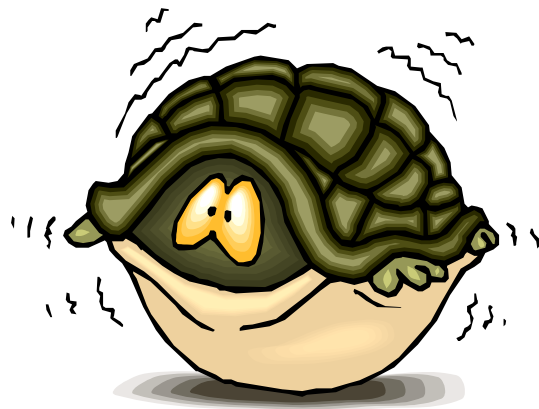


CALD Mental Health & Wellbeing Program



Facilitator's Manual

**This project was made possible by a Local Answers grant through the
Department of Families, Community Services and Indigenous Affairs**

Kate Wilde
Project Officer
2009



A.B.N. 27 084 251 669

A message to facilitators:

What is the CALD Mental Health & Wellbeing Program?

In 2007 the Migrant Information Centre (Eastern Region) received funding from the Department of Families, Community Services and Indigenous Affairs to provide the CALD Mental Health and Wellbeing Program (known hereon as the CALD Wellbeing Program) which aimed to promote mental health amongst newly arrived migrant and refugee students in Melbourne's Eastern Region.

This manual has been developed from the CALD Wellbeing Program as a resource to Secondary and ESL teachers and youth workers working with CALD young people, especially refugee youth, to help these students develop an understanding of mental health and mental illness, including risk and protective factors.

The objectives of the CALD Wellbeing Project were:

- Improved mental health literacy and strategies amongst participants and teachers
 - Greater access for CALD youth to local services and
 - Increase in helping behaviours of participants

Outcomes of the original Project

Four separate classes of ESL students (predominantly refugee students) participated in the CALD Wellbeing Program for eight weeks each and an additional after-school group was also conducted for transition age refugee girls (10 – 13yrs).

All groups showed an increase in their mental health literacy and accessed local services either through agency representatives visiting the group or bus tours out to visit local services. Helping behaviour in participants was also noted as students invited new students to join the after school hours group and others sought out facilitators to talk to about concerns they had about friends and sometimes family members.

Support for Participants

Many things in this program are very sensitive and it is not uncommon for refugee students to share events in their past that are traumatic, including events that the school/agency may previously be unaware of. It is also not uncommon for many refugee youth to have mental health issues as a result of deprivation, trauma and/or grief or loss. It is essential that a safe environment is created for participants to share; this is done by clarifying expectations of behaviour at the beginning and modelling responsive and supportive behaviours yourself. It is also important at the outset to ensure all students know who they can talk to in their school/community if something in an activity makes them very unhappy or worried.

A 'Mix and Match' Approach!

Although the same concepts were taught to each group, the *way* in which ideas were communicated and the emphasis given to different aspects of the Program changed between groups. The most important aspect of the lessons was to engage young CALD people in a discussion about mental health which was achieved in different ways depending on aspects such as group size, time in refugee camps, English proficiency, gender balance, country of origin, etc. Some groups were keen to spend hours on creative art expressions of mental wellbeing and grief, whilst others only wanted ball games. We encourage those using the manual to be creative in their own approach to the materials within and not feel obligated to rigidly present activities in the order presented - whatever keeps your students interested and learning is the most valuable tool at the time....Good luck!

Contents:

Page	Content
1	Title page
2	A message to facilitators: Goals and outcomes of the original Project
3	Contents
4	Training timeline examples
5	Activity - 'Name Ball'
6	Activity – 'Types of Health' – Poster
7	Discussion – What is mental health? What is mental illness?
8 - 9	Handouts – Depression and Anxiety
10	Activity - 'Catch it!' Demonstration activity
11 - 12	Worksheet – “Good and Bad Things for my Mental Health”
13 - 14	Activity – Risk/Protective Continuum
15 - 16	Worksheet – 'Deng's life'
17	Activity – Life Journey
18	Activity – Blind Maze
19 - 20	Worksheet – “My Helpful People”
21 - 22	Worksheet – “Health House”
23 - 24	Worksheet – “Keeping Calm”
25 - 29	Activity – Helping Role Plays
30 - 31	Worksheet – Helping Homework
32 - 33	Worksheet – Pats on the Back
34 - 35	Worksheet - Mental Health Literacy Test
36	Participant Evaluation Sheet
37	A word about games
38 - 41	Extra games

TIMELINE EXAMPLE

Session 1 Timeline: 90 minutes

TIME	ACTIVITY	MATERIALS
0 – 10	Introduce program NAME BALL	Soft balls
10 – 30	Get students in small groups to look at other types of health and think what we do <ul style="list-style-type: none"> - Dental - Heart and health - Stomach - Fitness ‘Types of Health’ – POSTER	Poster materials
30 – 45	Discussion: <ul style="list-style-type: none"> • What is health? • What is a symptom? • What is mental health? • Depression & anxiety symptoms 	Depression & Anxiety handouts
45 - 55	‘Catch it!’ – demonstration activity	Labelled balls
55 – 65	Worksheet – ‘Good and bad things for my mental health’	Worksheets
65 – 80	Games <ul style="list-style-type: none"> • Mental health ball OR • Knots OR • Sculptionary 	Soft balls
80 – 90	<ul style="list-style-type: none"> ▪ Evaluations and questions 	Evaluation sheets

