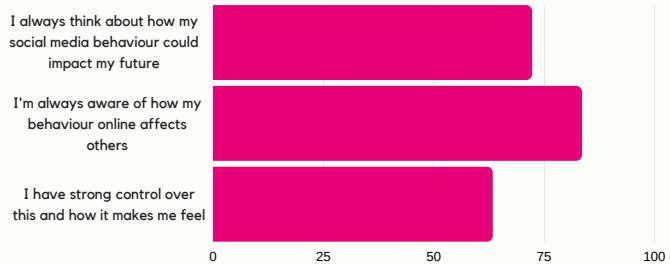
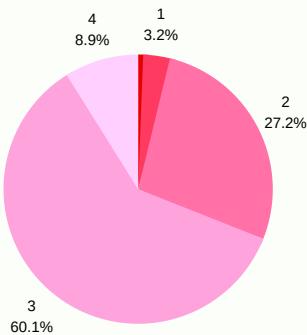


Figure 4: Awareness of Online Behaviour

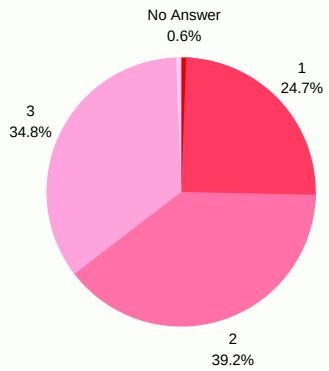
This is demonstrated in the answers for questions 2, 5 and 7. Option 3 is the answer selected by the majority users in these questions. With 63.3%, 83.5% and 72.2% for question 2, 5 and 7 respectively indicating option 3 as their answer.

The overall results also indicates that users are highly aware of their mental and physical health. This is a positive outcome as option 2 and 3 answers are accounted for up to 84.7% of the total survey responses. Respondents understand the importance of self-care, mindfulness and gratitude activities. Nonetheless, they have not made the shift towards actively practicing them in their daily life.

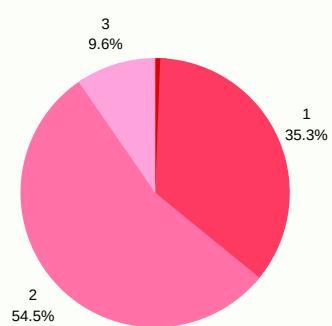
*Gratitude practice answers*



*Practise self-care answers*



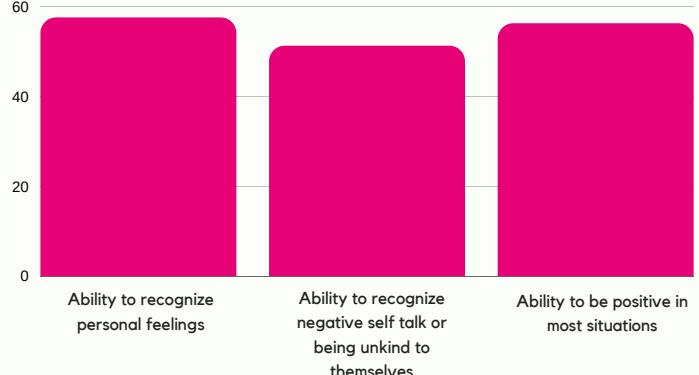
*Mindfulness practice post-workshop*



*Figure 5: Gratitude, Self-Care, Mindfulness*

Most of the respondents indicated that they only sometimes practiced these activities. 39.2% of them have some idea what makes them happy and sometimes practice self-care. Whereas only 0.6% of them know activities that make them happy and also regularly practice self-care. There are 53.8% of them practicing mindfulness sometimes. 60% of them claimed that they often practice gratitude as part of their life while only 8.9% practice gratitude every day.

*Somewhat limited recognition capability*



*Figure 6: Limitations in Recognising Mental Health*

Although they have high awareness of mental and body health, they still have some limited degree of recognizing their feelings, negative self-talk and positive things in daily life. 57.6% of them argued that they have some understanding of mental health and can sometimes recognize how they are feeling. While 38% of them have a solid understanding of mental health and almost always recognize their feelings. 51.3% of them can notice negative self-talk or being unkind to themselves sometimes.

USER ID	USER ID	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Q1	1																		
Q1	0.03	1.00																	
Q2	-0.06	0.31	1.00																
Q3	0.14	0.23	0.14	1.00															
Q4	-0.09	0.18	0.14	0.26	1.00														
Q5	0.00	0.24	0.10	0.21	-0.03	1.00													
Q6	0.00	0.37	0.29	0.25	0.28	-0.06	1.00												
Q7	-0.04	0.09	0.18	0.07	0.07	0.25	-0.05	1.00											
Q8	0.05	0.24	0.25	0.26	0.21	0.06	0.29	0.18	1.00										
Q9	0.01	0.34	0.19	0.23	0.21	0.02	0.46	0.11	0.37	1.00									
Q10	-0.09	0.10	0.18	0.19	0.12	0.10	0.11	0.33	0.30	0.15	1.00								
Q11	0.00	0.13	0.10	0.09	0.05	0.06	0.14	0.20	0.31	0.11	0.24	1.00							
Q12	-0.03	0.19	0.13	0.08	0.07	0.08	0.23	0.14	0.20	0.25	0.30	0.20	1.00						
Q13	0.02	0.22	0.04	0.08	-0.02	0.26	0.04	0.08	0.04	0.09	0.19	0.12	0.20	1.00					
Q14	0.07	0.12	0.11	0.24	0.34	-0.09	0.28	0.02	0.17	0.27	0.21	0.22	0.22	0.05	1.00				
Q15	-0.06	0.26	0.35	0.21	0.34	-0.03	0.58	0.09	0.23	0.39	0.15	0.19	0.24	0.11	0.21	1.00			
Q16	0.07	0.17	0.09	0.16	0.05	0.06	0.17	-0.01	0.29	0.25	0.00	0.06	0.07	0.04	0.04	0.12	1.00		
Q17	0.00	0.24	0.20	0.11	0.25	0.00	0.30	0.11	0.09	0.25	0.03	0.09	0.19	0.15	0.35	-0.01	1.00		
Q18	0.10	0.25	0.12	0.31	0.27	0.13	0.36	0.07	0.21	0.20	0.11	0.13	0.14	0.10	0.20	0.30	0.07	0.22	

Table 2: Correlation Chart

56.3% of respondents can see the positive perspectives sometimes. Although these results are not pessimistic, BSE should consider and review their workshop programs. As a result, they can gain the most optimistic answers from users who have significant improvements after attending their workshops. Moreover, they still don't know how to have a courageous conversation despite of understanding what it is.

Moderate correlations are founded and highlighted with yellow colour. These figures are between the range of 0.34 and 0.46. These numbers indicate the moderate positive level of correlation between 2 variables. Based on the outcome, question 9 and question 6 has a relationship at 0.46. The figure shows that users, who have high awareness answer in question 9, would probably choose the high awareness answer in question 6 and vice versa. This is also applicable with the correlation of question 9 and question 8, question 15 and question 2, question 15 and question 4, question 15 and question 9 as well as question 17 and question 15.

