

Play Your Best Card

Stage 2 Evaluation, June 2019



Play Your Best Card (PYBC) is a novel, story-based card game produced by the Health Promotion Agency/Te Hiringa Hauoroa (HPA) in collaboration with Curative, a creative agency that works on social change projects. Developed through a co-design process with young people and the people who work with them, the game is designed to be played in schools and other relevant youth settings, facilitated by teachers, counsellors and youth workers. The purpose of *PYBC* is to inspire critical thinking so that young people can explore practical ways of dealing with a wide range of life challenges, e.g. peer pressure, family break-ups, death, alcohol, and drugs, while raising awareness of youth organisations that they can contact when they need help.

PYBC was launched in May 2018. One set was sent to every secondary school, and since then guidance counsellors and health education teachers have ordered their own copies. Services, for example, health, justice, training, counselling, who regularly work with young people have also ordered sets for their organisations. To date, over 1,500 copies have been distributed.

Promotions, direct email updates, and practical workshops showing teachers and youth facilitators different ways to use the resource have helped to not only raise awareness of the game, but also of the wide range of ways it can be used with different sized groups and in a variety of environments.

Each *PYBC* game set comes as a box that contains:

- Facilitator’s instructions
- Scene setters’ instructions
- Responders’ instructions
- Scene setters’ cards including “Character” cards, “Setting” cards, “Disrupter” cards and “Feels” cards
- “Actions” cards for Responders
- Take home pamphlets

In 2018 HPA engaged Cogo to carry out an evaluation of *PYBC* in two stages. Stage one delivered insights based on the feedback of teachers and counsellors who had received the game. Detailed feedback from teachers and counsellors at 76 schools and 24 youth organisations was received via an online survey. The findings from the initial evaluation were extremely positive. Overall, *PYBC* had been well-received by schools and youth organisations and, based on facilitator feedback, indications were that *PYBC* is a highly-effective, easy-to-use, relatable resource that can stimulate

practical thinking and conversations between young people about key issues linked to mental health and wellbeing. The resource was found to be highly appropriate and considered useful by teachers and counsellors working with young people, with clear potential for delivering positive impacts on young people's mental health and resilience.

This report presents findings from Stage 2 of the evaluation, which explores the experience of playing the game from the perspective of young people themselves. The evaluation research provides evidence of the game's effectiveness in encouraging young people to have conversations about challenges they might be facing, think critically about situations and problem-solve solutions, as well as know who to reach out to - and how - when they need more support.

Findings from this stage of the evaluation will be used to help HPA make decisions about further improvements and developments (for example, game amendments, promotion of the game and types of support required for facilitators).

Evaluation design



Our approach

Online survey design

Cogo worked with HPA to design an online survey, which we then built using advanced web-based software SurveyGizmo. The survey was designed to gather data to investigate the following main areas of inquiry:

Optimal conditions for playing the game, including:

- Type of class/group setting
- Degree of familiarity with the facilitator
- Degree of familiarity with the other young people playing the game

Young people's experience of playing the game, including:

- Interest levels prior to playing the game
- Ease of understanding how to play the game
- Enjoyment of playing the game
- Comfort in playing the game with other young people
- Interest in playing the game again
- Relevance of the different game cards and suggestions for additional options

Impact of playing the game on young people, including whether the game:

- Brought up conversations that young people wouldn't usually have
- Brought up creative solutions to some issues
- Gave young people new information on how to help friends having trouble
- Increased awareness of different support services available to young people

Although the ultimate goal is for *PYBC* to have a positive impact on young people's wellbeing, it was not considered appropriate to ask the specific questions necessary to determine whether playing the game had positively influenced individuals in this regard. Neither Cogo nor HPA would be in a position to provide the appropriate support for any at-risk individuals disclosing that they were currently experiencing serious issues. In case respondents were triggered as a result of taking the survey, the following statement was placed at the bottom of each survey page:

“If you, or someone you know, needs help or support, these services [[linking to www.mentalhealth.org.nz/get-help/in-crisis/helplines](http://www.mentalhealth.org.nz/get-help/in-crisis/helplines)] offer support, information and help - 24 hours a day, seven days a week. Need to talk now? Free call or text 1737 for support from a trained counsellor.”

Online survey distribution

Cogo contacted 1,027 facilitators via email addresses provided by HPA and asked them to invite young people with whom they had played the game to participate in the survey research. We provided facilitators with a short bit.ly link. A series of reminder emails were sent by both Cogo and HPA to facilitators and the survey link was posted on the HPA website. HPA also facilitated the survey link and research information being posted on the New Zealand Health Education Association (NZHEA) private Facebook page.

The survey incentive was clearly communicated in all distributed messaging. All complete responses went into the draw to win one of two \$400 prizes, each of which included a \$100 Prezzy card for the respondent themselves, plus a \$300 Prezzy card for the respondent’s school/youth organisation.

Data analysis

Data has been analysed for the full sample and, where appropriate, comparisons have been made between sub-samples relating to how familiar the young people playing the game were with each other, and with the facilitator of the session. Open text comments have been coded using thematic analysis where possible. We have also presented the open text comments verbatim in Appendices 1 through 8.

Sample size & demographics

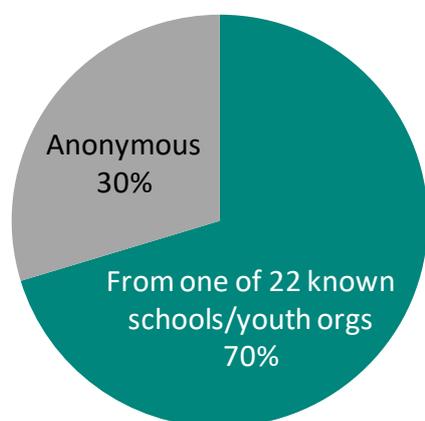
A total of 101 complete survey responses were received from young people, 95 who had played the game at school, and 6 who had played it at a youth organisation. The sample is substantially smaller than the target sample of 300. The email database was 40% smaller than anticipated as many of the original recipients of the game had changed jobs meaning the emails/contact details no longer worked, and some had unsubscribed from the database. This change would have given a revised target sample of 180, but beyond that, we are unable to know whether the lower-than-anticipated response rate was a result of facilitators not forwarding the link (possibly

because they hadn't used the game, or were not using it anymore) or because young people didn't want to respond. Cogo suggested running a poll to find out whether facilitators were in fact using the game, but it was not appropriate at that point given the number of other surveys being distributed to this population by HPA and other organisations around that time.

As a result of the small sample size, it is unlikely that the sample will be fully representative of all young people who have played the game, and this should be taken into account when considering the results presented in this report. The evaluation nonetheless presents valuable findings and recommendations for action, based on the insights gathered from the 101 young people who have played *PYBC* in a variety of settings and organisations.

Responses were received from young people at more than 22 schools and youth organisations (see Figure 1). 70% of respondents chose to enter their contact details, including the school or youth organisation at which they had played the game, while 30% chose to remain anonymous. An overall response rate cannot be calculated as we cannot know how many young people received an invitation via their facilitator.

Figure 1: Respondent type (n=101)



The ethnicity profile of our sample shows good diversity, with 65% New Zealand European/Pākehā, 23% New Zealand Māori, 9% Indian, 6% Pasifika and 4% Other European (see Figure 2). Respondent gender is less representative, with 71% of our responses coming from females (see Figure 3).

For ethical reasons, only respondents 15 years or over were invited to participate in the survey research. Two thirds (67%) of respondents were aged 15 or 16 years, a

further 22% were 17 years, 1% was 18 years, and 10% were 19 years and over (see Figure 4).

