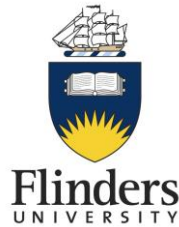


**FLINDERS UNIVERSITY**  
ADELAIDE • AUSTRALIA



*Flinders Human Behaviour & Health Research Unit*

## ***Releasing Children's Shining Potential***

**Improving the social and emotional wellbeing of  
primary school children through Journeywork**

***Journey into Schools Report***  
**August 2010**

### **Appendices**

Jill Beattie  
Suzanne Dowd  
Susan Leeder-Morale  
Cecile George  
Jan Henderson  
Amanda Carne



ISBN 978 1 920966 21 8

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#### **How to Cite this Reference:**


Beattie J, Carne A, Dowd S, Leeder-Morale S, George C, Henderson J. (August, 2010). *Releasing children's shining potential. Improving the social and emotional wellbeing of primary school children through Journeywork. Journey into Schools Report*. Flinders Human Behaviour and Health Research Unit, Flinders University of South Australia and Jill Beattie Performance Enhancement Consultancy, Victoria. Website: <http://www.emotional-wellbeing.com.au>

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## Appendix 1: *KidsMatter* Programs Guide Examples and Criteria

	KidsMatter Programs Guide - Component 2 Program Categorisation Table <i>General Programs</i>
<h3>Component 2:</h3>	
<h4>Social and emotional learning (SEL) for students</h4>	
<b>Categorisation Key</b>	
<b>Sound SEL instructional practice</b>	<b>Identified theoretical framework</b>
<ul style="list-style-type: none"> <li><input type="radio"/> No or minimal coverage.</li> <li><input checked="" type="radio"/> Consistent provision of information only.</li> <li><input checked="" type="radio"/> Consistent opportunities for guided in-lesson skill practice.</li> <li><input checked="" type="radio"/> Consistent opportunities for skill application beyond the lesson.</li> </ul>	<p>The authors and/or developers of the program have identified a recognised theoretical framework that the interventions/activities used in the program are based on.</p> <p>✓ Yes</p>
<b>Other factors</b>	<b>Structured sessions</b>
<b>Evidence of effectiveness</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Program comprises a collection of activities that are not structured formally into sessions.</li> </ul>
<ul style="list-style-type: none"> <li><input type="radio"/> Program effectiveness not empirically supported. There were no evaluations submitted that met the inclusion criteria, <i>OR</i> the preponderance of evidence does not show positive program impacts on behavioural measures.</li> <li><input checked="" type="radio"/> Single study documents positive behavioural outcomes at post-test.</li> <li><input checked="" type="radio"/> Multiple studies* document positive behavioural outcomes at post-test, <i>OR</i> a single study finds positive behavioural impacts at a follow-up at least one year after the intervention ended.</li> <li><input checked="" type="radio"/> Multiple studies* document positive behavioural outcomes at post-test, with at least one study indicating positive behavioural impacts at follow-up at least one year after the intervention ended.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Program is loosely arranged into sessions with minimal instructions for implementation.</li> </ul>
<p><small>*to count as a separate evaluation study, the report must be based on a different sample or data set than described in another study.</small></p>	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Program comprises a series of formally structured sessions with basic instructions for implementation.</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Program comprises a series of formally structured sessions with comprehensive instructions (i.e. detailed facilitator notes, examples, responses etc.) to ensure consistent implementation.</li> </ul>
	<b>Student assessment measures</b>
	<ul style="list-style-type: none"> <li><input type="radio"/> No formal tools are provided for individual student assessment.</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Formal tools provided for infrequent individual student assessment.</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Formal tools provided for individual ongoing test-based student assessment.</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Formal tools provided for individual ongoing performance-based student assessment.</li> </ul>

<http://www.kidsmatter.edu.au/wp/wp-content/uploads/2010/01/component-2-general-2010.pdf>

## Component 2:

### Social and emotional learning (SEL) for students

#### Categorisation Key continued

#### *Designed for, or demonstrated applicability to, special student groups*

- C** Culturally and linguistically diverse (CALD)
- I** Indigenous
- LS** Low socioeconomic status and disadvantaged
- R** Rural settings
- S** Special needs (e.g. Learning disabilities, intellectual disability, physical disabilities etc.)

#### *Formal parent/carer component provided*

- ✓ Consistent activities and materials for skill practice to take place at home are provided as part of the program,  
OR  
Structured parent/carer sessions are provided as part of the program.

#### **Staff professional learning (PL)**

##### *Staff professional learning (PL) available*

- ✓ Yes
- R** Program training and/or implementation are restricted to specific staff members, such as a school psychologist, or those who have completed preliminary training levels.
- E** Professional learning for school staff is not required, as program can only be implemented by an external agency (i.e. Community Health Centre, organisation etc.).

##### *Staff professional learning (PL) compulsory*

It is compulsory that staff professional learning be undertaken prior to the implementation of the program.

- ✓ Yes

<b>Component 2:</b> <b>Social and emotional learning (SEL) for students</b> <b>General programs</b> Key: ○ = Not evident ◐ = Limited ◑ = Promising ● = Strong Program title Age range (yrs)		Sound SEL instructional practice					Other factors						Staff PL	
		1. Self-awareness	2. Social awareness	3. Self-management	4. Responsible decision making	5. Relationship skills	Evidence of effectiveness	Identified theoretical framework	Structured sessions	Student assessment measures	Designed for, or demonstrated applicability to, special student groups	Formal parent / carer component provided	Staff professional learning (PL) available	Staff professional learning (PL) compulsory
<a href="#">Aussie Optimism</a>	8-13	●	◐	●	●	●	●	✓	●	◐	R, LS	✓	✓	✓
<a href="#">Being Me</a>	9-12	◐	◐	◐	◐	◐	○	◐	○	○				
<a href="#">BOUNCE BACK!</a>	5-15	●	●	●	●	●	○	✓	●	◐			✓	
<a href="#">Bright Ideas</a>	8-12	◐	○	◐	○	○	◐	✓	●	○	R		✓	✓
<a href="#">Digging Deep</a>	8-16	◐	◐	◐	○	○	○	✓	○	○				
<a href="#">Friendly Kids, Friendly Classrooms</a>	5-12	◐	◐	◐	◐	◐	◐	✓	◐	○			✓	
<a href="#">Friendly Schools and Families</a>	4-13	◐	◐	◐	●	●	●	✓	◐	●		✓	✓	
<a href="#">FRIENDS for Life</a>	4-11	●	◐	●	●	○	●	✓	●	○	C, LS	✓	✓	✓
<a href="#">Heart Masters</a>	5-12	◐	◐	◐	○	◐	○	✓	◐	●			✓	
<a href="#">I Can Problem Solve</a>	4-12	●	●	●	●	●	●	✓	●	○	LS			
<a href="#">Literature for Life</a>	10-12	○	○	○	○	○	○	✓	◐	○				
<a href="#">MPower Girls</a>	10-12	○	◐	○	○	◐	○	✓	◐	○			✓	✓
<a href="#">Passport Program</a>	6-14	●	◐	●	◐	●	○	✓	◐	○				
<a href="#">PATHS Curriculum</a>	5-12	●	●	●	●	●	●	✓	●	◐	C, S, LS, R	✓	✓	
<a href="#">Peer Mediation</a>	11-12	○	◐	○	◐	●	○	✓	○	○			✓	✓
<a href="#">Program Achieve</a>	6-12	●	●	●	●	●	○	✓	●	●	C, I	✓	✓	✓
<a href="#">Quest 4 Values</a>	5-12	◐	○	◐	○	◐	○	✓	◐	○			✓	
<a href="#">Resilient Kids (Primary)</a>	5-12	◐	○	◐	◐	○	○	✓	◐	○		✓		
<a href="#">Rock and Water</a>	9-12	○	○	○	◐	○	○	✓	◐	○			✓	✓
<a href="#">Second Step</a>	4-13	●	◐	●	●	●	●	✓	●	◐	C, R	✓	✓	
<a href="#">Skills for Growing</a>	5-11	●	○	●	●	●	●	✓	◐	●		✓	✓	✓
<a href="#">Social Decision Making/Social Problem Solving</a>	4-14	●	◐	●	●	●	●	✓	●	●	S	✓	✓	
<a href="#">Steps to Respect</a>	8-12	◐	◐	●	●	●	◐	✓	●	●			✓	
<a href="#">Stop Think Do Social Skills Training</a>	4-12	◐	◐	◐	◐	◐	◐	✓	●	◐	S, LS		✓	
<a href="#">Stories of Us: Belonging</a>	9-12	○	◐	○	○	◐	○	✓	◐	○				
<a href="#">Stories of Us: Bullying</a>	9-12	○	◐	○	○	◐	○	✓	◐	○				
<a href="#">Sunshine and Rainbows</a>	5-8	◐	◐	○	◐	○	○	✓	◐	○			✓	
<a href="#">Thinking, Feeling, Behaving</a>	6-12	◐	◐	◐	◐	◐	○	✓	◐	○				
<a href="#">Values Education Toolkit</a>	4-14	◐	◐	◐	◐	◐	○	✓	○	○			✓	