Hence, question 9 and question 15 are moderately significant questions in the survey as they have significant correlation to other questions. BSE may predict the survey outcomes and understand user's behaviour through these correlations.

## Workshop Survey Data Analysis

### Parent Survey

	Average
Workshop Score	8.96%
Information Score	9.23%

Table 3: Overall Satisfaction - Parents

There is a variance in scores between the workshop's and information scores from the user's responses. As the information score is higher than the workshop score, this indicates that the information of workshop is valuable to customers. Hence, it is rated at 9.23 points while workshop is average scored at 8.96 points. Hence, there are some of the workshop's aspects that still do not gain high satisfaction from users.

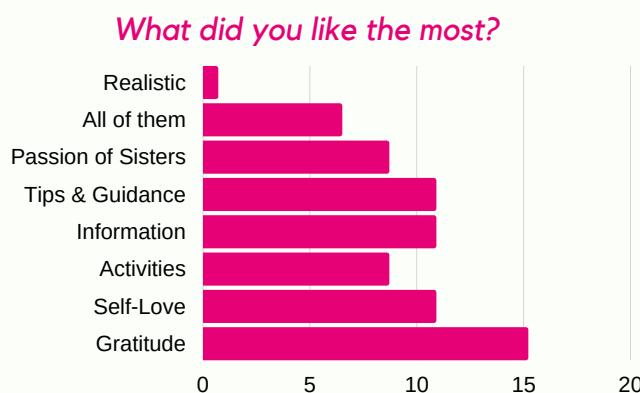


Figure 7: Most liked content

Figure 7 indicates that respondents like the gratitude aspect from workshops. Gratitude activities preference accounted for up to 15.2% of the overall workshop program. Tips, guidance, information and self-love are behind with 10.9%.

#### How do you think the workshop could be improved?



Figure 8: Word Cloud on Improvement

Attendants are seeking for more practical examples demonstrated in the workshop. They also suggest increasing the workshop's time length. Inefficient time may cause lacking time for providing practical examples from Big Sister. However, the audience want to hear more examples to reflect on their life and experiences.

#### Student Survey

From the student survey we can see that with an average score 88, most respondents indicated a generally favourable reaction to the workshop. 26% of respondents also indicated enjoying the 'Rock, Paper, Scissors' activity, with 20% of respondents indicating they would like to participate in more activities. 15% of respondents also indicated being uncomfortable at some point during the workshop, which is important to consider in developing further workshops. It is also important to note that 68% of respondents left at least one question blank, which indicates an issue with the survey itself.

**26%** of respondents loved the Rock, Paper, Scissors activity.

#### Teacher Survey

The teacher surveys indicate that overall teachers find the workshops engaging and praise the content of the workshops. Sharing is something teachers believe should be involved more in workshops. Teachers are also indicating favourable preferences to discussing safe sex during the workshops. The one downfall outlined in the teacher's survey was that they believed the girl's were sometimes not engaged as much as they could be. This is an opportunity to further improve future workshops to resolve this minor issue.

# Problem Definition

The research and analysis conducted highlighted three main problems facing The Big Sister Experience. Firstly, there is an inconsistency between online and offline materials. Survey collection methods differ for different courses, making it difficult to collate data instead of having an integrated pool of data.

Secondly, there are issues regarding the survey methodology. Various data problems exist, with contradictory answers, inconsistent demographics and question intervals that are not weighted. All of which make the data difficult to interpret and analyse. Phrasing and framing of the questions also present issues. Many questions are listed as open-ended but receive simple answers and do not encourage detailed answers through their wording.

Revising the methodology of the data collection methods, will assist in ensuring the data is easy to interpret and of high quality. Finally, Big Sister are not capitalising on the opportunity to ask behavioural questions that could be used to better tailor their product offering. Missing opportunities to see how customers are finding out about Big Sister, as well as the various touch points Big Sister has with their audiences.

The problems highlighted in this section, aim to show the various opportunities that Big Sister could exploit to gain further knowledge about their business and its product offering. Through solving these issues, Big Sister should also be able to gain a better understanding of their audience.

## Problem Statement

"With the data presented how can we consolidate data to enhance their workshops and provide aid in collecting more behavioural data. Moreover, what experiments could be conducted to ensure our business based solutions adhere to the quality the Big Sister Experience's workshops."

# Proposed Solutions

## Redeveloping Surveys

Constructing surveys may seem simple but a poor survey can lead to bad results that will give a misleading data (Briggs 2015). For BSE to gain richer insights from their surveys, it is recommended to re-develop the existing surveys. Based on the problems stated, the current survey that BSE contains a lot of repetitive questions with similar ideas and outcomes which resulted with a messy and incoherent data collection. The use of open-ended questions in the existing survey also may tire the respondents even though open-ended questions allow valuable in-depth data.

Asking too many open-ended questions will result in incomplete data as respondents may ignore some questions, may give biased answers, respondents are unable to understand the questions, and respondents also do not have the option of expressing their perception and reason for the given responses (Survey Monkey 2020). With the right survey program, BSE will be able to identify richer data insights that will help them to provide quick actions to correct issues while delivering improved customer experience.

It is also able to gather insights quickly and create various data collections that will enable Big Sister to turn that data into focused action plans for their targeted segmentations.

## Demographic or Segmentation Questions

What Is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- 20 - 29 years old
- 30 – 39 years old
- 40 – 49 years old
- 50 – 59 years old
- 60 years old and above

Figure 9: Example of Demographic or Segmentation Questions

BSE could start by having more of the simple answered questions that are easy to comprehend at the first of their survey, for example on Appendix B, 'What Is your gender?' and 'How old are you?' would be a great start on getting the data BSE wanted. Demographic segmentation questions provide critical data point from gender, race, education level, and many more that will divide up the target market and help Big Sister understand what different demographic audience have in

common or how they differ from one another (Survey Monkey 2020). These questions are good to be placed at the start as they will allow Big Sister to gain information on their respondents to make better strategic marketing decisions.

Moving on from the segmentation questions, instead of just asking about the workshop satisfaction and what they like about the workshop, BSE should ask about their mental health and well-being and what they feel about themselves in order to find any common issues, struggles, or problems that the teachers, students, and parents face.

### Nominal Questions

Has the school implemented the right culture and ethos that is focussed on your child's emotional health and well-being?

- Yes
- No
- I am not sure

Figure 10: Example of Nominal Questions

Nominal question or the multiple-choice question is an effective tool to ease the data collection and categorization. This will aid BSE in analysing categorical questions and provide a percentage data, for example '18% of student within the range of 10-15 years old are having a mental health issues' or '24% say they do not feel safe at home'. Nominal question is suitable for BSE to gain the percentage of their data insights and make it into graphs, pie charts, and any other infographic visualisation.

