

Transcription. Teacher and PSS- personnel group.

Summary

Background

Informant A: a teacher with a bachelor's degree in accounting. She has worked as a teacher for 6 years at MAPs in Lebanon. The teacher has previous experience with the analog version of the Helping Hands program and prior experience with similar psychosocial support programs.

Informant B: an English teacher with a bachelor's degree in English. She has worked for four years with MAPs as an English teacher, and the Helping Hands program is the first psychosocial support program she works with.

Informant C: he is an engineer and has worked with MAPs for five years. He worked as part of the management in another organization but changed his job back to MAPs and works as a teacher now. The informant has not previously experienced either the analog version of HH or another PSS program; thus, the HH app is the first PSS-program he works with.

Informant D: he is an educator and has a bachelor's degree in pedagogy and has worked as a teacher in Syria and Lebanon. He has worked with MAPs for two years as a teacher. He has previous experience with HH the analog version, and now he works with HH the digital version.

Informant E: she has a degree in health sciences and IT from Syria and works as a teacher with MAPs. She has also taken courses in PSS with the guidance of Dr. Solfrid and worked with both the analog version and the digital version of HH.

Reflections on the learning, health and well-being of adolescents

- What are your thoughts on/understanding of psychological well-being?

Psychological well-being is about the way one handles negative thoughts. Psychological well-being is also about the mental state of a person. To achieve mental well-being, you need guidance on how to sort the negative and positive thoughts and process negative thoughts. Psychological well-being is also about the mental balance a person has. There is a balance between the negative and the positive forces, and neither side should dominate the other. It is also about seeing the world and others with a positive outlook. Psychological well-being is also about getting out of the mental ailments one has. Psychological well-being is a state that all people have, it goes both ups and downs, and just as one takes care of the physical state, one must also take care of the mental state as well.

- What factors affect/influence the psychological well-being of Syrian refugee adolescents? Can you provide examples?

The factors that affect psychological well-being are many, including the family's financial condition, place of residence, the freedom of a young person in the current country, the right to a residence permit, and a sense of identity. Other factors may be the family itself and their relationship together. The financial condition is not decisive because if the family members feel belonging and freedom, it will positively affect the psychological well-being anyway. The most significant factor that teachers observed that young people are affected by is the feeling of belonging in a foreign society. Other factors may be negative memories from the war in Syria. The adolescents' current residence also impacts the psychological well-being, most of them struggling with little space and no private space.

- What are your thoughts on the role of psycho-social support in education? And what is the significance of psycho-social support in the education of Syrian refugee adolescents?

Programs that provide psychosocial support are crucial for young people. The content in such programs affect young people positively because they teach an important and relevant issues. Such programs make it easy to talk to adolescents about difficult experiences. Teachers generally support such programs because they see positive effects from them. One of the informants believed that such programs are essential for the adult and parent group as well because they need guidance both for their psychological well-being and for their children.

Question related to the implantation of the HH app

- How would you describe the HH app? What is its purpose?

The HH app aims to help adolescents see different solutions when a problem arises. The app teaches young people that there are several possible solutions. The app is very useful. The app provides self-help. The app taught adolescents how to deal with positive and negative thoughts and better understand emotions. The app teaches adolescents problem-solving skills.

- Can you talk about how you have used the HH app?

All teachers had a group each. The teachers prepared which scenario they will go through before each lesson, and during the class, the teachers explained those scenarios to the students orally. The teachers talked about possible positive and negative thoughts (red and green thoughts) around the theme and wrote a list on the board. The students started using the app after that. The teachers and students reflected on each scenario after the students finished playing. All teaching took place at MAPs school/education center. One of the teachers used

to sit in a circle with her group and asked the students to name an example of a problem they experienced. The teacher encouraged the students to reflect on possible solutions based on what they have learned from the app. The teacher further says that the students liked this activity because they could express themselves, but she also noticed that they had little ability to express themselves.

- Have you used the HH app in groups physically presents, or F2F? If you used the HH app through online classes, what digital platform did you use? How did it work?

All teachers used the HH app in physically present groups. No one used digital teaching.

- How did you experience the introductory training arrangements to using the HH app prior to teaching it? Did you feel prepared/comfortable teaching it?

The teachers had prepared and got acquainted with the HH app a month in advance. The teachers were comfortable teaching the app, and they had played the different scenarios beforehand to familiarize themselves with it. One of the teachers had not participated in the introductory training arrangement, but she received good help and guidance from other teachers.

- Did you follow each scene sequentially/chronologically? If not, in which order did you follow it, and why?

One of the teachers thought it was too short to go through all the scenarios, so she had to skip some. One hour in each scenario was not enough. Other teachers had skipped two scenarios because they felt that these scenarios were not culturally acceptable. One of these scenarios dealt with the body of a girl, and the other with love. The teachers did not feel comfortable teaching these topics when the classes were mixed, both boys and girls. Instead, they focused on the other scenarios that were more relevant to the students.

- Did you have sufficient time to conduct the introductory training?

There was not enough time to complete all the scenarios. The students needed more time to complete the first two because they were not familiar with using the app.

Experiences and observations after implementing the HH app

- What are your experiences on the utility of the HH app?