Applicability to special student groups: C = CALD I = Indigenous LS = Low SES R = Rural S = Special needs Staff PL: R = Restricted E = External agency only  
Note: A more detailed key is provided at the end of this document

<http://www.kidsmatter.edu.au/wp/wp-content/uploads/2010/01/component-2-general-2010.pdf>

## **Appendix 2: *The Journey Classroom Process***

The Process is used by Accredited Journey Practitioners and is the Intellectual Property of the Copyright Holder, Brandon Bays, developer of The Journey method

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## Appendix 3: Letter of Introduction to the Principal

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### Supporting the Values Education agenda Enhancing resilience & coping with difficult emotions

Dear [Name of School Principal,]

I hold the position of Senior Research Fellow in the Flinders Human Behaviour and Health Research Unit at Flinders University. Along with my colleagues, we will be running a Journey Program in one classroom, in a selection of schools in terms one and two of 2009. See the attached Principals and Teachers information for an overview of a Journey Program.

The Journey Program in schools has been conducted in Newcastle (NSW) for over three years (refer DVD, Track 1: Making a difference with children). The Journey Program has also been used extensively in South Africa with significant results (refer DVD, Track 4: Journey Outreach). (Report available upon request). Teachers and parents have found:

- Those children have been provided with skills to increase their self-confidence and coping.
- An improvement in general behaviour in the classroom and playground.
- An improvement in academic performance.
- A reduction in emotional outbursts and unsocial behaviour.
- Reduced bullying.
- Provision of practical tools and help to students.

Now, the program is gradually being introduced into more schools in Australia as well as schools in England and New Zealand.

My colleagues and I would like to conduct a pilot study of the impact of this program on students in Australian primary schools in Melbourne. We are therefore offering your school the opportunity to participate, in terms one and two of 2009. There will be no charge to you or the students. We will also be conducting an evaluation of the effects of the program on the students. See the attached Principals and Teachers information for an overview of the evaluation.

One of the researchers will be ringing you in the next week to make an appointment to discuss the program and the evaluation, and answer any questions you may have. In the meantime, please find enclosed the DVD which provides information about the Journey Program as it was conducted in a school in Newcastle, NSW, and in South Africa, and the effects it has had on teachers, parents and children.

Also included are:

- Written letters of support from parents, a school, and a doctor
- Journey for Kids book (donation as teacher/parent resource)
- An Angel in my Heart book (donation to children's library)

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting report or other



publications. You are, of course, entirely free to discontinue your participation at any time or to decline to answer particular questions.

Any enquiries you may have concerning this project should be directed to me at the address given above or by telephone on 9457 6456, fax 9457 6456 or e-mail [jill.beattie@flinders.edu.au](mailto:jill.beattie@flinders.edu.au).

Thank you for your attention and assistance.

Yours sincerely

Dr. Jill Beattie  
Senior Research Fellow,  
Flinders Human Behaviour and Health Research Unit,  
Flinders University

*This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. For more information regarding ethical approval of the project the Secretary of the Committee can be contacted by telephone on 8201 5962, by fax on 8201 2035 or by email [sandy.huxtable@flinders.edu.au](mailto:sandy.huxtable@flinders.edu.au).*

## Appendix 4: Principal and Teacher Information Sheet and Consent Forms

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### **Principal and Teacher** **Information Sheet and Consent Form - Journey into Schools**

**Dear Principal/Teacher**

Your school has been invited to participate in a pilot program introducing *Journeywork* into metropolitan primary schools, in one classroom (year 3 or 4), in four to eight schools in Victoria, in Terms 1 and 2 of 2009. Dr Jill Beattie from the Flinders University of South Australia, with a team of researchers, who are also Journey Practitioners, counsellors and a psychotherapist, are conducting the study.

Before you agree to your school/classroom participating in the study, please read the information below.

#### **Why is this pilot program being carried out?**

While the Journey program is currently running successfully in schools in NSW, WA, SA, and South Africa, only South Africa has conducted research and produced a Report showing evidence of the success of the Program. A copy of the Report is available upon request. In addition, a DVD has been provided to you to see how the Journey Program has been conducted in Newcastle (NSW) refer DVD, Track 1: Making a difference with children, and in South Africa - refer DVD, Track 4: Journey Outreach.

The aim of this pilot is to evaluate the effectiveness of the Program in Australia, for Australian children and schools. This study uses a pre-test / post-test design to evaluate the impact of Journeywork on the academic and social and emotional wellbeing of a selection of primary school students.

#### **What is the aim of the study?**

The aims of this pilot are to:

1. improve the social and emotional wellbeing of participant primary school children
2. provide support and tools for children in dealing with daily life events and emotions
3. evaluate the effectiveness of conducting Journeywork sessions on the academic results of children
4. evaluate the effectiveness of conducting Journeywork sessions on the social and emotional wellbeing of children and the classroom environment
5. evaluate the effectiveness of conducting Journeywork sessions on children's behaviour in the classroom environment
6. produce Australian evidence of the effects of Journeywork on the academic, social and emotional wellbeing of participant children.

#### **What is Journeywork?**

**The Journey** is a simple process, similar to a guided meditation, which allows each child to reflect on past events that may have caused some difficulty e.g. when they were scared. They are able to get access to an actual memory of an event that made them upset in some way eg when they got angry; achieve a level of understanding, awareness

and ultimately forgiveness for themselves and any others involved e.g. the person they were angry at. This provides an opportunity for each child to let go and move on from old issues which may have caused emotional or physical blocks, and limited their ability to reach their full potential. Children are given practical tools for dealing with future issues. It complements current work being done in many schools today such as values education, and Journeywork is being adopted by an increasing number of schools around Australia.