It is highly recommended that BSE utilises multiple-choice questions over open-ended questions because it reduces processing time and does not require respondents to formulate an answer. This enables better focus towards the content and questions BSE derive (Survey Anyplace 2020). Moreover, moving more of the simple answered questions, such as "What did you like the workshop" into a multiple-choice scenario will allow for tidier data collection.

### Interval or Ratio Questions

How satisfied are you with the overall workshop experience?

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Workshop objectives					

Figure 11: Example of Interval or Ratio Questions

The use of interval scales from 0-10 or 0-5 for answers like "Strongly Disagree to Strongly Agree" and "Very satisfied to Very dissatisfied" will allow a better quantitative data retrieval in comparison with writing responses or open-ended questions. Using more scaled questions allow for the quantification of the data leading to easier visualisations and insights as it is able to provide precise measure of people's thoughts (Briggs 2015). Interval questions will allow BSE to find the average results, testing any correlations, and even running regression model to rank and get the data suitable for BSE rather than a "Yes" or "No" or open-ended question could give.

### Avoid Leading or Repetitive Questions

The current survey tends to have similar questions and subtly encourage the respondents to answer in certain way which can lead to biased answers (Briggs 2015). To avoid any misleading or repetitive question, it is recommended to consider breaking down big ideas into multiple questions or BSE could make it into a scale question. Here is the example on how to break the question down.

We would like to know if the Big Sister Experience's workshop able to assist you for the past 1 month. Please indicate your answer with the following statement.

	Not at all	Very little	Neutral	Somewhat useful	Very useful
The information gotten from the workshop able to assist me in maintaining my student's mental health and well-being					
Improve my relationship with my student					
Know strategies to help my student in improving her mental health and well-being					
Help me to understand about my student and I better					
I am more aware about my student's social activities and her well-being at school					

Figure 12: Breaking Down Larger Questions

Instead of having too many similar questions in the survey, BSE could create a table filled with individual statements to provide insights and data for the survey. This type of question will give the general measure of satisfaction that BSE could track over time and try to improve (Briggs 2015). It is also recommended for BSE to be specific and keep the questions to be really simple, instead of asking with a really long sentence like 'Anxiety and depression are the leading mental health issues for teen girls.'

'How would you rate your daughter's current mental health?', BSE just be specific with 'How would you rate your daughter's current mental health?'. This will give BSE a more precise and objective answer. The use of friendly yet specific language in questioning the respondents will help BSE avoid having a messy data or some human error while compiling the data insights.

### Streamlining Survey Methods

As demonstrated in earlier parts of the report, the disparity between online and offline survey platforms leave the data up to human error when transferring the data to digital documentation platforms like Microsoft Excel. To avoid issues when collecting data, such as the minimisation of unanswered questions, and lack of proper weighting of scaled questions we suggest the utilisation of survey platform: TypeForm.

Firstly, transferring all surveys to an online platform allows for one program to collate all data from the surveys in a tidier manner that is simpler to navigate. Consequently, providing the business with more efficiency in considering feedback; course strengths, weaknesses, opportunities, and threats. Additionally, the utilisation of TypeForm allows for the integration of Customer Relationship Management (CRM) Software, therefore meaning survey data

can be merged with social media data, website data, and email subscribers etc.

This integration all consumer data will be advantageous to the business in increasing efficiency in understanding their consumer segments throughout all components of their business. If a CRM software is not currently being utilised, we would suggest the usage of Salesforce, however this is not a necessity for the business if this is currently lacking. We merely choose to outline how if the company chooses to grow their digital data collection to grow deeper insights into consumer online behaviour, TypeForm can integrate with other back-end software such as Salesforce or Lexer. The following figure quickly outlines how backend software links to one another.

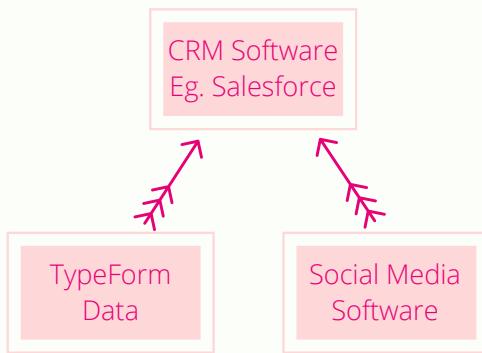


Figure 13: Backend Software Integration

Moving all surveys online is not only an environmentally sustainable action, but a way to provide users with the opportunity to answer the questions privately providing them with more confidence to answer honestly, ultimately leading to richer data.

With the understanding that BSE has highlighted the issue of weariness of the survey not being completed if they aren't asked then and there to perform the task, has been considered. Our solution around this, is to utilise the teachers as mediators of the surveys being filled by students, either during homeroom sessions where the homework (filling out the survey) is checked off. Most adults will have a smart device on them, therefore sending the survey link via email towards the last 10 minutes of the session to parents and teachers and asking them to fill out the survey during the last few minutes should alleviate weariness around moving surveys online.

Not only does Typeform provide simpler data collection, integration, and user privacy and convenience, it also assures that the data is properly collected. Typeform's survey tools allow for friendly, interactive, and controlled ways in collecting consumer data.

### Logic Jumps

Logic jumps act as a cue to questions that are relevant to negative or positive responses. For example, "On a scale of 1-5, how likely are you to recommend the BSE?".

If users selected 3 and below the user could be cued to the next question being,

"I'm sorry to hear you feel that way, what could we change that would maybe change your mind?".

If users selected 4 and above the next question could be "Thank you so much for your positive feedback, what did we do that made you feel this way?" The personalisation of Logic jumps is a way of making the surveys feel less sterile.

Additionally, they ensure that you can follow up with numerical data with qualitative data to get a better picture, in this example, around of poor ratings.

### Calculations

TypeForm also allows for each answer selected to have a point. This means BSE will have scores to determine at a quantitative level how well their course is being received and avoids what has happened in the Survey Monkey collected data, where all Self-Love answers resulted in a score of 0/18.

### "Required" Questions

TypeForm allows the survey designer to dictate which questions must be answered and questions that are optional. Therefore, data that BSE consider to be essential in navigating their courses desirability can be determined and acted upon in this manner. Leaving questions such as, "Any other comments?" as an un-required component that is valuable extra data, but not necessarily essential.

Through this measure BSE will avoid the issue of unanswered questions, meaning the data collected remains rich and valuable.

### Easy Backend Navigation

Unlike the data produced by Survey Monkey, TypeForm allows for the customisation of how the survey developer wants to view their data. Therefore, allowing for the dissection of the entire sample's response to a specific question, or looking at the data based on one person's response as well.

Additionally, there are other insights that TypeForm picks up on, which could be useful for the business with future developments such as the registration of whether the survey was conducted on a mobile device, tablet, or laptop. Understanding the most familiar device used for the survey could potentially enhance the businesses marketing activities regarding online touchpoints in the consumer journey mentioned previously.