Figure 2: Respondent ethnicity (n=101)

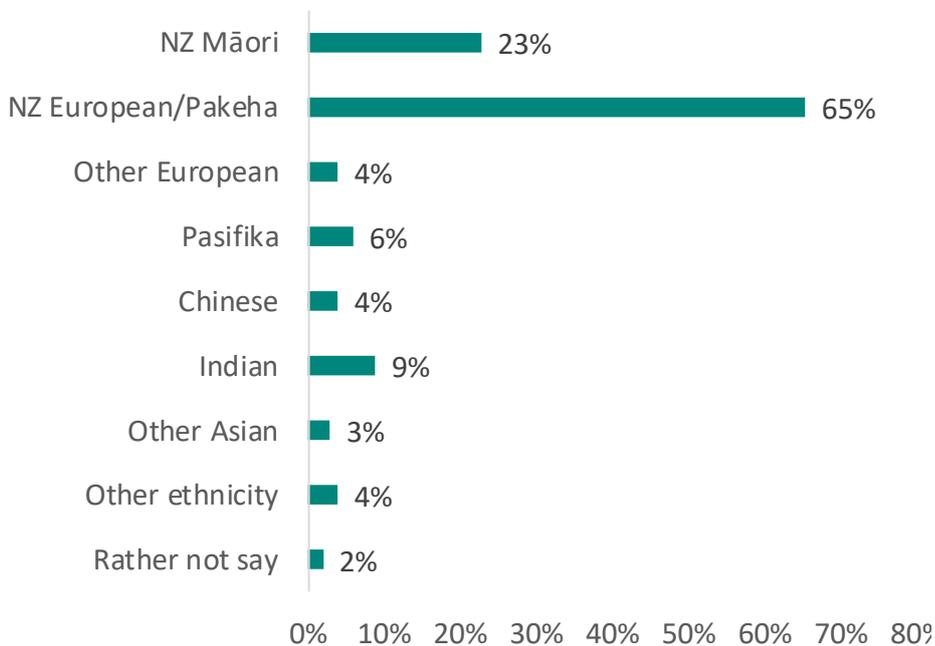


Figure 3: Respondent gender (n=101)

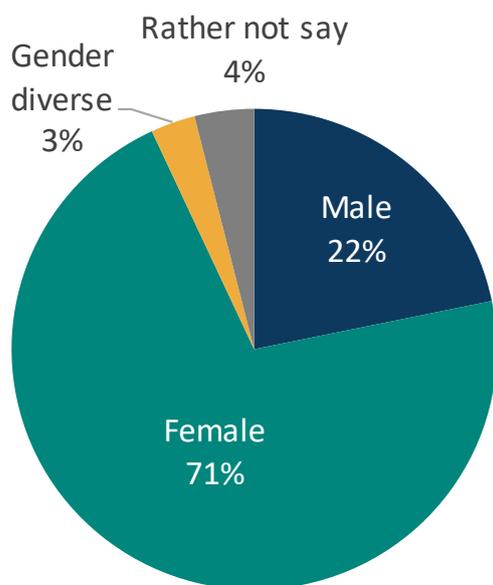
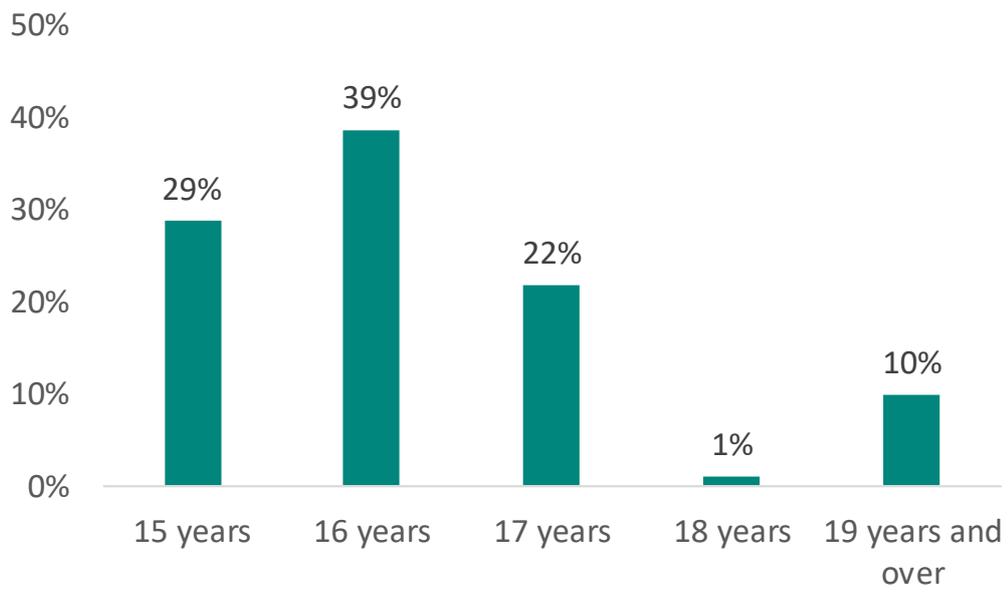


Figure 4: Respondent age (n=101)



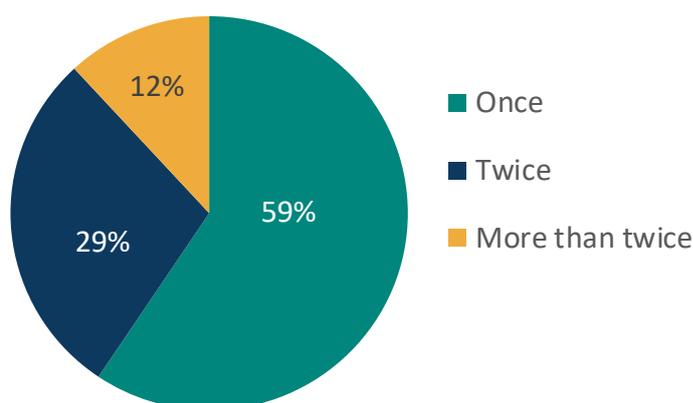
Evaluation results



Conditions for playing *PYBC*

Respondents had played *PYBC* in a variety of conditions in terms of group setting, and facilitator and peer familiarity. 59% of respondents had only played *PYBC* once, 29% had played twice, and 12% more than twice (see Figure 5). Those that had played more than once were asked to reflect on the first time for the remainder of the survey questions.

Figure 5: Number of times respondents had played *PYBC* (n=101)



The majority of respondents played *PYBC* at school in a health education class (83%), facilitated by the usual teacher for that class (87%) (see Figures 6 and 7). Respondents were generally familiar with the facilitator, with 34% knowing the facilitator “very well” and a further 37% “well” (see Figure 8).

Figure 6: Where respondents played *PYBC* (n=101)

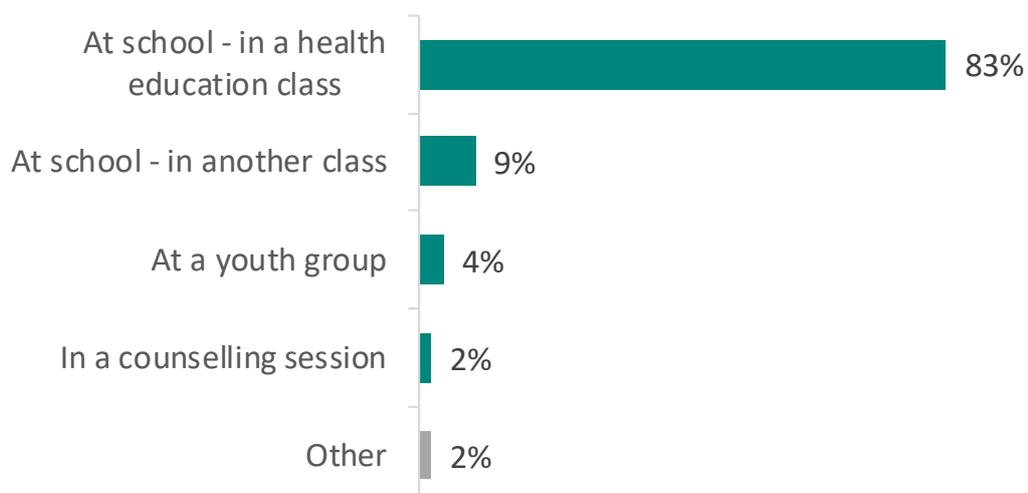


Figure 7: Facilitator type (n=101)