Session 3 Timeline: 90 minutes

TIME	ACTIVITY	MATERIALS
0 – 20	<ul style="list-style-type: none"> ▪ Nametags ▪ Warm up game ▪ Revise last session in group 	
20 – 60	Life Journeys <ul style="list-style-type: none"> ▪ Students discuss their life maps in front of the class – focus on: <ul style="list-style-type: none"> ○ HOW THEY OVERCAME TOUGH TIMES ○ FEELINS AT HIGH POINTS ○ WHERE THEY THINK THE JOURNEY WILL GO IN THE FUTURE 	<ul style="list-style-type: none"> ▪ Pens, markers, string, glue, crayons, etc. ▪ Rolls of paper
60 – 80	Teamwork game – team ball	Beach ball
80 – 90	Evaluation sheets, questions	Evaluation sheets



Activity 1 - 'Name Ball' (10 minutes)

Purpose: To get to know everyone's name

Materials: At least 4 people to play, two soft small balls (like stress balls)

Action:

- Players throw the balls to each other, calling each others names as they throw the ball
- If a player either: a) forgets to call a name, b) calls the wrong name, c) does a bad throw or d) drops the ball they 'LOSE A LIMB'
- If they 'lose a limb' they must follow the actions below:
 - 1st mistake - get down on one knee
 - 2nd mistake – on to both knees
 - 3rd mistake - both knees, one hand behind their back
 - 4th mistake - player is out!
- ****RULES:** - the person running the activity must explain the following rules before starting the activity:
 - a) UNDERARM throws only
 - b) 'Be a good sport' - i.e. if a player thinks they did a bad throw they should lose their next limb, don't worry about going 'out', etc.
 - c) Be aware of players with special needs (i.e. in a wheelchair, unable to kneel, etc. and modify game accordingly)



Activity: 'Types of Health - POSTER' (15 - 20 minutes)

Purpose: This activity should get participants thinking about different types of health/illness and the things that benefit or damage health. Some groups will be happy to simply do this as an exercise in itself, but more disengaged groups can be encouraged to treat this activity as a competition with a prize for the pair/group that produces the poster with the most information.

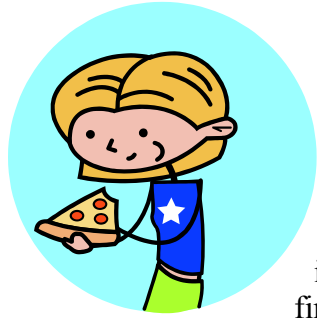
Materials:

Blank A3 paper per student/pair or group, lots of different markers/pens/pencils

Instructions:

1. The facilitator first draws an outline of a person on the whiteboard (note - it is good to make this drawing simple and/or funny so students know this is not an art activity and do not feel anxious about drawing)
2. The facilitator asks students what things make us healthy. Take one suggestion (i.e. exercise) and ask students what part of the body exercise affects. Add some information to the outline on the board reflecting the information students provide (i.e. if they say 'exercise stops you getting fat' you could add a fat stomach to your outline and tell them your person doesn't exercise much; if they say 'exercise is good for your heart' draw a heart with a smiley face in the chest of your outline, etc.) Write the word(s) for the type of health being discussed around the edge - in this case: 'Physical Fitness'.
3. Get students to answer some questions about other types of health. I.e. "What happens to your teeth if you eat lots of lollies? What happens to your teeth if you don't brush them?" Once again add to the diagram by drawing a mouth with bad teeth and write the word 'dental' on the board to show this is a different aspect of health than physical fitness
4. Hand out the blank A3 paper and get students to write their names on their sheet and draw an outline of a person. Explain that they have 10 minutes to make a 'health poster' with as much information on it about different types of health as they can. Tell them it is important not to worry about English as they can do most of it the activity by drawing - if they have any questions about English words you can help them.
5. At the end of 10 minutes get students to come one at a time (or one group at a time) and show their poster and the aspects of health they added to their outline. You can add these to your original outline on the board OR get students to do this if they think it would be fun. By the end of this activity the original outline on the board should contain a lot of health information and have words we use for different health written around the edge.

Note: Use your discretion about whether this is an individual, pairs or group activity. Often it can be useful to pair students who have less English with more confident English speakers to facilitate their involvement but each group is different



Discussion: Introducing Mental Health (10 minutes)

Purpose: This discussion should be held immediately after the ‘Types of Health’ Poster activity and introduces students to the idea of mental health. For many students from developing nations the idea of mental health and mental illness are almost non-existent and there may not even be equivalent words in their first language for mental health concepts. It is likely many participants will not be familiar with the terminology around mental health or only have a very limited understanding of mental health and illness. It is important therefore to not overwhelm participants with an extensive list of mental illnesses and for that reason the two illnesses used for this program are Depression and Anxiety Disorders.

Materials:

Whiteboard, markers, etc.

Instructions:

As you are working towards having the students understand symptoms of mental illness the analogy of a cold may be useful. Ask students what they would see if I had a cold (i.e. sneezing, coughing, etc.). Often the word ‘symptom’ is also a new word and this is easily explained using the common cold.

Using the posters from the previous activity as a reference point, tell participants that one type of health we all also have is ‘mental health’ and it also has symptoms when people have poor mental health. Draw a line down the middle of the whiteboard and have a tick/smiley face on one side and a cross/sad face on the other. Write up some symptoms of good mental health under the positive side (i.e. enjoying spending time with friends, normal sleep and appetite) and an example of poor mental health on the negative side (i.e. isolating oneself, not being able to sleep). At this stage write the words DEPRESSION and ANXIETY on the board and explain that these two words are names for mental illness and have symptoms.