### Visual Appeal

It goes without saying that animations, colours, and the interjection of BSE's brand essence into the survey will encourage participants to move through the entire survey. The appeal of fun over Survey Monkey's more clinical nature, sits within BSE's branding elements better, and

reflect the unique and approachable nature the workshops excel so well in.

The screenshot shows a survey page with a pink header and a white background. At the top, the title 'THE Big Sister EXPERIENCE' is displayed in a large, stylized font. Below the title is a blue button labeled 'How did we do?' with the instruction 'press Enter ↵'. The main content area contains several questions:

- A question '1. I am... \*' with four options: A Male (radio button), B Female (radio button), C Prefer not to say (radio button), and D Other (radio button).
- A question '9. And, how valuable do you think the Big Sister Experience is to girls in schools? \*' with five rating icons numbered 1 to 5, where 1 is a lightbulb and 5 is a lightbulb with a checkmark.

Figure 14: Visuals on Typeform

## Timelining Surveys with Workshop

Data collected during the period of a survey is subject to witness changes based on various external factors like social norms, behavioural changes, perceptions, and finally reaction to certain new learnings when implemented (McDevitt et al. 2016, p 1072).

In regards with BSE, gauging insights from the data collected during their existing pre-and post-survey methods, may witness certain inconsistencies for a more sustainable outlook. Hence recommended is a set timeline between the pre and post surveys, giving enough time for the respondent to comprehend the information derived from their initial thought-process about BSE. Also suggested is a one-month post workshop survey – to determine the viability and functionality of the workshop learning, which can be later leveraged in form of testimonials or as marketing tools.

Drawing understandings from Rathore & Ilavarasan's (2020) study on mapping the change in consumer emotions pre and post launch, and experience of a new product states — user behavioural insights demonstrate various positive and negative aspects of a product, service or even experience — giving brands and organisations a chance to make subsequent changes. BSE have taken mindful steps in segregating feedback drawn from surveys into different segments, however, may need consideration based on opinions, priorities, and information each target segment value.

### Pre & Post - Survey

Based on the execution of the existing pre-and post-survey by BSE, what is recommended is the change in

language and the questions asked. The language used for the survey questions should be different based on each segment. The use of friendly language tends to make the respondents feel more comfortable in answering without hesitation, instead of using a rather formal language. Therefore, asking more segment-specific questions would be more beneficial when trying to understand the audience prior to the workshop, and later mapping the immediate success of the content of the workshop. Implementing more behavioural and observational themed questions with opportunity to share more open-ended responses like – "How do you react to compliments received over a visible change in your personality" or "do you comprehend compliments in the form it is mentioned or decode the intension of the person complimenting".

### 1 Month Post Workshop Survey

Behavioural changes respond to climatic changes in one's life, and hence there are expected outcomes post a respondent attending a BSE workshop. The concept of self-construal especially among students defines the findings tailing it back to the self-love workshop held for them. Assessment of judgements prior to attending the workshop, and immediately post the workshop, may witness dramatic changes in their actual behaviour over a period of time, based on their surrounding and implementation of the workshop learning.

Hence Rathore et al. (2016), values the importance of period-based survey post the workshop, to measure the functionality of the workshop on a longer run. This post-one-month survey can instrument a questionnaire based on the insights driven from the post and pre workshop surveys, and further the execution part of the learning into the student's day-to-day lives.

The insights drawn from this survey can assist BSE with deriving behavioural intentions, about the participants of the workshop, also forming as a metric to measure 'aspects of change' of the content the workshop. These derivatives can be used to streamline the workshop content, make changes or even be used to marketing and promotional basis for BSE.

### Experiments

Understanding that BSE students are still finding it difficult to recognise their feelings and negative self-talk after the workshop and are still working to adopt gratitude, self-love, and mindfulness more regularly in their life we suggest conducting an experiment to determine whether longer time spent on the content mentioned above will result in higher recognition of students' feelings and negative self-talk. By utilising the suggested survey methods to collect the data, the experimental design looks into

understanding firstly a correlation between content surrounding gratitude, self-love, and mindfulness growing the frequency at which students' can recognise their feelings and negative-self talk. It then looks at whether an increase in time and practical examples on gratitude, self-love, and mindfulness will affect students' ability to recognise their feelings and negative self-talk. By conducting A/B testing, BSE will be able to alter content that relevantly effects change in students' recognition of their feelings and negative self-talk. Thus, resulting in a more comprehensive course with measurable success factors. Our experimental design developed in Appendix C provides an exact method in carrying out the experiment.

## Limitations

### *Experiments*

With A/B testing, it only provides insights into the dependent variable of time length and practical examples of gratitude, self-love, and negative self-talk. It does not consider other content presented in the BSE workshops nor does it allow for testing of other durations in different sample sizes. It is therefore recommended, after the first experiment is conducted, to utilise the data gathered

and determine whether the implementation of the dependent variables provided positive change in the students' recognition of their feelings and negative self-talk. If the dependent variable provides no correlation, we recommend testing another variable. If a correlation is found, we then recommend repeating the test in different samples across Melbourne schools through different year levels to ensure the data is consistent through all different student segments that attend BSE's workshops.

### *Online Survey*

The use of the online survey is a low-to medium impact limitation. Poorly chosen distribution channels could lead to biased data hence resulting to an ineffective research. The biggest challenge associated with online survey is the survey fraud (Evans & Mathur 2018). Since online survey involves less accountability, the chances of the young girls hitting the buttons to finish are very high. Online survey is not equally safe in the data collection process since the system can be hacked. This means that there is no guarantee that the data is safe. According to Evans and Mathur (2018), online survey can pose a challenge when the server is down. The participants are likely to spend multiple times filling in the online survey forms especially when the servers are down. A slow system would result to an inaccurate research since most of the

data collected will be lost in the process. Online surveys do not provide good security and warranty in instances where there is missing data.

### ***Technological Advancements***

Data collection before the survey can result to inaccurate data collection. BSE is likely to experience challenges in the data collection process due to technological advancements. The issues can arise due to changes in behavioural challenges, perceptions and social norms to new learning that are implemented by BSE. The data collected in pre-survey is not necessary since it is likely to be unsustainable due to inconsistencies of the information. Due to technological advancements and changing preferences of the young aged girls, the information collected in the pre-survey period may be obsolete at the initial time of the data collection process. It is recommended for BSE to give the young girls ample time before they are enrolled in the workshop programs. This will help enable them to effectively determine the viability of the workshop learning and if they would like to enrol or not.

