SESSION 1
Getting on with others
This first session has two main aims. Firstly, the session will introduce the Year 9 program and its major theme of *relationships* to the students. The session will attempt to engage the students and to help them understand why such a program and the skills it teaches might be important. Some students who may not have experienced major challenges and/or are coping well with life at present may not understand why such a program is necessary for them. It is important to note that the skills covered in this program, such as problem-solving and communication skills, are important for managing relationships effectively and are useful in everyday life, not just in dealing with major life problems. It is also relevant to note there may be a time in the future where some of these skills, such as knowing how and who to ask for help, will be particularly useful when faced with a life challenge. Students may also use their knowledge and skills to help a friend or someone they know who may be going through a difficult time.

The second major aim is to review the skills to build resilience covered in the Year 8 program. As well as moving on to some new skills, the current program will continue to review and apply skills and concepts such as positive self-talk, the link between thoughts and feelings, emotional recognition and regulation, and coping strategies. In this first session, a brief review of last year’s program should occur to prompt the students’ memories and to partially update students who may not have undertaken the program. Teachers may need to spend some extra time with new students explaining the concepts.

Video segments are used in this and some of the following sessions as a means of presenting key messages, engaging students, and catering for different learning styles. The video segment in this session shows three young people who are now in Year 10 talking about a problem they experienced in Year 9. Activity 3 asks students to identify some strategies from the Year 8 program that might help these problems. If these problems do not seem relevant for your students or you would like them to discuss other problems, you may wish to develop some of your own problems or choose some that the students generate to work on.

In this session students:
- Understand the rationale for the Year 9 program.
- Identify some of the social skills needed to work cooperatively in groups.
- Explore the importance of relationships.
- Explore and identify resilience strategies from the Year 8 program and apply them to relationship issues or problems.
- Generate issues relevant to Year 9.

- Introduction
- Activity 1 – Getting together
- Activity 2 – Why beyondblue? Introduction to the Year 9 program and Video Clip 1 – Why b-blue?
- Activity 3 – What could they do? Year 8 in review
- Summary
INTRODUCTION

1. **Introduce** the program. Briefly tell students they will be taking part in a 10-session *beyondblue* program. The program aims to provide students with skills and strategies they can use in day-to-day life.

   It might be useful to explain that it will be different from last year’s program as the students’ feedback on the Year 8 program has been taken into account. It is hoped this year’s program will be more interesting by offering more variety in the way activities are conducted.

2. **Explain** that the aim of the first activity is to get students mixing and talking with one another. One of the major focuses of the program this year is relationships and the way that the students relate to and interact with others.

ACTIVITY 1 – Getting together

1. **Form groups** of 3 or 4 students using any method you prefer. Where possible, try to have groups of students who do not know each other well, ie. not usual friendship groups.

2. **Explain** that the object of the activity is for groups to identify some things that all the members have in common. Some examples could be that all have curly hair, all have a sister, all like a particular food, all travel to school by bus, etc. Groups are to find as many things as possible in the allotted timeframe [approx. 4-5 mins]. Encourage them to explore creatively.

3. Briefly discuss, as a class, the number and type of commonalities.

4. **Discuss and explore** the interactions that occurred in groups and move to more general discussion of interacting with others.

   **Possible questions:**
   - How easy or hard was it to find things in common?
   - How important was cooperation and being able to work together?
   - Does knowing that you have things in common with others make a difference to how you think and feel about them?
   - What sort of social skills do you need to work in groups?
   - Are these skills different from, say, a social group?

**Note:** Students need not disclose any personal information they feel uncomfortable about.

**Note:** The purpose of this activity is to encourage interaction between students. However, if time is short you may need to choose between doing this activity or having the discussion on issues following the video in Activity 2.
ACTIVITY 2 – Why beyondblue? Introduction to the Year 9 program

Set up video to play Video Clip 1 (at beginning of the tape)

10 - 15 mins

Whole class (however, keep students in groups for the next activity)

1. Explain that the video will introduce the Year 9 beyondblue program and will give students an idea of what it is going to be about and why they are doing it.