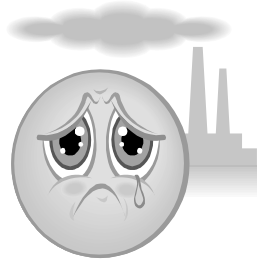
Get students to think of a time they were sad and how they felt or what they did – write these things on the board under ‘depression’. Explain that depression is *really, really* sad, pointing out that depression is NOT normal sadness, but something bigger. Next get students to think of a time they were worried and how they felt or what they did – write these things on the board under ‘anxiety’. Again, explain that anxiety is *really, really* worried and not normal worry.

List symptoms for both illnesses on the board, explaining regularly the differences between normal sadness/worry and the mental illnesses (i.e. crying because you’re sad vs. constant crying for no reason in depression)

Hand out the CALD Anxiety and Depression handouts and go through these with the students, paying close attention to the symptoms.

Note: The complexities of this discussion will depend very much on the English levels of participants. Although the discussion is listed as a single activity in this manual, in reality the discussion is an ongoing one throughout the program as new words and concepts take time to be consolidated.

Depression



What causes depression?

Depression might be caused by a lot of different things, including:

Life:

- Arguing and fights in your family
- Arguing and fights with your friends or other people
- Grief – losing things or people in life that matter to you
- Big life changes
- Drugs and alcohol

Personal:

- Bad experiences in your past
- Your personality (for example, trying to be perfect all the time!)
- Bad health
- Depression in your family

Symptoms of depression

Feelings/Thoughts

- Feeling sad all the time
- Not having hope for your future
- Unhappiness
- Feeling angry easily
- Trouble concentrating or making decisions
- Thinking about death a lot
- Guilt
- No confidence

Physical symptoms

- Feel tired all the time or tired easily
- Sleeping problems
- Eating problems

Common behaviours

- Stopping things you enjoy (for example, stopping soccer even though you always loved it in the past)
- Making bad choices (for example, getting into fights, using drugs or alcohol to feel better)
- Staying away from other people, being by yourself a lot
- Being frustrated with small things
- Missing school
- Loss of interest in food, exercise and other enjoyable activities



Anxiety Disorders

Anxiety disorders happen when the anxiety (worry) becomes too strong and is upsetting, lasts for some weeks and makes life harder.

Symptoms of anxiety disorders are:

- Can't relax
- Feeling afraid or worried all the time
- Staying away from things that might be stressful
- Feeling **very** shy
- Spending time alone, not spending time with friends or family
- Trouble concentrating
- Sleeping badly

There are different types of anxiety disorders, including:

Social phobia

People with this think others think badly about them and may try to feel better by trying to do everything perfectly or by just trying not being around other people much.

Post-traumatic stress disorder

Many people who have experienced really bad things such as war, torture, car accidents, fires or violence continue to feel strong fear long after the event is over and have bad dreams and anxious feelings.

Generalised anxiety disorder

People worry all the time about something bad happening to themselves or their friends and family. This worry makes them feel very anxious and unhappy.

What Causes an Anxiety Disorder?

There are lots of things that can make a person develop an anxiety disorder – usually more than one thing will be happening at once.

- Stress and life causes - Working too much, lack of sleep, eating badly, and lack of exercise can cause extra stress and anxiety. If you are doing too much at once this can cause too much anxiety.
- Thoughts - How you think is a big part of stress- thinking bad thoughts, making little problems bigger, always putting yourself down, thinking unhappy thoughts all the time can be part of causing an anxiety disorder.

Drugs, alcohol and anxiety

Some people may drink alcohol or take drugs to try and make the anxiety go away or to make them feel more confident, but taking drugs can make the feelings of anxiety much worse over time.



Activity - 'Catch it!' – Demonstration Activity (10 minutes)

Purpose: To provide a demonstration of how the build up of stressors can affect mental health

Materials: 12 or more tennis balls with risk factors written on them in clear, black text. Risk factors used for this program are listed below, but can be added or changed easily to make relevant to each group:

- Grief
- Loneliness
- Bullying
- Exams
- Drugs
- Alcohol
- Language
- Diet
- No money
- Homework
- Sleep
- Language
- Health
- Big Change

Action:

- Pick a student to be 'the catcher' and ask them to come and stand in front of the class. Tell them their job is to catch all the balls thrown to them by other students.
- Pick three students to be 'the throwers'. Initially hand each thrower only one tennis ball and ask them to read out to the class what is written on their ball. After reading out the stressors have the three students throw the balls (underarm!) to the catcher in quick succession. Usually the catcher will have little difficulty catching all or most of the balls.
- Retrieve the balls thrown in the first round and hand them back to the throwers, then add an extra three balls to each thrower so that they now have four balls. Again, get them to read out the stressors written on their balls to the class and then throw their balls to the catcher in quick succession. Usually the catcher will be successful for the first few balls, but drop the rest.

Discussion

Have all the volunteers return to their seats and explain that the activity shows what happens when there are too many difficult things/stressors in our own lives. Most people can cope with some difficulties, but if there are too many it becomes impossible to keep going and feel well and happy.

Ask students for a show of hands if they have had big change or grief in their lives. With these groups it is likely that 100% of students will put their hand up. Explain to the students that it is especially important that refugee and migrant students know how to look after their mental health as they are already 'juggling more balls' than many Australian born young people.



Worksheet - ‘Good and Bad Things for my Mental Health’ (10 minutes)

Purpose: To introduce the idea of ‘risk’ and ‘protective’ factors in mental health

Materials: A copy of the ‘Good and Bad Things for my Mental Health’ worksheet for each participant and pencils, pens, textas, etc.

