

MODULE 1.1

GETTING STARTED

FACILITATOR GUIDE



Module 1.1

Getting started

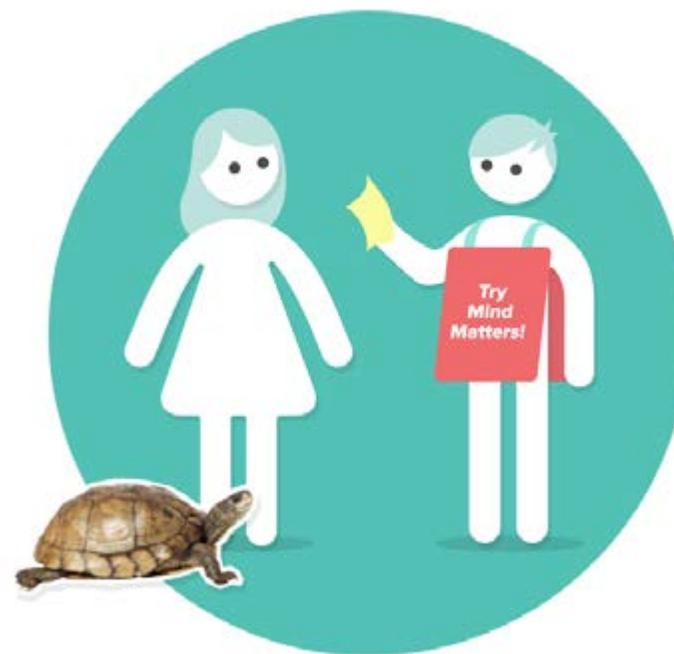
Introduction

The 'Module 1.1 Getting started' facilitator guide is designed to assist you to prepare and deliver group professional learning using the MindMatters modules, which can be found at www.mindmatters.edu.au.

It consists of a possible sequence of professional learning activities to use with a group of staff as you move through the module.

MindMatters modules are designed to be used in flexible ways: as an individual, in small groups, as a faculty, as a whole staff, or as an action team. Some of the online activities can be explored in more detail when there is an opportunity to work with others at the same time. Group learning is best facilitated by colleagues from the school action team who have an understanding of mental health and the direction that the school wishes to take.

Implementing MindMatters as a whole school approach requires the active participation of the whole school community – teaching and non-teaching staff. Each of the four components of the MindMatters framework has associated modules.



Prepare

Before you begin facilitating a group session, you might like to undertake the following steps:

1. View and undertake the module(s) yourself.
2. Familiarise yourself with any background reading and references.
3. Decide which activities you will include and how much time you will aim to spend on them.
4. Check that your school allows access to YouTube, as each module contains YouTube videos. If not, speak to your IT team to get access.
5. Select a physical environment conducive to active learning (people sitting in discussion groups, room to move, access to water and refreshment).
6. Decide whether each person will access the online module or whether the group will use large screen projection.
7. Organise any materials needed for activities.
8. Organise copies of any pre-reading.
9. Enlist support of MindMatters action team members (if relevant)

You might also like to:

1. Speak with your local MindMatters project officer about extra hints or support for facilitating groups using online professional learning.
2. Ask the school librarian or resource centre person to gather together existing and relevant social and emotional learning resources for display or use during the session.
3. Consider the range of beliefs that may be relevant to the module you are facilitating – issues, participants, students, the school, the local community etc.

Overview

MindMatters modules are designed to take approximately one hour to complete. You may prefer your group to view the online video 'The MindMatters panel' at a different time, due to the video length.

Activity	Time	Materials needed
1. Energiser – Less me and more we	10 minutes	Set of laminated photo images or set of various words with team adjectives e.g. loyal, humorous, organised or various newspapers and magazines or prepared sheet of paper with 'thought bubbles' around the page
2. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper, markers or post it notes
3. Online wall task 'What are the benefits of forming a team to drive positive mental health within a school?'	5 minutes	Online device
4. Online video 'The MindMatters panel'	20 minutes	Online device
5. Online video animation 'Getting started' and discussion	15 minutes	Online device, hard copies of 'Getting started' module overview (one per pair), whiteboard or poster paper, post it notes
6. Read, reflect and share	10 minutes	Hard copies of 'Getting started' module overview and 'Implementation plan template' (one per participant), poster paper with key questions, paper for recording
7. Online wall task 'Why is it important for your action team to represent the whole school community?'	5 minutes	Online device, copy of page 5 of the 'Getting started' module overview
8. Online Next steps	10 minutes	Online device (or hard copy)

Before starting the activities

Explain that MindMatters modules contribute to the ongoing MindMatters journey of improving the mental health of students by building a whole school approach.

Detail any 'housekeeping' issues. Clarify the duration of the professional learning session.



🕒 **TIME:** 10 minutes.

📄 **MATERIALS:**

- Set of laminated photo images or set of various words with team adjectives e.g. loyal, humorous, organised or various newspapers and magazines or prepared sheet of paper with 'thought bubbles' around the page.