### ***Behavioural Changes***

Behavioural changes are among the major limitations that will be faced by BSE. According to Stouten, Rousseau and De Cremer (2018), are modifications and transformations of human behaviour which

is normally associated with involuntary change of behaviour. The needs of the young girls are rapidly changing hence the need for BSE to enhance its strategies. Currently, the young girls are facing multiple challenges in the 21st century. The surroundings that the young girls live in and the people around them are likely to influence their response towards the workshop learning programs at BSE. Some are likely to attend the workshop programs while some are will not attend. The uncertainty in terms of their performance will negatively affect the data collection and analysis process. Therefore, BSE needs to take into considerations the changing needs of the young girls and work towards making the young girls' better people in the society.

### ***Open-ended Questions***

The use of open-ended questions possesses a limitation to the study. Open ended questions may result to provision of biased answers by the respondents. According to Loomis and Paterson (2018), the use of open-ended questions is complex since makes it difficult for the researchers to effectively analyse data. The use of open-ended questions can result to collection of irrelevant data. Open ended questions allow customers to provide answers in their own words. This means that each respondent will have a unique way of expressing his/ her feeling hence resulting to irrelevant data.

# Deliverables

Understanding BSE require infographics and visualisations to present to future clients the following infographic has been created. We believe this infographic encapsulates the strengths of the Big Sister Experience, and will increase BSE's unique ability to grow positivity and instilling confidence in young girls.

Further deliverables such as re-developed surveys and experimental designs are also available in the Appendices of this report.

## 5 REASONS TO ENGAGE WITH THE BIG SISTER EXPERIENCE



# Conclusion

The Big Sister experience operates to help the young school girls overcome issues they are likely to face in the 21st Century. BSE operates through online and school workshops that assist to encourage empowerment for the young girls. The company faces the problem of inconsistency between its offline and online materials. Several data problems with contradictory answers exists which make it difficult to analyse issues that BSE is currently facing. Currently, Big Sister has failed to capitalise on the opportunity to ask behavioural questions which will tailor their product offering. Based on the outcomes of data analysis, the research found that BSE customers have knowledge and solid awareness of their social media platform. The data analysis indicates high awareness answers which are an indication that BSE target audiences understand their body and mental health. In most instances, the young aged girls have a high awareness after attending the workshops provided by BSE. Despite the fact that they easily have an understanding of their body and mental health, these young girls usually have a limitation towards recognising negative self-talks in their lives.

To avoid any further issues, and to assist BSE in re-developing their workshop

structure to better improve the livelihood of the students the solutions proposed provide cost-effective and efficient ways in gathering rich and actionable data. The limitations discussed around the solutions are low to medium impact making the solutions proposed a beneficial choice for the business.

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# Appendix

## Appendix A: Metric Analysis of Self Love Questionnaire

### Self-Love Questionnaire

1. I know that keeping my body healthy will also help my mental health.

1. I'm unsure how these two are linked
2. I have a fair understanding how the two are linked
3. I strongly understand how the two are linked

2. I understand that I have control over my social media feed and the content I see and how this can make me feel.

1. I don't have control over this
2. I have some control over this and how it makes me feel
3. I have strong control over this and how it makes me feel

3. I incorporate mindfulness activities such as meditation, journaling, positive affirmations into my regular routine.

1. I never practice mindfulness
2. I sometimes practice mindfulness
3. I regularly practice mindfulness

4. I practice gratitude as part of my life.

1. never
2. rarely
3. often
4. everyday

5. I understand how my behaviour online can positively or negatively affect other people.

1. I don't understand how my behaviour online affects others
2. I sometimes understand how my behaviour online affects others
3. I'm always aware of how my behaviour online affects others

6. Each day I'm learning to love and accept my body and who I am.

1. I struggle to accept myself
2. I accept myself sometimes
3. Each day I'm accepting myself more
4. I completely accept myself

7. I understand what I post on social media today may positively or negatively impact me in the future.

1. I don't think about how my social media behaviour could impact my future
2. I sometimes think about how my social media behaviour could impact my future
3. I always think about my social media behaviour could impact my future

8. I understand what mental health is and how to recognise how I'm feeling.

1. I don't really understand mental health or how to recognise how I'm feeling
2. I have some understand of mental health and can sometimes recognise how I'm feeling
3. I have a strong understanding of mental health and can almost always recognise how I'm feeling

9. I feel confident that I have tools and strategies to support my own mental health and the mental health of others.

1. I don't really feel confident with this
2. I have some confidence with this
3. I have confidence to support myself with this but not others
4. I have confidence to support myself and others with this

10. I can recognise what qualities it takes to be a good friend and to look for in a good person.

1. I don't really know what qualities it takes to be a good friend and to look for in a good friend
2. I know what qualities it takes to be a good friend and to look for in a good friend but I don't always surround myself with those types of people

3. I know what qualities it takes to be a good friend and to look for in a good friend and I always try to surround myself with those types of people
11. I know what peer pressure is and what strategies to get out of negative peer pressure situations
1. I don't really understand what peer pressure is or how to get out of negative situations
  2. I understand what peer pressure is but don't have strategies for getting out of negative situations
  3. I understand what peer pressure is and I have strategies for getting out of negative situations
12. I understand the important role my family plays in my life and how to connect with them
1. I don't really understand my family's role in my life or how to connect with them
  2. I understand my family's role in my life but unsure about how to connect with them
  3. I understand my family's role in my life and have some ways to connect with them
13. I know the role of a trusted adult and I have one in my life
1. I don't know the role of a trusted adult and I don't have one in my life
  2. I know the role a trusted adult plays but I don't have one in my life
  3. I know the role a trusted adult plays and I do have one in my life
14. I understand what a courageous conversation is and the steps to having one
1. I don't know what a courageous conversation is or the steps to having one
  2. I don't know what a courageous conversation is but don't know the steps to having one
  3. I know what a courageous conversation is and the steps to having one
15. I am happy with who I am
1. None of the time
  2. Some of the time
  3. Most of the time
  4. All of the time
16. I can recognise when I am having negative self-talk, or being unkind to myself
1. I don't notice
  2. I sometimes notice
  3. I notice it most times
17. I am able to see the good in the lessons in most situations, even those that are more challenging
1. I can never see the good
  2. I can sometimes see the good
  3. I can see the good most times
18. I know what makes me happy and I practice self-care regularly
1. I don't know and don't practice self-care
  2. I have some idea and sometimes practice self-care
  3. I know activities that make me happy and I regularly practice self-care

Body positivity X2

Growing positive relationship circles X4

Online Behaviour X3

Positive Mental Health X1

Self Love X5

Empowerment to reach out X2

Mental Health X1

## Appendix B: Pre-Parents Survey



We are constantly striving to provide the best program for life education and empowering young women of Australia. This survey is part of the process. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- 20 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 59 years old
- 60 years old and above

How many children you have that live at home with you or who you have regular responsibility for?

- I don't have children
- 1
- 2
- 3
- 4
- More than 5

Does your child feel safe and happy at school?

- Yes
- No
- I am not sure

How would you rate the school environment regarding your child's well-being, mental health, and safety?

Very bad	Slightly bad	Neither good nor bad	Slightly good	Very good
1	2	3	4	5

How valuable is the education about mental health and well-being to you?

