

SESSION 8

Lean on me

**BACKGROUND**

Over the previous seven sessions students have built up a repertoire of understandings and skills that will help them to feel confident about dealing with the changes that are occurring in their lives, particularly in their relationships, and the increasing levels of responsibility that are expected of Year 9 students. Not all problems can be solved, and at different times in our lives we may need to seek help from others. This session focuses on some of those issues that impact on the well-being of Year 9 students, the people and organisations that can provide support and help, and the skills students need to seek help or to get help for a friend.

**LEARNING OUTCOMES**

In this session students:

- Identify issues that impact on the health and well-being of young people.
- Recognise particular situations where they may need help.
- Identify people and services that provide support at home, at school and in the community and describe the services they provide.
- Discuss how to access help and what may inhibit young people from accessing help.
- Develop options for seeking support and for meeting health needs.

**SESSION OUTLINE**

- Review of previous sessions
- Activity 1 – Well-being...being well
- Activity 2 – Lean on me and Video Clip 8 – What I did – my solution
- Extension Activity
- Summary
- Home activity

SESSION PLAN – Lean on me



3 - 5 mins

REVIEW PREVIOUS SESSION

Using the Sessions in review sheets (Resource 8.1 and page 59 student book) revise all the previous sessions.



ACTIVITY 1 – Well-being...being well

PREPARATION

Issues grid worksheet/OHT (Resource 8.2)



15 - 20 mins



Whole class

1. Discuss with students:

- What well-being means to them.
- What can affect their health and well-being
 - > Encourage discussion of not just physical well-being, but emotional and mental well-being.
- How we recognise different levels of well-being.
- How the levels change in different situations.

2. Brainstorm some situations and problems that affect the students' health and well-being. Suggest some categories of issues to begin the brainstorming, eg. social/relationship issues, family, school, health (physical well-being and emotional/mental well-being).

3. Record responses on the board or OHT (Resource 8.2) using the issues grid (sample below). You may wish to retain the students' answers for use in Session 9.

Sample Issues Grid

Social (Relationships)	Family	School	Health	
			Physical well-being	Emotional & mental well-being
Fight with friends Bullying Going out (dating) Sexuality Alcohol & drugs Isolation Differences – spiritual/religious/cultural Part-time work	Conflict Parental separation Illness Birth of sibling Increased independence Pressure to achieve	Increasing academic demands Exams Routines changing Teacher issues Subject choice	Puberty issues Body issues – dieting Sexual health Disability Nutrition Exercise Chronic illness (eg. asthma) Acute illness (eg. the flu)	Depression Anxiety Stress Eating problems Self-harm Anger Substance abuse

4. Ask students to rate the issues/problems into those that people can generally deal with on their own, and those people may like to ask for some help with or talk about to someone. Highlight those where people would like to ask for help and discuss what makes these issues different from the others (eg. do they seem more severe; are they more complex or problematic).



ACTIVITY 2 – Lean on me

PREPARATION

Photocopy and cut up Problem Scenarios - 2 per group (Resource 8.3)

Photocopy and cut up Support Cards - 1 card per student (Resource 8.4). *Note: please remove any support cards that are not relevant for your school*

Set up video to start at Video Clip 8 (approx. 32 mins 45 secs on the video counter)



18 - 25 mins



Groups of 4 or 5

1. Explain that each group will be given two problem scenarios. They will also be given some cards with the names of people or organisations who can provide help and support (eg. school counsellor, GP, Kids Help Line), including some information on what services or support they offer. The cards include friends, family, teachers etc., as well as health professionals and other service providers.

2. Allocate two problem scenarios to each group and one support card to each member of the group. The name on the help card corresponds to a name and description of what that person/organisation does on pages 61 to 65 of the student book. Each student is to read through the description of their person/organisation and then present to the group what that person/organisation does and the services they provide.

Note: If you have more time available students could be given more than one support card.

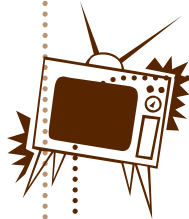
3. Ask groups to then decide if one (or more) of these people/ organisations would be suitable to provide help or support for the young person in each of the scenarios and to write down a short explanation of why or why not. Refer students to page 60 in their books. Given that each group will only have 4 or 5 support cards, they may believe that none of their cards are appropriate for one of their problems. If this is the case, the group needs to explain why.

4. Ask groups to report back to the class on their two scenarios and their choice of support. Groups should give reasons for their choices and outline where and how people/organisations can be contacted. If the group did not think that any of their cards were appropriate to help they also need to explain why and other groups/students should be encouraged to offer suggestions from their own cards for who might be able to help and why.

5. Discuss any factors such as costs or problems of access that might inhibit students from accessing particular supports.

6. Highlight the concept of the importance of not just professionals, but family, friends, and extended family as valuable sources of support.