❓ **PURPOSE:** To help people connect with each other and share ideas. To gain insight into some of the elements we need to consider to build a whole school approach to mental health and wellbeing. To role model an activity that could be facilitated with students.

1. Energiser – Less me and more we

Instructions:

1. Invite participants to think about a team that they have been in, or observed, that works well.
2. Invite participants to choose three cards, words or images that reflect three important strengths that they think a team should have.
3. Break into pairs or groups of three and share ideas.
4. Once back in the large group, invite participants to keep these ideas on their 'radar' as the rest of the session progresses.

Debrief: Say to participants "You have many people on your staff who have varied skills, experiences and talents that you can draw on to build a whole school approach to mental health and wellbeing. Having staff, both teaching and non-teaching, with varied backgrounds and strengths is ideal.

Together Everyone Achieves More (T.E.A.M)"



 **TIME:** 5 minutes.

 **MATERIALS:**

- 'How to facilitate MindMatters modules' guide. [DOWNLOAD AND PRINT](#)
- Whiteboard or poster paper.
- Markers or post it notes.

 **PURPOSE:** To create a safe learning environment so that all staff can participate in the session in a respectful way. To make expectations clear to ensure all participants can contribute their views and ideas. To encourage people to take responsibility for their own learning and be accountable to colleagues.

2. Develop (or revisit) agreements for working together

Instructions:

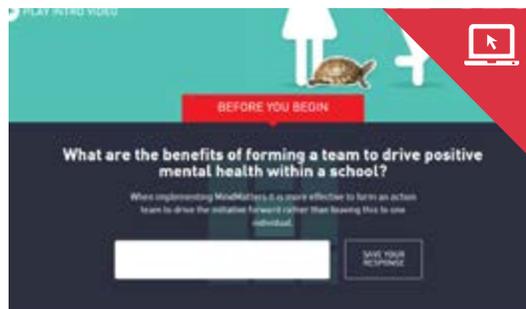
1. Ask participants to brainstorm and share ideas about how they wish to work during this session.
2. Individuals can write suggestions on post it notes or the facilitator can record suggestions on the whiteboard or poster paper.

Here are some examples for agreements for a successful session:

- listen to each other
- respect different perspectives
- share only what you are comfortable sharing
- engage in one conversation at a time
- share airspace.

For more examples, download the 'How to: Facilitate MindMatters modules' guide and follow the instructions on 'How to: Develop an agreement for working together'.

Debrief: Say to the group "Negotiating group agreements takes time and is an important part of a professional learning session. It helps to create safe and supportive environments, which is a key protective factor for our mental health and wellbeing. A safe learning environment also enables open, robust discussion in both staff and student settings."



 **TIME:** 5 minutes.

 **MATERIALS:**

- First wall question 'What are the benefits of forming a team to drive positive mental health within a school?'

[VIEW ON MODULE PAGE](#)

- Individual computers or tablets or data projector and group computer.

 **PURPOSE:** To reflect on personal thoughts and ideas. To assist in future discussions with the group.

3. Online wall task

Instructions:

1. Connect to the internet.
2. Log in to your MindMatters account.
3. Select component 1 'Developing a whole school approach'.
4. Select Module 1.1 'Getting started'.
5. Invite participants to complete the first wall question individually 'What are the benefits of forming a team to drive positive mental health within a school?'.
6. Invite participants to share their ideas with a partner.
7. Invite a few participants to share with the large group any insights they had during this activity.

Debrief: Say to participants "Implementing MindMatters is more effective when an action team is formed to drive the initiative forward rather than leaving the task to one individual."



TIME: 20 minutes.

MATERIALS:

- 'The MindMatters panel' video.

[VIEW ON MODULE PAGE](#)

PURPOSE: To consider questions raised by the online video.

4. Online video 'The MindMatters panel'

Instructions:

Consider the following questions as you view the video 'The MindMatters panel':

1. Eagleton High deputy principal Phil has made a couple of errors in setting up his MindMatters action team. What are they?
2. How can you ensure that you have a diverse MindMatters action team?

Debrief: Discuss your answers to these questions with the person next to you.



TIME: 15 minutes.

MATERIALS:

- 'Getting started' animation. [VIEW ON MODULE PAGE](#)
- Hard copies of 'Getting started' module overview (one per pair). [DOWNLOAD AND PRINT](#)
- Whiteboard or large poster paper with headings 'Benefits' and 'Challenges'.
- Post it notes.

PURPOSE: To highlight the importance of having executive leadership support and an action team. To explore possibilities for the membership of the action team.