2. Play the video – Clip 1.

VIDEO CLIP 1 [9 MINS]
START: [0 MINS 15 SEC] ON THE VIDEO COUNTER

WHY B-BLUE?

The video will introduce the program to the students through highlighting and discussing some of the issues that may have confronted them in Year 9. Presenter script is Resource 1.1.

There will also be an interview with Raw Metal (a young male tap dance group) who discuss some of the issues that occurred for them when they were at school.

Finally, this video segment shows three other young people who discuss, in more depth, a particular problem they each experienced when they were in Year 9. Problem scenarios are outlined in Resource 1.2.

3. Briefly discuss the relevance to your students of the different sorts of issues identified by the young people in the video.

Possible questions:

- Are the issues discussed important and relevant to you?
- What other issues are important for Year 9 students (include school, home and wider social/community contexts)?
- Are these issues the same for all Year 9 students?

Key Points:

- Highlight the importance of the Year 9 issues raised. In particular, focus on relationship issues (friendship, support, peer pressure, conflict, etc.) and their impact on well-being.

- Explain to students that the program offers an opportunity to explore these issues and to examine relationships and the skills needed to manage relationships successfully, and to cope with challenging situations.

- The theme of the Year 9 classroom program is: “Getting to know others; getting along with others”. The skills needed to do this (to be a good friend; to deal with relationships) are important in all aspects of our lives - at school, at home and in the community.
EXTENSION ACTIVITY

1. Generate a comprehensive list of Year 9 issues, at school and in the wider community (both positive and negative), relevant to the class.

2. Write these on the board.

Note: You may like to copy the issues down to use again in Session 8.

ACTIVITY 3 – What could they do? Year 8 in review

1. Distribute student books. Allow some time for the students to look through the books.

2. Revise and review the main concepts and skills covered in the Year 8 program using the poster and review sheet (Resource 1.3). Ask students if they can recall any of the material from the program. Where possible have students provide examples of the different concepts.

Note: The review sheet (Resource 1.3) provides a more comprehensive summary of the Year 8 program to elaborate on key points in the poster and provide background information.

3. Allocate one of the problems on page 9 of the student book (Resource 1.2) to each group (these are the individual problems outlined by Kyra, Ruselo, and Will in the video).

4. Refer students to their copy of the Year 8 review poster on page 8 in their book.

5. Using the Year 8 strategies outlined in the poster, have groups discuss their allocated problem and identify two strategies that would be most useful in helping to deal with that particular problem.

6. Ask groups to report back on what strategies they chose and why.

SUMMARY

Main points:

- The theme of the program this year is relationships and the way that we relate to and interact with others.
- The social and problem-solving skills covered in this program will be useful in day-to-day life because we interact with a wide range of people every day.
- The program will build on the resilience strategies covered in the Year 8 program.
"Hey! I'm Ben. Thanks for tuning in to the KeyanoBlue program. I'll be hanging with you a bit over the next ten weeks.

Lots of you guys will have done the first KeyanoBlue year 8 program last year. We got lots of good feedback from students and teachers, and we reckon you'll get even more out of what we've got lined up this year.

Now I know this is a busy time for you with all the stuff you've got happening, dealing with family and teachers; getting in some sport; hanging with friends; getting a job; going out with someone; going out more and having a bit more independence - there's a lot of pretty cool stuff happening.

There's also probably some ordinary stuff too: pressure of school work; exams; maybe hassles with friends or the folks - that's normal.

So we're going to have a bit of a closer look at some of these things - and I promise it is not going to be a drag. I reckon we'll have some fun, and maybe learn some useful stuff, too.

Now, you might be doing alright and think you don't need a program that helps you get on better with other people, because you already do that well. Great! Maybe you can share some of those things that you do well with others. It's good to look at different ways of doing things - and from different perspectives - 'cause while you might not need this stuff right now, it might be useful keep it stored for later on.

