

Inclusion and Exclusion Criteria

Category	Candidate theme	Inclusion Criteria	Exclusion criteria
<i>Personal resources</i>	<i>Agency and Mastery</i>	<i>Instances of help-seeking behaviours (e.g., interacting with people who can provide guidance/support and/or seeking motivation or even self-help from inanimate sources [such as books]), engaging in activities to keep busy/distract from challenges and/or taking action to self-soothe (an action that brought a sense of calm or peace)</i>	<i>It did not include advice, encouragement, and/or motivation offered without the individual taking action to seek it; instances of others initiating engagement with the participant in order to help distract them from everyday life or engaging in faith-based activities</i>
	<i>Hopeful/positive stance about the self and future</i>	<i>This included setting goals, being engaged in education because of its potential to support future success, feelings of being confident in one's abilities to achieve life goals as well as having a powerful sense of self/powerful identity. It also included the view that things will get better and will work out in the end or that there is a plan for their future that is good</i>	<i>It did not include instances of being happy or content in life or instances of faith-related beliefs that bring calm or peace</i>

<i>Institutional Resources</i>	<i>Support from a community centre/project</i>	<i>Included participants referring to a physical community centre or community-based project that offered an opportunity for connection with others and/or self-improvement</i>	<i>This excluded reference to learning or improving themselves in a school or faith-based setting</i>
	<i>Support from a school (opportunity for learning)</i>	<i>Included participants having the opportunity to learn, improve themselves and increase their academic abilities in a school environment</i>	<i>This excluded reference to teachers since they were included in relational resources</i>
	<i>Support from faith-based organisations</i>	<i>Emotional support and guidance, and facilitation of comforting beliefs offered by faith-based organizations, typically referred to as “church” by participants. It included examples of participants engaging in faith-based practices that comfort</i>	<i>It excluded instances of feeling safe in the physical setting of the church since this was included in physical ecological resources</i>
<i>Relational resources</i>	<i>Sense of belonging, being welcome or accepted</i>	<i>This included instances of participants being made to feel welcome/comfortable by parents, teachers, friends, and even an inanimate object (e.g., a journal). Similarly, this sub-theme related to interactions with parents,</i>	<i>It excluded any reference to conditional acceptance (e.g., being welcome provided they made their family/community proud)</i>

		<i>teachers, friends, and even an inanimate object (e.g., a journal) supporting participants to feel as though someone believed in them or their being able to be themselves</i>	
	<i>Social support</i>	<i>Social support refers to any advice, encouragement, emotional, informational and/or instrumental support offered by other people (typically friends, family members, and other significant adults)</i>	<i>It did not include support sought out/initiated by the individual</i>
<i>Cultural resources</i>	<i>Ubuntu-related values</i>	<i>Included examples of appreciation of moral ways of being, appreciation for interconnectedness of people, respect for others, generosity, empathy, and forgiveness. These moral aspects are often passed on by faith-based organisations and elders</i>	<i>It did not include examples of faith-based actions to comfort or soothe and did not include instances of seeking support from faith-based institutions</i>
<i>Physical ecological resources</i>	<i>Green space/park</i>	<i>This refers to any built/designed green spaces or parks that offer a place for participants to visit or to relax in and feel safe/peaceful in</i>	<i>This did not include any instances in which participants were made to feel better by spending time with others in a green space/park (e.g.,</i>

			<p><i>playing soccer with friends in a park).</i></p> <p><i>These were coded as relational resources</i></p>
	<p><i>Safe spaces in the built environment</i></p>	<p><i>Safe spaces in the built environment are spaces that offer a sense of security or peace to participants when they access them (e.g., library/house)</i></p>	<p><i>This did not include instances of being made to feel safe by individuals in physical buildings (e.g., being made to feel safe by teachers at school).</i></p> <p><i>This was coded under relational resources</i></p>