Action:

Before handing out the worksheets remind students that mental health is like other types of health and there are things *we* do that are good or bad for our mental health. Ask students what they think would happen if I didn’t exercise, only ate junk food and watched TV all the time – I would become overweight and unhealthy in my body of course! Explain it is the same for mental health – if I spend all my time by myself doing homework, worrying about being perfect and never have fun with friends or family I won’t have great mental health. Quickly brainstorm other ideas the students might have about the sorts of things that are good/bad for mental health to make sure students have grasped the concept accurately.

Hand out the worksheet and ask students to draw pictures (and also write if they would like to) things that they might do that would be good for their mental health on the left side and things that would be bad for their mental health on the right side. After ten minutes have students share some of the ideas they came up with on their worksheets.

***Note: Different groups of students have varying levels of confidence in their art skills and some students may feel insecure about their ability to draw. If this is the case you can encourage participation by asking for ‘stick figure art’ and demonstrating this on the board by doing one or two funny-looking stick figures doing things that are good/bad for their mental health.*



GOOD AND BAD THINGS FOR MY MENTAL HEALTH!

Good

Bad



Good	Bad



Activity – Risk/Protective Continuum (10 minutes)

Purpose: To reinforce the idea that there are things participants can choose to do that are good for their mental health and ensure participants can recognise positive strategies

Materials: A set of ‘coping cards’ for each pair/group in the class/group. Blue tac.
Whiteboard marker

Action:

Divide the class/group into pairs or small groups and hand out a set of the ‘coping cards’ to each pair/group. Instruct participants to put the cards in order from the ‘best thing’ they can do when stressed/sad to the ‘worst thing’ with the best at the top and the worst at the bottom.

After participants have done this draw a line down the middle of the whiteboard and have a tick/smiley face on one side and a cross/sad face on the other. As part of the post-activity discussion get individual students to come and blue-tac one of their cards on either the positive or negative side of the board and explain why they think the strategy is good/bad. For some cards the appropriate place might be in the middle as the behaviour might be a good strategy in moderation (i.e. watching TV)

COPING CARDS

<p>WATCH TV</p> 	<p>GET INTO A FIGHT</p> 
<p>TALK TO SOMEONE</p> 	<p>PLAY SPORT</p> 
<p>LISTEN TO MUSIC</p> 	<p>EAT</p> 
<p>STAY IN BED</p> 	<p>STAY BUSY</p> 
<p>KEEP THINKING ABOUT THE PROBLEM</p> 	<p>PRETEND EVERYTHING'S OKAY</p> 
<p>HAVE FUN WITH FRIENDS</p> 	<p>MAKE A JOKE</p> 
<p>AVOID OTHER PEOPLE</p> 	<p>WRITE ABOUT THE PROBLEM</p> 



Worksheet – ‘Deng’s Life’ (10 minutes)

Purpose – This activity gets participants to identify risk and protective factors for mental health

Materials – A copy of the ‘Deng’s Life’ worksheet for individual students (or pairs if working in pairs), red and green pens/textas

Action – Briefly revisit in discussion recent activities that have looked at things that are either good or bad for mental health. Explain that some things are considered good for PROTECTING our mental health and some things are considered a RISK for our mental health.

The worksheet tells the story of an imaginary girl, Deng, and her life in Australia. Students’ task is to identify the protective factors in Deng’s life by circling them in green and identifying the risk factors by circling them in red.

After students complete the worksheet have a brief discussion about what they learnt.

***Note – this worksheet covers topics including violence, war and alcohol abuse – many of which may be realities for refugee students. Ensure you let students know that you recognise some of these things can be difficult to talk or think about. Reinforce the importance of having friends and also adults (i.e. teachers, counsellors, etc.) to talk to about these things during the program if an activity makes them sad or worried.*

Deng's life

Deng is from Sudan and moved to Australia three years ago with her family; she is the oldest in her family and has two younger brothers and one younger sister. Before arriving in Australia Deng's family spent two years in a refugee camp in Kenya after her leaving their village after it was attacked. Deng's younger brothers and sisters don't remember much about that time, but she still remembers seeing people attacked and sometimes has bad dreams about it.

Deng is good at her schoolwork and has many Sudanese, Burmese, Liberian and Australian friends at her school. She is in the school volleyball team and enjoys playing volleyball very much.

Deng's father has not been able to find work since they came to Australia and sometimes he comes home drunk. When he is like this he often yells at his wife and children for no reason.

When Deng leaves school she would like to become a teacher.





Activity – Life Journey (20 minutes)

Purpose: This activity provides participants with a chance to share their stories, recognising both the happy and difficult/sad things that have made up their lives

Materials: A very large/long piece of paper for each participant, textas, pencils, erasers, etc.

Action:

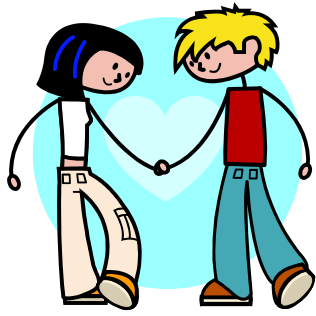
Explain to the group that life can be thought of as a road with a beginning and an ending; show this idea by drawing a road running from left to right across the whiteboard. Explain that everyone is going to draw their own individual journeys and demonstrate the activity by briefly drawing a very basic example on the whiteboard of your own life journey (stick figures are okay!).

