



HEADSTRONG

UNDERSTANDING MOOD DISORDERS AND RESILIENCE

**A CURRICULUM RESOURCE TO SUPPORT THE TEACHING
OF MENTAL HEALTH IN STAGE 5 PDHPE**

Developed by:
Black Dog Institute and
The Inspire Foundation



BLACK DOG INSTITUTE

Section 1:

Background information

Teacher note: This background information is intended for building teacher understanding about mood disorders and strategies for addressing mental health issues confidently in their classrooms. It is not intended to be used with students.

1.1: Understanding mood disorders and young people

What is a mood disorder?

In psychiatry the term mood disorder refers to a group of mental disorders that includes depression and bipolar disorder. One in five adolescents in Australia are affected by mood disorders. Of the 20% of young people who experience a mood disorder, research shows that only 29% (31% of females and 13% of males) seek professional help and many do not seek help for up to 5-15 years after symptoms first appear.

What is depression?

Depression is a mood state where there is a drop in self-esteem and sense of self-worth, where the individual feels 'down' and pessimistic and wants to give up, and feels others have given up on them too. It can be a 'normal' mood state (akin to sadness), a severe reaction to a difficult or stressful situation, or a disease state (such as melancholic, psychotic or bipolar depression).

Types of depression

Understanding that there are different types of depression, each with their unique characteristics and features is important because each type responds best to different treatments.

The Black Dog Institute believes that there are three broadly different types of depression, each with their own features and causes:

- Non-melancholic depression
- Melancholic depression
- Psychotic depression.

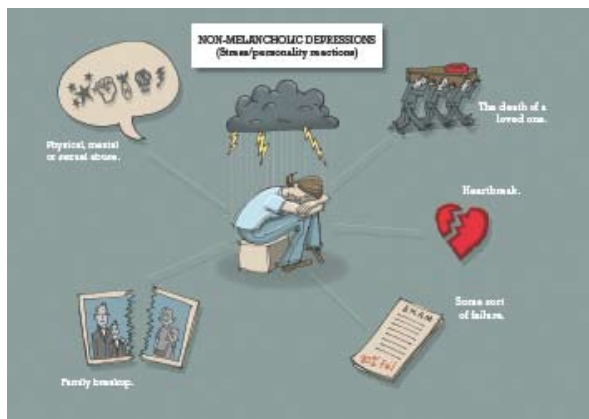
Depression can also be sub-typed into 'unipolar' and 'bipolar' expressions. Unipolar depression is the name given when only depressive episodes are experienced. Bipolar depression refers to having highs as well as depressive episodes in between.

Reducing stigma will encourage early help seeking for those experiencing mental health difficulties.

Non-melancholic depression

Non-melancholic depression is the most common of the three types of depression. It affects one in four women and one in six men in the Western world over their lifetime.

Non-melancholic depression essentially means that the depression is not primarily biological. Instead it has to do with psychological causes, and is very often linked wto stressful events in a person's life and/or the individual's personality style.



Non-melancholic depression can be hard to accurately diagnose because it lacks the defining characteristics of the other two depressive types (namely psychomotor disturbance or psychotic features). Also in contrast to the other two depressive types, people with non-melancholic depression can usually be cheered up to some degree.

People with non-melancholic depression experience depressed mood for more than two weeks and social impairment (for example, difficulty in dealing with work or relationships).

In contrast to the other types of depression, non-melancholic depression has a high rate of spontaneous remission. This is because it is often linked to personality traits and/or stressful events in a person's life, which, when resolved, tend to see the depression also lifting.

Non-melancholic depression responds well to different sorts of treatments (such as psychotherapies and counselling; antidepressant

drugs may also be effective in some cases), but the treatment selected should respect the cause (e.g. stress, personality style).

Melancholic depression

Melancholic depression is often known as biological depression as its causes are primarily physiological. Its defining features are a more severe depression (mood state) than is the case with non-melancholic depression

Adolescents with melancholic depression (in comparison with non-melancholic depression) are more likely to lose the 'light in their eyes', be distinctly asocial (not replying to calls, emails, texts, etc from friends), have a lack of energy (worse in the morning and making it harder to get out of bed) and describe a lack of pleasure in life and inability to be cheered up, as well as impaired concentration..

Melancholic depression is a relatively uncommon type of depression. It affects only 2-10 per cent of Western populations. The numbers affected are roughly the same for men and women.

Melancholic depression has a low spontaneous remission rate (meaning it very rarely goes away of its own accord). It responds best to physical treatments (for example, antidepressant drugs) and only minimally (at best) to non-physical treatments such as counselling or psychotherapy.

Psychotic depression

Psychotic depression is a less common type of depression and responds only to physical treatments, such as anti-depressant drugs. The defining features of psychotic depression are:

- an even more severely depressed mood than is the case with either melancholic or non-melancholic depression
- more severe psychomotor disturbance than is the case with melancholic depression
- psychotic symptoms (either delusions or hallucinations, with delusions being more common) and strong guilt feelings.

How is depression different to grief and anxiety?

Lowered self-esteem is what defines depression from grief and anxiety. When someone is experiencing anxiety, their main feeling is of insecurity either tied to a particularly feared situation or experienced more generally. Grief is the pain we experience as a result of the loss of someone or something of great value to us.

Though different, depression can be closely associated with anxiety and grief in the following ways:

- as anxiety increases, so does the chance of depression
- a third of people who experience major grief and loss will go on to feel depressed
- for those who develop clinical depression, there is an increased chance of anxiety, often presenting as panic attacks.



Signs and symptoms of depression

Depression can be signalled in teenagers by one or more of the following signs and symptoms:

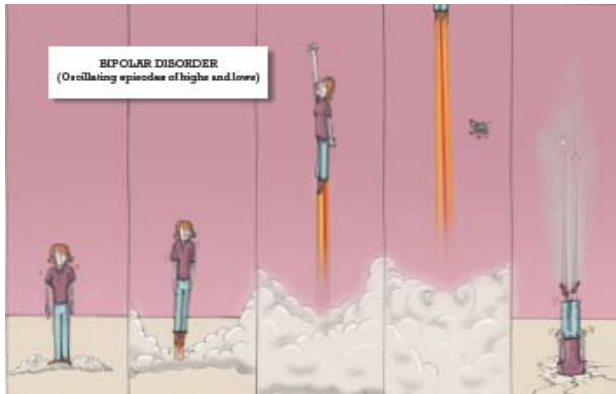
- becoming asocial – avoiding school and friends, not returning calls from friends
- poorer school performance – both in class and sporting endeavours
- heightened irritability, anger, hostile outbursts
- indecisiveness
- lack of energy and motivation

- restlessness, agitation, disruptive behaviours
- loss of pleasure and interest in activities
- a sense of hopelessness or pessimism
- increased sensitivity to failure or rejection
- feelings of guilt and worthlessness
- an inability to change the way they feel
- complaints of headaches, stomach aches, tiredness, 'growing pains'
- persistent sadness and bouts of crying
- morbid thoughts and statements (direct or indirect), such as they are worthless or don't want to continue living
- deliberate self-harm
- risk-taking (for instance, inappropriate sexual contacts, binge drinking and reckless driving)
- drug and alcohol abuse
- changes in eating and sleeping habits
- uncharacteristic behaviours such as bullying or stealing.

It is not intended that this list be used as a checklist. These symptoms are often linked to depression in teenagers, however, can also be caused by other issues. It should also not be assumed that if a teenager is only exhibiting one or two of these symptoms that they are not at risk of depression. If the teenager is exhibiting one or two of these signs or symptoms at a severe level, that could indicate that they need to seek professional help to get a medical assessment.

Bipolar disorder

Bipolar disorder is the name used to describe a set of 'mood swing' conditions, the most severe form of which used to be called 'manic depression'. The high moods are called mania or hypomania and the low mood is called bipolar depression. It is important to note that everyone has mood swings from time to time. Concern should be shown for a young person when these moods become extreme and interfere with everyday life.



SOME OF THE SIGNS AND SYMPTOMS DURING HIGHS INCLUDE:

- acting 'wired' and energised
- excessive sensitivity to sensory input
- losing normal anxieties and feeling carefree
- needing less sleep, but not feeling tired (initially)
- 'pressured' speech and racing thoughts
- talking more – often loudly and over people
- having 'grand schemes' and grandiose ideas
- frequent, rapid and dramatic changes in mood
- becoming overly frank and disinhibited (e.g. verbally, sexually)
- feeling creative, spiritual, mystical, at one with nature
- spending more money – often purchasing

unaffordable items

- being irritable and impatient, easily frustrated, or having severe temper tantrums
- fuelling the highs with alcohol and drugs to go even higher
- poor impulse control
- an increase in impulsive and risk-taking behaviours.

Along with these highs, the young person may also experience alternating bipolar depression (refer to *Signs and symptoms of depression* on page 4).

Bipolar disorder can commence in childhood, but onset is more common in the teens or early 20s. Some people develop their first episode in mid-to-late adulthood. With the right treatment, the majority of people with bipolar disorder are able to live normal and productive lives.

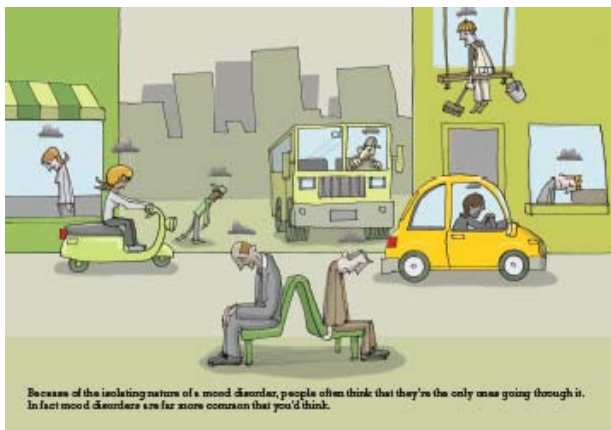
Check out the Black Dog Institute website for a Bipolar Self Assessment tool

Where to get more information on mood disorders

- Parker, Gordon (2004), *Dealing with Depression: A Common Sense Guide to Mood Disorders 2nd Edition*, Allen & Unwin, Sydney.
- Black Dog Institute website (www.blackdoginstitute.org.au). See the online *Depression Education Program (DepEd)* to learn more about the different types of depression and the *Bipolar Education Program* to learn more about bipolar disorder.
- Reach Out Teachers Network (<http://teachers.reachoutpro.com.au>). See the *Resources section* for detailed information about a range of mental health disorders that may be experienced by young people.

How common are mood disorders in young people?

Research shows that in an average year 12 classroom of thirty students, 7 of those students will experience depression. Of those 7, only two will get professional help for the depression. At least one young person in that class will have attempted suicide.



Experiences of mental health problems such as depression can lead to other serious problems including substance abuse, social withdrawal, a breakdown in family and personal relationships and poor academic and work performance.

Depression is also linked to substance abuse, eating disorders and implicated in many cases of youth suicide. In 2008, 281 young people aged 15-24 took their own lives in Australia; 220 young men and 63 young women. Suicide is the leading cause of death for young people aged 15-24 in this country.

Who is most at risk

A teenager's journey through adolescence can be a rocky one – associated with heightened emotions, significant life changes and pressure to adjust to a new role in the world. Every young person will experience some turmoil as they negotiate this developmental phase of their life.