**The actual process** involves an imaginary journey inside the body where the child uncovers a childhood memory that made them feel a certain way, e.g. scared, lonely, angry, or sad. The memory is played onto a cinema screen and briefly described. Resources are then selected that would have helped in the past e.g. being able to tell an adult, finding the courage to speak etc. The memory is replayed on the cinema screen with the child seeing how it would have been different or felt different with new resources. An imaginary campfire is set up and invited to this fire are people involved in the memory who the child would like to speak to. This conversation allows the child to tell the people involved how they felt and express what they wanted to say at the time but were unable to. Students are then able to forgive the person who upset them and complete their imaginary journey. Afterwards students feel more positive and confident about their behaviour, their choices and life in general. This can be reinforced by regular Journeywork over the subsequent weeks.

### **What is the benefit to the children and the school?**

The social and emotional learning goals of Journeywork aim to develop children's ability to recognise and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.

**Journeywork** has helped children in a number of ways, including:

- Increased academic performance
- Better attendance rates
- Improved interaction between peers
- Reduced bullying
- Better relationships with their teachers
- An increase in self-esteem and confidence
- Improved behaviour and discipline in the classroom and playground
- Provision of practical tools for children

It is anticipated that these benefits will be achieved in this project. Parents and teachers will experience children with decreased behavioural issues. The children will have the tools to deal with life events and the many emotions they encounter daily. Relationships with peers will be more positive.

### **Are there any risks to children participating in journeywork?**

During participation in all Journeywork sessions, emotional issues and sad or unhappy memories will arise for students; this is the nature of this work. During the first four introductory sessions the children will identify happy times as well as sad times, and these have the potential to be embarrassing to parents e.g. they may have gotten lost at the shopping centre. During the actual Journey Classroom processes emotional issues and sad or unhappy memories will arise and these will be dealt with during the journey inside themselves. It is possible however, that following journeywork, children will express other emotions e.g. anger. During the journey sessions, children will have been given strategies for dealing with emotions as they arise. Parents are encouraged to allow these emotions to be expressed and emptied out. Parents will have the contact details of the practitioner, should they wish to discuss these emotions further.

During the Journey Classroom processes the actual issue(s) are confidential to the children, because they whisper to themselves during this time. However, there is the potential for abuse issues to arise. From the experience of others who are conducting this work in schools in Australia, this has not occurred to date.

However, should any abuse be uncovered, this will be reported to the teacher and school principal. This is because mandatory reporting of child abuse was legislated in Victoria in 1993 via an amendment to the Children and Young Persons Act 1989 which mandates professionals to report suspected cases of physical and sexual abuse. Professionals mandated are doctors, nurses, police, teachers and school principals. Reports are made to the Department of Human Services (Community Care).

### **What support will the children receive?**

Appropriate child to researcher/practitioner ratios will be allocated to ensure that the children have ample support during the process, and for any children who may require extra assistance to complete their process, resulting in a feeling of ease.

The researchers are all Journey Practitioners, with two being professional counsellors and one being a psychotherapist. They all have the experience and skills to manage a variety of emotional issues with children, if they occur, and if need be, after the classroom process, and/or at a later time, in partnership with the teacher, school nurse/counsellor/chaplain, other health professional and/or their parents. The researchers do not usually know what the issue(s) was, just that it has been dealt with and released, however, in the rare event that any suspected abuse issues arise these will be brought to the attention of the teacher and Principal. The teacher will remain in the classroom and will also be able to provide any additional support required.

The researchers/practitioners will make themselves available, by telephone and in person, to the teachers, other school staff, parents and the children throughout the project to answer any questions arising and/or to discuss how the classroom sessions are going. One-to-one time will be offered for any child, teacher and/or parent who wishes assistance individually, inside and outside of school hours, free of charge. The parents will be given the name and contact telephone and mobile numbers of the researchers/practitioners.

### **When will this be happening and how long will it take?**

Sessions will be conducted weekly in Terms 1 and 2 of 2009, a total of 18 weeks.

Each Journey session will take approximately 20 to 30 minutes, with a total of 45 to 60 minutes in the classroom with the children. The teacher will remain in attendance at this time.

For those children who do not have consent to participate they will go into the care of another teacher/staff member for that period of time.

Should any children require additional support immediately following the classroom session, the teacher will remain with the class while the researcher spends an additional 10 minutes re-processing the children in a quiet area of the school near the classroom. Each of the questionnaires will take no longer than 10 minutes to complete.

### **What will the teacher need to do?**

Before we can approach parents to seek their informed consent for their child to participate in the program, we require the teacher's permission for his/her classroom to participate

The teacher will need to provide de-identified academic results for December 2008 and end of term 1 and 2, 2009. These can be given to the researcher when they are in the school.

The teacher will send the Parent Information Sheet and Consent form, and Child Information Sheet home, by their usual method. This will include an invitation for the parents/guardians to attend an information session, at a time recommended by the teacher. The teacher is invited to attend this session.

The teacher will be asked to complete a 9-item Emotional Behaviour questionnaire about the children's general behaviour in the classroom prior to commencing Journeywork, again on completion of term 1, and again on completion of term 2. The teacher's de-identified questionnaires will be returned in a sealed pre-paid envelope addressed to the researcher.

#### **What will the parents/guardians need to do?**

The parents will need to read the Parent Information and Child Information Sheets before giving informed consent for their participation. They will be invited to an information evening to meet the researcher and have any questions answered. Once the parents have had time to talk with significant family members and the child, they will be advised to contact the researcher to decline or agree to participate. Where parents have not been able to attend the information session, they will be asked to contact the researcher to discuss the information and ask any questions arising.

The parents will be asked to complete a 20-item Emotional Wellbeing questionnaire about their child's emotional wellbeing before commencing Journeywork, again after completion of term 1 and again after completion of term 2. The parents de-identified questionnaires will be returned in a sealed pre-paid envelope addressed to the researcher.

#### **What will the children need to do?**

The children will receive the Child Information Sheet about the program. They will also be able to choose each week whether or not they participate in the session. Each week the children will participate in Journeywork in the classroom. For those children who do not have consent to participate they will go into the care of another teacher/staff member for that period of time. Should any children require additional support immediately following the classroom session, the teacher will remain with the class while the researcher spends an additional 10 minutes re-processing the children in a quiet area of the school near the classroom.

Prior to, and following each Journey session, each child will be given a set of smiley faces from sad to happy, and asked to colour-in how they feel. Using the smiley faces visual analogue scale, we can measure the effect of the individual sessions and also ensure the child is left happy and at ease.

The children will be asked to complete a 20-item Emotional Wellbeing questionnaire about their emotional wellbeing before commencing Journeywork, again after completion of term 1 and again after completion of term 2. The children's de-identified questionnaires will be completed in the classroom and handed straight to the researcher.

#### **Will any other staff member be involved?**

School counsellors, the nurse, chaplain, or other wellbeing staff may already be working with some of the children, therefore, prior to commencement of Journeywork, these school staff members will be made aware of the Journeywork being conducted in the specific classroom in the school. They will be invited to the parent information session and the researcher will be available by person or telephone to answer any questions they may have.

### **What does giving informed consent mean?**

Giving your consent means that you have read this information sheet, fully understand the schools/classrooms, the child's, your, and the parent's participation in the pilot, and signed the written consent form accompanying this information. A separate consent for has been provided for the Principal and for the teacher. In addition, you will have had any of your questions answered to your satisfaction.

### **How will the results of the pilot be used?**

The results will be written into a report and paper for publication to assist in providing evidence of the effects of Journeywork for Australian children and classrooms. The school and the Department of Education and Early Childhood Development, Victoria will be given a copy of the report. Parents can access the report upon request.