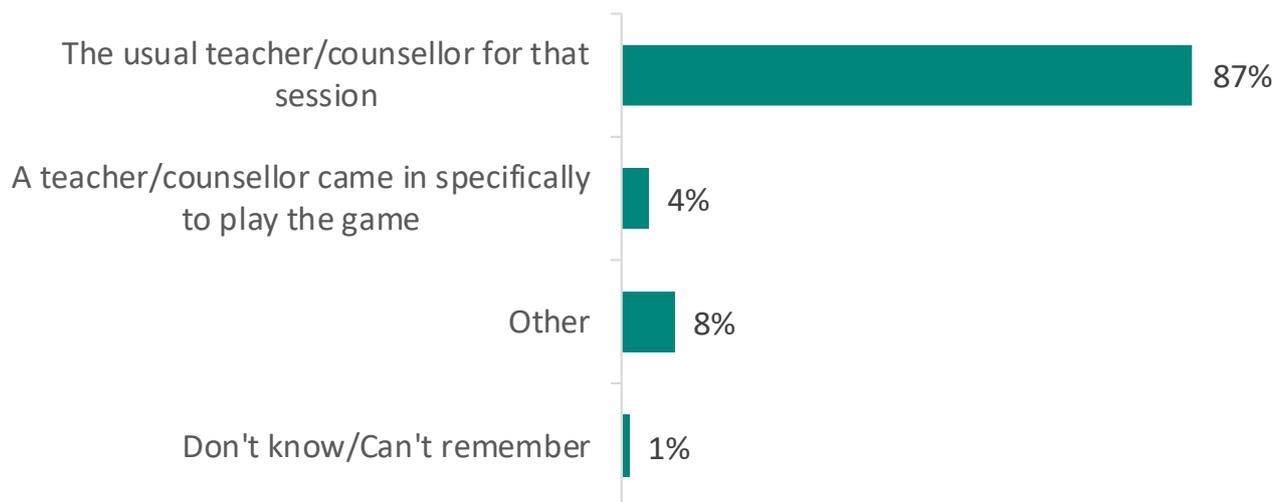
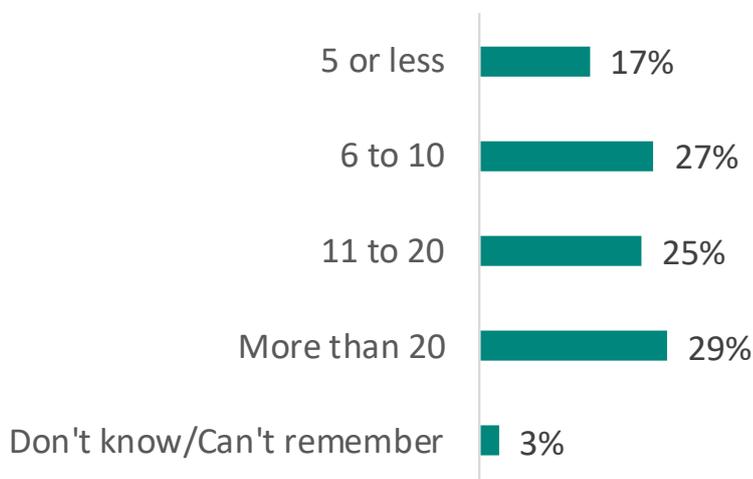


Figure 8: How well did you know the person who ran the session/class that you played the game in? (n=100)



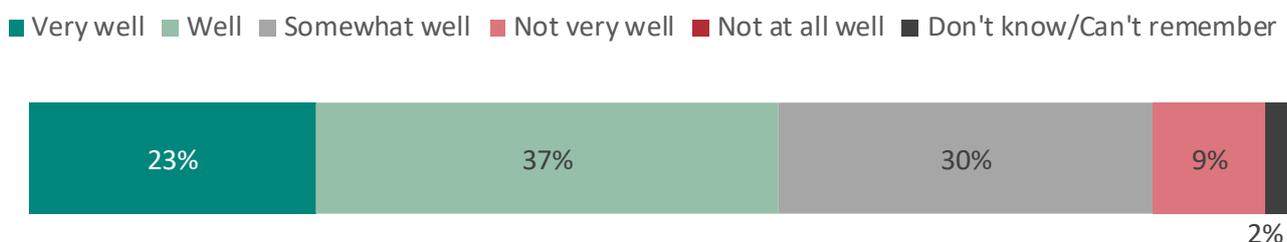
There is good range of group sizes in which the game was played: 29% played with more than 20 other young people, 25% with 11 to 20, 27% with 6 to 10 and 17% with 5, or fewer than 5, other young people (see Figure 9).

Figure 9: Number of young people playing the game with (n=101)



Respondents were slightly less familiar with the other young people they played the game with (their peers) than they were with the facilitators, with just 23% saying they knew their peers “very well” and 37% “well” (see Figure 10).

Figure 10: Overall, how well did you know the other young people that you played the game with? (n=101)



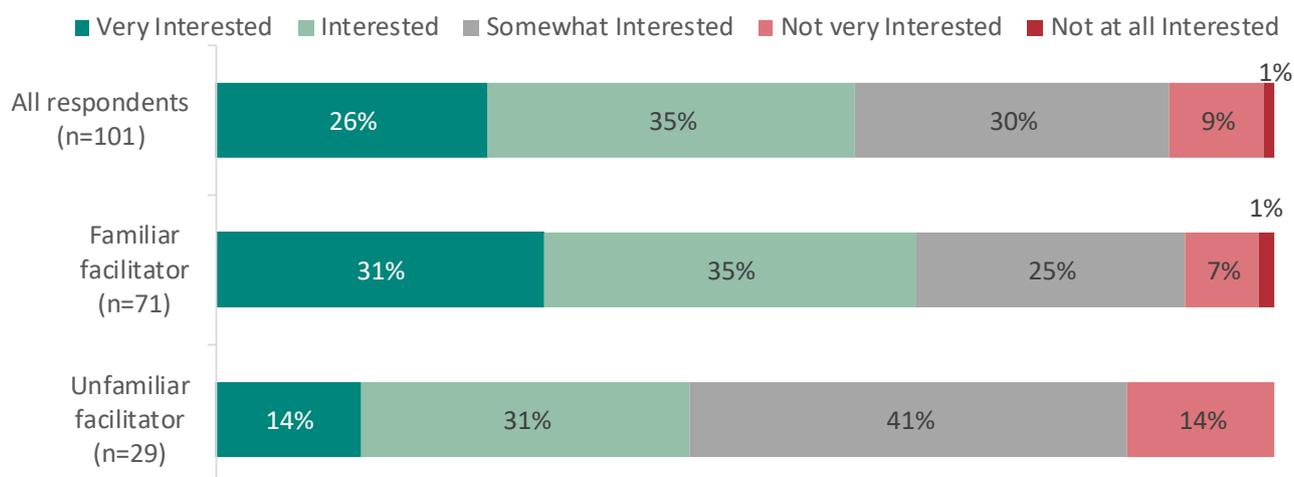
Young people’s experience of playing *PYBC*

Initial interest in the game & ease of understanding

Respondents experienced mixed levels of interest in playing *PYBC* at first, with 26% saying they were “very interested”, 35% saying they were “interested”, 30% “somewhat interested”, 9% “not very interested” and 1% “not at all interested” (see Figure 11). With only 10% giving a negative response, this is a positive result in terms of the initial appearance of the game and how it appeals to young people.

The sample was split into two sub-samples – those playing the game with a “familiar facilitator” (those selecting “very well” or “well” for how well they knew the facilitator - 71 respondents), and those playing with an “unfamiliar facilitator” (the remaining 29 respondents). The sample sizes, particularly for those playing with an “unfamiliar facilitator” are small and as such, should be treated with some caution. Interest in the game was notably higher for young people playing the game with a familiar facilitator than an unfamiliar facilitator, with more than twice as many respondents (31% vs. 14%) saying they were “very interested” (see Figure 11).