Not Valuable				Extremely Valuable
1	2	3	4	5

What topic would you like to learn more on the workshop?

- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- Others: \_\_\_\_\_

What are your expectations for this workshop?

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

Has the school implemented the right culture and ethos that is focussed on your child's emotional health and well-being?

- Yes
- No
- I am not sure

To what extent are you aware of your child's social activity at schools and on their social media platforms?

- To a great extent
- Somewhat
- Very little
- Not at all

Do you have rules to maintain consistent grade at school?

- Yes
- No

Are you confident in spotting the signs of poor mental health in your child?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

If my child was showing signs of poor mental health, with low self-esteem and self-worth, I would know what to do.

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

Has your child talk about her mental health or any intrusive thoughts she may have before?

- Yes
- No

If yes, how have you responded to your child telling you that she is having intrusive thoughts or having a low self-esteem and self-worth issues?

- Express empathy
- Affirm your child to visit a psychologist/psychotherapist to help her better
- Stay calm and communicate your respect to your child
- Affirm the positive attempts your child has made so far
- Help your child to see the difference between where she is and where she wants to be
- Others: \_\_\_\_\_

After knowing about her mental health issues, do you discuss your child's emotional needs with her regularly?

- Yes, All the time
- Sometimes
- No, don't get the time
- No, it is not needed

## Appendix C: Experimental Design

### The Problem

BSE students are still finding it difficult to recognise their feelings and negative self-talk after the workshops. We also understand that the students really enjoyed content surrounding gratitude, self-love and mindfulness.

Student surveys show they not only enjoyed the content surrounding gratitude, self-love, and mindfulness, they also have liked the workshops to have gone on for longer and for there to be more practical examples.

In this experiment we hope to understand whether if BSE were to extend the content surrounding gratitude, self-love, and mindfulness would they see students recognising their feelings and negative self-talk more frequently.

### Hypothesis

By spending more time on mindfulness, gratitude, and self-talk in the BSE led workshops, student survey results will show growth in their capabilities in recognising their feelings and negative-self talk.

Variables:

*Dependent Variable:* longer workshop duration on gratitude, self-love, and mindfulness including more practical activities of 15 minutes.

*Independent Variable:* current workshop duration, content, and activities

### Sample Size

One Melbourne schools year 6 girls' population. All girls will be randomly selected and split equally between Group A and Group B.

*Group A:* will receive the dependent variable.

*Group B:* will receive the independent variable.

### Method

1. Ensure that all surveys are conducted (pre, post, and 1-month post) to see changes over a period of time.
2. Conduct new workshop modifications with Group A members, and conduct workshop as it currently stands with Group B Members.
3. Collate data collected by Group A and Group B and specifically look at survey questions involving, recognition of feelings and negative self-talk, and regularity of practicing mindfulness, gratitude, and self-love.
4. Determine a correlation between practicing mindfulness, gratitude, and self-love and feelings and negative- self talk.
5. Compare the correlation figure between Group A and Group B, to determine whether the independent and dependent variables have impacted the correlation figure.
6. Compare survey results regarding feelings and negative self-talk between Group A and Group B to understand whether the dependent variable effects the students' capabilities in recognising their feelings and negative self-talk.

## Appendix D: Post-Parents Survey



After attending the workshop, we would like to hear your thoughts about it! We are constantly striving to provide the best program for life education and empowering young women of Australia. This survey is part of the process. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What Is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- 20 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 59 years old
- 60 years old and above

How much of the information that you needed did you get?

- To a great extent
- Somewhat
- Very little
- Not at all

Were your expectations fulfilled?

- To a great extent
- Somewhat
- Very little
- Not at all

Do you feel more confident in spotting the signs of poor mental health in your child?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

I know what to do if my child was showing signs of poor mental health and well-being after listening to the workshop content

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

I realised strategies for dealing with my own stress, so my child is not affected by it.

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

Which part(s) of the workshop did you feel was most effective?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

How valuable do you think a life education program such as The Big Sister Experience is to girls in schools?

Not Valuable				Extremely Valuable
1	2	3	4	5

How satisfied are you with the overall workshop experience?

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Workshop objectives					
The helpfulness of the staff in answering any questions and concerns					
Workshop instructor					
Workshop duration					
Interactions during the workshop					
Quality of workshops					

How likely is it that you would recommend the workshop to a friend or colleague?

- Not at all likely
- Somewhat likely
- Very likely
- Extremely Likely

Is there any comment, question, or concern you like to share about the workshop?  
(max 500words)

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

## Appendix E: 1 Month Post-Parents Survey



It has been a month since you attended the workshop. We would like to hear any improvement and your thought about the whole 1-month experience. We are constantly striving to provide the best program for life education and empowering young women of Australia. This survey is part of the process. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- 20 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 59 years old
- 60 years old and above

We would like to know if the Big Sister Experience's workshop able to assist you for the past 1 month. Please indicate your answer with the following statement.

	Not at all	Very little	Neutral	Somewhat useful	Very useful
The information gotten from the workshop able to assist me in maintaining my child's mental health and well-being					
Improve my relationship with my child					
Know strategies to help my child improving their mental health and well-being					
Help me to understand about my child and I better					
I am more aware about my child's academic achievements and social activities					

During the past 1 month, are you spotting any signs of poor mental health in your child?

- To a great extent
- Somewhat
- Very little
- Not at all

Do you feel more confident in spotting and assisting your child in improving her mental health and well-being?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

How much time do you spend with your child in a week?

Not at all	2	3	4	All the time
1				

Do you discuss your child's emotional, academic, social needs with her regularly?

- Yes, All the time
- Sometimes
- No, don't get the time
- No, it is not needed
- No, I don't feel confident in helping her

Do you help your child with reducing the amount of stress your child has?

- Yes, All the time
- Sometimes
- No, don't get the time
- No, it is not needed
- No, I don't feel confident in helping her

Does your child feel safe and happy at home?

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

Is there any part(s) of the workshop do you want to learn more?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

How satisfied are you with the overall workshop experience?

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
1	2	3	4	5

How likely is it that you would recommend the workshop to a friend or colleague?

- Not at all likely
- Somewhat likely
- Very likely
- Extremely Likely

Is there any comment, question, or concern you like to share to improve the workshop? (max 500words)

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

## Appendix 4 – Pre- Teacher Survey



We are constantly striving to provide the best program for life education and empowering young women of Australia. This survey is part of the process. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- 20 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 59 years old
- 60 years old and above

How many years have you taught throughout your career?

- Less than one year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 - 25 years
- More than 25 years

How would you rate the school environment regarding the student's well-being, mental health, and safety?

Very bad	Slightly bad	Neither good nor bad	Slightly good	Very good
1	2	3	4	5

Has the school implemented the right culture and ethos that is focussed on the students' emotional health and well-being?