### **How will my privacy be protected?**

An identifier (ID) will be allocated to your school, the class, the children, teacher and parents for participation and completion of the questionnaires. The school's name that of the teacher, children, and parents will not be used in any report or publication. All individual information will be given an identifier and the participants will remain anonymous

This information will not be seen or used by anyone except the researchers. Your information will not be given to any other person without your permission. All information will be coded without names.

During the conduct of the study the de-identified data will be stored securely in a designated office of the Principal Researcher where the study is being conducted in Melbourne, after which time it will be securely stored in the Flinders University for a period of 5 years. Data on the researcher's computer will be password protected.

### **Will I be paid for participation?**

You will not be paid for participation. There has been no specific funding allocated for the completion of this study.

### **Is taking part in the pilot voluntary?**

Yes. Neither you nor the parents and children have to participate in the pilot if you/they do not want to.

If you do choose to participate and then want to withdraw without giving a reason, that's OK – this will not affect you, your school, classroom, the children or parents.

### **If you have any further questions**

If you have any further questions about the pilot or *Journeywork* itself, or the evaluation questionnaires, please do not hesitate to contact **Dr Jill Beattie on telephone 9457 6456**.

*This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. For more information regarding ethical approval of the project the Secretary of the Committee can be contacted by telephone on 8201 5962, by fax on 8201 2035 or by email [sandy.huxtable@flinders.edu.au](mailto:sandy.huxtable@flinders.edu.au).*

*This research project has also been approved by the Department of Education and Early Childhood Development, Victoria.*



**PRINCIPAL**  
**CONSENT FORM FOR PARTICIPATION OF SCHOOL IN A PILOT RESEARCH STUDY**  
**INTRODUCING JOURNEYWORK INTO SCHOOLS**

---

I .....

being over the age of 18 years hereby consent to my school participating as requested in the Principal/Teacher Information Sheet, for the pilot research project on Journeywork in schools.

- I have read and understood the Principal/Teacher Information provided.
- Details of procedures and any risks have been explained to my satisfaction.
- 3. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
- 4. I understand that:
  - I and my school may not directly benefit from taking part in this pilot.
  - I, the teachers, children and parents will not be paid for participation in the project.
  - I, the teachers, children and parents are free to withdraw from the project at any time and they are free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I, my school, the teachers, children and parents will not be identified, and individual information will remain confidential.
  - Whether I, my school, the teachers, children and parents participate or not, or withdraw after participating, will have no effect on the school/classroom, or any of us personally.
  - I may ask that the program be stopped at any time, and that I and my school/classroom may withdraw at any time from the sessions or the research without disadvantage.
- 5. I have had the opportunity to discuss taking part in this research with colleagues, staff members, a family member or friend.

**Principal's signature.....Date.....**

Researcher - I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

**Researcher's name.....**

**Researcher's signature.....Date.....**

*NB: Two signed copies should be obtained – one to be retained by the participant, and one to be retained by the researcher.*



**TEACHER**  
**CONSENT FORM FOR PARTICIPATION IN A PILOT RESEARCH STUDY**  
**INTRODUCING JOURNEYWORK INTO SCHOOLS**

---

I .....

being over the age of 18 years hereby consent to my classroom participating as requested in the Principal/Teacher Information Sheet, for the pilot research project on Journeywork in schools.

I also consent to participating by filling out the Emotional Behavioural Questionnaires.

1. I have read and understood the Principal/Teacher Information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
4. I understand that:
  - I and my classroom may not directly benefit from taking part in this pilot.
  - I, the children and parents will not be paid for participation in the project.
  - I, the children and parents are free to withdraw from the project at any time and they are free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I, my school, the teachers, children and parents will not be identified, and individual information will remain confidential.
  - Whether I, my classroom, children and parents participate or not, or withdraw after participating, will have no effect on the classroom, or any of us personally.
  - I may ask that the program be stopped at any time, and that I and my classroom may withdraw at any time from the sessions or the research without disadvantage.
5. I have had the opportunity to discuss taking part in this research with colleagues, staff members, a family member or friend.

**Teacher's signature.....Date.....**

Researcher - I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

**Researcher's name.....**

**Researcher's signature.....Date.....**

*NB: Two signed copies should be obtained – one to be retained by the participant, and one to be retained by the researcher.*

## Appendix 5: Letter of Support: Parents whose child had experienced Journeywork

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30<sup>TH</sup> MARCH 2008

MELBOURNE

Our 9-year-old son, expressed concerns about not enjoying school at the very end of the 2007 year. We were hoping to start fresh in 2008, however, unfortunately the problem became worse. He became so anxious that he couldn't even get into the car at home to go to school. We tried everything we could think of to help and support him but nothing seemed to work. The Journey had been recommended to us a while ago and it seemed we were being led to it through this experience.

After his first session, our son came home and said, "I think you should do the journey Mum, and Dad and anyone really. It would be good for anyone to do whether you are sick or not." He loved it so much he wanted to go back, which he did for another 2 sessions. Each time we noticed his desire to return to school becoming greater and the effort it took slowly lessening. We truly believe that the Journey, along with the understanding and support of his teacher, Vice- Principal and Principal, assisted our son in overcoming his anxiety and all the emotions that were holding him back. Not only did he start enjoying school again but in the last 2 weeks of Term 1 he had his first sleepover at a friend's house and went on his first school camp, which meant 2 nights and 3 days away from home. We couldn't believe it was the same boy and he was having so much fun.

It has been an amazing transition. From a child who would very rarely go to friend's places for plays or birthday parties, he has discovered an independence from us that we haven't seen in him before. It's almost like he has found a part of himself that he didn't know was there. Our son says he finds it easier to be away from his mum and dad now and that he feels like he can just be himself around his friends at school instead of having to be someone else.

We are all looking forward to Term 2!!!

J and D (Parents)

## Appendix 6: Letter of Support: St. Therese's Primary School

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### St Therese's Catholic Primary School, New Lambton

Burke Street  
PO Box 321  
New Lambton NSW 2305  
Telephone: (02) 4957 4922  
Fax: (02) 4952 1637  
Website: [newlmbtn.mn.catholic.edu.au](http://newlmbtn.mn.catholic.edu.au)  
Email: [admin@newlmbtn.mn.catholic.edu.au](mailto:admin@newlmbtn.mn.catholic.edu.au)

---

27 February 2007

Cheryl Roberts has been working with children in our school for the past three years with the Journey program. All these children have been experiencing some type of difficulty, for example low self esteem, separation anxiety, bullying, etc. With their parents' permission, I have referred many children to Cheryl and have witnessed amazing changes to their overall disposition and behaviour. Parent feedback has also been most positive.

Cheryl has also supported another teacher and myself in using the classroom Journey program in our respective classes. Again this has had a significant effect in our classrooms and we plan to continue the program this year with our new classes.

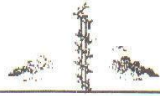
I have great respect for Cheryl and her work and we value her wonderful contribution to our community.

Vickie Pettett  
Religious Education Coordinator  
St Therese's School, New Lambton

## Appendix 7: Letter of Support: Dr. Mark Naim

18/05 2007 11:03 FAX 49610497

001/009



Dr Mark R. Naim

M.B., Ch.B. F.R.A.C.G.P.

Sunday, 7 May 2006

Ms Sheryl Roberts  
14 Mabel Street  
Georgetown NSW 2298

Ref: Journey Therapy

Dear Sheryl,

This is the letter you requested, regarding the use and nature of Journey therapy.

This form of psychotherapy has been used around the world, for over 10 years now. It has the ability to resolve deeply held memories and beliefs, which are interfering with the health and well-being of the individual. It has been widely reported on, and has been universally found to be effective, and very safe, both with adults and children. You will know of the work done with children in Natal, South Africa.