Figure 11: Thinking about when you first saw the PYBC game, how interested were you in playing? (n=101)

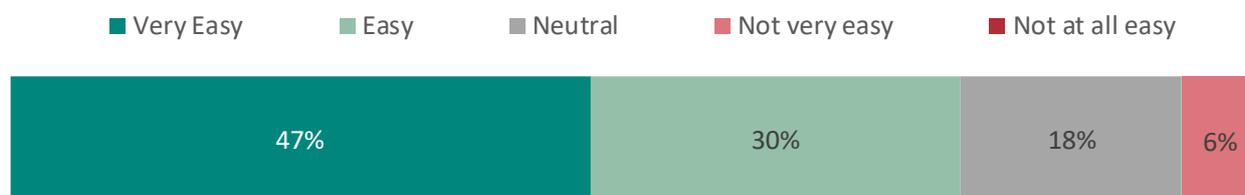


Although not a direct comparison in terms of the question wording, the results for the full sample do align well with findings from the Stage 1 evaluation of *PYBC* where facilitators were asked for their perceptions of whether the young people that they work with wanted to engage with the game. 23% of these facilitators thought that “all” of the young people in their sessions wanted to engage with the game, 53% thought “most” did, 17% “about half”, and 2% “very few” (*Play Your Best Card: Stage 1 Evaluation*, Cogo, September 2018).

Most respondents found it easy to understand how to play the game, with 47% finding it “very easy” and 30% “easy”. Not one respondent thought it was “not at all easy” to understand how to play the game (see Figure 12). 24 respondents chose to elaborate on their answers and these comments are presented in full in Appendix 1.

These results are slightly more favourable than findings from Stage 1 of the evaluation, where only 19% of facilitators perceived that young people found the game “very easy” to understand and 65% thought they found it “easy”. However, combining “very easy” and “easy” for a more general measure of ease of understanding does suggest that the facilitators were able to make a relatively accurate assessment of how easy the young people that they work with found the game to understand – 85% of facilitators giving a score of “very easy” or “easy” compared to 77% of young people.

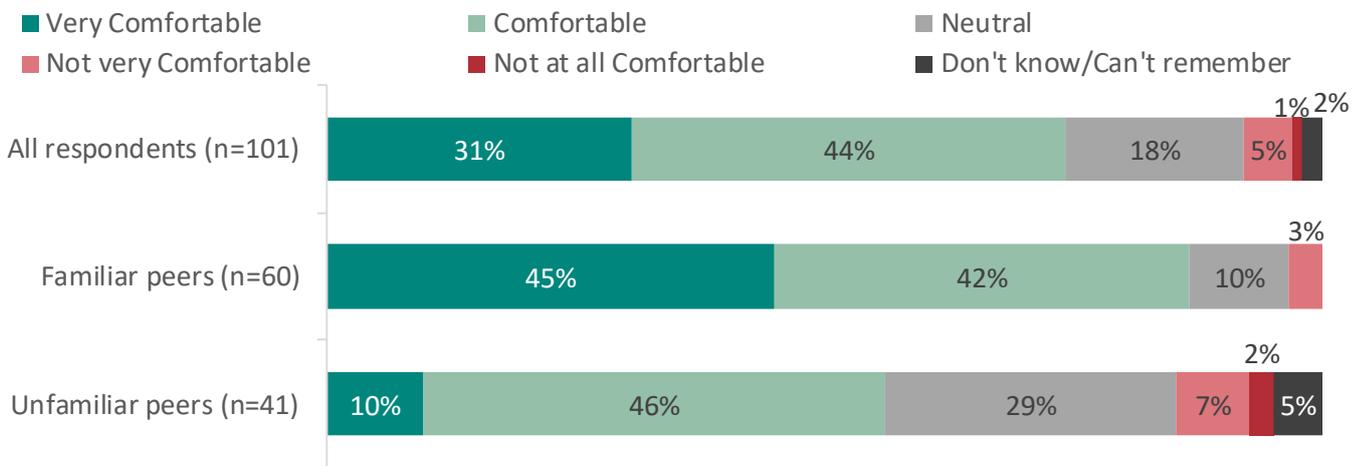
Figure 12: Overall, how easy was it to understand how to play the game? (n=101)



Comfort & enjoyment levels while playing the game

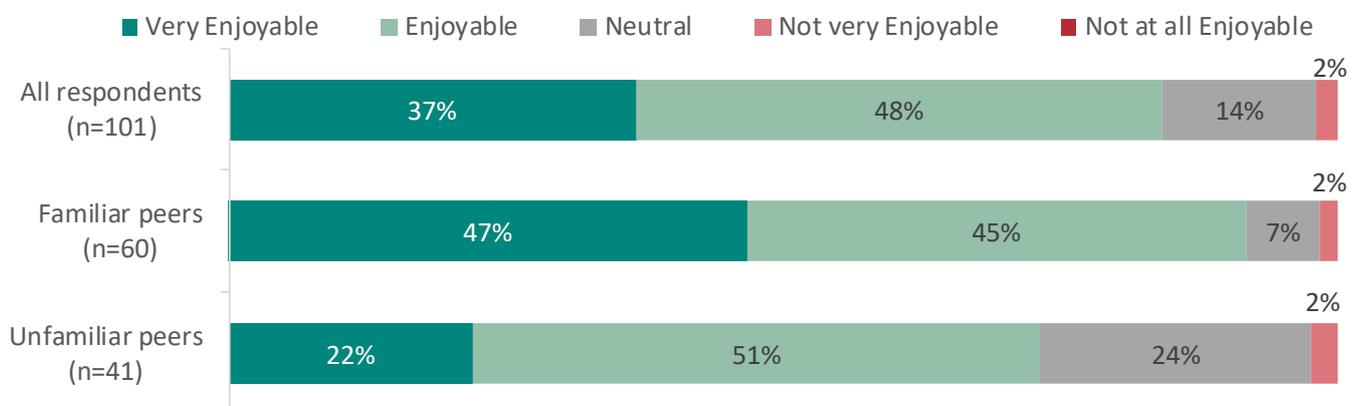
Three quarters (75%) of respondents said they felt “very comfortable” or “comfortable” playing the game with the other young people in the session (see Figure 13). For analysis, the sample was split into two sub-samples – those playing the game with “familiar peers” (those selecting “very well” or “well” for how well they knew the other young people that they played the game with - 60 respondents), and those playing with “unfamiliar peers” (the remaining 41 respondents). 87% of those playing with familiar peers said they felt “very comfortable” or “comfortable” playing the game with them, while only 56% of those playing with unfamiliar peers said they felt “very comfortable” or “comfortable” (see Figure 13). With the game being designed to get young people to have open conversations about what are often confronting issues, developing a comfortable environment in which to play the game is critical. Based on this result, it appears that playing the game with familiar young people could be a more effective environment than playing the game with peers who are unfamiliar. Please note, again the sub-sample sizes are small and should be treated with some caution.

Figure 13: How comfortable did you feel playing the game with [the other young people]? (n=101)



PYBC was generally enjoyed by respondents. 37% said they found it “very enjoyable” and 48% “enjoyable” (see Figure 14). Only slightly higher levels of enjoyment were seen in those facilitated by a familiar facilitator versus an unfamiliar facilitator (38% “very enjoyable” and 49% “enjoyable”, vs. 34% “very enjoyable” and 41% “enjoyable” respectively). However, more than twice as many respondents playing the game with familiar peers selected “very enjoyable” than those playing with unfamiliar peers (47% vs. 22% - see Figure 14). This supports the idea that playing the game with familiar young people could be a more effective environment. 22 respondents chose to elaborate on their answers and these comments are presented in full in Appendix 2.

Figure 14: Overall, how enjoyable was playing PYBC? (n=101)



Again, facilitator perceptions gathered in Stage 1 of the evaluation align well with the findings for the full sample of young people in Stage 2. 37% of facilitators thought that the young people with whom they played the game had found it “very enjoyable” and 56% thought they found it “enjoyable”.