On the far left side draw where and when *you* were born, on the far right side draw where and who you are now, start by drawing these to enable the students to understand the timeline properties of the activity. Draw one or two significant events somewhere along the road, relevant to their timeline in your life. Ensure one is happy and one is sad (nothing too dramatic in either case). Share with the students the details of these events and how you felt at the time and why they were important to you.

Spread the students out around the room so they all have enough space to work. Ask them to draw their life journey so far, including at least three things that have happened to them that were happy things and at least three things that were sad or difficult.

After there has been enough time for all students to complete the activity invite students to come and share their story in front of the class. It is important that students know they have to be supportive of the speaker as it can be difficult to talk about their journey. Ensure that, as facilitator, you congratulate students for getting through difficult times and, if appropriate, ask what sorts of things have helped them in these. If possible have the ‘journeys’ pasted around the walls of the classroom for the remainder of the Program.

**** Note:** *This activity is a VERY sensitive exercise and it is not uncommon for refugee students to share events in their past that are traumatic, including events that the school/agency may previously be unaware of. It is essential that a safe environment is created for participants to share; this is done by clarifying expectations of behaviour at the beginning and modelling responsive and supportive behaviours yourself. Ensure all students know who they can talk to in their school/community if something in an activity makes them very unhappy or worried. It is important for all participants to share their story, however some students will need extra encouragement and it can be useful to have three or four students share their journeys every week, rather than try and hear them all in one session. In some groups this activity was ongoing over two sessions.*



Activity – Blind Maze (20 - 30 minutes)

Purpose: This activity is a fun way to introduce the idea of supportive people and networks

Materials: A ball of brightly coloured, reasonable hardy wool or twine, blindfolds, stopwatch, prizes.

Action:

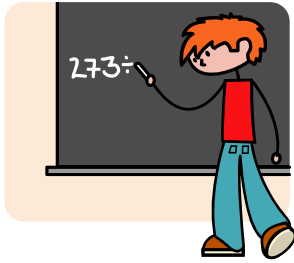
Before students arrive at class, use the back half of the room to create a low level maze using the twine tied to chairs, tables, etc. Ensure that the maze provides at least four or five obstacle lines that students will be able to either go over or under.

When students arrive tell them that they are going to be partnered up and one partner will be blindfolded, the activity will be repeated so each can have a turn. It is the role of the seeing student to help their blindfolded partner get through the maze **WITHOUT TOUCHING THE TWINE**. The seeing student cannot touch their partner, but has to help them by giving them instructions verbally. Let students know they can have some practise time and at the end each pair will be timed with the fastest pair winning a prize. Every time a player touches the twine they will have 20 seconds added to their time, so it is important to avoid touching the twine at all costs.

Rules:

- SAFETY IS IMPORTANT – if the facilitator sees anyone doing anything unsafe they will be disqualified immediately
 - No touching your partner at any time
 - No sabotaging other teams by calling out, etc.

***Note: If space is an issue this activity can be simplified and run outside. In this case simply have blindfolded participants negotiate their way around a building or through a park/playground etc. with their sighted partner giving them directions.*



Worksheet – ‘My Helpful People’ (10 minutes)

Purpose: To get participants to identify their support network

Materials: One worksheet per participant.

Action:

Start by discussing with students the importance of having people to talk to for good mental health. For many cultures seeking help outside the family is not done so it is important to address this with students.

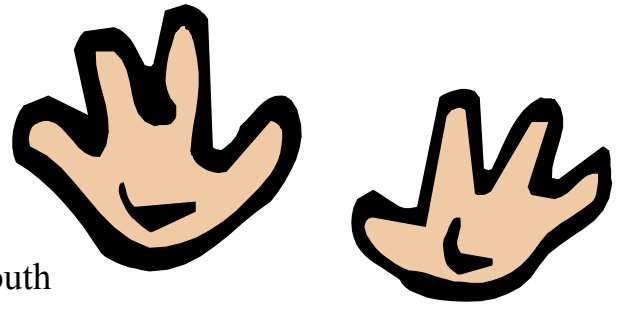
Before handing out the worksheets demonstrate by tracing around your own hand on the whiteboard and labelling five people who you can talk to. Ensure at least one of these is a professional (doctor, supervisor, etc.) to ensure students understand that it is useful to have someone outside the family/friendship group.

After students have completed the worksheet have a brief discussion about the people they chose and why.

***Note: In the original Project all groups went on a bus tour of local agencies, including youth clinics, drug & alcohol workers, youth workers and counsellors. Physically visiting these places and talking to the worker makes these services more accessible if needed in the future.*

'My Helpful People'

This activity helps us think about people who are there to talk to and to help us. Friends are good to talk to, but there are also adults who we can talk to such as family, school counsellors, teachers and youth workers.



Instructions: Take a pencil and trace around one of your hands. Number your fingers and thumb from '1' to '5'. Then write the name of a person who you could talk to or ask for help if you were having trouble, or feeling bad. Make sure that at least three of your 'helpful people' are adults and that one of them is NOT a family member...



Worksheet – ‘Health House’ (15 minutes)

Purpose: To get participants to create a representation of their personal strategies and strengths for dealing with difficulties and having a balanced life

Materials: One worksheet per participant increased to A3 size

Action:

Start by discussing with students that there are many things we can do and think about that are good for our mental health and it is helpful to recognise these so if there are any gaps in a healthy life we can make plans to fill them.