Young people will also experience what are called “situational crises”. Examples of these would include not achieving their goals at school or in sport, family break-up, moving schools, or the loss of a friend or family member. How well they manage these developmental and situational crises can have a strong bearing on their risk of experiencing a mood disorder. Other factors and situations that can heighten risk include:

- If someone in your immediate family has depression or bipolar disorder (manic depression), you are two to three times more likely to have a mood disorder.
- Women are more likely to develop non-melancholic depression but no more likely to develop melancholic depression.
- Ending a relationship, losing a family member or close friend, or losing a job can trigger depression in some people. Under such circumstances, nearly everyone will, of course, be sad – but not everyone will be depressed.
- People who are prone to worrying and feeling anxious, the extremely shy, those who engage in negative self-talk or people who are extremely sensitive are all more likely to experience depression.
- People who could be described as perfectionists also have an increased risk of depression, particularly in the face of work- or school-related stress.



1.2: Why do we need to teach young people about mood disorders?

The evidence is clear that with early treatment, most people recover from a mental illness and are able to fully participate in the social and economic life of the community. However, current statistics suggest that only 22% of young people who are suffering from mental ill-health seek professional help.

When young people do seek help, it is most typically from informal, non-professional sources such as friends and family or teachers rather than professional sources such as a physician or mental health professional. Many young people believe that they can handle emotional problems on their own and often report concerns relating to confidentiality, a fear that no person or service could help, and the feeling that the problem was too personal to tell anyone, as barriers for not seeking help.

It is hoped that by teaching students explicitly about mood disorders and by providing opportunities for students to learn practical help seeking strategies, we can breakdown the barriers to accessing appropriate help in the early stages of a mood disorder.

De-stigmatising mental illness in school communities – the why and how.

In their report, *Young Australians: their health and wellbeing 2007*, the *Australian Institute of Health and Welfare* reported that 93% of young people aged 18-24 rated their health as “excellent”, “very good”, or “good”. Yet in the same report it was noted that psychological distress was increasing amongst the same population group. It reports that just over 25% of people aged 18-24 have been diagnosed with a mental disorder. This is concerning but also demonstrates that mental health problems

are not seen or considered in the same way as a physical health problem. This evidence suggests that for many Australians, mental health is not seen as a component of overall health. The issue of stigma and importance of destigmatisation will be addressed in detail throughout this resource.

There is still a belief amongst some in the community that mental illnesses, and depression and anxiety in particular, are just a sign of weakness. A far too common response to a young person experiencing depression is that they are “attention-seeking” and “should just toughen up and get over it!”.

Until the broader community has a better understanding of depression, anxiety and other mental health disorders, there will always be stigma attached to mental illness.

The key to reducing the stigma attached to mental illness is education. If we can raise awareness amongst all Australians of the nature of mental health disorders (by increasing awareness of the symptoms, causes and treatments of mental illnesses and by promoting the experiences of people whose lives have been affected by mental illness) we will go a long way to reducing negative perceptions of mental illness.

How can you reduce stigma in your school community?

Schools play an important role in educating young people and the wider school community about mental health issues. Schools can take action through:

1. Community awareness campaigns through school newsletters, community information nights, dissemination of information brochures and participating in community events such as *Exercise Your Mood Week*, a Black Dog Institute national campaign to raise awareness of mood disorders and increase community awareness of the importance of regular physical activity for maintaining good mental health.



2. Curriculum-based learning programs that explicitly teach about mental health issues and develop students' mental health literacy skills. The [Reach Out Teachers Network \(http://teachers.reachoutpro.com.au\)](http://teachers.reachoutpro.com.au) has been established to support teachers and educators to address mental health issues in the school setting.



The Black Dog Institute also offers a range of programs for young people, their parents and school staff, including:

- Insight
- Understanding Depression and Resilience
- Parent Education
- Education for School Staff

Further details about these programs can be found on the [Black Dog Institute](http://www.blackdoginstitute.org.au) website in the *Community Programs* section.

<http://www.blackdoginstitute.org.au>

The *Teaching and Learning* section of the [Reach Out Teachers Network](http://teachers.reachoutpro.com.au) site has a range of quality resources to support the delivery of curriculum learning programs that address mental health issues.

This resource provides a range of activities that can be used with classes to develop a greater understanding of mood disorders in the community. The [Reach Out Teachers Network](http://teachers.reachoutpro.com.au) website also includes more lesson ideas on how to address issues related to stigma with your classes.

1.3: How do you support a **young person** you are concerned about?

As teachers, you have a unique relationship with young people and as such are often privy to, or made aware of, when young people are going through a tough time emotionally. It is essential for your own wellbeing, and the wellbeing of students, that you are able to deal with these situations appropriately.

Show you care and give them time and attention

Often students don't need anything more than someone who is willing to just be there for them. Having a trusted adult that they can talk to is an important protective factor.

Be yourself and be prepared to listen

It's important that when a student does come to you that you listen to what they have to say and understand what is happening to the student.

Be non-judgmental, patient, calm and accepting

The student may be reluctant to talk about their problem because they don't want to upset anyone, but they need to know they're doing the right thing by talking to someone.

Know how and when to go to others for help

Encourage the student to seek help themselves. They may feel supported if you offer to go with them when they speak with a school counsellor or welfare advisor.

Don't try dealing with the situation alone

If you feel like the problem is serious or you have concerns for the student's welfare you must report it to your Principal. As mandatory reporters, teachers are required to report situations where they believe a young person is at risk of harm.

Sometimes a student doesn't come to you for help, but they may be behaving in ways that make you worried about them. How do you know when to intervene? There are some warning signs that you can look out for, such as the signs and symptoms of depression and bipolar disorder described on [pages 4 and 5 of this resource](#). But it is important to remember that any one of these alone (lasting only a short time) is normal, but if you know a student with some of these signs lasting more than a couple of weeks, they may need some outside help.

If you do have concerns for the welfare of a student then don't be afraid to raise your concerns with them

They will often feel a sense of relief that someone has noticed and cares enough to ask how they are going. If your concerns are confirmed, then it is important to inform the appropriate staff within the school to ensure that the student receives the help and support they need to stay safe.

Each school will have policies that identify the processes that must be followed if you are concerned a student may be at risk of harm.

1.4 : Where can you get **additional help and support** in this area?

Black Dog Institute

www.blackdoginstitute.org.au

Bite Back

www.biteback.org.au

The Black Dog Institute's new website for young people

Reach Out Teachers Network

<http://teachers.reachoutpro.com.au>

Reach Out.com

www.reachout.com.au

Mindmatters

www.mindmatters.edu.au

Beyondblue

<http://www.beyondblue.org.au/>

Youth beyond blue

<http://www.youthbeyondblue.com/>

Headspace website

<http://www.headspace.org.au/>

Remember that School Counsellors are a great resource to answer your questions and to help you discuss these issues with students.

Section 2:

Using this resource

Teacher note: Teaching about mental health issues can be a sensitive issue. Teachers need to ensure that they have developed a strong rapport with their classes and that a safe and supportive classroom environment has been created prior to implementing these activities.

2.1: Background to the development of this resource

This teaching resource is based around a series of presentations developed by the Black Dog Institute that illustrate the nature, symptoms and management of mood disorders, their impacts for young people and strategies to build resilience. These presentations are the basis of many of the learning activities in the resource and provide teachers with a tool to make their classroom activities more engaging.

The presentations also play an important function for teachers. The presentations will be useful in building your own knowledge and understanding of mood disorders as well as providing cleverly presented, up-to-date information that will support you to impart content confidently. They will also provide a stimulus for prompting conversation and exploring issues in class.

The presentations are organised around a series of images (in powerpoint format) that create a comprehensive and sequential explanation of mood disorders and their impact on young people. Each powerpoint presentation comes with speech notes to support teachers to deliver the presentation effectively to their classes. The presentations can be accessed from the [Black Dog Institute website](#) at [\[insert web address\]](#).

The presentations include:

- What it is to be a teenager
- The telltale signs of a mood disorder
- Facts and stats about mood disorders
- The different types of mood disorders
- Personality types at risk
- Bipolar disorders
- Common coping strategies
- Fears of seeking help
- Navigating the mental health maze
- The importance of family and school support
- Understanding resilience
- Building resilience



This **icon** will be used throughout the resource to indicate learning activities that require access to one or more of the presentations.

2.2: Planning your teaching program using this resource

The teaching and learning activities are split into five modules that link directly to syllabus outcomes and content from the Stage 5 PDHPE syllabus.

<p>Skills developed throughout the unit: Outcome 5.11: adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations Outcome 5.12: adapts and applies decision making processes and justifies their choices in increasingly demanding contexts Outcome 5.16: devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively</p>	<p>Module 1: Introduction to mental health and wellbeing</p>	<p>This module only needs to be taught if classes have had limited learning in the area of mental health.</p>
	<p>Module 2: The low down on mood disorders</p>	<p>Outcome 5.6: A student analyses attitudes, behaviours and consequences related to health issues affecting young people</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Mental health
	<p>Module 3: Reaching out: helping others</p>	<p>Outcome 5.1: A student analyses how they can support their own and others' sense of self.</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Supporting others <p>Outcome 5.8: A student critically analyses health information, products and services that promote health.</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Factors influencing access to health services
	<p>Module 4: Helping yourself</p>	<p>Outcome 5.1: A student analyses how they can support their own and others' sense of self.</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Supporting yourself
	<p>Module 5: Making a difference</p>	<p>Outcome 5.3: A student analyses factors that contribute to positive, inclusive and satisfying relationships.</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Affirming diversity <p>Outcome 5.7: A student analyses influences on health decision-making and proposes strategies to promote health and safe behaviours</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Empowering individuals and communities

Teacher note: Specific details of syllabus outcomes, content (including *Student's learn to* statements) and evidence of learning can be found at the beginning of each Module in Section 3 of this resource.



Differentiated learning activities

Each module includes a series of learning activities that have been designed to introduce a concept, explore a concept and extend understanding of a concept. The intent in presenting the learning activities this way is to allow teachers flexibility in how they deliver the program within and across classes.



INTRODUCTORY ACTIVITY

These activities are suitable for introducing the concept to all classes and are a pre-requisite for the other activities in the module.



EXPLORATORY ACTIVITY

These activities are suitable to further explore a concept and should be taught to build a solid understanding of the concept being taught.



EXTENSION ACTIVITY

These activities explore the concept in greater detail to develop a higher order understanding of the issue.

Module and activity overview

Module 1: Introduction to mental health and wellbeing		
<i>Introductory</i>	Activity 1	The nature of mental wellness
<i>Introductory</i>	Activity 2	Dynamic nature of mental health and wellbeing
<i>Exploratory</i>	Activity 3	De-stigmatising mental illness
Module 2: The low-down on mood disorders		
<i>Introductory</i>	Activity 4	Monitoring our moods
<i>Exploratory</i>	Activity 5	When does fluctuating mood become a mood disorder
<i>Extension</i>	Activity 6	A day in the life of ...
Module 3: Reaching out: helping others		
<i>Introductory</i>	Activity 7	The help seeking journey
<i>Exploratory</i>	Activity 8	Supporting someone who may be experiencing a mood disorder
<i>Extension</i>	Activity 9	Looking after yourself when you are supporting a friend
Module 4: Helping yourself		
<i>Introductory</i>	Activity 10	Building resilience
<i>Exploratory</i>	Activity 11	Exercise your mood
Module 5: Making a difference		
<i>Introductory</i>	Activity 12	Planning action to reduce stigma
<i>Exploratory</i>	Activity 13	Taking action to reduce stigma

Incorporating the activities into your yearly program

There are a number of models that can be used to incorporate these learning activities into your teaching program:

1. Sequential teaching of all modules to one year

Teachers can teach all modules in a sequential order to their classes. Use of this model would require at least a term of programming time dedicated to this unit.