- Yes
- No
- I am not sure

Are you confident in spotting the signs of poor mental health in your students?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

If my student was showing signs of poor mental health, with low self-esteem and self-worth, I would know what to do.

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

Have you come across a student talking about her mental health or any intrusive thoughts she may have?

- Yes
- No

If yes, how have you responded to a student telling you that she is having intrusive thoughts or having a low self-esteem and self-worth issues?

- Express empathy
- Affirm the student to walk with you to the counsellor's office to help her better
- Communicate respect for the student
- Affirm the positive attempts the student has made so far
- Help students to see the difference between where they are and where they want to be
- Others: \_\_\_\_\_

How valuable is the education about mental health and well-being to you?

Not Valuable				Extremely Valuable
1	2	3	4	5

What topic would you like to learn more on the workshop?

- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- Others: \_\_\_\_\_

What are your expectations for this workshop?

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

## Appendix G: Post-Teacher Survey



As teachers of the girls participating in our interactive workshop, we value your opinion to constantly striving to provide the best program for life education and empowering young women of Australia. We would appreciate your honest feedback. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- 20 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 59 years old
- 60 years old and above

How much of the information that you needed did you get?

- To a great extent
- Somewhat
- Very little
- Not at all

Were your expectations fulfilled?

- To a great extent
- Somewhat
- Very little
- Not at all

Do you feel more confident in spotting the signs of poor mental health in your students?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

I know what to do if my student was showing signs of poor mental health and well-being after listening to the workshop content.

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

Which part(s) of the workshop did you feel was most effective?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

Which topics you would like us to cover more in the workshop?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

How valuable do you think a life education program such as The Big Sister Experience is to girls in schools?

Not Valuable					Extremely Valuable
1	2	3	4	5	

How satisfied are you with the overall workshop experience?

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Workshop objectives					
The helpfulness of the staff in answering any questions and concerns					
Workshop instructor					
Workshop duration					
Interactions during the workshop					
Quality of workshops					

How likely is it that you would recommend the workshop to a friend or colleague?

- Not at all likely
- Somewhat likely
- Very likely
- Extremely Likely

Is there any comment, question, or concern you like to share about the workshop?  
(max 500words)

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

## Appendix H: 1 Month Post-Teacher Survey



It has been a month since you attended the workshop. We would like to hear any improvement and your thought about the whole 1-month experience. We are constantly striving to provide the best program for life education and empowering young women of Australia. This survey is part of the process. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- 20 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 59 years old
- 60 years old and above

We would like to know if the Big Sister Experience's workshop able to assist you for the past 1 month. Please indicate your answer with the following statement.

	Not at all	Very little	Neutral	Somewhat useful	Very useful
The information gotten from the workshop able to assist me in maintaining my student's mental health and well-being					
Improve my relationship with my student					
Know strategies to help my student in improving her mental health and well-being					
Help me to understand about my student and I better					
I am more aware about my student's social activities and her well-being at school					

Is there any part(s) of the workshop do you want to learn more?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

How satisfied are you with the overall workshop experience?

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
1	2	3	4	5

How likely is it that you would recommend the workshop to a friend or colleague?

- Not at all likely
- Somewhat likely
- Very likely
- Extremely Likely

Is there any comment, question, or concern you like to share to improve the workshop?  
(max 500words)

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

Do you feel more confident in spotting and assisting your student in improving her mental health and well-being?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

Has the whole school environment change after the workshop?

- To a great extent
- Somewhat
- Very little
- Not at all

Has the school implemented the right culture and ethos that is focussed on the students' emotional health and well-being?

- Yes
- No
- I am not sure

During the past 1 month, are you spotting any signs of poor mental health in your student?

- To a great extent
- Somewhat
- Very little
- Not at all

Do you discuss your student's emotional, academic, social needs with her regularly?

- Yes, All the time
- Sometimes
- No, don't get the time
- No, it is not needed
- No, I don't feel confident in helping her

Do you help your student with reducing the amount of stress she has?

- Yes, All the time
- Sometimes
- No, don't get the time
- No, it is not needed
- No, I don't feel confident in helping her

Does the student feel safe and happy at school?

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

## Appendix I: Pre-Student Survey



We are constantly striving to provide the best program for life education and empowering young women of Australia. This survey is part of the process. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- Under 12 years old
- 12 – 17 years old
- 18 – 24 years old
- 25 – 34 years
- 35 years old and above

Please indicate your level of agreement or disagreement with the following statements:

	I am unsure	Very bad	Slightly bad	Neither good nor bad	Slightly good	Very good
How would you rate your mental health?						
How would you rate the school environment regarding the student's well-being, mental health, and safety?						
How is your relationship with your parents?						
How is your relationship with your friends?						
How is your relationship with your teachers?						

Do you feel safe and comfortable at school?

- Yes
- No, please indicate \_\_\_\_\_

Have you come across a student talking about her mental health or any intrusive thoughts she may have?

- Yes
- No

If yes, how have you responded to a student telling you that she is having intrusive thoughts or having a low self-esteem and self-worth issues?

- Express empathy
- Affirm the student to walk with you to the counsellor's office to help her better
- Communicate respect for the student
- Affirm the positive attempts the student has made so far
- Help students to see the difference between where they are and where they want to be
- Others: \_\_\_\_\_

How valuable is the education about mental health and well-being to you?

Not Valuable	1	2	3	4	5	Extremely Valuable

What topic would you like to learn more on the workshop?

- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- Others: \_\_\_\_\_

What are your expectations for this workshop?

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

During the past 2 weeks, how often have you felt sad or depressed?

I am unsure	Not at all				Extremely often
0	1	2	3	4	5

How often do you experience below?

	Never	Once in a while	Most of the time	All the time
Calm and peaceful				
Energetic				
Sad and lonely				
Angry				
Happy about your life				

How many hours do you sleep per day?

- Less than 4 hours
- 4 – 6 hours
- 7 – 9 hours
- More than 9 hours

How is your quality of sleep?

Very bad	Slightly bad	Neither good nor bad	Slightly good	Very good
1	2	3	4	5

Is there a history of mental disorder in your family?

- Yes
- No
- I am unsure

If "Yes", please select which of the family member(s) has/had a history of mental health and well-being issues.

- Mother
- Father
- Brother
- Sister
- Grandfather
- Grandmother
- Other: \_\_\_\_\_
- Prefer not to say

Do you feel safe and comfortable at home?

- Yes
- No, please indicate \_\_\_\_\_

## Appendix J: Post-Student Survey



We value your opinion to constantly strive to provide the best program for life education and empowering young women of Australia. We would appreciate your honest feedback. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others: \_\_\_\_\_
- Prefer not to say

How old are you?

- Under 12 years old
- 12 – 17 years old
- 18 – 24 years old
- 25 – 34 years
- 35 years old and above

How much of the information that you needed did you get?

- To a great extent
- Somewhat
- Very little
- Not at all

Were your expectations fulfilled?