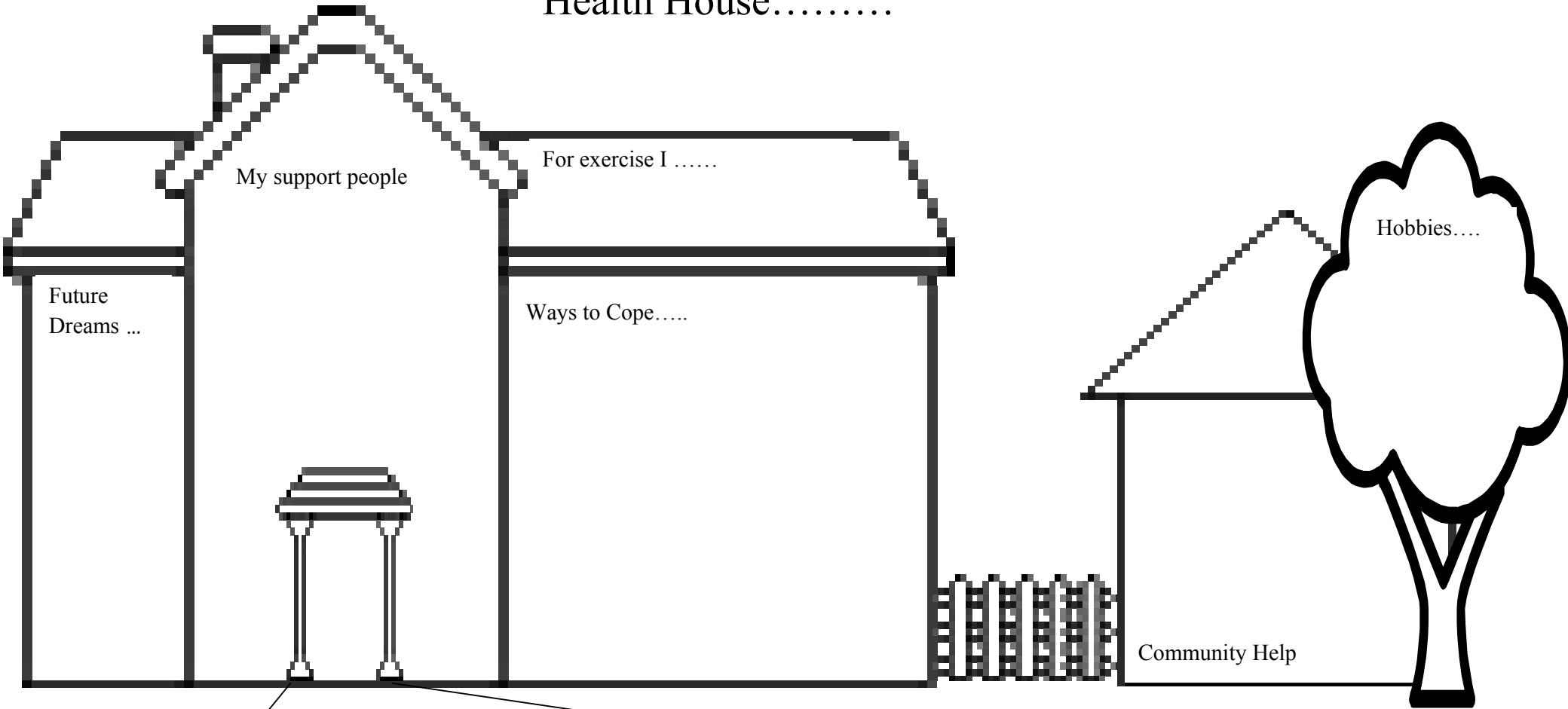
Hand each student the ‘Health House’ worksheet and go through each section to ensure students understand the words. The sections are:

- Future Dreams
- Support People
- Physical Exercise
- Coping strategies
- Community Resources
 - Skills
 - Hobbies

When students have completed the worksheet have some share about the rooms in their house that are full of information and also some that might need topping up!

Name:

Health House.....





Worksheet – ‘Keeping Calm’!

(10 minutes)

Purpose: To get participants thinking about ways they can manage emotions such as stress, worry and anger

Materials: One worksheet per participant

Action:

This worksheet gets students to think about alternatives to simply reacting to negative feelings. Introduce the worksheet by sharing a story from your own life when you acted without thinking - if it can be a funny one, even better! Explain that even though it is natural to just react to negative feelings, this doesn't always work out for the best.

The first two sections deal with common experiences of CALD young people and the third section requires students to reflect on a recent incident when they experienced an unpleasant emotion. Students may need extra support in understanding this worksheet and sometimes working in pairs may be helpful.

Keeping Calm!



You have a big essay due tomorrow and have not quite finished it. It is 5.00pm and you start feeling stressed and worried:

You relax by

You think to yourself

You decide you will.....

You are walking around the school at lunchtime when you hear some students yell out racist comments at you:

You calm down by

You think to yourself

You decide you will

Think of a time lately when something happened that made you feel worried, stressed, angry or upset.

What happened?

What did you do to make yourself feel better?

Did this work?

Is there something else you could have tried? What?



Activity – Helping Role plays (15 - 30 minutes - depending on size of group)

Purpose: To get participants thinking about how to recognise when a friend is in trouble and ways to help

Materials: Copies of the Helping Role Plays, pens, props

Action:

Divide participants into groups of 4-6.

Tell each group they are going to be doing a play based on the Role Play sheet they are given, but before they can start rehearsing they must answer the questions on the sheet. It is important that time is taken to do this as it is important in getting students to recognise the symptoms of poor mental health outlined in each story.

After checking each group has answered the questions correctly set a short rehearsal period for them to practice doing a role play based on the story and answers on their sheet. Set aside space for performance and a space for the audience and after enough rehearsal time get each group to perform their role play.