2. Teaching one or more of the modules as individual units of work

Teachers can select appropriate modules of work to teach as units of work. This allows for the development of a spiral curriculum. Students can be introduced to the foundational concepts around mental health issues by teaching Modules 1 and 3 in Year 9 as an introductory unit. This knowledge can then be built upon by teaching Modules 2, 4 and 5 in Year 10.

3. Selecting individual activities to incorporate into existing units of work

Teachers may already have units of work developed for the mental health aspects of Stage 5 PDHPE. In this case, it may be preferable to select individual activities from the appropriate modules to incorporate into the existing units of work in order to strengthen learning outcomes.

4. Selecting individual modules or activities to incorporate into a pastoral care program

Schools may compliment work that is happening in their PDHPE program through their pastoral care program to support and reinforce messages being learnt about in PDHPE.

Using the Student Mood Tracker Journal as a learning tool

This resource includes a **Student Mood Tracker Journal** (in PDF format for printing and *Microsoft One Note* file for use on laptops) to support learning and student reflection during the modules of work. The Journal is introduced in Module 2. It is

recommended that teachers designate 5-10 minutes at the end of each lesson to allow students to complete the designated journaling activities. The Journal can be used during the units of work to provide evidence of student learning.

Encouraging student engagement and active participation

Key features of the activities in this resource are class-based discussions and small group work. Teachers need to provide students with a safe and supportive classroom environment that facilitates active participation and engagement of all students. This is particularly important as many of the discussion activities deal with sensitive issues in relation to mental health and wellbeing.

In order to provide a **safe and engaging learning environment for students**, it is important for teachers to:

- collaborate with students to develop a group agreement that sets the parameters for class discussions
- reflect on their own role in discussions – acting as a facilitator of the conversation to help to generate many viewpoints
- use a range of questioning techniques which open up discussion rather than trying to get to a quick right answer
- recognise that some students may not feel comfortable sharing; explore ways of dealing with this such as using think, pair, share activities
- explore ways to ensure that all students get an opportunity to speak, such as using talk tickets.

In setting up a safe and supportive environment it is important to create an **atmosphere of trust** between the teacher and students. However, it is also important to emphasise to students that they should not **disclose personal information** in a public forum such as during a lesson. Encourage students who do need to talk about their experiences to approach you after class or link them in to other appropriate help.

Section 3:

Teaching and learning activities

Module and activity overview

At the beginning of each module you will find an overview page which includes the following information to support your planning and implementation of this program.

Introduction – The introduction provides a brief overview of the rationale for learning about the content covered in the activities

Learning outcomes – List the outcomes directly from the Stage 5 PDHPE syllabus that will be addressed through the activities

Key content – Outlines the syllabus content that will be covered through the activities

Evidence of learning – describes what students will demonstrate if they are successfully learning the content and achieving the outcome/s

Each activity page includes a list of what you **need to prepare** prior to teaching the lesson and a detailed activity description. Within the Activity description you will find the **following icons** as organisers linked to types of tasks.



These activities require access to a handout



These activities require access to multiple internet-enabled computers or laptops



These activities require a medium for brainstorming such as mindmapping software or whiteboard



These activities require students to have access to their **Student Mood Tracker Journal**



These activities require the class to be divided into small working groups



These activities are based on whole-class discussions

Module 1: Mood and mental wellbeing

A key barrier to young people seeking help for mood disorders and other mental health difficulties is the stigma related to mental illness that exists in our society. Mental illness is still seen by many people to be an indication of weakness of character. One of the key aspects of reducing stigma is to challenge negative perceptions of mental health problems in the community. This module supports students to explore their values and perceptions in relation to mental illness and then to explore the dynamic nature of mental health and the link to mood fluctuations.

Learning outcomes

At the conclusion of this module of work, students will have:

- analysed attitudes, behaviours and consequences related to health issues affecting young people (**Outcome 5.6**)

Key content

<i>Students learn about:</i>	<i>Students learn to:</i>
Mental health » understanding mental health	<ul style="list-style-type: none">• challenge negative community perceptions of mental health and identify reasons why these have developed

Evidence of learning

Students will demonstrate success against the learning outcomes and content when they:

- demonstrate an understanding of the dynamic nature of mental wellbeing
- describe common misconceptions about mental ill-health
- propose appropriate strategies for challenging negative community perceptions.



ACTIVITY 1: THE NATURE OF MENTAL WELLNESS



20 minutes

PREPARATION

- Print off the **Mental Health Continuum Cards** (Appendix 1) and if possible laminate them in order to allow them to be re-used with other classes. Ensure that you have at least one card per student.
- Set up the continuum across the classroom with **Mentally well** at one end and **Mentally unwell** at the other end.

ACTIVITY DESCRIPTION



Distribute the cards amongst students - ensure that you have at least one card per student.

Explain to students that each card includes a term that is used to describe a person in relation to their mental health. Ensure students understand that there are no right or wrong answers in this activity and that it is where they perceive the term best fits along the continuum.

Instruct students to take their card and place it along the continuum where they believe it fits e.g. if someone is described as the **Life of the party** would they be closer to the **Mentally well** end, closer to the **Mentally unwell** end or somewhere in between.

Once all of the cards have been placed along the continuum, ask students to walk up and down the continuum and have a look at where others have placed the terms.



Ask students to identify any card which they think could be placed somewhere else along the continuum. Ask students to pick up the card and explain the reasons why they believe it should be in a different place along the continuum.

Discuss as a class the placement of each of the cards. Use the Teacher notes following to build students' knowledge and reinforce the nature of mental illness and mental wellness.

(Teacher notes continued over page)

TEACHER NOTES FOR DISCUSSION

1. Often students will place the *Life of the party* and *Party animal* cards at the **Mentally well** end of the continuum, however, research shows that excessive partying, dangerous alcohol use, high risk-taking behaviour and sexual promiscuity are indicators that the young person is having mental health difficulties. These behaviours are particularly prevalent amongst young people who are experiencing a manic episode and may indicate bipolar disorder. This behaviour, if it is ongoing and/or extreme, should be a flag for teachers, parents and friends that the young person is in need of professional help.
2. Students will normally place those terms that describe mental illnesses such as *schizophrenia*, *bipolar disorder*, *post-natal depression*, *personality disorder* at the **Mentally unwell** end of the continuum. It is important to emphasise that just because someone has been diagnosed with a mental illness, it does not necessarily mean they are mentally unwell. The majority of people who are diagnosed, receive professional help and maintain their treatment regime, can be **mentally well**. You can use the analogy that it is just like a person suffering from asthma - if that person takes their medication as prescribed and lives a healthy lifestyle they can manage their asthma and it will have little or no impact on their physical health. It is exactly the same for a person who is diagnosed with a mental illness. It should be noted that if a person is experiencing *psychosis* then this would indicate that they are mentally unwell. This is because a psychotic state indicates that a person has lost touch with reality.
3. *Feeling blue*, *feeling flat*, *feeling down*, *grieving*, *upset*, *scared*, *lonely*, *sad*, *depressed* are all natural reactions to a variety of situations and are all part of the natural fluctuations that occur in relation to people's mental wellbeing. However, if someone is feeling flat, blue, down or grieving for an extended period of time (more than two weeks) then this is when their mood and how they feel starts to become a concern. It is important to remember that statistics suggest that one in five students in your class will experience a depressive episode before they are 18 and prolonged feelings such as these are an early indicator of possible depression.
4. If a young person is *feeling hopeless* or *isolated* then these can be indicators of being **mentally unwell**. A sense of hopelessness and disconnecting or isolating oneself are key features of depression and should be flags of concern for teachers, friends and parents.
5. On the other end of the spectrum, *confident*, *connected*, *excited* and *happy* are indicators of **mental wellness**. However, if a young person is exhibiting extreme levels of over-confidence and hyper-excitement they can be signs of mania associated with bipolar disorder.
6. Terms such as *anxious*, *shy*, *perfectionist* are used to describe personality traits that have been associated with greater risk of experiencing mood disorders. Extreme levels of anxiety, shyness or perfectionism could indicate mental unwellness.



ACTIVITY 2: DYNAMIC NATURE OF MENTAL WELLBEING



20 minutes

Teacher note: Before beginning this activity it is recommended that teachers develop or review the class agreements to ensure that students feel safe and comfortable to actively participate. See [page 14](#) for ideas on creating a supportive class environment that promotes active participation

PREPARATION

- Review class or group agreements and reinforce positive behaviours that will support open discussion
- Mentally well and Mentally unwell cards from previous Mental Health Continuum activity.

Teacher note

Emphasise to students that for this activity they are responding in general terms of how each situation would affect someone's mental wellbeing **NOT** specifically how they would be affected.

ACTIVITY DESCRIPTION

Ask students to refer back to the **Mental Health Continuum** used in **Activity 1** and ask them to think about where they fit at this minute - **don't ask them to move there or share**. Now ask them to think about where they would have fit last week and then last year.

Place the **Mentally well** and **Mentally unwell** cards at either end of the classroom and ask students to move along the continuum in response to the following situations:



Ask students to move along the continuum to indicated how they think a person's mental wellbeing would be influenced if

- they lost a close friend?
- their pet died?
- their best friend moved to another town?
- they got a great exam result?
- their sporting team won the grand final?
- a family member had financial concerns?
- they were worried about a friend being depressed?
- their parents were going through a divorce?



Discuss whether their position changed for each of the scenarios. It is important to ensure students understand that our mental health and wellbeing fluctuates constantly and is often influenced by situations or experiences we have in our lives.



Select a number of the situations from the previous list that you think have the greatest relevance to your class. Brainstorm some of the factors within these situations that cause a person's mental wellbeing to fluctuate up and down the continuum. These factors could include a loss of security, feelings of happiness and optimism about the future, feelings of isolation or disconnection, or feelings of grief at the loss of a friendship.



Discuss the sorts of strategies that young people may use to cope with the more challenging of these situations. Ask students to think of who they may be able to turn to if one of these challenging situations happened to them.

Teacher note:

Prompt class discussion by asking:

- » *Who are the trusted adults in their life who they could talk to about stuff that is troubling them?*
- » *Do they have a network of friends, family and other adults who they can count on to help them out if they are going through a tough time?*
- » *Where are some of the services they can go to for help in these?*



ACTIVITY 3: DESTIGMATISING MENTAL ILL-HEALTH



40 minutes

PREPARATION

- Access to internet-enabled computers is required for this activity
- Butchers paper for brainstorm

ACTIVITY DESCRIPTION

Explain to students that they are going to use the Black Dog Institute website (www.blackdoginstitute.org.au), Bite Back (www.biteback.org.au) and ReachOut.com (www.reachout.com), to “bust” some myths that exist around mental illness and propose strategies to dispel these myths in their community.