5. Online video animation 'Getting started' and discussion

Instructions:

1. View the video animation 'Getting started'.
2. Ask participants to break into pairs after viewing the video animation.
3. Refer to pages 6 to 9 of the module overview, the 'Less me and more we' activity and the animation. Discuss the following in pairs and record responses on post it notes:
 - What stood out for you in the animation?
 - How could executive leadership support be initiated and sustained?
 - What would be the benefit of having an action team?
 - What could be a challenge while getting started?
4. Invite participants to put post it notes on the whiteboard or poster paper under the relevant headings: *Benefits and Challenges*. (These responses are to be collected by the facilitator and shared at a future planning meeting).
5. Refer to pages 10 and 11 of the module overview. Discuss how these ideas would look in your school.

Debrief: Mentally healthy school communities are supported by cohesive, collaborative and sustained actions that have been strategically planned by a diverse range of people. For sustainability, it is vital that there is executive leadership support, an action team representing numerous sections of the school community and that there is an understanding that every staff member is a teacher of wellbeing.

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 **TIME:** 10 minutes.

 **MATERIALS:**

- Hard copies of 'Getting started' module overview (one per participant).

[DOWNLOAD AND PRINT](#)

- Hard copies of 'Implementation plan template' (one per participant).

[DOWNLOAD AND PRINT](#)

 **PURPOSE:** To consider a mission statement. To begin collecting data. To explore the implementation plan.

6. Read, reflect and share

Instructions:

1. Refer to the section on page 11 of the module overview – 'Writing an action team mission statement'.
2. Discuss what the mission statement for your school could look like. Consider the following:
 - 'Who are we?'
 - 'What do we do?'
 - 'For whom do we do it?'
 - 'Why do we do it?'
3. Refer to pages 12 and 13 of the module overview – 'Gathering data' and 'Perception wheel'.
4. Individually and using the instructions on page 12, consider your school's current position as you complete the perception wheel.
5. Refer to the implementation plan template and pages 16 to 18 of the module overview.
6. Familiarise yourselves with the template and begin entering in what you already have in place in your school.
7. After this session seek assistance, if required, from your project officer via email, phone or face-to-face contact.

Debrief: For change to be sustainable, crucial elements that need to exist include a mission statement to clarify parameters of roles, having a reason for change linked to data collection and analysis, and a clear articulation of the plan to be implemented to enable the expected goal to be reached.



TIME: 5 minutes.

MATERIALS:

- Second wall question 'Why is it important for your action team to represent the whole school community?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.
- Copy of page 5 of the module overview.

PURPOSE: To reinforce the importance of a whole school approach.

7. Repeat online wall task

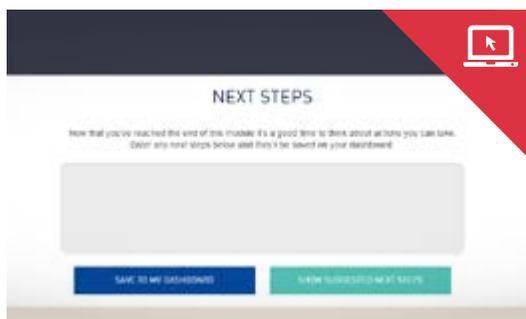
Instructions:

1. Invite participants to complete the second wall question 'Why is it important for your action team to represent the whole school community?'.

2. Ask participants to share their ideas with the group.

Debrief: It is important that everyone in the school community has a shared understanding of why the school is taking on MindMatters as a whole school approach. For the school to be mentally healthy, we need to be supported by cohesive, collaborative and sustained actions that have been strategically planned to improve outcomes across the entire school community.

Successful implementation occurs if the school has a diverse, high performing action team to ensure all parts of the school community are represented and a plan for effective communication in order to gain sustained staff support.



 **TIME:** 10 minutes.

 **MATERIALS:**

- Individual computers or tablets or data projector and group computer.
- Next steps and Further resources sections.
[VIEW ON MODULE PAGE](#)
- 'Using data for planning and success' animation.
[VIEW ON MODULE PAGE](#)
- Pens and paper.

 **PURPOSE:** To ensure participants are aware of 'Further resources'. To begin using the 'SMART' process to assist participants so that they leave the session with at least one goal. To share the 'How to write a SMART goal' video, which could be used with students. To make links with Module 1.2 'Using data for planning and success'.

8. Next steps

Instructions:

1. View 'How to write a SMART goal' individually or as one group.
2. View the Module 1.2 'Using data for planning and success' animation.
3. Invite participants to decide on two goals for themselves in regards to their next steps for beginning MindMatters in their school. Note: If people are using their own device, these will be recorded on their dashboard for future reference.

Debrief: MindMatters is not a 'one size fits all' program. It provides schools with a systematic and comprehensive approach to supporting student mental health and wellbeing through the implementation of mental health promotion, prevention and early intervention strategies. It consists of four components: positive school community, student skills for resilience, parents and families, and support for students experiencing mental health difficulties.

Remember your project officer is only a phone call or email away in order to assist your school on its journey.

MindMatters is a national mental health initiative for secondary schools developed by *beyondblue* with funding from the Australian Government Department of Health.

See more MindMatters resources at www.mindmatters.edu.au