

# youthwise



Spring 2022

In this issue

## Know Your Why

DR. DANIEL ANDREWS

### The Importance of Sports Mouthguards

FEATURED

### *Boost Your Impact*

FEATURED

### *Western Bulldogs: More Than Just Footy*

Also in this issue

Why Have Dance  
Programs?

ISSN 2209-9565

# YOU CAN'T SAY 'NO' TO DRUGS!

## WHAT THE??

**NO! IS ONE OF THE MOST EMPOWERING PROTECTIVE FACTORS IN THE TOOLKIT OF WELL-BEING.**

We aggressively – and rightly so – promote campaigns that are unashamedly protective and at the centre of these messages is always a prohibition – a 'NO!'

- We say NO to violence against women and children
- We say NO to Bullying and abuse
- We say NO to an 'acceptable' road toll through the ZERO campaign
- We say NO to Tobacco through the QUIT Campaign
- We say NO to Crime, to Littering, to Neglect to various abuses and so on...

We say NO to things that harm, hurt, diminish and/or take from ourselves, our friends, families, and communities.

But there seems to be one exception that is trumpeted from a small but increasingly influential group.

The pro-drug protagonists in our culture continue to wage a War FOR Drugs, and a key tool in their kit is that you, **'CAN'T SAY NO TO DRUGS!'**

Why? Because they say, "it's a ridiculous expectation on a 'freedom' focused culture!" or the other dodgy meme "Kids are rebellious, they're always going to try stuff, and saying NO, is just pointless."

All behaviour is learned, and the above toxic postures are not protective. All they are doing is teaching a generation to self-harm, not self-actualize.

What an individual says 'NO' to is one of the most profound indicators of what they value.

It is **not** a prohibition posture; it is a **protective** one.

Just as 'fences' can be used at times to keep things 'in or out' – as if 'restrictive', most often **fences are used to 'keep people from' danger.**

A person's NO does not just point at what they put down, but more, it directs us to what they want to pick up instead.

What are we directing the emerging Gen Now too?

The formative years of both Brain and Body development from birth to around 28 years of age, are the time when protective factors are most needed, not denied.

What is concerning is that this War FOR Drugs – this **'You Can't Say NO to Drugs'** ridicule – means that the developing person has only two choices left; to say 'Yes' or 'Maybe' to drug use. From this now manipulated place of being disempowered to walk away from substance use, we create a likelihood of engagement. What is most disturbing about this, **is that it is the use of substances that contributes to, or exacerbates, almost all the things we listed above that we are trying to say NO to in our culture.**

**"Resilient Communities don't use drugs – Resilient Families don't want them."**

Dalgarno Institute.

### What we offer...

Demand Reduction and Primary Prevention Resilience Building Education.

- School, Parent, Community and Sporting Club Incursions
- Webinars (all demographics and AOD subjects)
- Digital AOD Education Curriculum
- Resiliency Building Resources

### Websites

[www.nobrainier.org.au](http://www.nobrainier.org.au)  
[www.dalgarnoinstitute.org.au](http://www.dalgarnoinstitute.org.au)  
[www.greaterrisk.com](http://www.greaterrisk.com)  
[www.21bethere.org.au](http://www.21bethere.org.au)



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# A letter from the Editor

Rest in Peace Queen Elizabeth the 2nd. A sad loss for the world and an inspiration to all.

Queen Elizabeth had a deep sense of religious and civic duty. In 2000 she said the following:

“To many of us, our beliefs are of fundamental importance. For me, the teachings of Christ and my own personal accountability before God provide a framework in which I try to lead my life. I, like many of you, have drawn great comfort in difficult times from Christs words and example”

A hard act to follow and a great inspiration to all.

“May flights of angels sing thee to thy rest” (a quote from Hamlet)

AT the risk of sounding repetitive, this edition, as always contains a plethora of interesting, educative and pertinent articles. The article written by The Dalgarno Institute brought a painful tear to my eye, as this could be my sons’ story. Drug Education has always been, and continues to be, a passion of mine.

Drugs destroy lives-the lives of those addicted and the families of. Like The Dalgarno Institute I subscribe to the theory that prevention is better

than cure. The latest statistics are frightening. Effective drug education is important because young people are faced with many influences to use, both licit AND illicit drugs. This is a conversation we should be repeatedly having with our young people.

Thank You, Tracey for your very honest, raw and insightful article-you have walked the walk and now talk the talk-in my experience, lived experiences always resonate with an audience on a deeper level.

All of the editorials that Youthwise prints are in my opinion excellent, as they are written by people who approach what they do with passion. Passion is an important element in being good at ANYTHING one does. Thank You to all who have taken the time to share that passion in words.


Research links passionate teaching directly to a students’ willingness to learn and experience new ideas. Expressing your passion for teaching on the subject/modality you teach can grab your students’ attention and drive engagement. I agree with the mantra” Love what you teach and they will love it too”

I would also like to give a special mention to Paul Wade-his article “MOMENTS” also brough a tear to my eye (yes, another one!) A truly inspirational story of bravery and resilience. This is an article I will keep on my desktop as a GO TO article when I am having a woe is me moment!