Brainstorm some of the myths or misconceptions that they have seen or heard in the community or media about mental health and mental illnesses. Some of the myths could include:

- Mental illnesses are contagious.
- The mentally ill should be institutionalised so that they are not a threat to society.
- You can pick a person with a mental illness just by looking at how they behave in public.
- A person who says they're depressed is just trying to get attention.
- Someone with a mental illness cannot hold down a steady job.

Divide students into small groups and allocate one myth to each group.

Ask each group to brainstorm the development of the myth by exploring where it may have come from and how it might have started.



Direct students to the ReachOut and Black Dog Institute websites to find the facts and develop arguments to dispel the myth and the negative community perceptions that are attached to believing the myth.

Groups report their findings back to the class and propose strategies for dispelling their allocated myth within their local school community. See **Module 5** for detailed learning activities to build on this activity.

Teacher note: After undertaking this activity some students may feel the need to find out more as they may be concerned about a friend or family member. It is really important to provide students with a place to go to find out more. Bite Back and the ReachOut.com websites have information about a range of mental health disorders as well as powerful personal stories from young people who have either experienced a tough time themselves or have supported a friend or family member with a mental illness. Complimentary posters, postcards and stickers can be ordered through the Reach Out and Black Dog Institute websites.

Module 2: The low down on mood disorders

One of the reasons for the stigma that is attached to mental illness is misinformation and misunderstanding about the nature of mental illnesses. These activities will support students to explore the nature of moods and how a fluctuating mood, if it becomes severe and persistent can be indicative of a mood disorder.

Learning outcomes

At the conclusion of this module of work, students will have:

- analysed attitudes, behaviours and consequences related to health issues affecting young people (**Outcome 5.6**)

Key content

<i>Students learn about:</i>	<i>Students learn to:</i>
Mental health » understanding mental health	<ul style="list-style-type: none">• challenge negative community perceptions of mental health and identify reasons why these have developed

Evidence of learning

Students will demonstrate success against the learning outcomes and content when they:

- identify the signs of a mood disorders and can describe the different types of depression
- describe how mood can affect thoughts and actions and the way we react to situations
- reflect on their own mood and the influence their day-to-day activities can have on how they feel
- demonstrate empathy for a young person who is experiencing depression or bipolar disorder.



ACTIVITY 4: WHAT IS MOOD AND HOW CAN IT CHANGE?



80 minutes

Teacher note: Depending on your timetable structure you may need to split this activity across two lessons or alternatively you can ask students to watch a selected TV episode as a homework activity.

PREPARATION

- Laminated copies of a range of images that represent different moods. A package of images can be downloaded and printed from **Reach Out Teachers Network** at (<http://teachers.reachoutpro.com.au/resources.aspx>) or see **Appendix 3** for detailed instructions on how to acquire images from **Flickr** to use in your lessons.
- Black Dog Institute presentation – **What it is to be a teenager**
- Copies of the **Student Mood Tracker Journal** (one per student) or **Microsoft OneNote** file.
- Recorded episode of a popular TV show such as *The Simpsons*, *Home and Away*, *Neighbours*, *Glee* (previous episodes of these shows can also be accessed online)

ACTIVITY DESCRIPTION

Explain to students that this activity is going to explore moods and how our moods can affect the way we think about certain things and the way we act in certain situations. It is important to emphasise to students that mood swings are common during adolescence because of all the physical and emotional changes that a young person is going through.



Show the **What it is to be a teenager presentation** to students.

Ask students to list down the pressures that teenagers face as they move through adolescence that were included in the presentation and for each identify how these pressures might affect a young person's mood. For example, a teenager might become easily upset or angry or feel flat. Often these moods can be because of the hormonal changes that are happening as part of their physical development.

Explain to students that it is often difficult to be able to describe how they are feeling. There are some moods that are more difficult to express than others and this is normal.



Spread out the laminated images representing various moods around the classroom

Ask students to select one or more of the images (depending on how many are available) and to describe:

- the mood that they feel is represented by the image
- why this image is representative of that mood?
- what this mood feels like?

Ask students to now identify an image that another student selected that they feel represents a different mood to them e.g. the previous student may have felt that the image represented a happy mood where as they may feel it represents excitement or anxiety.

Explain to students that often our moods can be influenced by situations and that is why some images, particularly of situations or activities may elicit different feelings for different people. For example, for some people going to a party where you don't know anybody could be exciting and fun because they know they may make some new friends. Whereas for somebody else, this situation could cause great anxiety.



Discuss as a class the following questions:

- What influences our mood?
- What impact can our mood have on our feelings and behaviour?
- How can our mood influence the way we relate to others?
- How can our mood influence the way we react to certain situations? For example, when sitting an exam, meeting new people at a party, going for a job interview, when you are arguing with your parents, or trying something new.
- Do you think your mood sometimes affect the way you make choices? In what way?
- Are there things we can do to alter our own mood? For example, listening to music, going for a walk, drawing or painting, writing poems etc.

Explain to students that there are different types of journals, some of which are confidential reflections on daily events, while others have a public purpose. The main value of a journal is that it records feelings, events, and changes over a period of time.



Distribute one **Student Mood Tracker Journal** to each student. Explain to students that they are going to use it to monitor their changing moods during the remainder of this unit of work.

Teacher note:

As students can sometimes disclose worrying information in their journals (or indeed, in any personal writing), it is important for teachers to have thought about how they might respond to this. Teachers need to know the appropriate procedures and processes in their school for referring concerns and for accessing support, particularly if the concerns relate to possible risk of harm to the student.



Explain to students that it is sometimes difficult to write about how you are feeling or situations that you have experienced. So in order to help them practice this skill, they are going to watch an episode of a popular TV show such as *The Simpsons*, *Home and Away*, *Neighbours*, *Glee* as a way of observing, understanding, and reflecting on other people's feelings and reactions.

Ask students to select a character from the selected episode and ask them to imagine they are "taking a walk in their shoes" as they watch the episode.



Ask students to use the template on page 2 of the **Student Mood Tracker Journal** to write a short journal entry from that character's point of view, that includes:

- Describing a situation or incident that their selected character experienced.
- Explaining how the character felt about the situation or incident.
- Describing the character's feelings about other characters involved in the incident or situation.
- How the character's mood may have been affected by the incident or situation.
- How the character's mood may have affected their feelings and actions in the situation.
- One positive thing that happened to the character during the episode.
- One thing that the character would feel grateful for.



Ask students to share their entries in small groups. Discuss as a class some of the features of the journal entries that effectively described feelings, reactions to situations and observations of other people's behaviours.

Encourage students to make a list of some of the words that were used to describe characters' thoughts, feelings and actions so that they can refer back to them throughout the unit and as they are filling in their journal entries.



Explain that students are now going to complete their first entry in their **Student Mood Tracker Journal**. It will be a reflection on today's lesson and what they plan to do in the next week to improve their mood and make themselves and others happy (Page 3 of the journal).

Encourage students to set aside at least 10 minutes each day to complete the Daily Reflection in their journal. Explain that in the first section they can draw, write or collect images that reflect their mood. The second section provides them space to write about what happened at school that day, any challenges they are going through, things they need to plan or do, anything that is meaningful to them - whatever comes into their head. Emphasise that their entries need to focus on their thoughts, feelings and actions and how these influenced their mood and the mood of others. The final section is based on aspects of positive psychology and requires them to identify three things they are grateful for or looking forward to.



ACTIVITY 5: WHEN DOES FLUCTUATING MOOD BECOME A MOOD DISORDER?



80 minutes

PREPARATION

- Laptop and data projector
- Black Dog Institute presentation slides:
 - » Telltale signs of a Mood Disorder
 - » Facts and stats about Mood Disorders
 - » Types of mood disorders
 - » Bipolar disorder
 - » Personality types at risk of non-melancholic depression
- 5-6 laptop computers with internet access and powerpoint software.

ACTIVITY DESCRIPTION

Explain to students that experiencing a low mood or depressed mood is a common experience for all people. We have all felt 'depressed' at some time, whether it was because a friend ignored us, misunderstandings in our relationships, disagreements with siblings or friends - sometimes we feel 'down' for no reason at all.



Ask students to stand up and move around the classroom and shake hands with 5 other students. Ensure that students remember whose hands they have shaken. Once they have shaken the hands of 5 other people in the class ask them to go back to their seat.

Select 1 student in five (that's six students if you have a class of 30) and ask them to stand up. Discuss how many students are now standing and how this represents the ratio of people in Australia who will experience at least one episode of depression in their lifetime (one in five).



Now ask each student who shook hands with one of these six students to also stand up. Discuss how these people represent the families of people who experience depression.

Now ask those students who are still sitting to stand up if they have shaken hands with anyone standing. These people now represent the friends of those people who are experiencing depression.

Now ask anyone else who is sitting to stand up. These people represent the work colleagues and peers of the people who are experiencing depression.

Explain to the class that this activity shows how important an issue mental illness is for the community. We may not all have personal experience of a mental illness during our lifetime but it is very likely that we will know and/or come into contact with someone who does.



Show the **Facts and stats about mood disorders presentation** to the class to reinforce the concepts demonstrated through the handshake activity.

Explain to students that depression is one type of mood disorder.

Show the **Types of mood disorders** and **Bipolar disorder presentations** to provide students with background knowledge about mood disorders.



Explain to students that they are now going to become experts on a particular aspect of mood disorders. Divide students into two expert teams and allocate each team a specific presentation to research further information on from the following:

- Expert team 1: **The telltale signs of a mood disorder**
- Expert team 2: **Personality types at risk of non-melancholic depression.**

Ask expert teams to break into pairs and allocate each pair with one or more of the slides to work on. Each pair must record the key pieces of information they believe they need to share with the rest of the class in order to increase understanding of mood disorders.



Instruct pairs to use the **Black Dog Institute website** to research further information to supplement the graphics included in their presentation and prepare talk notes for their presentation back to the class.

Each expert team then presents their research back to the class (15 mins max.) and answers any questions students may have. Any questions that students can't answer can be answered by the teacher or researched during the week and answered in the following lesson.



As each team presents, ask students to record some of the key pieces of information from each presentation in their **Student Mood Tracker Journal**. Review notes at the end of the presentation to ensure all students have the key points recorded accurately.



ACTIVITY 6: A DAY IN THE LIFE



40 minutes

PREPARATION

- Laptop computers with internet access
- Access to the BiteBack (www.biteback.org.au) and ReachOut.com websites.

ACTIVITY DESCRIPTION

Explain to the class that an important factor in raising awareness about mental ill-health amongst the community and breaking down stigma is to increase understanding and create a sense of empathy for people who are experiencing mental ill-health.

Explain to students that they are now going to explore the stories of young people who have experienced a mood disorder.



Divide students into groups dependent on the number of computers available. Allocate one of the following podcasts or text-based stories to each group.



Digital stories from ReachOut.com

Depression in the family

(<http://au.reachout.com/find/articles/depression-in-the-family-a-video>)

This podcast talks about a family's experience with depression and what helped them to cope with the situation.

Don't I deserve to be happy

(<http://au.reachout.com/find/articles/ehon%27s%20story>)

This podcast talks about a young man's story about feeling down.