To maximise learning potential from this activity it is useful to ask the audience some simple questions about each play they see such as: “What did you see that worried you about the main character?”, “Do you think his/her friends were helpful? Why?” and “What else could his/her friends do if they were really worried?”

Also use the Role Plays to remind students about resources in their community such as counsellors, drug and alcohol workers and youth workers.

Role Play Number 1:



Your friend looks sad all the time and is quieter than usual. You know she misses her family in Kenya and her cousin was killed last year. She doesn't talk much and lately she doesn't seem to care about anything, she has lost weight and looks tired

Would you be worried about your friend? Why?

What would you say to your friend?

How could you help your friend?

Role Play Number 2:



Your friend gets angry easily and was in a fight at school this week. He used to be a good student, but lately he is not doing well at school. He looks tired and says he cannot sleep – he has nightmares and worries all the time about little things that you think are silly. Lately you know he has started smoking and drinking alcohol as well.

Would you be worried about your friend? Why?

What would you say to your friend?

How could you help your friend?

Role Play Number 3:

Your friend is really worried; he studies all the time and constantly talks about school. He says his parents will be angry if he does not do well. He used to play soccer and go to the movies with you, but now he doesn't come out at all. He looks tired and unhappy and gets angry quickly.



Would you be worried about your friend? Why?

What would you say to your friend?

How could you help your friend?

Role Play Number 4:



Your friend returned to Thailand at Christmas time to visit friends but came back to Australia for the start of school. She is very sad and cries a lot, she says she has trouble sleeping and she has lost weight. At first you thought she was just missing friends back home, but it has been three months and she is not feeling better.

Would you be worried about your friend? Why?

What would you say to your friend?

How could you help your friend?



Worksheet – Helping Homework (10 minutes)

Purpose: This sheet reinforces helping behaviours amongst participants

Materials: A copy of the homework sheet, an stamped envelope for each participant, pens.

Action:

Get students to think about how they feel when other people do nice things for them, if possible get a couple of students to share stories about a time when this happened.

Hand out the homework sheets with the instruction to think about somebody they care about and to think of something kind, helpful or special they could do for them before the group next meets (usually a week). Encourage students to think of something simple and easy to do that will not cost any money and get them to fill in the first part of the sheet.

After this, get them to think of something they enjoy that they could do as a special treat for themselves. It might be cooking their favourite treat, having a night off homework or going to the park with friends – again, make sure it is simple and easy to achieve.

Get students to fold their sheets and place it in the stamped envelope with their name and address on the front. Tell them to try and remember to do their special things as soon as possible, but you will post the envelopes in two days as a reminder.

The next time the group meets ask them what they did for others and for themselves that was special during the week. Find out how they felt and how others reacted to their special actions. Discuss with students both the importance of showing care for our loved ones, but also how important it is to care for ourselves.

Helping Homework



1. The name of the friend/family member I am going to do something special for this week is:

2. The special thing I am going to do for them is:

3. Something special I am going to do for MYSELF is:





Activity: 'Pats on the Back'

Purpose: This activity is an enjoyable affirmation exercise at the end of Project

Materials: One 'Pats on the Back' sheet for each person, pens/pencils

Instructions:

- Get all participants to sit in a circle on the ground (if you have an especially large group divide into two smaller circles)
- Ensure each person has their own 'Pats on the Back' Sheet and writes their name clearly in the space provided
- Check everyone has written their name and ensure participants are familiar with the rules before starting the activity
- Get all participants to pass their sheet to the left. When a person receives a new sheet about someone they must think of a positive comment to write about that person. When they have finished writing they pass the sheet to the next person who also writes a positive comment, etc.
- At the end of the activity when a participants receives their sheet back get them to place it face down in front of them until everybody has their own sheet back
- Get participants to read through the 'Pats on the Back' sheet silently at the same time and then run some brief discussion about how they felt reading positive comments about themselves and the power of paying compliments

Rules

- No negative comments are to be written 'as a joke' - this is not funny and can be hurtful to the person when they receive their sheet back
- Try and be original. If somebody already has 'funny' written about them more than twice try and think of something else good that you have noticed about them
- Try and be honest - you don't have to be best friends with someone to have noticed a skill or attribute they have that is admirable - think of things you have seen them do in class or training that are good qualities
- Concentrate on your own sheet - don't worry about what the people on either side of you are writing
- Be patient! Some people may take longer or write more than you - there is no rush!

“Pats on the Back”

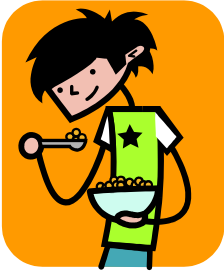
‘The Good things Other People think About Me’



THESE ARE SOME OF THE GOOD THING WE’VE NOTICED ABOUT:

_____ (write your name on this line)





Worksheet – Mental Health Literacy Test (10 - 15 minutes)

Purpose: This test can be administered at the beginning and again at the end of the Project to determine the mental health literacy of participants and any deficits in their understanding that may need reinforcement

Materials: A copy of the test for each participant, pens.

Action:

Reassure students that the test is only for you and not a school test; therefore it does not matter if they cannot answer a question but just to do their best.

Ask students to complete the test individually as quickly as they can, ensure students understand the questions and are confident to ask for help if they find a word that is unfamiliar.