Feedback on *PYBC* cards

Overall, respondents rated the feels cards as the most relevant (68% of young people finding them “very relevant” or “relevant” – see Figure 15), followed by the action cards at 66%. The disrupter cards were considered to be the least relevant, with only 48% rating these cards “very relevant” or “relevant”. With the game being designed specifically for young people, we would have hoped to see higher relevance scores overall.

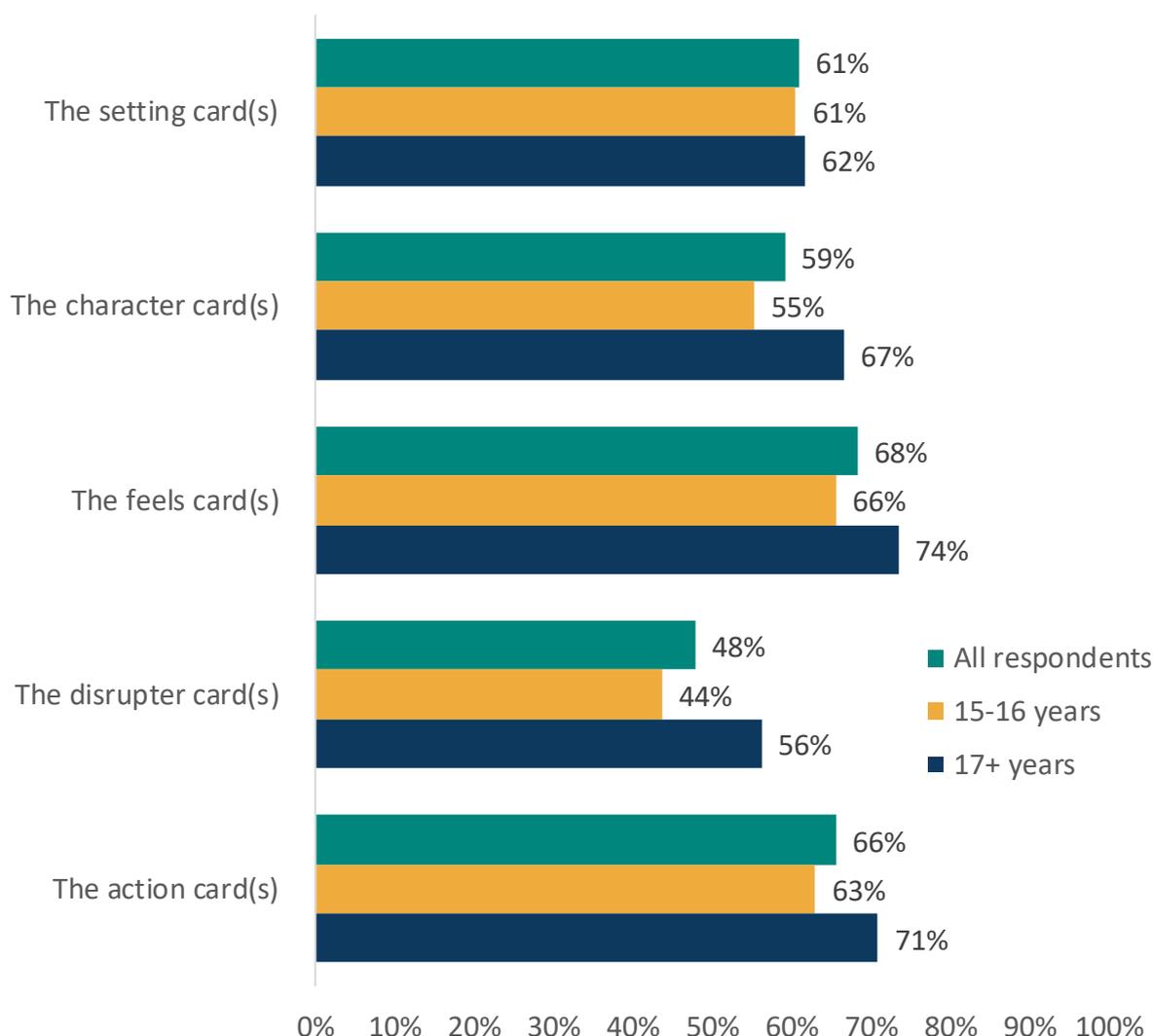
When split into age groups, all card types were perceived to be more relevant by older respondents (17+ years) compared to younger respondents (15-16 years). The difference was particularly noticeable in the character and disrupter cards, where 12% more 17+ years respondents thought the cards were relevant compared to the 15-16 year olds (see Figure 15).

When asked to suggest ideas for new cards that would be very relevant to them or other young people they know, 28 respondents came up with a range of options, all of which are presented in Appendix 3. For the “settings” cards, 25 respondents made suggestions, most commonly relating to the classroom/school (12 respondents), home (9), parties (5) and parks (4). All of these settings are already included in the current set of cards.

A wide range of specific suggestions were made for “character” cards with contributions from 23 respondents. Commonly, respondents (9) suggested having more diverse characters in relation to age, ethnicity, and disability, including mental health issues.

We were unable to pull consistent themes from the suggestions for remaining card types as they were mostly linked to specific settings and/or character cards suggested by the respondents. Please see Appendix 3 for the full list of all card suggestions.

Figure 15: Share of respondents selecting “very relevant” or “relevant” for each card type by age group (n=67 for 15-16 years, n=34 for 17+ years)



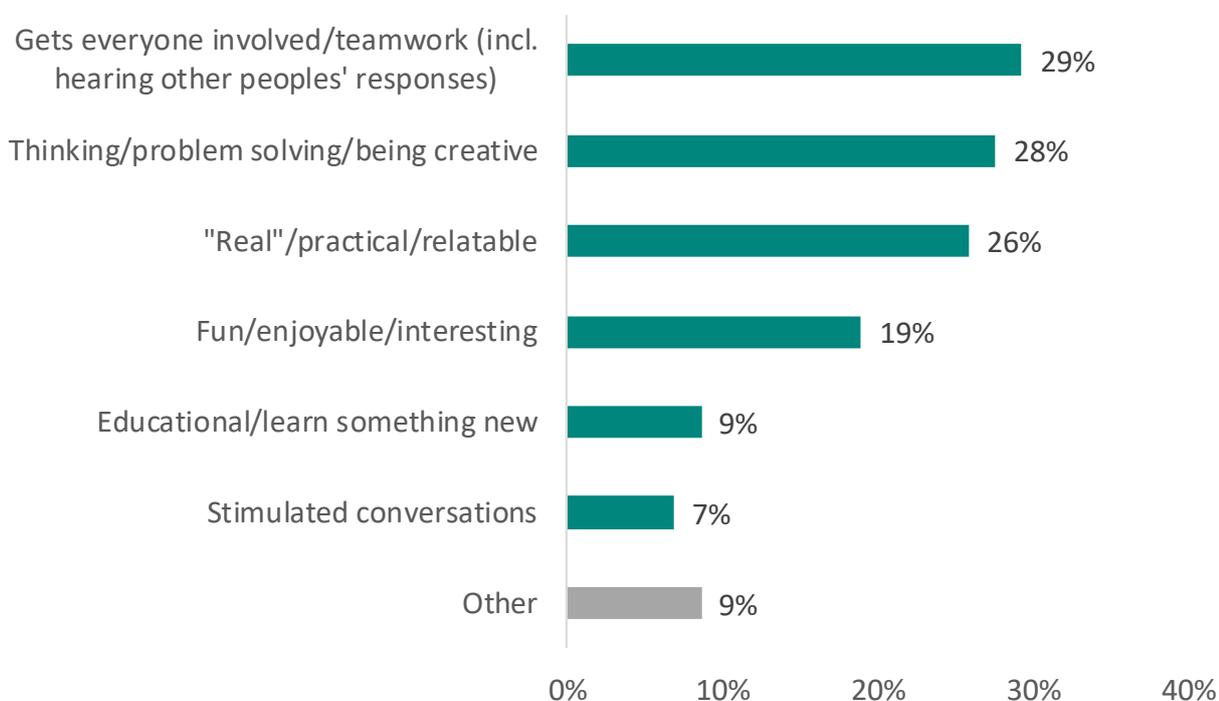
Overall feedback on the game

When asked what, if anything, respondents liked most about the game, 56 chose to make relevant comments which were coded using thematic analysis. The most common themes were the way that the game is designed to get everyone involved and encourage teamwork (29%), the creative thinking and problem solving it requires (28%), and the way that the game is “real”, relatable and practical (26%) (see Figure 16). 19% of those responding mentioned that the game was fun, enjoyable or interesting, 9% found it educational, learning something new from playing, and a further 7% valued the way that the game stimulated conversations. Full comments for this question are presented in Appendix 4.