Hope

(<http://au.reachout.com/find/articles/hope>)

This video shows Hannah's journey dealing with bipolar disorder

Not the only one

(<http://au.reachout.com/find/articles/feeling%20down>)

This video shows how a young guy helps his girlfriend deal with feeling down.



Stories from the BiteBack website

A greek boy in an anglo-saxon sea

(<http://www.biteback.org.au/real-stories/stories/a-greek-boy-in-an-anglo-saxon-sea/>)

This text story tells about a young guy's battle with bipolar disorder.

Embracing bipolar

(<http://www.biteback.org.au/real-stories/stories/embracing-bipolar/>)

This text story tells about a young girls battle with bipolar disorder and the successes she has experienced on her journey.

Grassroots

(<http://www.biteback.org.au/real-stories/stories/grassroots/>)

This text story tells about a family's journey with bipolar disorder.

Additional text-based stories can be accessed from the ReachOut.com website at <http://au.reachout.com/find/issues/mental-health-difficulties/mood-disorders?kt=stories&mt=text>



Ask each group to view the allocated podcast or story and discuss what some of the daily challenges might be for that person.



Show the [Common Coping Strategies presentation](#) to explain some of the positive and negative ways that young people experiencing a mood disorder may deal with it.

Ask students to imagine that the young person in their podcast was a friend of theirs. As a group discuss what you could do as their friend to support them as they go through this experience. How could you help them out? What could you do to make things a little easier for them? Ask students to record their responses in their Journal.



Ask students to spend time during the next week exploring other stories on the [BiteBack](#) and [ReachOut.com](#) sites and complete the reflection activity in their Journal.

Teacher note:

The *INSIGHT* Program offered by the Black Dog Institute includes the lived experience of presenters, who are volunteers trained by the Institute. These presentations could be an alternative or complimentary to viewing the stories online. Go to the [Black Dog Institute website](#) to find out how NSW schools can go about making a booking request.

Module 3: Reaching out: helping others

Current statistics suggest that only 22% of young people who are suffering from mental ill-health seek professional help and often, significant time will pass before that help is sought. The key factors that promote help-seeking are knowledge of the types of services that are available in the local community and understanding how to access these services in a timely fashion. These activities will explore the nature of the help-seeking journey and how students can support their peers if they are experiencing mental health difficulties.

Learning outcomes

At the conclusion of this module of work, students will have:

- analysed how they can support their own and others' sense of self **(Outcome 5.1)**
- critically analysed health information, products and services that promote health **(Outcome 5.8)**

Key content

<i>Students learn about:</i>	<i>Students learn to:</i>
<p>Supporting others</p> <ul style="list-style-type: none"> » valuing difference and diversity » supporting others to find their own solutions » identifying positive and negative behaviours that impact on others 	<ul style="list-style-type: none"> • explore attitudes to, and the importance of peer support for, students with particular needs, eg those with a long-term illness <p style="text-align: right;">(continued over page)</p>

Key content (continued)

<i>Students learn about:</i>	<i>Students learn to:</i>
<p>factors influencing access to information and services</p> <ul style="list-style-type: none"> » confidentiality » trust in patient/provider relationship » embarrassment in disclosing health concerns 	<ul style="list-style-type: none"> • locate health and support services in the local area that promote and maintain the health and wellbeing of young people • discuss the reasons why young people do not use health services as much as other groups • propose strategies that encourage young people to access appropriate health services

Evidence of learning

Students will demonstrate success against the learning outcomes and content when they:

- describe practical ways that they can support a friend who is going through a difficult time
- demonstrate an understanding of some of the reasons why young people are reluctant to seek help when going through mental health difficulties
- identify key health and support services in the local area
- propose appropriate strategies to encourage a friend to seek help



ACTIVITY 7: THE HELP SEEKING JOURNEY



80 minutes

PREPARATION

- Black Dog Institute presentation slides
 - » **Fears of seeking help**
 - » **Navigating the mental health maze**
- Laptop and data projector
- 5-6 laptop computers with internet access
- Organise for key contacts from the local youth centre, headspace centre, the school counsellor, or local psychologist to visit the school or organise for the students to visit the services (**40 mins has been allocated for this visit**)

ACTIVITY DESCRIPTION



Brainstorm some of the concerns young people have about seeking help for health problems in general e.g. trust in the professional, knowing who to turn, worried about what others will think, confidentiality, having to take medication, not being allowed to participate in activities like others etc.

Discuss as a class how the help seeking journey can be even harder if the young person has a mental health problem because of stigma. Stress to students that stigma is a problem because it can stop people from accessing help. In almost all cases, taking the first step and finding a professional or someone who can really help can be the first step toward recovery.



Take the class through the **Fears of seeking help presentation**.

Discuss some of the issues that arise in relation to accessing help.

Explain that the sooner someone seeks help the less frequent and intense episodes of mental illness can be. Getting help early is important so that a person's mood disorder can be managed. With the right management and support, some people may never have another episode in their life.



Discuss as a class where their first point of information would be if they or one of their friends were experiencing fluctuating or depressed moods.

Discuss the role the internet plays as a source of health information. Explain that the internet can provide anonymous information about health issues and is often a good place to start your help seeking journey.

Emphasise the importance of ensuring that the information that they gain from the internet is from a trusted and reliable source. Explain that the [ReachOut.com](#) website, [Bite Back](#) website and the general [Black Dog Institute](#) website are three of the most trusted websites in relation to mental health information, particularly for young people

Ensure you provide students with web links to each these websites.

Teacher note

The [Reach Out Teachers Network](#) has a great lesson activity on *Developing mental health literacy* to support students to effectively access and critically assess the validity and trustworthiness of health information websites. It can be accessed at <http://teachers.reachoutpro.com.au/resources/lesson-ideas/destigmatising-mental-health-difficulties/developing-mental-health-literacy-skills.aspx>



Ask students to brainstorm some of the face to face health services that they know of in the local community that deal with young people who may be experiencing mental health problems such as headspace, general practitioners (GP), school counsellor, psychologist, youth worker, social workers etc.



Use the slides in the [Navigating the Mental Health Maze presentation](#) section to discuss the different specialisations of each of these health professionals.

Teacher note

Further information about the various health care professionals and community organisations that can provide help can be found at: <http://au.reachout.com/find/getting-help/who-can-help-you/face-to-face-professional-help?kt=info>



As a class create a health services directory from the Internet and local phonebook that includes all of the local services that work with young people who may be experiencing mental health difficulties. If possible, introduce students to key contacts from the local youth centre, headspace centre, the school counsellor, local psychologist by inviting them to the school or taking students to visit the service. This enables students to “put a face to the name”. This will also breakdown barriers to accessing help from those services as students will have developed a personal link into the service and will know how they can be accessed.



Ask students to record the details of local health services in their [Journal](#) and complete the other entries for [Activity 7](#).



ACTIVITY 8: SUPPORTING SOMEBODY WHO MAY BE EXPERIENCING A MOOD DISORDER



40 minutes

PREPARATION

- Laptop computers with internet access
- Copies of Handout: **Worried about someone who is feeling depressed** (*Appendix 4*)

ACTIVITY DESCRIPTION

Explain to the class that this activity will explore the importance of peer support for young people who are experiencing mental health difficulties.



Discuss as a class the role a peer group can play in supporting someone to seek help if they are experiencing fluctuating or depressed moods.

Discuss questions such as:

- What are some of the characteristics that you like in a friend?
- What qualities in a friend make it easier to ask them for help?
- What factors determine who is a member of your peer group?



Discuss as a class how giving advice to friends when you are worried that they might be experiencing mental health difficulties can be tricky. Refer back to the entries students made in their **Journal** at the conclusion of **Activity 7** about how they could best help a friend get over their fear of seeking help.



Ask students to explore the **ReachOut.com** website (www.reachout.com), **Bite Back** website (www.biteback.org.au) and **Black Dog Institute** website (www.blackdoginstitute.org.au) to find information on how to help and support friends who they think might be experiencing fluctuating or depressed moods.

Direct students to the **Worried about someone feeling depressed factsheet** that can be accessed online at <http://au.reachout.com/find/articles/worried-about-someone-feeling-depressed> or provide students with a copy of the handout from **Appendix 4**.



Ask students to explore the scenario given in their **Journal** on **page 7** and write out a script for a conversation they could have with their friend to raise their concerns and show that they want to try and support them to get the help they need.

Share students' ideas with the rest of the class and critique which strategies would be the most effective in supporting a friend to get professional help.



Discuss how the nature of the conversations might change depending on whether the friend was a guy or a girl. Why might this have an impact? Discuss how the different genders have different ways of coping and dealing with tough times. Share examples of coping strategies that are typically male or female. For example, females often turn to their friends for help and advice, males tend to bottle up how they are feeling and put on a brave face.



Brainstorm different ways that friends may react if you approach them with your worries. For example, some people might get angry and deny there is anything wrong, others may say its none of your business, and others may breakdown and get really upset.



Explore ways that students could handle the situation if their friend got angry or upset with them for raising the issue or denied there was an issue. Discuss the options or advice students can give to their friend to support them to get the help they need.

Teacher note

In closing the lesson it is important to emphasise that even though students can offer support to their friends, they are not responsible for the actions or behaviours of their friend. If their friend is not willing to help himself or herself, then it is NOT the student's fault. Friends can offer great support but they are not professionals. It is very important to seek the help of adult(s) that you trust and who have the knowledge, skills and experience to help.



ACTIVITY 9: LOOKING AFTER YOURSELF WHEN YOU ARE SUPPORTING A FRIEND



40 minutes

PREPARATION

- Access to [Student Mood Tracker Journals](#)
- 5 doors slide from [Fears of help seeking presentation](#)

ACTIVITY DESCRIPTION

Explain to students that often if a friend asks you for help when they are having a tough time, they may make you promise not to tell anyone what's going on. Emphasise to students that sometimes you will need to ask advice from a trusted adult so that you can be sure that the advice you give your friend is the right advice.



Refer back to [Activity 7](#) on the [Help seeking journey](#) and remind students of some of the adults that were listed in their [Journal](#). Explain that students don't necessarily need to talk to a professional to get the advice they need to help a friend. Discuss the fact that adults have a whole life of experiences and can offer great advice about ways that they can help their friend.



Brainstorm as a class the range of adults that students would consider to be trusted adults e.g. parents, teachers, sports coach, church minister. Discuss the characteristics and qualities that make them a trusted adult.



Show students the slide of the 5 doors from the [Fears of help seeking presentation](#). Explain to students the importance of having a network of trusted adults who they can go to for advice or support about their health and wellbeing. These people are also the people who can give advice about how to help a friend who is going through a tough time.



Ask students to answer the following questions in their [Journal](#):

- Who might you include in your personal support network? Why?
- Who can help you support friends in need?
- How can your support network help you support a friend through tough times?

Explain to students that they are going to ask a trusted adult for advice about the strategies they proposed in [Activity 8](#) to support their friend. Ask students to identify a trusted adult from their personal support network who they could talk to about this situation.



Ask students to write a script of a conversation they might have with this adult to ask them for advice on page 8 of their **Journal**.



Divide the class into groups of three and ask each student to role play their scripted conversation with one of the other group members taking on the part of the trusted adult. The remaining group member observes the conversation and provides advice on what aspects of the conversation they thought were good and what they might do differently next time. Rotate roles until each student has role played their conversation and has had a turn at observing and providing feedback.

