

MODULE 4.7

# WHO CAN HELP?

FACILITATOR GUIDE

# Module 4.7

## Who can help?

### Introduction

The 'Module 4.7 Who can help?' 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](http://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 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 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).
10. Consider having a mental health professional present at this session to answer any specific questions about mental health disorders, indicators or treatment.

**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(s) 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 – S.O.S.	5 minutes	Pens and paper, grouping strategy
2. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper, markers or post it notes
3. Online wall task 'What things might prevent young people asking for help and accessing support services?'	10 minutes	Online device, hard copy of 'Who can help?' module overview
4. Online video 'The MindMatters panel'	25 minutes	Online device
5. Online video animation 'Who can help?' and discussion	10 minutes	Online device, hard copy of 'Who can help?' module overview, grouping strategy
6. Relationships strength audit – A visual map	15 minutes	A3 paper, markers
7. Online wall task 'How can schools and staff help overcome barriers to help seeking?'	5 minutes	Online device
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:** 5 minutes.

📄 **MATERIALS:**

- Pens and paper.

❓ **PURPOSE:** To help people connect with each other. To share knowledge about community agencies and online mental health supports. To role model an activity that could be facilitated with students.

## 1. Energiser – S.O.S.

### Instructions:

1. Form small groups of three or four people.
2. Give each group a piece of paper.
3. Give people two minutes to brainstorm the name of a mental health or community service for as many letters of the alphabet as they can e.g. A – Alcoholics Anonymous, B – beyondblue, C – CAMHS etc.

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**Debrief:** Say to participants “This module is about promoting services and programs for students experiencing mental health difficulties. Knowing what is available is the first step.”



 **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 contribute to the session in a respectful way. To make expectations clear to ensure all participants 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'.

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**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:** 10 minutes.

 **MATERIALS:**

- First wall question 'What things might prevent young people asking for help and accessing support services?'.  
[VIEW ON MODULE PAGE](#)
- Online module.
- Hard copy of 'Who can help?' module overview.  
[DOWNLOAD AND PRINT](#)
- Individual computers or tablets or data projector and group computer.


 **PURPOSE:** To consider possible barriers to young people seeking help from support services.

### 3. Online wall task

**Instructions:**

1. Connect to the internet.
2. Log in to your MindMatters account.
3. Select component 4 'Support for students experiencing mental health difficulties'.
4. Select Module 4.7 'Who can help?'.
5. Invite participants to complete the first wall question individually 'What things might prevent young people asking for help and accessing support services?'.
6. Break the large group into groups of three and ask participants to share their thoughts.
7. Highlight the information on the module page under the heading 'Overcoming barriers to help-seeking': Young people having ongoing struggles with their mental health often do not seek help from family or friends or look to access professional help. Barriers to help-seeking range from not believing they can be helped, negative perceptions of mental health services to lack of information on services and concerns about what others will think of them. Often it is family, friends or school staff who detect worrying changes in a young person's mood or behaviour, and who express their concern to that young person (in some cases forcing the issue) that ultimately results in the young person getting professional help. Understanding that help-seeking is not a simple process that young people can undertake without support can help inform school mental health strategies to overcome these barriers.
8. Invite participants to compare their answers to the research findings on page 12 of the module overview.
9. Ask "How do ideas vary across the whole group? What are commonly agreed barriers that the group can document to assist in future discussions about how to reduce them?"

**Debrief:** At the end of this session, you will be invited to consider how the school and staff can help overcome some of these barriers as well as compare answers with those from other schools on the comparison wall.



**TIME:** 25 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:

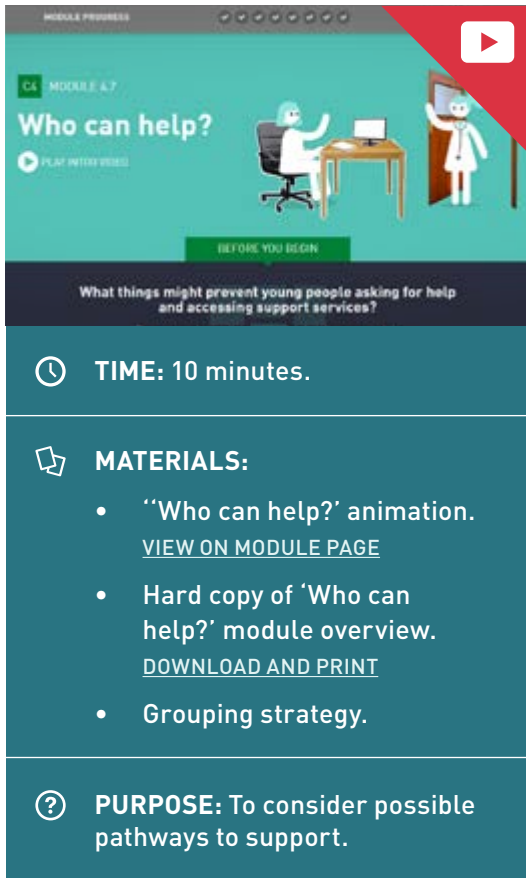
Consider the following questions as you view the video 'The MindMatters panel':

1. How can schools demystify services among students and school staff?
2. How could your school utilise online services and resources to support students and staff?