The app has many benefits for the students. The students were allowed to reflect on problems and find different solutions. The app got them to discuss and express their opinions. The students were not used to discussing and express their views, neither at school nor at home. But the game gave them this role, and the students developed the ability to provide advice

and participate in reflective conversations. The app helped the students sort their thoughts; they developed the ability to know which thoughts are negative and positive.

- To what extent did the app engage the adolescents? How?

The app has engaged the students to a huge extent. The app made them reflect on all the problems they encountered through the game. When the students played the app, they lived through those different scenarios and felt a part of them. The students were given the role of contributing and solving problems and helping others. The students became so engaged that they began to ask the teacher if they could teach the game to their siblings and friends. The students also liked that the game is made digitally because they could explore for themselves. The teachers noticed that the students enjoyed the way the app engaged them in problem-solving because these students are not used to being included or listened to, and through the app, the students got a role to reflect and make their choices.

- Did you notice any situations where you suspect the HH app had an influence?

The teachers had various examples where they noticed that the students reacted in a way that reminded them of the app. One of the teachers mentioned that one of the students always used to argue with her sister at home about TV use, but after the student played the app, she began to reflect on what she should do differently and sort which thoughts are red, and which are green. Another teacher mentioned that the scenario concerning refugees and belonging affected the students mainly and put them in a discussion that they should not feel excluded and outside the society and that they are a part of it and have the same rights. Another teacher experienced that the students began to apply the idea of red and green thoughts in all the situations they encounter in everyday life, and often ask the teacher to confirm those thoughts.

- Have you considered any negative experiences the adolescents may have had when using the HH app?

One teacher mentioned that she had a student who came to her after playing a suicide scenario and said that she had thought about suicide herself because she is not feeling well at home. The teacher is following up on the student now. Another teacher mentioned that a student reacted very strongly to the use of language when they played a scenario that dealt with refugees. The teacher elaborated that he had to explain to the student that this is just a scenario and that we should learn how to deal with such language when others say such things to us as refugees.

Considerations related to the HH app

1. After having used the HH app can you elaborate on your experience related to:

- The relationship between the students/adolescents
- The adolescent's ability to self-soothe
- The adolescent's ability to solve the daily challenges they encounter

One of the teachers noticed a change in the students' relationship because there was an incident where a group of students from the same refugee camp used to be mean to one of the boys in the same group. After using the app, the boys admitted to the teacher that they were naughty and decided to apologize to the boy because they realized it was wrong. Another teacher noticed that one of the students developed a more remarkable ability to support himself because he wanted to enroll in an English course, but he doubted himself and had hesitant thoughts. After the app, he began to support himself and switch the dubious thoughts with more motivational thoughts. Another teacher mentioned that at the beginning of the course with HH, some students from refugee camps and others from ordinary houses did not want to sit in the same group or next to each other. After using the app, they began to become friends and collaborate on various activities. The teacher felt that the social divide between the poor and others who can afford more no longer mattered.

- To what extent do you perceive the HH app as being of relevance in the adolescent's psychological well-being? If so, how is it relevant?

The teachers elaborated that the app HH was very relevant for students' psychological well-being. They believed that the students were often caught up in their thoughts and were influenced by external factors. Those students had no one to talk to, and at school, we only talked about subjects. Such an app as HH indirectly affected students' well-being, in the form of a game, and made them think about their own feelings and thoughts. Another teacher believed that there is a strong connection between the student's ability to express their thoughts and feelings and mental well-being. The teacher felt that the students could not express themselves before, but after the app, they started talking more, and it had a positive effect on their well-being. Another teacher believed that when students learned to distinguish between red and green thoughts, it led to developing their ability to process the red thoughts. It has become more orderly in their heads, which in itself leads to a form of well-being.

- Have you experienced a lower threshold among the adolescents in asking for help/support or talking about psychological difficulties after using the app?

The teachers felt that the students began to dare to ask for support. Many students did not dare to talk about their difficulties; they thought that their challenges were taboo. After the

app, students began to seek out the adults and seek help and advice. The teachers also felt that they need more time to observe their students because now they have not had enough time to notice such an effect.

Questions on the HH app directed to teachers and PSS-personnel

- To what extent do you experience the HH app as a useful tool on the face of the challenges you experience in your work?

The teacher believed that the app helped them see "hidden" problems they were not aware of. They felt that they themselves experience indistinct and difficulty when they experience stress and that the app helped them sort out such thoughts and made it easy for them to reflect and find solutions.

Room for improvement of the HH app and the introductory training

- Can you comment on how the HH app could be different or improved?

Teachers had several points to point out:

1. the font size was too small. Students with poor eyesight found it challenging to read.
2. The translation does not have to be literal because some words were culturally inappropriate. One can opt-out or replace inappropriate words with more appropriate words.
3. Some scenarios can also be adjusted to suit the culture of the target group.
4. Some of the characters can also be adjusted, e.g., some of the adult characters may become a little softer because some characters seemed very strict.
5. Parents should be involved in the app; either they get the opportunity to play it or make a similar app for them so they can gain knowledge about the problem.
6. The app should include videos, not just photos, to get more insight into the different stories.
7. The parents should receive courses/information on red and green thoughts so that when the student talks about their challenges at home, the parents can have knowledge.