RELATIONSHIPS! That's what we'll be looking at in this program - what relationships are, what they mean to us, how they work, and how we can make them work better. Relationships are usually important no matter what age we are.

Remember 'Raw Metal' from the video - you know, the tap dance guys. They are proof of how important relationships are. They are really making a name for themselves doing what they enjoy. But they have to spend a lot of time together: rehearsing, working, playing, travelling. So how they understand each other is really important. Because if, when they're working one of them is out of step, it can put them all out. So even when they're just hanging together, they still need to know how to get along - just as we all do.

So I'm looking forward to hanging out with you guys over the next 10 weeks.

Ben Csikos
Kyra is in Year 10 at school. Last year was not a good year for her. She was having lots of problems with her friends - they stopped inviting her to things, she thought they were talking about her behind her back and she felt that they didn’t like her anymore. Kyra started to avoid her friends, spending more and more time on her own. She felt really unhappy.

Ruselo is in Year 10 at school. Last year Ruselo got into trouble from his parents for coming home from a party late and sick. He had been drinking at the party. His parents were really angry with him and grounded him for six weeks. Ruselo was also really angry with his parents as he didn’t think he deserved such a severe punishment. As a result, things were really tense at home for a while.

Will is in Year 10 at school. Will had a really hard time at the beginning of last year with his school work. He was having difficulty getting his head around some of the subjects when all of his friends seemed to be doing OK with the work. He started to dread going to classes, he left his assignments until the last minute and started to feel like he was stupid. He felt like he was going under and that there was no point to him staying at school.
**Resilience** – is being able to cope well and bounce back after difficulties. Qualities and skills of resilience include determination, believing in yourself, having strong goals, “I can do it” thinking, not giving up, persistence, and having hope.

**Resilient People**
- Have a positive view of themselves and their ability to deal with problems.
- Look after their physical and emotional health.
- Use strategies to keep themselves feeling good – like planning to do things they enjoy regularly.
- Have good social supports.
- Know when and who to ask for help.

**You can learn skills to build resilience.**

**Self-Concept** – is the way you think about yourself.
- Many things can influence your self-concept – experiences, beliefs and values, personal characteristics, and gender, to name a few.
- Remember – It’s OK to be who you are – to be individual – to not be good at everything. It makes you unique.
- You may want to change some of your not-so-good qualities; others you may just accept as part of your individuality.

**Self-Esteem** – is the way you feel about yourself.
- High self-esteem is accepting yourself, feeling confident and liking yourself.
- Nobody feels good about themselves all the time.
- You can build up your self-esteem.

<table>
<thead>
<tr>
<th>Know your strengths – Remind yourself “I am an OK person. I do have strengths”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Talk</strong> – is the way you speak to yourself (in your head).</td>
</tr>
<tr>
<td>- We are not always aware of self-talk – so STOP and LISTEN.</td>
</tr>
<tr>
<td>- If our self-talk is negative or unhelpful we won’t feel good about ourselves.</td>
</tr>
<tr>
<td>- You can change your self talk – replace negative or unhelpful self-talk with more positive and helpful self-talk.</td>
</tr>
<tr>
<td>- Use more positive, self-praising statements.</td>
</tr>
</tbody>
</table>

**Linking Thoughts and Feelings**
- The way you think about an event or situation can affect how you feel.
- You can change the way you feel by changing the way you think.
- Change your unhelpful or negative thoughts to more positive or helpful ones.
- Helpful thoughts assist you to cope with difficult events and emotions.

**Emotional Regulation and Coping**
- Learn to recognise emotions in yourself and others.
- There are some basic emotions (universal across cultures, eg. fear, sadness and happiness) and more complex emotions (eg. remorse, shame, jealousy, and pride) and you may feel a mix of these at any one time.
- Body language provides clues about the emotions other people are feeling (eg. posture, facial expressions).

**Sources of Support**
- Part of being resilient is to know who and when to ask for help.
- There are many people who are available to help when you have a problem — friends, family, teachers, guidance officer/counsellor, community services, health professionals, telephone help lines, and websites.