More particularly, I came across Journey work in 1999, and started using it then. I carefully wrote up and followed all the cases I worked with, and it was the results I was getting that convinced me to continue with this therapy. It is worth saying that I wasn't an easy convert to this therapy, coming from a very conservative medical background, where management of cases is largely evidence-based, based on best available current information. It took me a long time to be convinced of the merits of Journey therapy, but to the point where I now use it more and more in everyday practice.

As you know, I have now completed the Organization's formal training, to be an accredited therapist. I have also submitted an application to the Ethics Committee of a major teaching hospital here in Sydney, to formally study the effect of Journey therapy on selected cancer patients.

I see this form of therapy becoming even more widely used, in mainstream therapy teaching and practice.

I wish you well in your endeavours.

Best regards,

88 Edgecliff Road, Woolahra NSW 2025

Tel: 9386 5688 \* Mobile: 0412 748 261 \* e-mail: robmark@optusnet.com.au

Provider number: 36458 HX

## Appendix 8: Invitation to Parents to Attend an Information Session

### JOURNEY IN THE CLASSROOM AN INVITATION

A pilot program is being conducted in Terms 2 and 3 of 2009 in your child's classroom. The aim of the program is to introduce Journeywork into classrooms, and evaluate how the children respond to it. This is occurring in a number of interested schools throughout Victoria. The Journey program is already running successfully in schools in NSW, WA, SA, and South Africa. The sessions will be conducted weekly for approximately ½ to 1 hour.

*The Journey* is a simple process, similar to a guided meditation, which allows each child to reflect on past events that may have caused some difficulty. They are able to get access to an actual memory of an event that made them upset in some way; achieve a level of understanding, awareness and ultimately forgiveness for themselves and any others involved. This provides an opportunity for each child to let go and move on from old issues which may have caused emotional or physical blocks, and limited their ability to reach their full potential. It complements current work in values and wellbeing education being done in many schools today and is being adopted by an increasing number of schools from around Australia.

#### *What is the benefit for my child?*

*Journeywork* has helped children in multiple ways, including:

- ✓ Improving self esteem, confidence and resilience;
- ✓ Giving resources to deal with problems of conflict and anger;
- ✓ Tools for children who have suffered from any form of trauma, either emotional or physical;
- ✓ The ability to deal with grief from loss, divorce and separation;
- ✓ Helps to develop empathy and a true sense of forgiveness;
- ✓ Can reduce learning difficulties and increase concentration and attention;
- ✓ Help to improve general behaviour and deal with playground issues.

An *Information Session* will be held at the school on XXXXXXX in the XXXXX at X:XX. This will provide the opportunity for you to hear more about how *Journeywork* is used with children, how we will evaluate its effects, and for you to ask any questions about *The Journey* before giving informed consent for your child's participation.

Please fill out the slip below, indicating whether or not you are able to attend the session, and return it to the school by X date.

#### *Informed Consent*

If you are unable to attend the session, please read the attached Parent Information and ring [name and telephone number of the researcher who is going into that school] who will answer any questions you may have so that you can make an informed decision about your child's participation.

We look forward to sharing this work with you and your child.



I / We will / will not be attending the Information Session about The Journey on XXXX

Name: .....

Signed: .....

Date: .....

Original template prepared by Elena Arcangeli

## Appendix 9: Information Sheet and Consent Form for Children

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We're inviting you on a JOURNEY.....  
A Wonderful ADVENTURE inside your body.....  
And this is how it goes .....



Step down the  
Very Magical  
Staircase....

.... And behind the Special Door  
Where you will find your own  
special friend, a very helpful  
Guide or Mentor.....  
I wonder who it will be ???



Then onto a  
Fantastic ADVENTURE  
inside the body .....



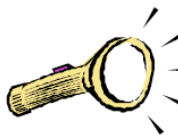
..... In the COOLEST vehicle  
you could EVER imagine !!!



Then ..... you will  
discover a part of  
your body that is not  
feeling so good



And at the most BEAUTIFUL  
campfire you will clear out the  
unhealthy bits and receive LOTS  
of balloons filled with the perfect  
qualities to help make you feel  
strong and healthy inside



With your big bright shiny  
torch you will look around and  
see how healthy your body part  
is now.....

Then its time to travel back  
to the doorway & run back  
up the stairs.  
And That's It !



Are YOU ready to go on this journey of ADVENTURE ??



**CHILD**  
**GIVING MY PERMISSION TO BE IN THIS PILOT RESEARCH PROJECT**  
**Introducing Journeywork into Schools**

I....., am accepting the invitation and giving my permission to stay in the classroom for the journey sessions, as requested on the invitation information sheet.

1. I understand that I am part of a pilot research project on Journeywork in schools, and I have read and understood the Child Information/Invitation Sheet given to me.
2. I have been able to ask questions about what will happen.
3. I understand that once a week for terms 1 and 2, a lady will be coming to our classroom and taking us on the adventure.
4. I understand that I will feel happy and unhappy feelings and I will empty these out and feel better after the session.
5. I understand that I may not feel better, and if that happens, the lady will help me on my own to feel better.
6. I understand that it is possible that other sad feelings may come up for me after the sessions, and I can get help from my parents or the lady if I want to.
7. I give my permission for my teacher to give the lady my school marks from last year and end of term 1 and 2 this year. These marks will not have my name on them, but will have a number on them to make sure they won't be given to anyone else.
8. I also know that I will be filling out an Emotional Wellbeing form before I start the sessions, after term 1 and after term 2.
9. I can keep a copy of the Information/invitation Sheet and this Consent Form.
10. I understand that my mother and/or father will also be filling out an Emotional Wellbeing form about me before I start the sessions, after term 1 and after term 2.
11. I understand that my teacher will be filling out an Emotional Behaviour form about our class before we start the sessions, after term 1 and after term 2.
12. I understand that:
  - I may not directly benefit from taking part in this research.
  - I, the school, and teachers will not be paid for participation in the project.
  - I am able to stop doing the sessions and filling out the forms and that I don't have to answer all of the questions if I don't want to.
  - The information from this project will be written in a report, and my school, my parents and I will not be identified, so our individual information will remain confidential.
  - If I don't want to do this, I don't have to, and I will be treated the same as I always have by my teacher and parents.
  - I understand that if I do this or not, it will not affect my school progress or marks.
13. I have talked to my parents about doing this project.

**Child's signature and name**

.....**Date**.....

Researcher - I certify that I have explained the study to the child and consider that she/he understands what is involved and freely consents to her/his participation.

**Researcher's signature and**

**name**.....**Date**.....

*NB: Two signed copies should be obtained – one to be retained by the participant, and one to be retained by the researcher.*

## Appendix 10: Parent Information Sheet and Consent Form

---

### Child Consent Form Journey into Schools

#### Dear Parent

Your school has agreed to participate in a pilot program introducing *Journeywork* schools in Terms 1 and 2 of 2009. Dr Jill Beattie from the Flinders University of South Australia, with a team of researchers, who are also Journey Practitioners, counsellors and a psychotherapist, are conducting the study.

Before you agree for your child to take part in *Journeywork* sessions, please read the information below.

#### Why is this pilot program being carried out?

While the Journey program is currently running successfully in schools in NSW, WA, SA, and South Africa, only South Africa has conducted research and produced a Report showing evidence of the success of the Program.

