CROSSROADS

Learning Context: MENTAL HEALTH AND WELLBEING

Theme: SUPPORT FOR SELF AND OTHERS
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Acknowledgements

The Department would like to acknowledge the following individuals for their assistance in content development and review for this resource:

Sarah Jackson — Head Teacher Wellbeing, James Meehan High School
Janice Atkin — Education Consultant, janiceatkin.com
Activity Theme 1:
SUPPORT FOR SELF AND OTHERS

→ Focus Area:
  Connecting and reaching out

→ Content Focus:
  • How to support others/Seeking support and help
  • Networks of support online and offline
  • Asking for and accepting help
  • Accessing services

→ Outcomes:
  7.1 Identify appropriate sources of support.
  7.3 Demonstrate the capacity to seek help for self and others.

→ Skills:
  Skills for managing stress – time management, positive thinking, relaxation techniques, seeking help.

→ Connection to other Focus Areas:
  • Self efficacy and mental fitness
  • Resilience

WHY
Everyone goes through tough times, and sometimes we can’t always solve our problems by ourselves. During these tough times it’s important that students build their capacity to seek help for themselves and others. It is also important to find and access the appropriate sources of help
HOW

• Small group
• Whole group
• Individual activities
• Offline + online

Equipment required:

• A3 Paper (6 pieces)
• Pens/textas
• Access to the internet and laptop/tablet/phone
• 3,2,1 worksheet

WHAT — Seeking and accepting help for yourself and others

GROUP DISCUSSION: 3,2,1 IDEAS

• Students work in groups of 3.
• Each group completes the 3, 2, 1 Ideas worksheet.
  - Each student in the group is to think of two ideas of times where friends/family may require support/help. These can be words they associate with tough times, support or specific examples of when someone may require support.
  - Apply a 1-minute time limit for each student to complete these two ideas. After the time limit pass on to the next student in their group.
  - Students continue the exercise until all 3 students have completed the worksheet.
• Conduct a whole group discussion to invite each group’s ideas and develop a group definition with a list of examples of times when someone may need support/help.

GRAFITTI WALK: Signs someone may be going through a tough time

• Create six graffiti sheets (e.g. six pieces of butcher’s paper around the room or six online spaces, each with one of the contexts recorded). Record the following contexts on each page:
  1. School
  2. Home
  3. Work
  4. Online (e.g. Social Media/Gaming)
  5. Community Activities (e.g. Sport, formal social groups such as youth clubs)
  6. At a party
• Students work in small groups. Allocate two minutes for each group to work with each context graffiti sheet. In two minutes, groups discuss and record as much as they know about the signs and symptoms people may display in these contexts when they are going through a tough time. This should include examples of when they, or someone they know, has displayed these signs.
• Once each group has completed all 6 graffiti sheets, each group decides upon the three most interesting pieces of information recorded on the last sheet they wrote on.
• Groups present their information to the class.
# 3,2,1 Ideas

<table>
<thead>
<tr>
<th>Student</th>
<th>Idea 1</th>
<th>Idea 2</th>
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<tbody>
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<td>1</td>
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WHAT — Networks of support and accessing services

KEY POINT SUMMARY: Asking a friend if they are okay

- Explore online (or print out) the following fact sheets from ReachOut.com
  - How to ask a friend if they’re okay: http://au.reachout.com/how-to-ask-a-friend-if-theyre-okay
  - Where to get professional help: http://au.reachout.com/where-to-get-professional-help

- In small groups, students create a summary of each fact sheet and discuss how they could present this summary in an interesting way to friends and peers.


SHARING WALL: Looking after yourself

- Students explore online (or teachers print out prior to the session for one copy for each student) the following fact sheet from ReachOut.com: Caring for yourself while caring for others: http://au.reachout.com/caring-for-yourself-while-caring-for-others

- Students read through the fact sheet and come up with a list of activities/actions they would do or would recommend to a friend to do to look after their;
  1. Physical wellbeing
  2. Emotional wellbeing

- Students record their ideas on post its and place on a board/wall under the two categories (Physical and Emotional).

- Whole group discussion and sharing of ideas
Activity Theme 2: SUPPORTING OTHERS

→ Focus Area:
   Supporting others

→ Content Focus:
   • Grief and loss
   • Contributing to community
   • Empathy

→ Outcomes:
   7.1 Identify appropriate sources of support.
   6.1 Build positive thinking, self-belief and a sense of empowerment by evaluating the contribution of personal strengths and achievements on the meaningful futures of self and others.

→ Skills:
   Skills for increasing personal confidence and abilities to assume control, take responsibility, make a difference, or bring about change — building accurate self-concept and self-confidence, creating self-awareness skills, including awareness of rights, influences, values, attitudes, strengths, and weaknesses, setting goals, self-evaluation and self-monitoring skills, resilience.