- To a great extent
- Somewhat
- Very little
- Not at all

Do you feel more confident in spotting the signs of poor mental health in your friends?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

I know what to do if my friend or I was showing signs of poor mental health and well-being after listening to the workshop content.

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

How likely is it that you would recommend the workshop to a friend?

- Not at all likely
- Somewhat likely
- Very likely
- Extremely Likely

Is there any comment, question, or concern you like to share about the workshop?  
(max 500words)

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

Which part(s) of the workshop did you feel was most effective?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

Which topics you would like us to cover more in the workshop?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

How valuable do you think a life education program such as The Big Sister Experience is to girls in schools?

Not Valuable					Extremely Valuable
1	2	3	4	5	

How satisfied are you with the overall workshop experience?

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Workshop objectives					
The helpfulness of the staff in answering any questions and concerns					
Workshop instructor					
Workshop duration					
Interactions during the workshop					
Quality of workshops					

## Appendix K: 1 Month Post-Student Survey



It has been a month since you attended the workshop. We would like to hear any improvement and your thought about the whole 1-month experience. We are constantly striving to provide the best program for life education and empowering young women of Australia. This survey is part of the process. Thank you for taking the time to fill in this questionnaire. It should only take 10 minutes ☺

What is your gender?

- Male
- Female
- Others
- Prefer not to say

How old are you?

- Under 12 years old
- 12 – 17 years old
- 18 – 24 years old
- 25 – 34 years
- 35 years old and above

We would like to know if the Big Sister Experience's workshop able to assist you for the past 1 month. Please indicate your answer with the following statement.

	Not at all	Very little	Neutral	Somewhat useful	Very useful
The information gotten from the workshop able to assist me in maintaining my mental health and well-being					
Improve my relationship with friends, parents, and teachers					
Know strategies to help my friends and I in improving our mental health and well-being					
Help me to understand about myself and my surroundings better					

I know what to do if my friend or I was showing signs of poor mental health and well-being after listening to the workshop content.

Completely disagree	Somewhat disagree	Neutral	Somewhat agree	Completely agree
1	2	3	4	5

Do you discuss your emotional, academic, social needs with your parents or teachers?

- Yes, All the time
- Sometimes
- No, don't get the time
- No, it is not needed

Has the whole school environment change after the workshop?

- Yes, please indicate \_\_\_\_\_
- Not at all
- I am unsure

Has your parents change after attending the workshop?

- Yes, please indicate \_\_\_\_\_
- Not at all
- I am unsure

Which part(s) of the workshop did you feel was most effective?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

Which topics you would like us to cover more in the workshop?

- None
- Mental health
- Life-skills
- Safe sex
- Body Image
- Social Pressure
- Real-life issues
- All of them
- Others: \_\_\_\_\_

Please indicate your level of agreement or disagreement with the following statements:

After 1 month attending the workshop	I am unsure	Very bad	Slightly bad	Neither good nor bad	Slightly good	Very good
How would you rate your mental health?						
How would you rate the school environment regarding the student's well-being, mental health, and safety?						
How is your relationship with your parents?						
How is your relationship with your friends?						
How is your relationship with your teachers?						

Have you felt particularly low or down for the past 1 month?

I am unsure	Not at all				Extremely often
0	1	2	3	4	5

How often do you experience below for the past 1 month?

	Never	Once in a while	Most of the time	All the time
Calm and peaceful				
Energetic				
Sad and lonely				
Angry				
Happy about your life				

Do you feel more confident in spotting the signs of poor mental health in your friends and yourself?

Completely unconfident	Somewhat unconfident	Neutral	Somewhat confident	Completely confident
1	2	3	4	5

How valuable do you think a life education program such as The Big Sister Experience is to girls in schools?

Not Valuable				Extremely Valuable
1	2	3	4	5

How likely is it that you would recommend the workshop to a friend?

- Not at all likely
- Somewhat likely
- Very likely
- Extremely Likely

Is there any comment, question, or concern you like to share about the workshop? (max 500words)

Thank you for your participation! We appreciate your support as we continue our mission to empower the young women of Australia.

## *Appendix L: Reconstructed Self-Love Questionnaire*

**Body Positivity:**

1. When I look at myself in the mirror, I look at what I want to be, not what I am.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

2. When I look at myself in the mirror, I can recognise things that I love.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

3. I can recognise when I am having unrealistic expectations on what my body should look like.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

4. I know that my satisfaction with my body effects my mood, my behaviour, and my relationships with others.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

5. I know that social media and other media tools can create unrealistic expectations of what a perfect body is.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

**Online Behaviour:**

1. I understand I have control over my social media feed and know how to filter it to make me feel positive.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

2. I know my online behaviour can affect other people both positively and negatively

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

3. I can identify what online predators are and know how to exercise caution and defence strategies against them.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

4. I understand that what I post online can remain there permanently.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

5. I understand that what I post online can have both positive and negative impacts on my future.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

**Self-Love:**

1. I can recognise when I am having negative self- talk or am being unkind to myself

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

2. I can identify at least 1 thing to be grateful for every day.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

3. I incorporate mindfulness activities like meditation, journaling, or positive affirmations in my daily routine.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

4. I understand what self-care is, and practice activities that make me feel good.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

5. I feel confident in loving myself for who I am.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

---

**Mental Health:**

---

1. I understand what mental health is and can recognise when I'm having positive and negative thoughts/behaviours.

---

Strongly  
Disagree

Disagree

Neutral/  
Unsure

Agree

Strongly  
Agree

2. I can see the good in situations, even situations that are challenging.

---

Strongly  
Disagree

Disagree

Neutral/  
Unsure

Agree

Strongly  
Agree

3. I feel confident with using tools to combat negative thoughts and behaviours.

---

Strongly  
Disagree

Disagree

Neutral/  
Unsure

Agree

Strongly  
Agree

4. I can recognise when my friends or family members are demonstrating negative mental health behaviours.

---

Strongly  
Disagree

Disagree

Neutral/  
Unsure

Agree

Strongly  
Agree

Growing positive relationship circles:

1. I can recognise what qualities are present in a good friend.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

2. I only surround myself with good friends.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

3. I understand what peer-pressure is.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

4. I feel confident in getting out of negative situations brought on by peer-pressure.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

5. I understand the important role my family plays in my life.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

6. I understand the important role of a trusted adult.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

Empowerment to Reach out:

1. I feel confident in reaching out to a trusted adult or a member in my family with any problems or feelings I am having.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

2. I feel confident in reaching out to a trusted adult or a member in my family to support a friend experiencing problems or negative feelings.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

3. I feel confident in reaching out to friends or family when I recognise, they might be having a challenging time.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------

4. I feel confident in reaching out to my friends when I recognise my mental health is resulting in negative thoughts or behaviours.

---

Strongly Disagree	Disagree	Neutral/ Unsure	Agree	Strongly Agree
----------------------	----------	--------------------	-------	-------------------