Module 4: Helping yourself

Good mental health and wellbeing is not just about the absence of a mental illness. There are things that everyone can do to boost their mental health and wellbeing and help to reduce the risk of experiencing a depressive episode. This module will explore two key areas that people can work on to boost their mental health and “immunise” themselves from a mental health difficulty – Building resilience and Exercising their mind.

Learning outcomes

At the conclusion of this module of work, students will have:

- analysed how they can support their own and others’ sense of self (Outcome 5.1)

Key content

<i>Students learn about:</i>	<i>Students learn to:</i>
supporting yourself <ul style="list-style-type: none"> » identifying put-downs » reframing negative thoughts and statements and positive thinking 	<ul style="list-style-type: none"> • examine the role and impact of stress on health and rehearse a range of positive management strategies, eg yoga, relaxation, physical activity, listening to music

Evidence of learning

Students will demonstrate success against the learning outcomes and content when they:

- describe practical ways to reframe negative thoughts
- discuss those factors that can help them to ‘bounce back’ when feeling down
- describe how physical activity can positively influence mood
- reflect on their own mood and the influence their daily physical activities have on how they feel.



ACTIVITY 10: BUILDING RESILIENCE



40 minutes

PREPARATION

- Access to the [Understanding resilience presentation](#)
- Laptop and data projector
- Student Mood Tracker Journals

ACTIVITY DESCRIPTION



Show students the [Understanding resilience presentation](#). Discuss the concepts explored through the images in the presentation, focus particularly on the role that “personal put- downs” and negative thinking can have on the way you perceive situations in your life. Refer to the example of the weather – how we can’t change it but we can change the way we think about it.

Explain to students that being resilient is like being able to bungee jump through life’s ups and downs. Discuss how everyone will go through downs in their life. For example, it is likely that everyone will experience a death in the family at some stage, everyone will miss out on getting a job they hoped for, or not going as well as they expected in an exam. But the more resilient you are the quicker you will bounce back from these situations and get on with living life.



Ask students to go to their [Journal](#) and open it to the section on [Building resilience](#). Opposite each image is a space for students to write what things they could do to help them bounce back from a low time.

Ask students to volunteer to share their ideas with the rest of the class.

Encourage students to undertake one or more of these things during the next week and to record in their Daily entries section of their Journal how these things made them feel and the influence it had on their mood.



ACTIVITY 11: EXERCISE YOUR MOOD



60 minutes

Teacher note

These activities can be implemented in physical education lessons as complimentary activities to the theory work being explored. The activity could be a single lesson to explore how exercise and physical activity affects mood or students could monitor their physical activity and mood over a series of lessons and record in their *Journal*.

PREPARATION

- Read through the Black Dog Institute factsheet on **Exercise and Depression in Appendix 5** or online at <http://www.blackdoginstitute.org.au/docs/ExerciseandDepression.pdf>
- Access to pedometers or if students have an iPhone download the Black Dog Pedometer app (this is free to download from the **Black Dog Institute website**).
- Set up a series of exercise stations that include a range of different activities such as:
 - » Mini resistance-circuit
 - » Half-court basketball
 - » Mini soccer game
 - » Walking track
 - » Stretching station
 - » Sprint run – shuttle
 - » Mini tennis or sphairee

ACTIVITY DESCRIPTION

Explain to students that exercise is a great way to lift mood and relieve some symptoms of depression. Refer to the Black Dog factsheet on **Exercise and Depression** available online or in Appendix 5.

Allocate each student with a pedometer if they don't have an iPhone. Explain to students that they are going to be using the pedometers to measure their activity levels during the lesson and then are going to compare that to their mood.

Teacher note

This activity could be a single lesson to explore how exercise and physical activity affects mood or students could monitor their physical activity and mood over a series of lessons or even take pedometers home and record their daily results in their *Journal* for a set period of time.



Explain to students how to operate the pedometer if they haven't used them previously.

Walk class through each of the activity stations that have been set up. Explain any safety considerations.



Divide students into teams of 6 and allocate each to an activity station. Students participate in that activity for a total of 10 minutes. They record their total steps taken in their **Journal** as well as recording their mood or how they felt about the activity (excited, happy, bored, exhausted, anxious).



Once students have completed all of the activity stations ask them to discuss and complete the following questions in their **Journal** and discuss as a group:

- Which activity made you feel the 'best'?
- Was this the activity with the most steps?
- What influence does enjoyment have on the level of activity and change in mood?
- What do you think are the most important things to consider when deciding how to exercise your mood? E.g. likes, skills, whether you feel successful at the activity, whether your friends will do it with you? How regularly you can do it?

Set students a homework task of planning and participating in 30-60 minutes of physical activity every day for the next week and ask them to record their steps, activity and mood in their **Journal**.

Teacher note

The **Black Dog Institute** run a national campaign called **Exercise Your Mood Week**. It is a great way to get students involved in a Fundraising event that links to their learning. Go to the Black Dog website (<http://www.blackdoginstitute.org.au/public/howyoucanhelp/exerciseyourmood.cfm>) for more information.

Module 5: Making a difference

By creating greater understanding about youth mental health issues we will breakdown one of the greatest barriers to help seeking which prevent young people from getting the professional help they so desperately need - stigma. These activities will support students to propose, develop and implement local actions to raise awareness and dispel myths relating to youth mental health issues. Ultimately, we want students to realise that seeking help for a mental health problem is no different to seeking help for a problem with physical well-being.

Learning outcomes

At the conclusion of this module of work, students will have:

- analysed factors that contribute to positive, inclusive and satisfying relationships **(Outcome 5.3)**
- analysed influences on health decision-making and proposes strategies to promote health and safe behaviours **(Outcome 5.7)**

Key content

<i>Students learn about:</i>	<i>Students learn to:</i>
<p>affirming diversity</p> <ul style="list-style-type: none"> » empathy and understanding » respect and trust » appreciating diversity as normal » valuing individual differences and perspectives 	<ul style="list-style-type: none"> • clarify personal values and challenge negative community values and images relating to diversity • design an advocacy strategy that affirms difference and diversity <p style="text-align: right;">(continued over page)</p>

Key content (continued)

<i>Students learn about:</i>	<i>Students learn to:</i>
<p>empowering individuals and communities</p> <ul style="list-style-type: none"> » individual action » community action 	<ul style="list-style-type: none"> • identify inequities that exist in the local community and propose actions to address them • identify a key issue for individual or group action. Raise awareness and gather support for the issue using ICT skills

Evidence of learning

Students will demonstrate success against the learning outcomes and content when they:

- propose appropriate strategies for taking action in their local community
- implement their action and reflect honestly on its success and impact .



ACTIVITY 12: PLANNING FOR COMMUNITY ACTION



60 minutes

PREPARATION

- Copies of the handout [Action planning template from Appendix 6](#).
- Access to internet-enabled computers.

ACTIVITY DESCRIPTION



Ask students to brainstorm what they would want to change in order to address the stigma attached to mental illness in the community. This could include:

- increasing the amount of funding that goes to mental health services nationally or locally
- increasing the number, cost and quality of services available to young people in the community
- raising awareness about the issue of mood disorders amongst the school community or in the wider local area
- making more young people aware of the help services that are available in their local area



Ask students to share their ideas either in pairs, small groups or with the whole class depending on the time available.

Generate a list of common themes from the responses and record these on a whiteboard so that everyone can see them.

Ask students to nominate which themes or areas for change most resonate with them. Divide the class into groups based on these themes.

Explain to groups that the scope of this module does not allow them to take on a large scale action at this stage. Ask groups to identify an action that they could initiate and implement within the next 3 weeks.

Emphasise to students the importance of keeping the action really simple, specific and definitely achievable. Actions could include:

- raise awareness about the issue of youth mental health through a community information session run at a local sporting club
- organising a fundraising event such as the [Black Dog Institute's Exercise Your Mood Week](#) event
- creating digital media content that provides accurate information about mood disorders to help reduce stigma



Distribute the handout **Action planning template from Appendix 6** and ask groups to write out their proposal for action on the template.

Combine each group with another group and ask them to share their proposed actions.



Ask each group to consider whether their partner group's actions are realistic and achievable based on the following questions:

- Can the activities and intended outcomes be achieved in the time available?
- Will the action be a step toward making the change that was part of the class' overall vision?
- Are the resources needed to take the action available? E.g. video equipment, venues, etc
- Does the action need revising? If so, how? And why?

Ask groups to make any changes necessary to their Action Plan.

Suggest groups access the toolkits on the **ActNow website** for lots of great tips and information on getting started with taking action. They can be accessed at <http://www.actnow.com.au/Toolkit.aspx>.

If the timetable structure permits allow students to implement their action during class time, otherwise it can be set as an assessment task to be undertaken outside of class time.

Teacher note

The following activity – *Creating a digital advocacy campaign* provides detailed information for any groups who are creating digital media content as their action.



ACTIVITY 13: CREATING A DIGITAL ADVOCACY CAMPAIGN



60 minutes

Teacher note

These activities can be implemented to support those groups who have chosen to create an advocacy campaign using digital media pieces. These digital creations can then be shared with the school or wider community through the [BiteBack](#) and [ReachOut.com](#) websites to generate awareness about young people dealing with mental illnesses.

PREPARATION

- Copies of [Handout: Digital content synopsis from Appendix 7](#).
- A3 copies of the [Storyboard template from Appendix 7](#).
- Post it notes for storyboarding activity.

ACTIVITY DESCRIPTION



Distribute [Digital content synopsis handout](#) to those groups who are creating digital advocacy campaigns as their action. Ask groups to complete a synopsis of what their digital content will be about on the template provided.

The synopsis should include:

- a working title for their production
- the type of production they will develop – e.g. photo essay, documentary, short film, digital story
- a paragraph describing the message, story or information that will be conveyed in the production.



Explain to groups that the next step in the process is storyboarding. Explain that storyboarding is a two dimensional plan of the final production. During this step, groups create a working outline for their production that includes the timing of their production (e.g. what is going to happen and when) and the interaction of their visual assets with their audio assets (e.g. how images and video footage interact with the voiceover and music) Instruct groups that they should plan for their productions to be no more than 3 minutes long.

Provide each group with an enlarged version (A3 size) of the [Storyboarding template](#) and a packet of [Post-it notes](#).

Ask groups to write down their ideas for video footage, images and audio that they plan to use in their digital production. Each of these individual ideas needs to be transferred onto a separate Post-it note that includes a name for the piece of content and a phrase describing what it entails.

Teacher note

Information about how to access images on Flickr that can be used in students digital media production can be found in Appendix 3 of this resource.



Develop the script (audio or text) that will play through the production. Write this out and read aloud to gauge how long it will take. Remind groups that their production should be no longer than 3 minutes.

Transfer the script onto individual Post-Its by writing approximately 5-10 seconds worth of script or text onto a single Post-It note.



Use the **Storyboarding template** to place the corresponding video and image Post-It notes in order above the appropriate script or text Post-It notes. Using the Post-its will allow groups to move things around or take them out as the story starts to come together.

Ask each group to share their storyboard with another group and students provide feedback and ideas about the proposed production.

Explain to groups that once they are happy with their storyboard they can begin creating their digital production.