7. Play the video – Clip 8.



VIDEO CLIP 8 [5 MINS]

START: [32 MINS 45 SEC] ON THE VIDEO COUNTER

WHAT I DID - MY SOLUTION

The video shows the three characters from Session 1 (Kyra, Will and Ruselo) who had discussed a problem they had encountered in Year 9. These characters, who are now in Year 10, explain how they handled their problem.

The video then shows Raw Metal discussing how they coped with their problems. Play Raw Metal footage if time permits.

EXTENSION ACTIVITY

1. Discuss:

- What do you understand confidentiality to mean?
- When is it important to keep what a friend has shared with you confidential?
- When might you break confidentiality?
- What do you expect from school staff regarding confidentiality?
- What do you expect from professionals regarding confidentiality?
- How do you ask service providers about confidentiality?

Note: There is some information on confidentiality and health professionals in Resource 8.5. You may like to photocopy and hand out to students or use it as a resource for the discussion.



2 - 3 mins

SUMMARY

Main points:

- People don't need to feel that they can solve all their problems on their own. They can ask for help from friends, family, teachers, and other professionals.
- At some time you may need to give or get help for a friend and having some information or knowing where to find help can be really useful.
- There are lots of different sources of support – you need to find the right ones for you and your situation or to help others.



7 - 10 mins

HOME ACTIVITY

1. As preparation for the group project next session, allocate students into the groups that they will work in for their projects – groups of 4 should work well and preferably not friendship groups.

2. Remind students that in their groups they will be designing a space/centre aimed at providing support for young people. It is to be a “get away from it all” or “help-seeking” space located within the school.

3. Refer students to page 66 to 68 of the student book or hand out home activity sheet including the student data graph.

4. Instructions:

- Read through the project outline (page 72). This will help to inform you about what you need to do for the next session and what information you need to start collecting.

Note: If students are not taking their books home a copy of the project outline (page 72 of the student book) will need to be copied for them.

- As the home activity this week, you should begin developing a rationale (or the reason) for creating such a space for students at your school. In developing the rationale, you should consider the following questions:
 - > What resources already exist in our school for young people?
 - > Why do we need a special space in our school?
 - > How will it be helpful for the students?
- Start writing some responses to these questions and bring them back to your group next week.
- Now take a look at the graph on page 68 representing the help seeking patterns of young people.
- Please note that:
 - > These data were collected from the *beyondblue* survey that many Year 8 students at your school and other schools completed last year.
 - > It reflects the responses of 5,632 students in three states – Queensland, South Australia and Victoria.
 - > The graph represents students’ responses to two questions. One asked who they might suggest a friend get help from if their friend was feeling sad and unhappy for a few weeks; and the second asked who they might get help from if they were feeling sad and unhappy themselves.
 - > The bars (or columns) represent how likely it was that students would recommend each source of support to their friend (dark column) and how likely they were to use each source of support themselves (light column).

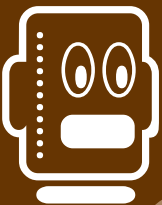
- Take some time to review and understand the graph. Now answer the following questions in relation to the data:
 - > Are these responses as you would expect? Were there any surprises for you in terms of who people were more likely to use or recommend for help?
 - > Why might students be more likely to use or recommend some sources of support and not others?
 - > Why do you think there are differences between what people would recommend to friends compared with whom they would seek help from themselves?
 - > What implications might these differences have for the design of the help seeking space/centre?
- Completing these home activities will help students work on the project at the next session.

Using the poster below, remind students of the things they have learnt, and the skills they have been identifying and practising over the previous weeks, reminding the class about the importance of our relationships with family, friends, at school, and in the community.

PREVIOUS SESSIONS IN REVIEW

RELATIONSHIPS

- ≈ Relationships cover all the people we know and relate to
- ≈ Different people play different roles in our lives & vice versa
- ≈ Friendships are important



COMMUNICATING

- ≈ Maintaining good relationships requires good communication skills
- ≈ Good listening is active and attentive

EMOTIONS

- ≈ We need to be aware of our own emotions
- ≈ We can use verbal and non-verbal cues to try to read others emotions
- ≈ We need to try and see other people's perspectives

THOUGHTS

- ≈ What we think affects how we feel and what we do
- ≈ We can train ourselves to STOP and LISTEN to our thoughts
- ≈ We can then try to come up with alternative more helpful thoughts

SOLVING PROBLEMS.

STEP 1 PROBLEM?

STEP 2 OPTIONS?

STEP 3 CONSEQUENCES (FOR ME & OTHERS NOW & LATER)?

STEP 4 Decision.

STEP 5 DO and REVIEW



You need to believe in your ability to solve problems

WORKING IN GROUPS

effective group work requires

negotiation, problem-solving skills, good social and communication skills, being able to see another's perspective, conflict resolution, structured decision-making



Sample Issues Grid

Sample Issues Grid				
Social <i>(Relationships)</i>	Family	School	Health	
			<i>Physical well-being</i>	<i>Emotional & mental well-being</i>



Lately this young person has been feeling anxious for a lot of the time and they don't know why – they seem to worry about everything.