The aim of this pilot is to evaluate the effectiveness of the Program in Australia, for Australian children and schools. This study uses a pre-test / post-test design to evaluate the impact of Journeywork on the academic and social and emotional wellbeing of a selection of primary school students. This means that questionnaires will be filled out before commencing Journeywork and again after these sessions have been conducted.

#### What is the aim of the study?

The aims of this pilot are to:

1. improve the social and emotional wellbeing of participant primary school children
2. provide support and tools for children in dealing with daily life events and emotions
3. evaluate the effectiveness of conducting Journeywork sessions on the academic results of children
4. evaluate the effectiveness of conducting Journeywork sessions on the social and emotional wellbeing of children and the classroom environment
5. evaluate the effectiveness of conducting Journeywork sessions on children's behaviour in the classroom environment
6. produce Australian evidence of the effects of Journeywork on the academic, social and emotional wellbeing of participant children.

#### What is Journeywork?

**The Journey** is a simple process, similar to a guided meditation, which allows each child to reflect on past events that may have caused some difficulty eg when they were scared. They are able to get access to an actual memory of an event that made them upset in some way e.g. when they got angry; achieve a level of understanding, awareness and ultimately forgiveness for themselves and any others involved eg the person they were angry at. This provides an opportunity for each child to let go and move on from old issues which may have caused emotional or physical blocks, and limited their ability to



reach their full potential. Children are given practical tools for dealing with future issues. It complements current work being done in many schools today such as values education, and Journeywork is being adopted by an increasing number of schools around Australia.

**The actual process** involves an imaginary journey inside the body where the child uncovers a childhood memory that made them feel a certain way, e.g. scared, lonely, angry, or sad. The memory is played onto a cinema screen and briefly described. Resources are then selected that would have helped in the past e.g. being able to tell an adult, finding the courage to speak etc. The memory is replayed on the cinema screen with the child seeing how it would have been different or felt different with new resources. An imaginary campfire is set up and invited to this fire are people involved in the memory who the child would like to speak to. This conversation allows the child to tell the people involved how they felt and express what they wanted to say at the time but were unable to. Students are then able to forgive the person who upset them and complete their imaginary journey. Afterwards students feel more positive and confident about their behaviour, their choices and life in general. This can be reinforced by regular Journeywork over the subsequent weeks.

### **What is the benefit to the children and the school?**

The social and emotional learning goals of Journeywork aim to develop children's ability to recognise and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.

**Journeywork** has helped children in a number of ways, including:

- Increased academic performance
- Better attendance rates
- Improved interaction between peers
- Reduced bullying
- Better relationships with their teachers
- An increase in self-esteem and confidence
- Improved behaviour and discipline in the classroom and playground
- Provision of practical tools for children

It is anticipated that these benefits will be achieved in this project. Parents and teachers will experience children with decreased behavioural issues. The children will have the tools to deal with life events and the many emotions they encounter daily. Relationships with peers will be more positive.

### **Are there any other effects on the children?**

During participation in Journeywork emotional issues will arise for students; this is the nature of this work. During the first four introductory sessions the children will identify happy times as well as sad times, and these have the potential to be embarrassing to parents e.g. they may have gotten lost at the shopping centre. During the actual Journey Classroom processes the actual issue(s) are confidential to the children, because they whisper to themselves during this time. However, there is the potential for abuse issues to arise. From the experience of others who are conducting this work in schools in Australia, this has not occurred to date.

### **What support will the children receive?**

Appropriate child to researcher/practitioner ratios will be allocated to ensure that the children have ample support during the process, and for any children who may require extra assistance to complete their process, resulting in a feeling of ease.

The researchers are all Journey Practitioners, with two being professional counsellors and one being a psychotherapist. They all have the experience and skills to manage a variety of emotional issues with children, if they occur, and if need be, after the classroom process, and/or at a later time, in partnership with the teacher, and/or you, their parent, the school nurse/counsellor/chaplain, or other health professional. The researchers do not usually know what the issue(s) was, just that it has been dealt with and released. The teacher will remain in the classroom and will also be able to provide any additional support required.

The researchers/practitioners will make themselves available, by telephone and in person, to the teachers, you (as parents), other school staff, and the children throughout the project to answer any questions arising and/or to discuss how the classroom sessions are going. One-to-one time will be offered for any child, teacher and/or parent who wishes assistance individually, inside and outside of school hours, free of charge.

Your researcher/practitioner is [name], and she can be contacted on [telephone and mobile number].

**When will this be happening and how long will it take?**

Sessions will be conducted weekly in Terms 1 and 2 of 2009, a total of 18 weeks. Each Journey session will take approximately 20 to 30 minutes, with a total of 45 to 60 minutes in the classroom with the children. The teacher will remain in attendance at this time. For those children who do not have consent to participate they will go into the care of another teacher/staff member for that period of time.

Should any children require additional support immediately following the classroom session, the teacher will remain with the class while the researcher spends an additional 10 minutes re-processing the children in a quiet area of the school near the classroom. Each of the questionnaires will take no longer than 10 minutes to complete.

**What will I (parents/guardians) need to do?**

You will receive the Parent Information and Child Information Sheets before giving informed consent for participation. This will be sent in the usual manner communication is sent via the teacher. You will need to read this information sheet and the information for your child, and let your child have a read of what the process is about.

You will also be invited to an information evening to meet the researcher, and see a DVD on how the Journey Program has been conducted in Newcastle (NSW) and in South Africa. All of your questions will be answered. Once you have had time to talk with significant family members and the child, you can contact the researcher to decline or agree to participate. If you are unable to attend the information session, you are asked to contact the researcher to discuss the information and have any questions answered.

We are also asking your permission for your child's teacher to give the researcher your child's academic results from December 2008 and end of term 1 and 2 2009. These results will have your child's name removed and replaced with a number, to ensure they remain confidential.

You will also be asked to complete a 20-item Emotional Wellbeing questionnaire about your child's emotional wellbeing before commencing Journeywork, again after completion of term 1 and again after completion of term 2. Your de-identified questionnaires will be returned in a sealed pre-paid envelope addressed to the researcher.

**What will the children need to do?**

Once you have given your informed consent for your child to participate, and your child has been given the Child Information Sheet about the program from you, they will also be able to choose each week whether or not they participate in the session.

Each week the children will participate in Journeywork in the classroom. For those children who do not have consent to participate they will go into the care of another teacher/staff member for that period of time. Should any children require additional support immediately following the classroom session, the teacher will remain with the class while the researcher spends an additional 10 minutes re-processing the children in a quiet area of the school near the classroom.

Prior to, and following each Journey session, each child will be given a set of smiley faces from sad to happy, and asked to colour-in how they feel. Using the smiley faces visual analogue scale, we can measure the effect of the individual sessions and also ensure the child is left happy and at ease.

The children will be asked to complete a 20-item Emotional Wellbeing questionnaire about their emotional wellbeing before commencing Journeywork, again after completion of term 1 and again after completion of term 2. The children's de-identified questionnaires will be completed in the classroom and handed straight to the researcher.

#### **What does giving informed consent mean?**

Giving your informed consent means that you have read this information sheet, fully understand your child's and your participation in the pilot, and signed the written consent form accompanying this information. In addition, you will have had any of your questions answered to your satisfaction.

#### **How will the results of the pilot be used?**

The results will be written into a report and paper for publication to assist in providing evidence of the effects of Journeywork for Australian children and classrooms. The school and the Department of Education and Early Childhood Development, Victoria will be given a copy of the report. You can access the report upon request.