Teacher note

1. There are a number of web-based resources that can be used to facilitate this process including Animoto www.animoto.com and OneTrueMedia: <http://www.onetruemedia.com/>. Both have free membership which allows students to create short digital video productions and share them via their social networks.

2. Schools may wish to explore applying for Premium memberships to allow students to download high resolution files of their content for distribution beyond the social networking sites.

3. Step-by-step instructions on how to create a digital media piece using each of these programs can be found on the Animoto website at <http://animoto.com/> and OneTrueMedia website at www.onetruemedia.com/.

4. Alternatively students can use **iMovie**, **Final Cut Pro** or **Windows Movie Maker** to create their digital media pieces. Tutorials on each of these programs can be found at:

Windows Movie Maker tutorial

<http://www.youtube.com/watch?v=JZXK68NS7gU>

Adobe Premiere, Final Cut Pro, Pinnacle Studio tutorials

<http://www.animationsforvideo.com/html/tutorials.htm>

iMovie 09

<http://www.apple.com/ilife/imovie/>

Acknowledgements

This resource could not have been possible without the generous support and funding from the **Black Dog Institute** and **Inspire Foundation**.

The Black Dog Institute

The **Black Dog Institute** is an educational, research, clinical and community-oriented facility offering specialist expertise in mood disorders - a range of disorders that include depression and bipolar disorder (formerly called 'manic depression'). The Institute is attached to the Prince of Wales Hospital and affiliated with the University of New South Wales.

The Institute's mission is to advance the understanding, diagnosis and management of mood disorders by continuously raising clinical, research, education and training standards. In so doing, the Institute aims to improve the lives of those affected - and in turn - the lives of their families and friends.

The **Black Dog Institute** offers a range of programs for young people, their parents and school staff, including:

- Insight
- Understanding Depression and Resilience
- Parent Education
- Education for School Staff
- **HeadStrong** Mood Disorders Curriculum Resource
- Professional development workshops for teachers

The book **Navigating Teenage Depression: A guide for parents and professionals** by Gordon Parker and Kerrie Evers provided the basis for the Background Information section and was the stimulus for the development of the Black Dog Institute presentations used throughout this resource.

MATTHEW JOHNSTONE

The images contained within the **Black Dog Institute** presentations were created by Matthew Johnstone. Matthew has also created two books for the **Black Dog Institute** titled **Living with a Black Dog** and **I had a Black Dog**. These books can be ordered from www.ihadablackdog.com.

The Inspire Foundation

The Inspire Foundation (www.inspire.org.au) was established in 1996 in direct response to Australia's then escalating rates of youth suicide. We combine technology with the direct involvement of young people to deliver innovative and practical online programs that prevent youth suicide and improve young people's mental health and wellbeing. Our mission is to help millions of young people lead happier lives.

The Reach Out Teachers Network

The Inspire Foundation launched the Reach Out Teachers Network (<http://teachers.reachoutpro.com.au>) in 2007. The Reach Out Teachers Network has evolved through the recognition of the importance of promoting youth mental health and understanding the significant role technology plays in the lives of young people. The Reach Out Teachers Network provides access to resources and practical strategies for education professionals on a range of youth mental health issues and online technologies. The online resources available can be used to enhance the effectiveness of school-based mental health promotion and education programs delivered in school settings.

JANICE ATKIN

Janice Atkin works for the Inspire Foundation as their Education Sector Manager and manages the Reach Out Teachers Network website. In her role Janice has been responsible for the development of numerous curriculum resources and was the author of the HeadStrong curriculum resource.

The Black Dog Institute and the Inspire Foundation would like to thank the young people who participated on the Youth Advisory Board and those who have willingly shared their experiences and stories. Without these stories this resource would not have been possible.

Appendix 1: Mental health continuum cards

**Mentally
well**



BLACK DOG INSTITUTE

**Mentally
unwell**



BLACK DOG INSTITUTE



BLACK DOG INSTITUTE

schizophrenic



bipolar disorder



**personality
disorder**



psychotic



confident



connected



feeling hopeless



isolated



party animal



depressed



risk taker



promiscuous



feeling down



feeling blue



lonely



feeling flat



happy



excited



PMS



**post-natal
depression**



disconnected



sad



upset



suicidal



grieving



life of the party



anxious



shy



scared



perfectionist



Head*Strong*

HEAD STRONG

Student mood
tracker journal

UNDERSTANDING MOOD DISORDERS AND RESILIENCE



NAME: _____

**A CURRICULUM RESOURCE TO SUPPORT THE TEACHING
OF MENTAL HEALTH IN STAGE 5 PDHPE**

Developed by:
Black Dog Institute and
The Inspire Foundation



SECTION ONE: LESSON JOURNAL

Take a walk in their shoes – Reflecting on the day

After watching the selected episode from the TV show, complete the following entries.

CHARACTER:

1. Describe a situation or incident that your selected character experienced.

2. Explain how your character felt about the situation or incident.

3. Describe your character's feelings about other characters involved in the incident or situation.

4. Explain how your character's mood may have been affected by the incident or situation.


5. Describe how your character's mood may have affected their feelings and actions in the situation.

6. List ONE positive thing that happened to the character during the episode.

7. List ONE thing that the character would feel grateful for.

8. Record some of the words that were used to describe character's thoughts, feelings, impressions, moods that might be useful to refer back to when you are completing your Journal entries.

Lesson reflections: Mood matters

	<p>What did you learn from this image?</p>	<p>How can you use this learning to help yourself or others?</p>
---	--	--

What are two things you are going to do this week to make you feel happy?

What two things are you going to do this week to make somebody else happy?

REFLECTION: (to be completed at the end of the week)

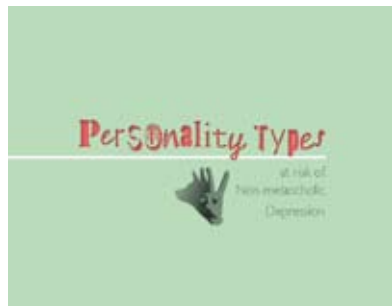
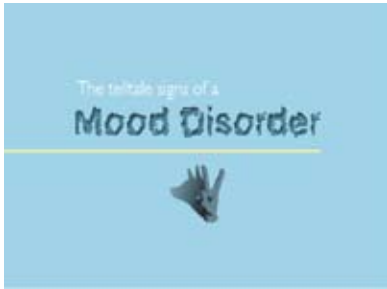
What made you happy this week?

What did you do this week that made somebody else happy?



Lesson reflections: Understanding mood disorders

Record key points from each of the presentations in the space provided

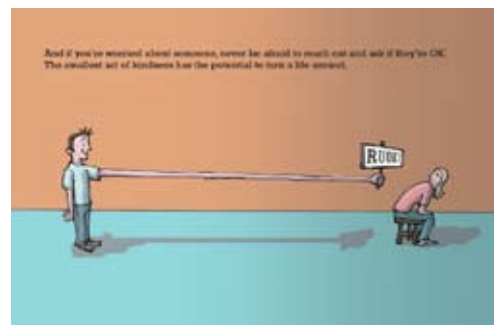


How can you use what you learnt in this lesson to help yourself or someone else?

Lesson reflections: A day in the life

What did you learn from exploring the young person's story?

How could you help a friend if they were going through a similar situation?



What could you do to make things a little easier for them?

How can you use this learning to help yourself and others?

HOMEWORK TASK: Check out some of the other stories from young people on the Bite Back (<http://www.biteback.org.au/real-stories/>) and ReachOut.com websites (<http://au.reachout.com/find/issues/mental-health-difficulties/mood-disorders?kt=stories>).

What do you find inspiring about these young people?

Services available 24/7



Bite Back – www.biteback.org.au

Kids Helpline - 1800 55 1800 (free call from landline)

ReachOut.com – www.reachout.com

Black Dog Institute – www.blackdoginstitute.org.au

Local health services directory

Record names, addresses and phone numbers for key help services in your local area

GP _____

Headspace centre _____

School counsellor _____

Youth centre / service _____

School counsellor _____

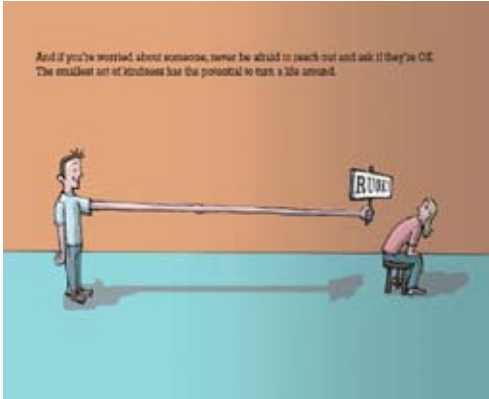
Psychologist _____

LESSON REFLECTION: The help-seeking journey

What are 3 positive things you have learnt in this lesson that you are going to share with someone else?

How could you best help a friend get over their fear of seeking help?

Lesson reflections: Caring conversations



SCENARIO:

You are worried about a friend who is becoming more isolated from your group each week. They are starting to skip school and they don't hang out with you and your friends anymore. You have noticed that their Facebook status updates are becoming increasingly negative and dark.

What could you do to support your friend in this situation?

Write out a script of a conversation you might have with your friend to let them know you're concerned and want to support them to get help.

How might this conversation change if the friend in this conversation was a male rather than a female or vice versa?

Lesson reflections: Bouncing back



Write a mantra that you believe in and can repeat to help you reach your dreams and believe in yourself



Write down three goals that you are going to strive to achieve before the end of term



Write down the best joke you have heard



Describe the most inspiring book you have read recently



Write down lyrics from a song that inspire or you or lift your mood

Exercise your mood

Exercise is a great way to boost your mood. Lets see what exercise works best for you.

Activity station	Number of steps recorded	Describe your mood after this activity
1.		
2.		
3.		
4.		
5.		
6.		

Which activity made you feel the 'best'? Why?

What influence did the number of steps have on your mood?



What do you think are the most important things to consider when deciding how to 'exercise your mood'?

DATE:

Draw a picture, write words, or stick in images that reflect your general mood today.

REFLECTIONS ON YOUR DAY:

(in your reflection include things such as your feelings about situations, reactions to people or situations, events that made you happy, excited, upset, angry, anxious, scared etc.)

3 THINGS: WHAT ARE THREE POSITIVE THINGS YOU WANT TO SHARE WITH OTHERS?

DATE:

Draw a picture, write words, or stick in images that reflect your general mood today.

REFLECTIONS ON YOUR DAY:

(in your reflection include things such as your feelings about situations, reactions to people or situations, events that made you happy, excited, upset, angry, anxious, scared etc.)

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(in your reflection include things such as your feelings about situations, reactions to people or situations, events that made you happy, excited, upset, angry, anxious, scared etc.)

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REFLECTIONS ON YOUR DAY:

(in your reflection include things such as your feelings about situations, reactions to people or situations, events that made you happy, excited, upset, angry, anxious, scared etc.)