Although “stimulating conversations” were only referred to by 7% of those offering open text responses in terms of what they liked most about the game, the comments relating to this theme were very positive and indicate that this key objective of the game is often being met:

- *...There were subjects discussed that normal have a idea [sic] that they shouldn't be talked about especially not in a school setting, but they need to be*
- *The relatable situations and the fact you can talk about them openly with others.*
- *The scenarios came up in a game, so we could talk about them without it being too weird*

Figure 16: Themes from comments on “What, if anything, did you like most about the game?” (n=56)



The value placed by these young people on thinking/problem solving/being creative (29% mentioning this) mirrors the opinions of facilitators collected in Stage 1 of the evaluation, where 24% reported liking this aspect. Similarly, 22% of facilitators reported how much they liked how “real”/practical/relatable the game is, matching well with the 26% of young people presented here. Some disparity between Stage 1 and 2 is evident in that facilitators highly valued the game’s ability to stimulate conversations (31% of comments relating to this vs. 7% for young people), while only 11% of facilitators mentioned how the game gets everyone involved/teamwork (vs. 29% of young people – the most common theme here). Rather than this necessarily

reflecting the game being played differently or having different outcomes between the two samples (in Stage 1 and Stage 2), we believe this disparity more likely reflects a difference in how young people perceive what was happening compared to a facilitator – i.e. a young person experiencing and valuing a session with extensive positive teamwork could be witnessed by a facilitator as a session where conversations are stimulated that wouldn't usually occur.

Suggested improvements to the game

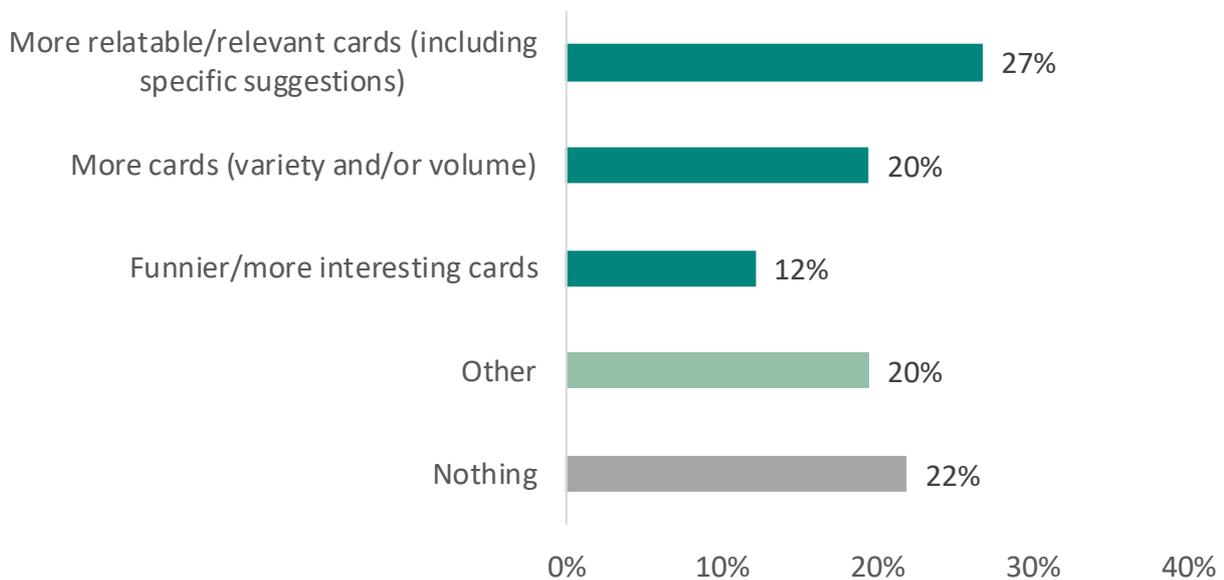
When asked how they thought the game itself could be improved, 41 respondents chose to make clear comments. 22% of these thought that nothing needed improving but, of those that did make recommendations, most commonly respondents would like to see more relatable/relevant cards (27%), while others would like to see more cards (in terms of variety and quantity – 17%), and funnier/more interesting cards (12%). The desire for more relatable/relevant cards supports the lower than anticipated ratings given for the relevance of the cards (see Figure 15). Full comments for this question are presented in Appendix 5.

When asked how their overall experience of playing the game could be improved, only 24 respondents chose to make clear comments, 10 of whom stating that they didn't think it could be improved (see Appendix 6 for all open text comments from this question). With such a small sample, thematic analysis was not carried out for this question however, of the remaining 14 comments, five stated a desire to play the game with a more trusted or familiar group of young people:

- *having friends to play with and not bullies*
- *Maybe some way teams could judge options without it becoming a popularity competition*
- *More people and people I hang with*
- *play it with people you trust and can open up to as it may get personal*
- *Played with people I trusted*

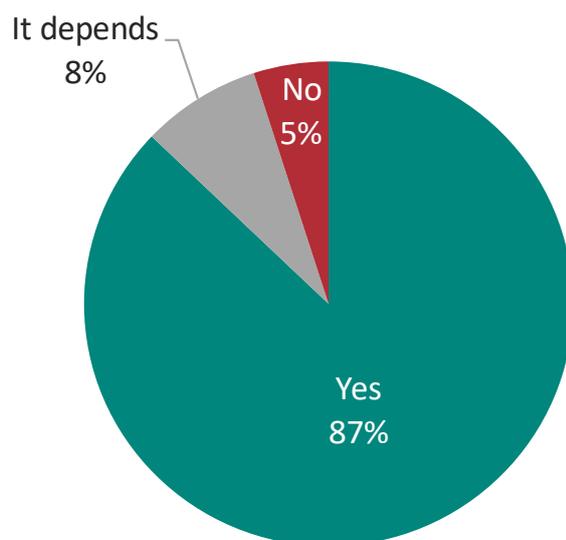
This further supports the hypothesis that playing the game with familiar, ideally trusted peers, will bring about more positive outcomes from the game.

Figure 17: Themes from comments on “How do you think the game itself could be improved?” (n=41)



An overwhelming majority (87%) of young people who have played *PYBC* would play the game again, and a further 8% may choose to play again, saying “it depends” (see Figure 18). Only two respondents chose to elaborate on their “it depends” answer, one saying they were “...busy most of the time” and the other saying, “Well depends who I’m with and how I’m feeling I suppose”, i.e. the reasons were not related to any aspects of the game itself.

Figure 18: Share of respondents wanting to play the game again (n=101)



Impact of playing *PYBC* on young people

New learnings/information from playing the game

Over half (55%) of all respondents reported learning something new from *PYBC* (see Figure 19). Those playing with a familiar facilitator appear to be more likely to learn something new from the game, with 63% selecting “yes” for this question compared to just 38% of those playing the game with an unfamiliar facilitator (see Figure 20).