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





MODULE 4.7

## Who can help?

PLAY INTRO VIDEO

BEFORE YOU BEGIN

What things might prevent young people asking for help and accessing support services?

**TIME:** 10 minutes.

**MATERIALS:**

- “Who can help?” animation. [VIEW ON MODULE PAGE](#)
- Hard copy of ‘Who can help?’ module overview. [DOWNLOAD AND PRINT](#)
- Grouping strategy.

**PURPOSE:** To consider possible pathways to support.

## 5. Online video animation ‘Who can help?’ and discussion

### Instructions:

1. View the video animation ‘Who can help?’.
2. Form five groups: A, B, C, D and E.
3. Provide each group with one page of information from pages 4 to 8 in the module overview, which provide detail about face-to-face, online and telephone support.
  - Group A receives page 4
  - Group B receives page 5
  - Group C receives page 6
  - Group D receives page 7
  - Group E receives page 8
4. Ask participants to read their page of information and identify one interesting fact.
5. Invite groups to share their fact with the larger group.

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**Debrief:** Invite people to consider any implications for the school from reading and sharing this information.



## 6. Relationship strengths audit – A visual map

### Instructions:

1. Remain in the groups from the previous activity.
2. Read the information on the module page under the heading 'A mental health support network': Schools will have limits to what they can provide, so it is important to find the right balance of what can be offered at school, and when students need to be referred to an external support or service. Schools are well placed to know who the local private practitioners are who work with young people and families and the local community agencies that provide programs and support services, including counselling, group work, family support and other initiatives. Developing a service list can be helpful for understanding what is available.
3. Invite each group to draw 'the school' in the centre of the page and place circles around the school to represent each external support or service that the group is aware of e.g. GP, CAMHS, headspace, Kids Helpline etc. Draw a line to connect any external support or service (circle) where a working relationship exists. Represent the strength of each relationship with the following:
  - limited relationship — a dotted line
  - working relationship — a full line
  - strong relationship — a thick line
  - no current relationship — no line

▼ ACTIVITY CONTINUED ON NEXT PAGE ▼

🕒 **TIME:** 15 minutes.

### 📄 **MATERIALS:**

- Online module.  
[VIEW ON MODULE PAGE](#)
- A3 paper and markers.

❓ **PURPOSE:** To reflect on the current quality of relationships with local mental health services and programs.



🕒 **TIME:** 15 minutes.

📄 **MATERIALS:**

- Online module.  
[VIEW ON MODULE PAGE](#)
- A3 paper and markers.

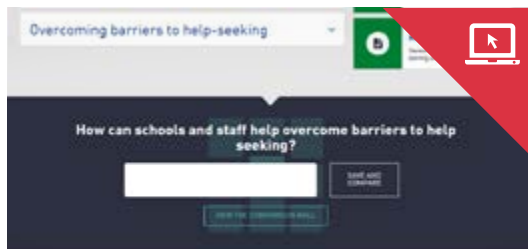
❓ **PURPOSE:** To reflect on the current quality of relationships with local mental health services and programs.

For example:



1. Pin each poster on the wall. Compare and discuss. Ask participants “What are the strengths and gaps?”. Invite participants to suggest how some might be strengthened and who might lead the relationship.


**Debrief:** Positive working relationships with programs and services are important for student mental health



 **TIME:** 5 minutes.

 **MATERIALS:**

- Second wall question 'How can schools and staff help overcome barriers to help seeking?'.  
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

 **PURPOSE:** To identify opportunities to improve practice.

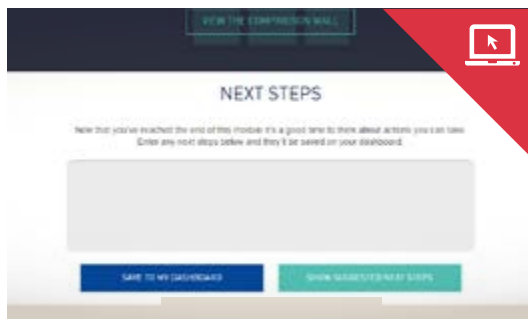
## 7. Repeat online wall task

### Instructions:

1. Invite participants to complete the second wall question 'How can schools and staff help overcome barriers to help seeking?'.  

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2. Share ideas from all participants and compare answers with those from other schools on the comparison wall.

**Debrief:** We can work actively with students, families and agencies to improve help seeking and reduce barriers to young people accessing services and programs.