3 THINGS: WHAT ARE THREE POSITIVE THINGS YOU WANT TO SHARE WITH OTHERS?

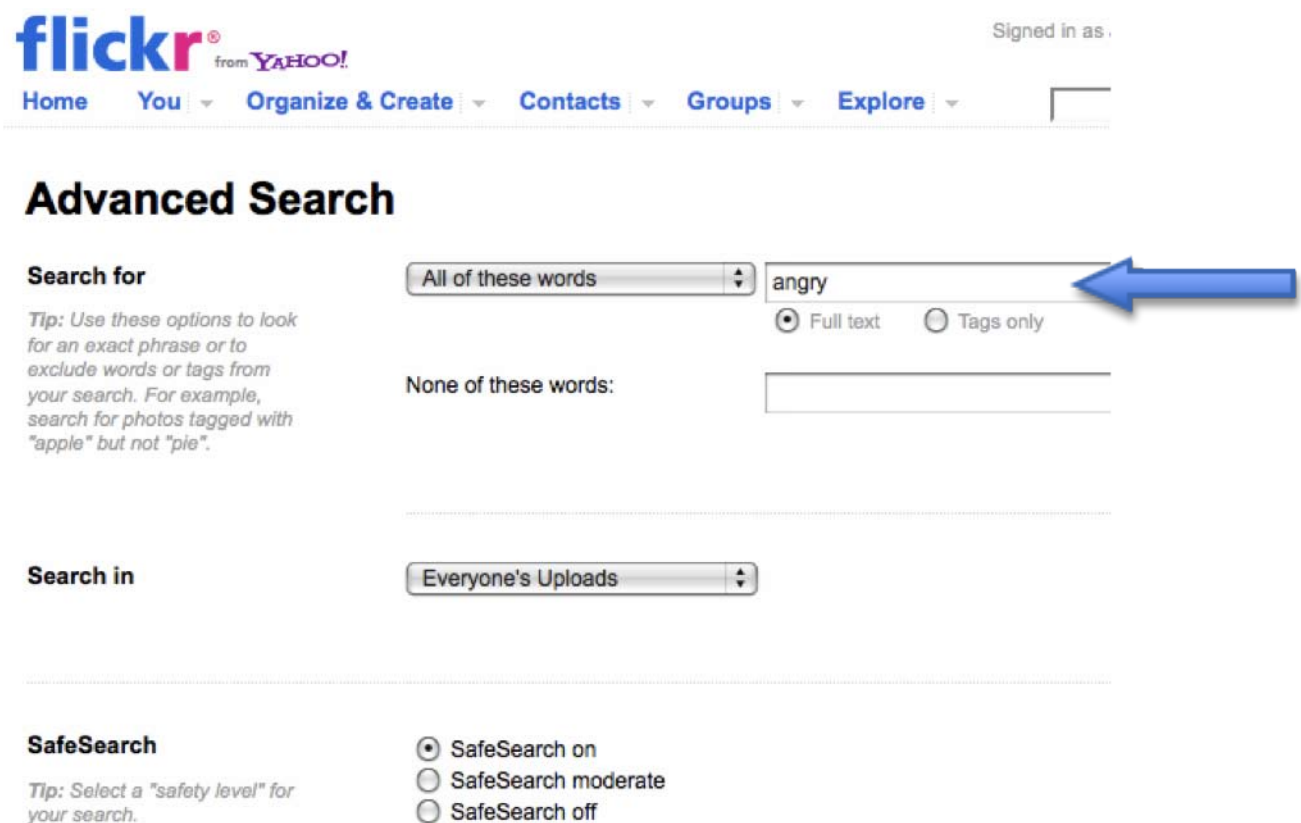
Appendix 3: Acquiring images from Flickr to use in your lessons

Flickr is an online space where users store, sort, search, share and edit their photos online. It allows people to view and comment on photos that other users upload, and also, to take these photos for personal use (e.g. media presentations or for classroom use).

If you are intending to use images from Flickr in your lessons, it is best to use images that have been published under a Creative Commons license, as when pictures are used they are then subject to the intellectual property licensing that authors have attributed to their photos.

To locate images for use in your lessons go to Flickr's Advanced Search feature (<http://www.flickr.com/search/advanced/>).

Flickr users tag their photos with "keywords" that allow for easy searching by other users. You can search Flickr content for images tagged with various keywords that could be used to describe moods such as happy, sad, frustrated, angry, depressed, feeling blue, crying, excited, ecstatic etc. Enter these keywords in the search box (see image below).



flickr® from YAHOO!


Signed in as .

Home You Organize & Create Contacts Groups Explore

Advanced Search

Search for

Tip: Use these options to look for an exact phrase or to exclude words or tags from your search. For example, search for photos tagged with "apple" but not "pie".

All of these words 

Full text Tags only

None of these words:

Search in

Everyone's Uploads

SafeSearch

Tip: Select a "safety level" for your search.

SafeSearch on
 SafeSearch moderate
 SafeSearch off

Scroll down to the bottom of the Search page and check the box to only search for images within Creative-commons licensed content.

Search by media type
Tip: Filter to only display either photos or videos in your search results.


- Photos & Videos
- Only Photos
- Only Videos
- HD videos only

Search by date
Tip: Use one or both dates to search for photos taken or posted within a certain time.

Photos taken: after:
mm/dd/yyyy

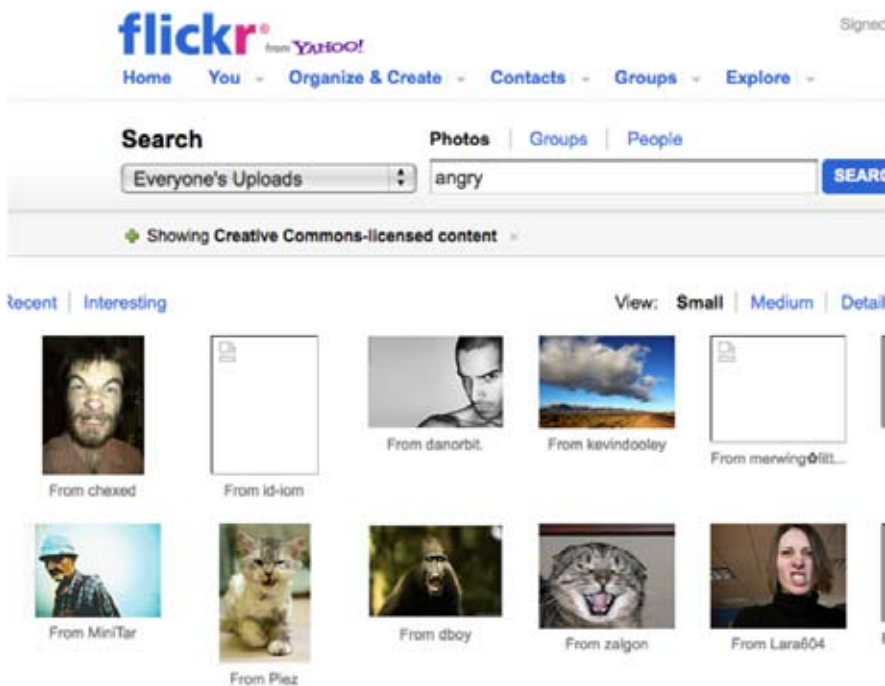
CC creative commons
Tip: Find content with a Creative Commons license. [Learn more...](#)

- Only search within Creative Commons-licensed content
- Find content to use commercially
- Find content to modify, adapt, or build upon



SEARCH

Click the search button and Flickr will return results for your search as thumbnail images.



Select an image you want to use and click on the thumbnail to see the full size image. You can then right-click on the image and use the Save image as option to save a copy to your own computer. When naming the file you wish to save include the Flickr user's name for reference later. For example, if you were saving the angry cat from above you might use the filename "angry-cat-by-zaigon.jpg" as your filename. "zaigon" is the Flickr users name and should be referenced whenever you use the image.

Appendix 4: Worried about someone feeling depressed - from Reach Out.com

Depression affects 1 in 5 people. When a friend is down for a long period of time or is behaving in an unusual way, it can be hard to know what the right thing to do is.

If your friend has mentioned suicide, it's important you tell someone so they can remain safe.

Suggestions for helping

Like other illnesses, everyone's experience of depression is different. Also, it's important to remember that helping someone who is not ready to recognise they need help may be difficult, and the decision and responsibility for them to get help is ultimately theirs.

There are some things you can do that may help you to aid your friend who may be feeling depressed:

Offer your support

It can be scary when you realise you need help. Let your friend know you're worried about them, and that you are there to listen without judging them.

If they do talk to you about how they are feeling, it might help if you acknowledge that they are feeling down and that things might seem hard, while at the same time try and remain positive and encouraging.

If you are having difficulty speaking about it with your friend, you might start with sentences such as 'I've noticed you've seemed a bit down', 'Lately, I've noticed you've been not interested in hanging out with your mates or enjoying things like you used to'.

Choosing when to talk

Timing can be an important part of talking to someone about sensitive stuff. If possible, try to choose a time when you are both relaxed. Avoid talking with them during an argument or if they are upset - you may end up getting a bad reaction and distancing them.

Don't ask them to cheer up or forget about it

When people are sad, our first reaction may be to tell them to cheer up or forget about it because everything will be fine. If someone is depressed this may be impossible. Asking someone to cheer up may appear as if you are not taking their feelings seriously and have the opposite effect.

Get informed

Finding out more about depression might help you better understand the reasons for the reactions you might receive and what your friend might be going through. Check out the ReachOut.com and Bite Back websites (www.biteback.org.au).

Encourage them to get professional support

If your friend is depressed, it is important that they seek help. Your local doctor or GP is a good first step. Clinical psychologists and psychiatrists are specialists trained in assisting people with mental illness and could also help. You can find these people in your local area through the beyondblue Directory of Medical and Allied Health Practitioners (http://www.beyondblue.org.au/index.aspx?link_id=107.1007)

You might have a headspace centre (<http://www.headspace.org.au/home/headspace-sites/>) nearby where your friend can get help in an environment designed specifically for young people -check out the link for more info.

If you feel able to, you might offer to go with your friend when they speak to someone about how they are feeling.

If your friend doesn't feel up to speaking with a professional face to face yet, you could encourage them to call **Kids Helpline on 1800 55 1800** (free from a land line) or **Lifeline on 13 11 14** (cost of local call from a land line) - both are anonymous and available 24/7. Kids Helpline also offers web and email counselling.

Give it time

It might take time for your friend to accept help, either from you or someone else. It might also take some time to find a treatment that works best for them.

Take care of yourself

When you are worried about a friend you might feel stressed or overwhelmed and forget to look after yourself. It is important that you take care of how you are feeling. Speak to someone you trust, such as a family member, friend or counsellor.

Having time away from your friend can be important and allow you to relax. Make sure you spend some time doing what you enjoy. You may want to play sport, hang out with other friends, listen to music, or go for a walk.

Finally...

It's also important to remember that even though you can offer support, you are not responsible for the actions or behaviours of your friend. If they are not willing to help themselves it is not your fault.

This content was created by Reach Out Australia.

Appendix 6: Action plan template

Activities involved	Intended changes as a result of actions	Resources needed	Target audience	Group member responsible	Timeline



Appendix 7: Digital advocacy campaign resources

What is the working title for your production?

What type of production is your group going to develop? (e.g. photo essay, documentary, short film, digital story)

Write a paragraph describing the message, story or information that will be conveyed in your production

What are the key messages you want to convey through your digital advocacy campaign?

What are the key changes in the community you wish to see from your digital advocacy campaign?

Appendix 8: Storyboarding template
