SESSION 1

getting on
with others
Hey! I’m Ben. Thanks for tuning in to the beyondblue program. I’ll be hanging with you a bit over the next ten weeks.

Lots of you guys will have done the first beyondblue 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 at home and school, 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.
**Session 1**

**Getting on with others**

**Year 8 program in review**

**Resilience**

Resilient people:
- Use strategies to keep feeling good
- Bounce back after difficulties
- Try to cope
- Have good social supports
- Know when and who to ask for help
- Look after their physical and emotional health

**Emotions**

Can change quickly
Learn to recognise emotions
Maintain a more positive mood by doing things you enjoy more often

**Coping**

Identify early warning signs of stress
Use ‘can do’ strategies
Challenge negative thoughts
Make time to have fun
You can change the way you feel by changing the way you think!

**Social support**

People who can help
- Family
- Friends
- Teachers
- Guidance officer/counsellor
- Health professionals
- Community/spiritual/cultural groups
- Telephone help lines
- Websites

**Self talk**

The way you speak to yourself (in your head)

and @ to your self-talk
Replace negative/unhelpful thoughts with more helpful thoughts
Use self-praise like “I did OK!”

**Self concept**

The way you think about yourself is influenced by your experiences, beliefs and values, culture and community, personal characteristics, gender and other things

Recognise your strengths
Embrace your uniqueness
I am an individual
I am an OK person
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.

**WHAT COULD THEY DO?**

1. Read the problem allocated to your group by your teacher - these are the individual problems outlined by the three Year 10 students in the video.

2. Using the Year 8 review poster on page 8, look at the different strategies and discuss in your group two strategies that would be most useful in helping the person deal with that particular problem. Can you think of other strategies?

3. You need to be able to defend your choice of those strategies.

4. Report back to the class on the strategies your group chose and why.