Figure 19: Did you learn anything new from playing *PYBC*? (n=101)

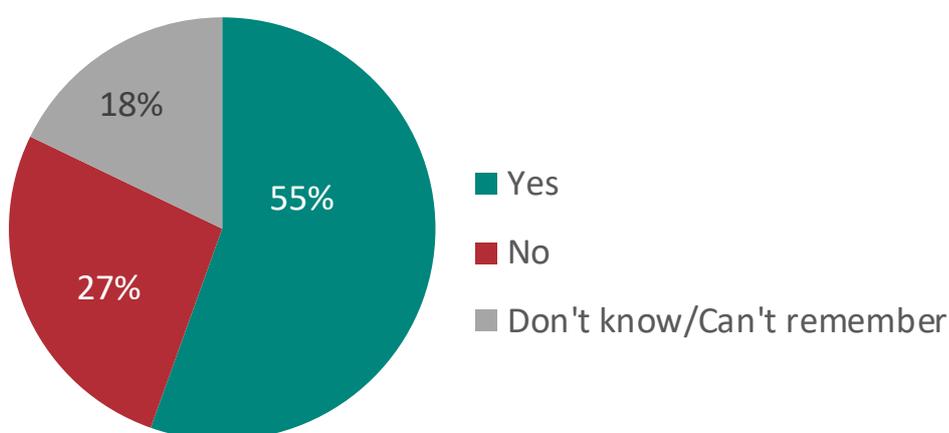
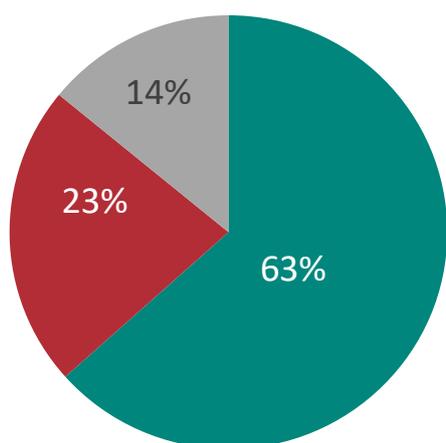
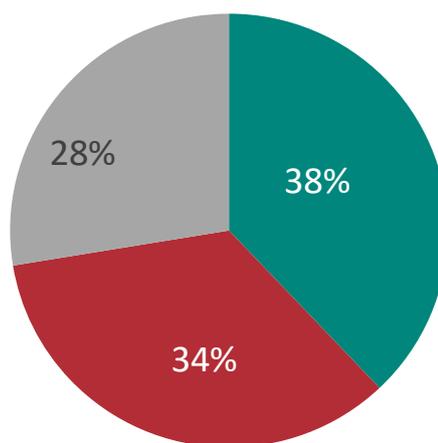


Figure 20: Did you learn anything new from Playing *PYBC* – split by facilitator familiarity

Familiar facilitator (n=71)



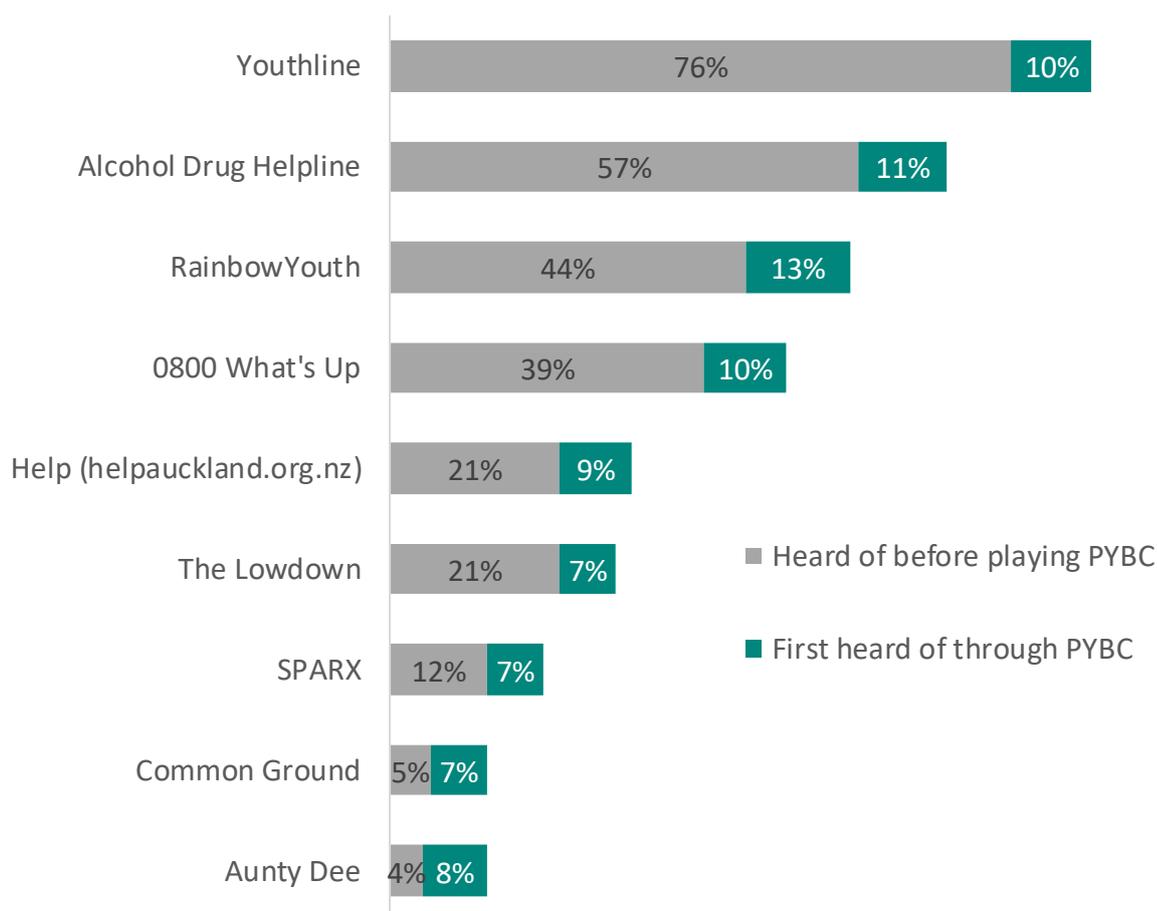
Unfamiliar facilitator (n=29)



When the 56 respondents that had learnt something new as a result of the game were asked to elaborate, 42 chose to respond and three clear themes were noted in these open text comments. 38% mentioned that they had learnt about support

services that they weren't otherwise aware of, and another 38% commented that they had learnt how to deal with the types of situations presented by the game and come up with solutions to the issues. An increased awareness/understanding of others and the issues they may have was also common, mentioned by 24% of these respondents. The full list of open text responses for this question are listed in Appendix 7.

Figure 21: Support service awareness (n=101)



In support of these findings, based on respondents' awareness of support services before and after playing the game, 42% of young people were introduced to a new support service while playing *PYBC*. Youthline is the most commonly recognised support service, with 76% of respondents already having heard of the service before playing the game, and a further 10% being introduced to it by playing (see Figure 21). The support service seeing the greatest increase in awareness due to the game was Rainbow Youth, with 13% of respondents being made aware of the service while playing *PYBC*. Aunty Dee and Common Ground were the support services with the lowest awareness levels (4% and 5% respectively prior to *PYBC*). At least 7% of

respondents were made aware of each of the nine support services as a result of playing *PYBC*.

Outcomes of playing the game

Respondents were asked how strongly they agreed with the following statements:

- *“The game brought up conversations I wouldn’t usually have”*
- *“The game brought up creative solutions to some issues”*
- *“The game gave me new information on how I can help friends having trouble”*

63% of respondents “strongly agreed” or “agreed” that the game brought up conversations that they wouldn’t usually have, and little to no variation was seen in agreement level between familiar and unfamiliar facilitators and peers (see Figure 22). This is a positive result for the game to be stimulating these types of conversations regardless of facilitator and peer familiarity.