I can honestly say that I learn something new from every submitted editorial. I know our youth will too.

This editorial is dedicated to the Reverend Wayne Walters whose love, support faith and prayers kept me standing, and continues to do so. May you all have a friend like this.

Leigh Mary Leonard

  
Editor  
Youthwise

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While every effort has been made to ensure that the information provided in this magazine is accurate and up to date, it should not take the place of medical advice from your doctors, psychiatrists or other medical professionals.

Information and opinion articles in this magazine do not constitute, nor are meant to constitute, advice of any kind. If you require advice relating to any of the issues covered in this publication or other issues which could be covered in this publication, you should consult an appropriate health professional.

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**headspace** is the National Youth Mental Health Foundation, providing early intervention mental health services to 12-25 year-olds. By ensuring help is accessed in early stages of young people's lives and providing a holistic model of support, **headspace** provides a safe space where they can get their mental health and wellbeing back on track.

**headspace** services cover four core areas: mental health, physical health (including sexual health), work and study support and alcohol and other drug services. Services are confidential, youth friendly and free or low cost. Young people and their families can access services face-to-face at one of 98 **headspace** centres across which can be located Australia at [www.headspace.org.au](http://www.headspace.org.au), or via **ehespace** – a national online and telephone counselling service at [www.eheadspace.org.au](http://www.eheadspace.org.au).

Over the past 10 years, **headspace** has proudly provided over 1.8 million services through centres, online and over the phone, helping over 310,000 young people across Australia. **headspace** wants to ensure young people aged 12-25 have access to youth friendly mental health services, no matter where they live.

Alongside **headspace** centre, online and telephone support, specialised services are provided in the following areas:

- **headspace** School Support – a suicide postvention program, which assists Australian school communities to prepare for, respond to and recover from a suicide.
- Digital Work and Study Service – a dedicated team assisting young people aged 15-24 in education and work options.
- **headspace** Youth Early Psychosis Program – a program focusing on early intervention, aiming to improve the lives of young people, and their families, who are affected by psychosis.

## HEADSPACE DONATIONS AND FUNDRAISING

There are many ways to support **headspace** and the work carried out in providing mental health and wellbeing support, information and services to young people and their families across Australia. **headspace** has helped hundreds of thousands of young people get their lives back on track and your support will assist us with our work.

Any donation generously provided to **headspace** goes towards community engagement and awareness, which can be specifically given towards a local centre or to National Office.

Donations to **headspace** National Office, ensures the promotion of the importance of seeking help, to break down stigma associated with mental health issues and to make sure every young person across Australia, as well as their friends and family, knows there is help available.

You can find out more about donations and fundraising through the 'Get Involved' page at [www.headspace.org.au](http://www.headspace.org.au)

## SEEKING HELP

Getting support can help a young person to keep on track at school, study or work, as well as personal and family relationships. The sooner help is received, the sooner things can begin to improve.

**headspace** can help any young person aged 12-25 years-old, a family member or friend wanting to seek information on youth mental health.

**These are just some of the reasons someone may seek help from headspace:**

- If someone is feeling down, stressed or constantly worrying
- If someone doesn't feel like themselves anymore
- If someone isn't coping with school/uni/work or finding it difficult to concentrate
- If someone is feeling sick or worried about their health on alcohol or other drug use
- If someone has questions about, or wants to cut down identity or relationships
- If someone wants to talk about sexuality, gender
- If someone is having difficulties with family or friends
- If someone is concerned about sexual health or wants information about contraception
- If someone is being bullied, hurt or harassed
- If someone is worried about work or study or having money trouble

## DID YOU KNOW?

One in four young people have experienced a mental health issue in the past 12 months – a higher prevalence than all other age groups. Alarminglly, suicide is the leading cause of death of young people, accounting for one third of all deaths.

Adolescence and early adulthood is a critical time in a person's life, with 75 per cent of mental health disorders emerging before the age of 25.



# Outdoor Adventure

Whether you want an adrenaline filled morning abseiling down a twenty-six-meter cliff face or a unforgettable experience, getting out and about in nature in the big outdoors, has proved time and time again to be conducive to good mental health. Not to mention the thrill of a new adventure and enjoying learning and experiencing a newly acquired skill.

We aim is to provide professional fully planned courses and camps focusing on introductory level adventure activities.

These include fly-fishing, white-water rafting, mountain biking, flat water canoeing, bush walking and abseiling/rock climbing. We are based in Gippsland in eastern Victoria where the must-see icons are Wilson's Promontory National Park, Baw Baw NP, The Thomson, Mitchell, and Snowy Rivers.

The single day activities we provide are perfect for schools and the new department of education agreement on overnight camps. We offer a Fly-fishing package where we come to do a fly-casting lesson at your school, then a day's fishing around the Latrobe River, Noojee area. Single day sports rafting on the Thomson or Yarra River. Mt biking at Lysterfield Park, the You Yangs or Blores Hill around Hayfield. Flat water Canoe at Lysterfield and Blue Rock Lake or wherever venue you would like to run your program. We trye to get you back to school by the end or as close to the end of school hours. We can do in school based lessons for Mt biking , ride from your school or back to your school if it is possible. The best thing about First Track Adventures is that we are flexible and work with you to get the best possible program.