#### **How will my privacy be protected?**

An identifier (ID) will be allocated to your school, the class, the children, teacher and parents for participation and completion of the questionnaires. The school's name that of the teacher, children, and parents will not be used in any report or publication. All individual information will be given an identifier and the participants will remain anonymous

This information will not be seen or used by anyone except the researchers. Your information will not be given to any other person without your permission. All information will be coded without names.

During the conduct of the study the de-identified data will be stored securely in a designated office of the Principal Researcher where the study is being conducted in Melbourne, after which time it will be securely stored in the Flinders University for a period of 5 years. Data on the researcher's computer will be password protected.

#### **Will I be paid for participation?**

You will not be paid for participation. There has been no specific funding allocated for the completion of this study.

#### **Is taking part in the pilot voluntary?**

Yes. Neither you nor your child has to participate in the pilot if you/they do not want to.

If you do choose to participate and then want to withdraw without giving a reason, that's OK – this will not affect you, your school, classroom, or your child.

**If you have any further questions**

If you have any further questions about the pilot or *Journeywork* itself, or the evaluation questionnaires, please do not hesitate to contact **Dr Jill Beattie on telephone 9457 6456**.

Your School Principal and classroom teacher have given permission for Journeywork sessions in your school. If you have any further questions, feel free to contact the Principal.

*This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. For more information regarding ethical approval of the project the Secretary of the Committee can be contacted by telephone on 8201 5962, by fax on 8201 2035 or by email [sandy.huxtable@flinders.edu.au](mailto:sandy.huxtable@flinders.edu.au)*

## Appendix 11: Pre and Post Emotional Wellbeing Questionnaire for Children

<b>Journeywork in Schools Program</b> <b>EMOTIONAL WELLBEING QUESTIONNAIRE</b> <b>FOR CHILDREN</b> Prior to commencing Journeywork <b>NB The same questionnaire will be given on completion of term 1 and term 2</b>
--

Date : _____	Child's ID: _____
School ID : _____	Score: _____
Class ID: _____	

### INSTRUCTIONS

Below is a list of the ways you might have felt or acted. Please check how *much* you have felt this way during the **past week**.

DURING THE PAST WEEK	Not At All	A Little	Some	A Lot
1. I was bothered by things that usually don't bother me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I did not feel like eating, I wasn't very hungry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I wasn't able to feel happy, even when my family or friends tried to help me feel better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I felt like I was just as good as other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I felt like I couldn't pay attention to what I was doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DURING THE PAST WEEK</b>	<b>Not At All</b>	<b>A Little</b>	<b>Some</b>	<b>A Lot</b>
6. I felt down and unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt like I was too tired to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I felt like something good was going to happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I felt like things I did before didn't work out right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I felt scared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DURING THE PAST WEEK</b>	<b>Not At All</b>	<b>A Little</b>	<b>Some</b>	<b>A Lot</b>
11. I didn't sleep as well as I usually sleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I was happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I was more quiet than usual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I felt lonely, like I didn't have any friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I felt like kids I know were not friendly or that they didn't want to be with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DURING THE PAST WEEK</b>	<b>Not At All</b>	<b>A Little</b>	<b>Some</b>	<b>A Lot</b>
16. I had a good time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I felt like crying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I felt sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I felt people didn't like me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. It was hard to get started doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Well done!

When you have finished, please give this to the Journey person

Thank you

**Reference:** Weissman MM, Orvaschel H, Padian N. 1980. *Children's symptom and social functioning self-report scales: Comparison of mothers' and children's reports*. Journal of Nervous Mental Disorders 168(12):736–740.

## Appendix 12: Pre and Post Emotional Wellbeing Questionnaire for Parents

### Journeywork in Schools Program EMOTIONAL WELLBEING QUESTIONNAIRE FOR PARENTS

Prior to commencement of the Program

NB The same questionnaire will be given on completion of term 1 and term 2

Date : \_\_\_\_\_ Parent's ID: \_\_\_\_\_  
School ID : \_\_\_\_\_ Child's ID: \_\_\_\_\_  
Class ID: \_\_\_\_\_ Score: \_\_\_\_\_

#### **INSTRUCTIONS**

Below is a list of ways you may have sensed your child was feeling from how he/she acted.  
Please tick the box that best describes what you sensed about your child during the *past week*.

DURING THE PAST WEEK		Not At All	A Little	Some	A Lot
1.	Seems to be bothered by things that don't usually bother him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Doesn't seem to like eating. Says he/she is not very hungry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I/We don't seem to be able to make him/her feel better when he/she has been unhappy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Seems to accept that he/she is just as good as other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Doesn't seem to be able to pay attention to what he/she is doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DURING THE PAST WEEK		Not At All	A Little	Some	A Lot
6.	Seems to be down and unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Seems to be too tired to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Acts like something good is going to happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Having trouble doing things, which he/she could easily do before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Acts as if he/she is scared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DURING THE PAST WEEK		Not At All	A Little	Some	A Lot
11.	Doesn't sleep as well as he/she usually sleeps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Seems to be happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Seems more quiet than usual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Acts as if children he/she knows aren't friendly or don't want to be with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DURING THE PAST WEEK		Not At All	A Little	Some	A Lot
15.	Seems to be having a good time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Looks as if he/she is going to cry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Looks sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Acts as if people don't like him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	It's hard to get him/her started to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Please add any other comments you feel would be helpful.				

When completed, please return this questionnaire to the researcher in pre-paid, self-addressed envelope provided. Thank you for your continued support.

**Reference:** Weissman MM, Orvaschel H, Padian N. 1980. *Children's symptom and social functioning self-report scales: Comparison of mothers' and children's reports*. Journal of Nervous Mental Disorders 168(12):736–740.

## Appendix 13: Pre and Post Emotional Behaviour Questionnaire for Teachers

<p><b>Journeywork in Schools Program</b></p> <p><b>EMOTIONAL BEHAVIOUR QUESTIONNAIRE FOR TEACHERS</b></p> <p><b>Prior to commencing Journeywork</b></p> <p><b>NB The same questionnaire will be given on completion of term1 and term 2</b></p>
---

Date : \_\_\_\_\_ Teacher's ID: \_\_\_\_\_

School ID : \_\_\_\_\_

Class ID: \_\_\_\_\_

### **INSTRUCTIONS**

Please indicate the extent to which you *agree or disagree* with each of the following statements by ticking **ONE** of the boxes per statement.

		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1.	Childrens' general behaviour in the classroom is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Childrens' general behaviour in the playground is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The children don't seem to be able to concentrate for very long.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Emotional outbursts are a common event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Unsocial behav iour is a common event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Bullying is a common event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The children have low self-confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The children don't have many skills to deal with their emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Please add any other comments you feel would be helpful.					

When completed, please return this questionnaire to the researcher in pre-paid, self-addressed envelope provided.

Thank you for your continued support

## Appendix 14: Pre and Post Visual Analogue Scale of Emotion Faces

### Journeywork in Schools Program

#### HOW DO YOU FEEL

##### BEFORE JOURNEYWORK

Date : \_\_\_\_\_

Child's ID: \_\_\_\_\_

School ID : \_\_\_\_\_

Class ID: \_\_\_\_\_

How do you *feel* now? (colour in only one face)



##### AFTER JOURNEYWORK

Date : \_\_\_\_\_

Child's ID: \_\_\_\_\_

School ID : \_\_\_\_\_

Class ID: \_\_\_\_\_

How do you *feel* now? (colour in only one face)





## Appendix 15: Information Sheets to Parents following the First Five Sessions

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### Journey into School Pilot Program 2009

Week 1 - 5/5/09

Thank you parents and children for participating in program. We trust that it will be beneficial to all c also lots of fun.