A young person has been drinking really heavily on weekends and is now drinking on some week nights as well. Sometimes they can't remember what they did the night before.

This young person has lost their energy and doesn't feel like doing anything.

This young person has been feeling down lately and isn't enjoying things the way they used to.

Someone said this young person was a bit chubby and they have been on a strict diet to lose weight. They have started to vomit after they eat as they say it makes them feel better.

This young person has a close family member who has just been diagnosed with a serious health problem.

This young person has thoughts that they are worthless and that nothing will ever turn out right for them.

Someone at school has been spreading rumours about this young person and other students believe them.

This young person is being pressured to try drugs and they don't want to.

This young person's grades have been slipping at school and they are afraid they will never go back up.

This young person has been fighting a lot lately with their parents and they are no longer comfortable being at home.



A student is feeling torn between the cultural values of his/her family and the beliefs and attitudes of his/her friends.

This young person has been having trouble sleeping and wakes up feeling really tired. They don't know what is wrong, but they have no energy and have lost their appetite.

This young person has been watching shows about same-sex relationships and is confused about their own sexuality. They can't talk to their friends about this.

A group of students at school are picking on this student and making really insulting comments for no reason.

A student's friend has started shoplifting and the student is worried about them.

This young person's parents have been fighting a lot and are talking about separating.

This young person is being pressured to have sex and they don't want to.

A student is being teased at school because of their religious beliefs.

This young person went to a party and had unprotected sex and she is concerned she might be pregnant.

This student thinks that one of their teachers does not like them and seems to treat them unfairly.

This young person has to make a decision about which parent they want to live with as part of a custody settlement.



Psychologist	Psychiatrist	Social Worker/Youth Worker
GP (General Practitioner)	Paediatrician	School Nurse
Counsellor	School Counsellor/ Guidance Officer	Teacher
Spiritual Leader	Telephone help lines	Internet sites
Family	Friends	Child and youth/adolescent mental health service



Indigenous
Health and
Community
Services

Disability
Support
Services

Cultural
Support
Services

Chaplain

Student
Welfare
Coordinator

Indigenous Health and Community Services	Disability Support Services	Cultural Support Services
Chaplain	Student Welfare Coordinator	

Confidentiality

Everyone has the right to confidentiality when seeing a health professional, such as a doctor, or when visiting a community health service.

What does confidentiality mean?

Confidentiality means that the conversation that occurs between you and the health professional is private. Information and issues talked about between you cannot be discussed with anyone else without your permission.

Do all health professionals and youth health services have the same rules about confidentiality?

All youth services should provide printed information about confidentiality and how it applies to their service. If you have any questions about this information you can discuss it at any stage. It is a good idea to talk at the beginning of any appointment about how the agency or professional will keep your information private.

Doctors and other health professionals must not identify you and talk about your personal information to another person without your permission. They might seek advice from another professional about how best to help you, but they must do this in a way that does not identify you.

If you are over the age of medical consent in your state there are rules about a health professional not telling your family, or anyone else, that you saw them, and they cannot talk about what happened during the appointment. It is against the law to disclose any information in this way.

Are there times when this does not happen?

Doctors and other health professionals are required by law to keep you and others safe.

This means that if they think you might hurt yourself, or someone else, or that someone else might hurt you, they have a responsibility to take steps to prevent you from harming yourself or from being harmed.

This might mean reporting the situation to welfare authorities or police. If a health professional does have to make a report, he or she should talk to you about it first.

What sorts of questions will the health professional ask?

It might seem as if the health professional is asking you a lot of questions. However, asking questions helps the health professional to gain a complete picture of your situation and concerns.

These professionals can only act on the information you give them. Therefore you will be helped and supported more effectively if you provide as much information as possible even if you feel uncomfortable doing this.

What can I do if I don't want to tell my friends or family that I am seeing a health professional?

Sometimes you may have an issue that you feel you cannot talk about with your family because of fear or embarrassment. In these situations a health professional or a teacher can help by talking to your family about your concerns, with your permission. If you would like the professional or teacher to do this you will need to tell them that this is what you want.

Can I take someone with me when I visit the health professional?

When you are visiting any health professional, such as a doctor, counsellor or social worker you have a right to take a family member or friend with you.

Can someone at my school make an appointment for me?

Schools may provide you with information about the range of community health services and agencies that are available to support and help young people.

However teachers in schools cannot take you to these services or make an appointment for you without the consent of your parents/caregiver.

Reference: *beyondblue* schools research initiative - Pathways implementation and support materials CD ROM. A copy of the CD is available from your Year 9 coordinator or the school *beyondblue* action team.