🕒 **TIME:** 10 minutes.

📄 **MATERIALS:**

- Next steps section.  
[VIEW ON MODULE PAGE](#)
- Alternatively, pens and paper.

❓ **PURPOSE:** For participants to consider what they can do to enhance their knowledge and promotion of services and programs to young people. To translate learning into action, take responsibility for learning.

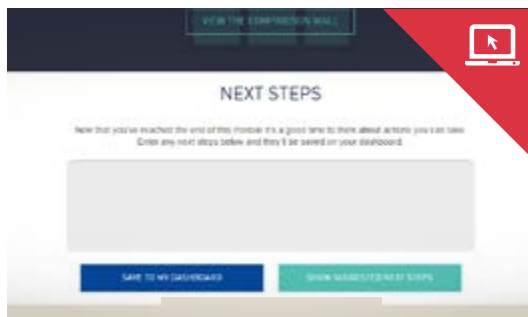
## 8. Next steps

### Instructions:

1. Invite each person to decide on three next steps they will undertake as a result of learning in the session.
2. Share these intended actions with at least one other person. Note: If people are using their own device, these will be recorded on their dashboard for future reference.

**Debrief:** Say to participants “If we are interested in supporting positive mental health across the school, we need to commit to making a change in our behaviour and practice – even if it is a small change.”

▼ **ACTIVITY CONTINUED ON NEXT PAGE** ▼



🕒 **TIME:** 10 minutes.

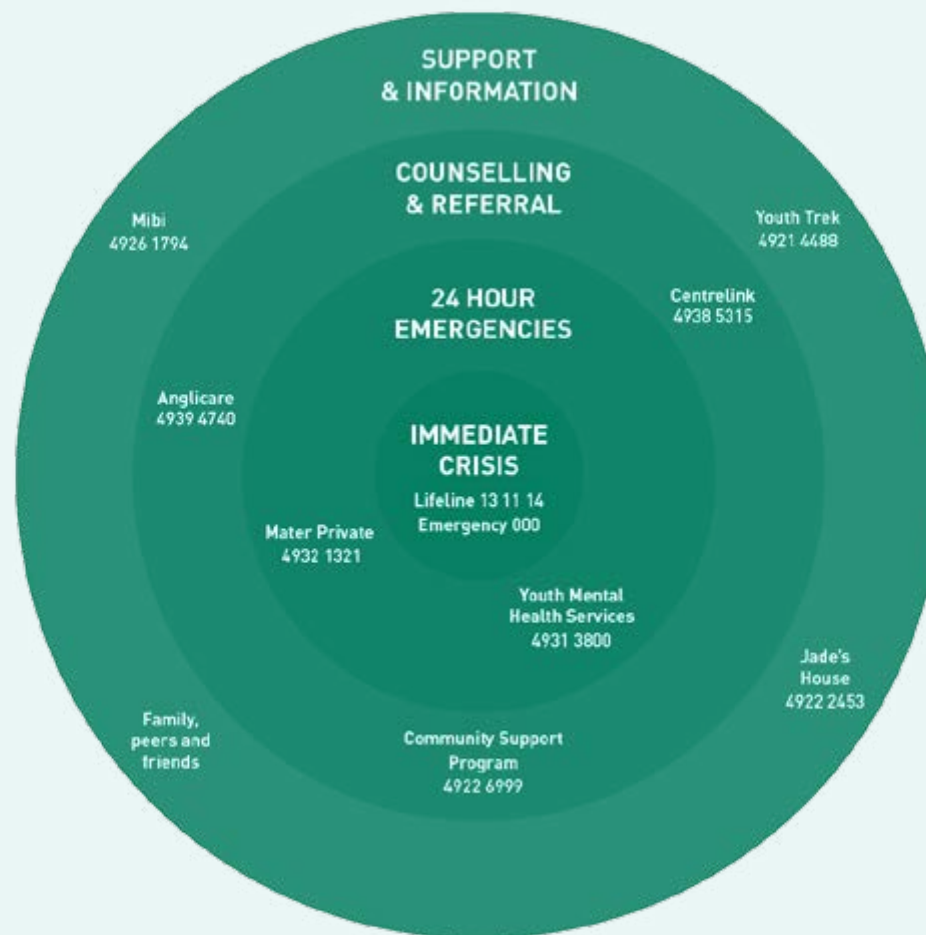
📄 **MATERIALS:**

- Next steps section.  
[VIEW ON MODULE PAGE](#)
- Alternatively, pens and paper.

❓ **PURPOSE:** For participants to consider what they can do to enhance their knowledge and promotion of services and programs to young people. To translate learning into action, take responsibility for learning.

**A possible next step activity:**

Create your own school community map, which visually records services and brief contact details for levels of need. The following is an example to illustrate the idea:



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](http://www.mindmatters.edu.au)