MENTAL HEALTH QUIZ

Name: _____



1. What is a symptom?

2. Give three examples of a symptom of depression:
 - a)
 - b)
 - c)

3. Name two adults (that are not in your family) you can talk to if you are having big problems:
 - a)
 - b)

4. Name two UNHEALTHY ways of coping when life is hard:
 - a)
 - b)

5. What are three symptoms of an Anxiety Disorder?
 - a)
 - b)
 - c)

6. True or false – having bad dreams often can be a sign of poor mental health?

7. Name two HEALTHY ways of coping when life is hard:
 - a)
 - b)

8. Name three places you could go in the community if you needed help:

PARTICIPANT EVALUATION SHEET

1. What have you liked most about today's mental health lesson? Why?

2. What have you not enjoyed? Why?

3. What is the best thing you have learnt so far?

4. What would you like to know more about?

5. Please circle how happy you were about today's lesson:

☹ not happy _____ ☹ okay _____ ☺ very happy

6. Is there anything else you want the teacher to know?



A word about games:

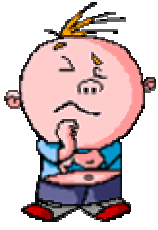
It is useful to remember that most students/young people from CALD backgrounds are working very hard on a range of fronts: to do well at their school work, to understand Australian culture, to bridge the cultural divide with their families and above all, to understand a new language!

This Project introduces lots of words and concepts that will be completely new to participants, so to lighten the mood, reward participants for concentration or hard work, or just for fun it is always useful to break up a session with some games. In the following pages I have included some of the more popular ones; however there are countless websites dedicated to providing a range of games and activities for young people. As always, ensure the game is appropriate and age relevant and if a particular game is a hit don't be afraid to use it regularly.

Finally, ask students to teach you some of their games – this enables *them* to become the educators as well as revisit happy and familiar places.

Some websites that may be helpful for games are:

- www.wilderdom.com/games/
- www.youthwork.com/activitiesinit.html



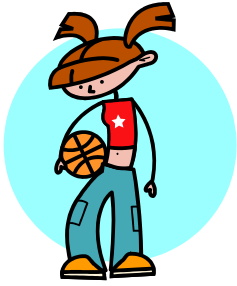
Game - 'Have you Ever'

Purpose: To help everyone to get to know each other and have fun

Materials: Enough chairs for everyone in the group except one

Action:

- Organise students to sit in a circle with chairs slightly apart from one another.
- One person stands in the middle and asks the group a question which must begin with the phrase 'Have you ever.....' (i.e. 'Have you ever eaten spaghetti?')
- All members of the circle who can answer 'yes' to the question stand up and swap seats with someone else in the circle – the person who asked the question must also try and find a seat – **PARTICIPANTS CANNOT SWAP CHAIRS WITH ANYONE DIRECTLY ON THEIR LEFT OR RIGHT OR SIT BACK IN THEIR SEAT**
- Whoever cannot find a seat asks the next question, and so on.....
- ****RULES:** - the person running the activity must explain the following rules before starting the activity:
 - d) No pushing, shoving or physical contact of any sort
 - e) Participants cannot ask personal questions about each other



Game - 'Knots'

Purpose: A teamwork game

Materials: at least 5 people

Action:

- Everyone stands in a close circle facing inwards, shoulder-to-shoulder
- Everyone shuts their eyes and puts their right hand into the middle of the circle and grabs someone else's hand (don't worry if you have a spare hand at this stage if you have an odd number - it will work out soon!)
- Still with their eyes shut, everyone now puts their left hand into the middle and grabs someone else's hand (the spare hand should now disappear!)
- By this stage the group should be one big human knot! The object of the game is for players to cooperate to 'unknot' themselves' and form a circle again!
- If your group is finding it REALLY easy start again and this time keep your eyes shut the whole time!
- ****RULES:** - the person running the activity must explain the following rules before starting the activity:
 - f) No letting go of each others hands at any time (except the end of course!)
 - g) All players must be VERY CAREFUL when unknotting themselves not to pull each other's arms in the wrong direction and hurt each other!



Game - 'Knots'

Purpose: A teamwork game

Materials: at least 5 people

Action:

- Everyone stands in a close circle facing inwards, shoulder-to-shoulder
 - Everyone shuts their eyes and puts their right hand into the middle of the circle and grabs someone else's hand (don't worry if you have a spare hand at this stage if you have an odd number - it will work out soon!)
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- h) No letting go of each others hands at any time (except the end of course!)
 - i) All players must be VERY CAREFUL when unknotting themselves not to pull each other's arms in the wrong direction and hurt each other!



ACTIVITY SHEET #7

Game - 'Up Ball'

Purpose: A teamwork game

Materials: At least 6 people and a large, light ball (one that won't hurt someone if it lands on their head!)

Action:

- Get everyone to stand in a circle and pick a leader.
- Explain to the group that the only goal of the game is for everyone to tap the ball once without the ball ever hitting the ground. If someone hits the ball twice or it touches the ground the group must start again.
- It is up to the leader to come up with ideas and explain to everyone what they need to do. Each leader has a couple of minutes to try and get the team to succeed, after a couple of minutes a new leader is chosen if the team did not make it!
- The team can try and reach their goal anyway they like, but the following rules **MUST** be followed:
 - No **HOLDING** the ball - it can be tapped only (volleyball style)
 - The group **MUST** pass the ball - holding it in the middle and all touching it at once doesn't count!
- IF the team succeeds congratulate them on their teamwork. Some variations of the game are:
 - If you have a big group split them into smaller groups and get them to compete for who can do the task 1st, once each group has succeeded get them to try as one big group
 - If the group succeeds and wants to keep going get them to start 'counting taps'. In this version people can touch the ball twice (but not twice in a row) and the group tries to see how many times the team can tap the ball and keep it in the air without it hitting the ground