In this week's session we covered the following:

1. Confidentiality

We honour each other's feelings and not misuse the information we hear.

2. Happy cells

Our bodies are made up of many, many cells. There are some happy and healthy cells. Happy cells keep us feeling energetic, full of fun, and our heart is able to receive love and give love easily. When all our cells are healthy and happy we are able to concentrate in class, we are able to express ourselves creatively, we offer kindness and friendship to others. When our cells are healthy and a happy radiance shines from within like a beautiful bright shinning diamond. You shine because you are this bright shinning diamond. When our Diamond is shining it's brightest, we feel good inside, we feel good about ourselves.

3. Unhappy cells

Sometimes something happens to us that give us an unhappy or sad feeling inside. These unhappy feelings kind of get stuck in our cells. Because these unhappy feelings are stuck inside, our bright shinning diamond begins to get a little bit dimmer. Our light gets turned down. When our body holds on to these unhappy feelings, the unhappy cells can get stuck instead of healing. Our body starts to feel heavy instead of light and happy.

4. Balloons

The children imagined breathing in and being filled with Love from a pink balloon, Fun, Laughter and Joy, from a yellow balloon, and Safety from a blue balloon.

We look forward to next week's session, and in the meantime if you have any questions or concerns, please do not hesitate to call any of us on the following numbers.

Suzanne Dowd      9779 3860    0407 827 602

Jan Henderson     9723 0922    0419 493 571

Sue Leeder         9432 6469    0419 751 578

## Journey into School Pilot Program 2009

Week 2 - 12/5/09

Thanks again for your participation in this program.  
It has been another week of mixing learning and



In this week's session we covered the following:

1. Confidentiality/Group Agreement  
We reminded the children of the Confidentiality Agreement, and further clarified the rules and boundaries for these sessions, with input from everyone.
2. Journey into Schools Pilot Program  
We explained the Journey into schools pilot program to the children, and their part in the program.
3. Unhappy cells/Happy cells/Diamond  
We reinforced the lessons learnt from the previous week about unhappy and happy cells, and the diamond that they really are.
4. Balloons of Resources  
Today we went into more detail about balloons and special resources that can help us feel better in the times we feel unhappy. Each balloon is filled with a special quality, a special inner strength or essence. When we breathe in these qualities, it gives us an inner strength that will help us to resolve our troubles. These balloons can be used every morning, every night and at particular times when you are worried.
5. Mood Card Meditation  
The children selected a Mood card and meditated to music, imagining themselves with the resource on their mood card. "Today I will Stand Tall like the trees", is an example of one of the mood cards.

We look forward to next week's session, and in the meantime if you have any questions or concerns, please do not hesitate to call any of us on the following numbers.

Suzanne Dowd	9779 3860	0407 827 602
Jan Henderson	9723 0922	0419 493 571
Sue Leeder	9432 6469	0419 751 578

## Journey into School Pilot Program 2009

Week 3 - 19/5/09

Thanks again for your participation in this program.  
Another week has been and gone, they go so fast.



In this week's session we covered the following:

1. Confidentiality/Group Agreement  
We reminded the children of the Confidentiality Agreement or Group Agreement that was agreed to the previous weeks.
2. We played a parachute game.
3. Suzanne read a story called "An angel in my heart" to the class, to familiarise the children with the Journey process that will be used in the future sessions.
4. Mentors  
A Mentor can also be known as a guide, a guardian or a companion. It is someone in whose company you feel safe, protected and you can trust. It can be anyone, someone the children know personally, someone they would like to know, or someone born of their imagination. It can be their favourite cartoon or comic character, a wizard, a fairy or an angel, or perhaps a favourite character from a movie. It is someone in the child's imagination that they feel safe with.
5. Stuck Cells  
Cells sometimes get stuck with some uncomfortable feelings in them. That happens when something upsets us or someone does something that might cause our feelings to be hurt. Because the children have been alive for only a few years, they might not have learned how to say how they feel, or know what words to use.  
We need to help their bodies feel happy and healthy again so that their Diamond can really shine.  
The Journey process they will be doing in the next few weeks knows how to help you clean up sad stuck cells.
6. Diamond Pass The Parcel  
Today we passed around a parcel with examples of stuck cells, and removed the layers until a diamond was revealed.

We look forward to next week's session, and in the meantime if you have any questions or concerns, please do not hesitate to call any of us on the following numbers.

Suzanne Dowd	9779 3860	0407 827 602
Jan Henderson	9723 0922	0419 493 571
Sue Leeder	9432 6469	0419 751 578



## Journey into School Pilot Program 2009

### Week 4 - 26/5/09

Four weeks into the program. The previous weeks have been a lead up to the children working with their unhappy memories. This week we work with some of their unhelpful thoughts, and they are taught how they can change them.



In this week's session we covered the following:

1. Confidentiality/Group Agreement  
We reminded the children of the Confidentiality Agreement or Group Agreement that was agreed to the previous weeks.
2. We played a game.
3. We recapped the story "An Angel in My Heart" from last week.
4. Listing things that hurt the children.  
In small groups we asked the children to list all the things that hurt them in the past, that they can remember. Things like being left out, not feeling good enough and not being smart enough etc.
5. Thought Change Process  
Through a guided meditation, we ask the children to replace all their unhelpful thoughts with helpful, healthy ones.

Again, if you have any questions or concerns, please do not hesitate to call any of us on the following numbers.

Suzanne Dowd	9779 3860	0407 827 602
Jan Henderson	9723 0922	0419 493 571
Sue Leeder	9432 6469	0419 751 578

## Journey into Schools Pilot Program 2009

### **Week 5 - 2/6/09**

This will be the last weekly notice, unless something comes up, that you, as parents, need to be informed of.

The first 4 sessions have been a lead up to the actual Journey Classroom process, which we commenced this week.



In the previous weeks we introduced the concepts used in the Journey process, for example, emotions arising from memories can be stored in the cells of the body, mentors, and resources.

Each week, from now to the end of the program, the children will receive a Journey Classroom process, along with playing some fun and educational games with us.

We have attached the simple diagram of the Journey process again so you can see what the children experience.

Your child may experience emotions arising after these sessions. Please be aware that this is normal, and allow your child to feel whatever emotion arises. If they need to cry, let them cry, and if they are angry, encourage them to simply sit and feel the anger, rather than act it out, knowing that it will pass.

If possible, encourage your child to talk to you about whatever they are feeling, if they want to, and about whatever memories arose during the session. In working with them, it opens up the doors for communication between you and your child.

If you feel that your child is obviously feeling strong emotion, but is unable to talk to you about it for whatever reason, suggest they draw the emotion, or write about it in a journal. These suggestions allow your child to express the emotion in a safe way, rather than act it out. Once the emotion is felt and allowed to pass through, they will naturally move to feeling happy again, as children do.

Early in term 3, we will be holding an information night for parents, to answer your questions and to pass on strategies on how you can support your child. We will let you know the date when it is finalised. Until then please call one of us on the numbers below if you are unsure of how to handle the emotions arising in your child. We are more than happy to help.

It is a pleasure working with your beautiful child, and we hope this experience is beneficial to your child and family.

Please keep this notice so that in the future, if you have any questions or concerns, you have the phone numbers to contact us. Please do not hesitate to call any of us at any time.

Suzanne Dowd	9779 3860	0407 827 602
Jan Henderson	9723 0922	0419 493 571
Sue Leeder	9432 6469	0419 751 578

Once again, thank you for allowing your child to participate in this program.

## Appendix 16: Examples of Previous Pre- and Post- Journeywork Session Drawings

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