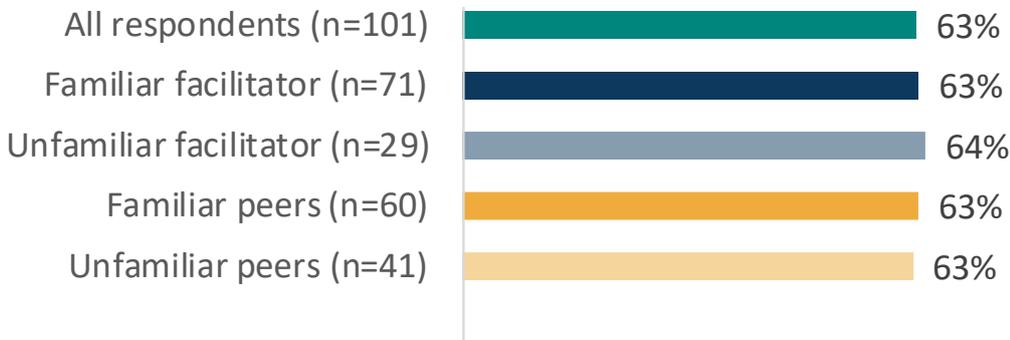
76% of respondents “strongly agreed” or “agreed” that the game brought up creative solutions to some issues (see Figure 22). This was the highest scoring statement of the three and is a very positive outcome. Agreement levels were even higher for this statement when respondents were playing with a familiar facilitator (82% vs. 61% for unfamiliar facilitators) and when playing with familiar peers (82% vs. 68% for unfamiliar peers).

61% of respondents “strongly agreed” or “agreed” that the game gave them new information on how they could help friends having trouble, which is a positive outcome (see Figure 22). Agreement levels were substantially higher for this statement when respondents were playing with a familiar facilitator (73% vs. 29% for unfamiliar facilitators) and when playing with familiar peers (72% vs. 45% for unfamiliar peers).

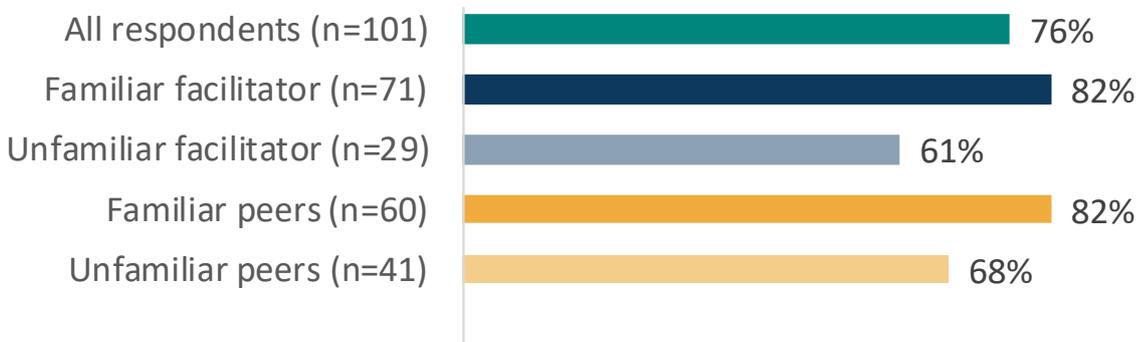
Despite being based on small sub-samples, we believe that these comparative results are notable enough to again support the idea that the game is best played in a familiar setting (i.e. with a familiar facilitator and young people who know each other well).

Figure 22: Share of respondents “strongly agreeing” or “agreeing” with statements about the impact of PYBC

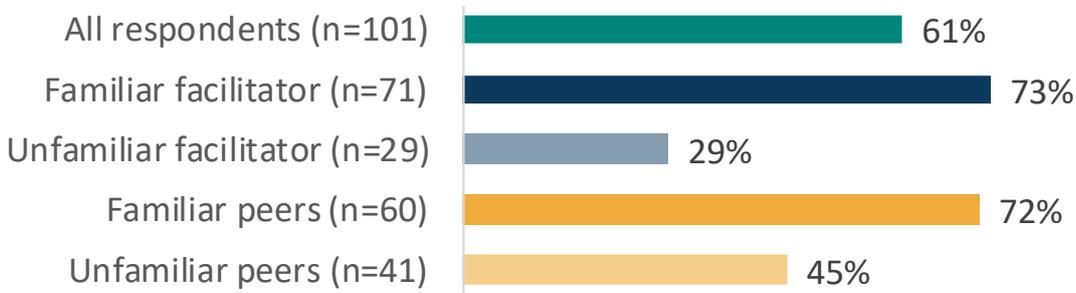
“The game brought up conversations I wouldn’t usually have”



“The game brought up creative solutions to some issues”



“The game gave me new information on how I can help friends having trouble”



At the end of the survey, a variety of final comments were provided by 12 respondents (see Appendix 8), 11 of which were very positive and provide further support for the findings presented in this section.

Summary of results



Despite achieving a smaller than anticipated sample, the evaluation results nonetheless present valuable insights into the experience of playing *Play Your Best Card (PYBC)* from the perspective of young people. The findings are generally positive and indicate that the game is popular with young people, with 84% finding it “very enjoyable” or “enjoyable”, 87% wanting to play again, and indeed 41% having already played the game multiple times.

Young people are generally interested, at first, in playing the game (90% being at least “somewhat interested”) and find it easy to understand (77% rating it “very easy” or “easy” to understand how to play the game). Optional open text comments reveal that the most valued aspect of *PYBC* for young people is the way that it gets everyone involved and encourages teamwork (29%), and the thinking/problem solving/creative nature of the game (28%).

Overall, 63% said “the game brought up conversations I wouldn’t usually have”, 76% “the game brought up creative solutions to some issues” and 61% “the game gave me new information on how I can help friends having trouble”. These are positive outcomes for the game, particularly the high incidence of creative solutions being generated, which is then supported substantially by the open text comments about what young people liked most.

More than half of the respondents reported learning something new as a result of *PYBC* (55%), with many mentioning that they had learnt how to deal with the types of situations presented by the game and come up with solutions to the issues and/or that the game had given them an increased understanding of others and the issues they may be facing. 42% of respondents were introduced to a new support service by playing *PYBC*. These are very positive outcomes for the game.

The results consistently point towards the benefit of playing *PYBC* in a familiar setting, both in terms of having a facilitator that the young people know well, and playing with a group of well-known, trusted peers. Playing the game with a familiar facilitator versus an unfamiliar facilitator resulted in:

- higher initial interest levels in playing the game (66% vs. 45% “very interested” or “interested”)
- a higher likelihood that young people will learn something new (63% vs. 38%)
- a higher occurrence of the game bringing up creative solutions to some issues (82% vs. 61% “strongly agreeing” or “agreeing”)

- a higher occurrence of the game giving young people new information on how to help friends having trouble (73% vs. 29% “strongly agreeing” or “agreeing”)

Playing the game with familiar peers versus unfamiliar peers resulted in:

- higher comfort levels playing the game (87% vs. 56% “very comfortable” or “comfortable”)
- higher enjoyment levels (92% vs. 73% “very enjoyable” or “enjoyable”)
- a higher occurrence of the game bringing up creative solutions to some issues (82% vs. 68% “strongly agreeing” or “agreeing”)
- a higher occurrence of the game giving young people new information on how to help friends having trouble (72% vs. 45% “strongly agreeing” or “agreeing”).

This provides strong support for the message currently on the “Do no harm” section of the PYBC website¹ which states *“It is important that the players feel safe to speak their mind and contribute to discussions. A high level of trust amongst the players and facilitator is key to ensuring robust discussions and the effectiveness of solutions to the challenges.”*

Despite the “real”/practical/relatable nature of the game being one of the top three themes for what young people like most about the game (26% of comments), 27% listed wanting more relatable/relevant cards as a way that the game could be improved. Likewise, relevance scores for the different card types were lower than expected given the game is designed specifically for this audience. The disrupter cards in particular did not score well, with only just over half (56%) finding them “very relevant” or “relevant”. Relevance scores were higher however, for all card types for the 17 plus years respondents vs. 15-16 years, so any future developments should be targeted at this lower age bracket.

In general, Stage 2 findings of young peoples’ opinions of the game align well with facilitator perspectives from Stage 1 in terms of initial interest, ease of understanding and enjoyment. This is a good indication that facilitators, who are easier to contact directly than young people, might be the best target audience for online research like this in the future.

¹ <https://www.hpa.org.nz/education/play-your-best-card>