→ Connection to other Focus Areas:
   • Self-efficacy and mental fitness
   • Resilience

WHY

Building a knowledge base when it comes to self support and supporting others assists students to have a toolkit of information they can draw upon when they or someone they know is going through a tough time.
HOW

• Small group
• Whole group
• Individual activities
• Offline + online

Equipment required:

• A3 Paper or butchers paper
• A4 paper (1 per student)
• Pens/textas
• Post its
• Index Cards (5X7)
• Access to the internet and laptop/tablet/phone

WHAT — Grief and Loss

→ Teacher further learning:
 Responding to tragedy: Resources for educators: http://www.edutopia.org/blog/tragedy-grief-resources-education
 Five tips for supporting students grieving: http://www.edutopia.org/blog/tips-grief-at-school-2-chris-park

GROUP DISCUSSION:

→ Teacher background information:
  • What is grief and loss?
  • Times when people might experience grief and loss (e.g. Breakups [relationships and friendships], death, illness, moving away from friends, moving out of home)

INDIVIDUAL FOCUS WORK:

• Students read the fact sheet: Working through grief: http://au.reachout.com/working-through-grief and write a scenario where this fact sheet could be used to assist a friend who is going through a tough time.
  - Describe the tough time
  - How could you use this fact sheet?
  - Where else/who else could support you and/or your friend?

CIRCLE CHAT: Getting back on track

• Students read: Building better coping skills: http://au.reachout.com/building-better-coping-skills (online or printed)
• Whilst standing in two concentric circles facing each other, students are allocated 30 seconds to share with their partner their answers to the following question for these 4 scenarios:
• What coping strategies would you suggest in this scenario?
  3. A best friend moves interstate to attend another school
  4. A breakup occurs between two people who have been in a relationship
  5. A relative is chronically ill
  6. A friend or relative passes away

→ Note
Teachers are to be sensitive to recent events (if known) regarding students experiencing grief and loss and supply these students with the appropriate support(s) information and care. Allow the student to opt out of this activity if required/requested. This should be organised prior to running this activity and in consultation with the student(s).

• After 30 seconds, students switch. The inside circle remain stationary and the outside circle moves three steps to their right to meet their next partner.
• Continue sharing until each student has discussed the four scenarios.
• Remind students of where to go for help at the school, out of school (online and offline) at the conclusion of this activity.

→ Note
See Theme 3: Resilience for further activities on seeking help.

WHAT — Contributing to community

MINDMAP: Community
• Students spend 1 minute recording everything they can think of regarding the word community in a mindmap
• Students combine to form small groups, and combine their information to complete two mindmaps
  1. What is community?
  2. What is contributing to community?
• Students watch: Inspirational video: Pay it forward: https://www.youtube.com/watch?v=GJeWFoKZ63U
• While watching the clip, students list as many examples as they have seen on the video which could be classified as ‘paying it forward’.
• Students draw their own Y-Chart on an A4 piece of paper and complete for Paying it forward. What does paying it forward LOOK LIKE, SOUND LIKE, FEEL LIKE?
• Discuss Y Charts as a group
WHAT — Empathy

ONLINE CLIP: RSA SHORT-Brené Brown on Empathy: https://www.youtube.com/watch?v=1Evwgu369Jw
• Students watch the clip and record everything they hear or see they find of interest.
→ NOTE:
Groups may like to watch the clip more than once to capture all the information

BRAIN WRITING: What is empathy?
• Students use one small index card (5x7) each and a handful of post it notes.
• Students are allocated 2 minutes to record what they know about empathy.
• Invite students to place their card on the wall or designated space for display.
• As a group, students explore the cards on display.
• Students use post it notes to vote for cards they agree with. Where students agree, they put their post it notes on top of the card(s).
• As a whole class, discuss the top three response cards voted for.
• Provide students with a group definition.

THINK-PAIR-SHARE: Empathy through connections and friendships
• Assign a two minute time limit for students to come up with as many ideas as they can think of in regards to the qualities and actions to the question, ‘What makes connections stronger between friends?’
• Students form pairs and share their answers.
• Each pair comes up with three top tips for building connections with friends.

GROUP DISCUSSION: Take a seat, make a friend
• Students watch Soul Pancake: Take a seat, make a friend: https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLvzOwE5lWqhQWesPsW5PQQ5gi50BewwqUw&index=2
• Students discuss: How could we deliver this activity (or similar) at our school?

INDIVIDUAL ACTIVITY: Writing a gratitude letter
• Students choose one person they would like to show their gratitude to and write a letter to that person. Encourage students to deliver the letter in person, or phone/online call that person today.