We have been working on extended programs and school camps all our 26years of operations. One of our most popular camps is the Wilson's Promontory. We run camps at the prom for Primary school and secondary school under canvas or book the group lodges at Tidal River.

We do everything if you need, Catering, all Tents, Kitchen tents, Marqus for the eating area, sleeping mats. Activities at the prom are Abseiling (26meters or a 3meter for the younger students, Flat water Canoe on tidal river, boogie brooding, surf rafting, Beach activities, rock pooling and of course Bushwalking. Other Venues for camps is Lake Tyers, Nowa Nowa or a venue of your choice.

The extended programs for secondary schools and older groups are around 5 days. Perfect for year 9,10-, and 11-year groups where the students choose the activities for their 5-day Camp. The Venues and activities are The Snowy River Raft, Mt Biking Gippsland, sea kayaking Gippsland Lakes, Fly Fishing around central Gippsland. Arpels Rock climbing, and Lake Tyres journey, this program is for the more academic students. Hole year levels can go out at a time. Great way to run a year level camp away from the roofed, sausage factory camps.

First Track Adventures also hires gear for your own camps. 2 person Tents, Marqus, chairs, tables, sleeping mats, Trangia's, Hiking Backpacks, Sports Rafts, Mt Bikes, Trailers for all types of needs, Canoes, wetsuits, Fly-fishing gear and all paddling gear.

You can get in touch by email [mike@firsttrack.com.au](mailto:mike@firsttrack.com.au) Phone **0427 342761**

First Track Adventures  
[www.firsttrack.com.au](http://www.firsttrack.com.au)



# Consent Complexity

*Trauma-informed teaching is a must for new mandated education*

**Content Note:** This article contains mention of sexual assault.

Consent and respectful relationships education will be mandatory in all schools across Australia from Term 1, 2023. Body Safety Australia has been delivering consent education since 2015, to children as young as three and four years old. However, our educators don't talk to children this young about sex – we talk about consent in the context of asking before hugging their classmates and identifying "warning signs" in their bodies that indicate fear or discomfort.

By the time young people are in Year Nine it is a more complex landscape, and it's at this stage we do need to talk about consent, respect, and sex. We also need to understand that in any class of 24 young people, there is almost certainly at least one person who has lived through sexual violence.

Current statistics about sexual violence don't paint the whole picture of what is happening in our communities. Many survivors do not want to talk about their most traumatic experiences to a stranger asking survey questions. The Australian Bureau of Statistics' Personal Safety Survey is the source of almost all statistics about violence in Australia, and it has an opt-out rate of over 30 per cent. It also excludes anyone who is homeless, living in care or in a very remote area. Our statistics on violence are based on responses from a population who have stable housing and the ability to answer questions about trauma. Even within those very narrow limits, the Personal Safety Survey still found one in six girls and one in nine boys are abused before the age of 15 in Australia. It also found 15- to 19-year-olds are at the highest risk of both experiencing and perpetrating sexual assault.

Understanding and responding to the near certainty of survivors and perpetrators in a classroom is what we mean when we talk about "trauma-informed" education. It means understanding that a student in any classroom can be harmed by what people say to them, even when it's said with the best of intentions. It means weighing every word, every activity, every image on the board, and every page in every worksheet against the trauma it could reignite in the young people who are required to sit in those classes. It means recognising that no-one knows which of those young people are hiding trauma. The best-behaved student and the one acting out in every lesson might equally be living with an abuse no one has ever suspected.

Teaching consent and respect in sexual relationships must be trauma-informed if it is going to do help and not harm. Teachers are already required to be experts in too many issues well outside the scope of simply teaching, and they will also now have to become experts in trauma-informed consent and respect education. They need support, training, and clarity on what the new consent curriculum will look like, and what they need to know to deliver it effectively and safely. So far, this detail has been lacking from the Federal and State governments.

For teachers to deliver this education in a trauma-informed way, they will have to understand all the complexities of gender equity, queer inclusivity, racial and cultural sensitivities, online spaces, new technological dangers, grooming behaviours, domestic violence, managing disclosures of rape and

family violence, responding to young people coming out to them, and all manner of other emotional issues that are not part of their training.

They will have to do all of this if they are survivors of violence themselves (statistically, this probably is about 90,000 teachers in Australia). They will even have to do it if they are perpetrators of violence, and there is no way of knowing how many of them are in our education system. Hopefully it is very few but inevitably, there are some.

Training for teachers on trauma-informed education is critical to protecting the mental health and wellbeing of young people in compulsory consent and respectful relationships education. With 2023 just around the corner, all school communities must demand a clear pathway on how and when this will happen.

**Body Safety Australia**  
[www.bodysafetyaustralia.com.au](http://www.bodysafetyaustralia.com.au)

# Help! My Brain needs an Update

Building Sustainable Wellbeing Practices through Coaching

In recent years, an increasing number of teachers are feeling stuck, overwhelmed and anxious due to professional strain. While care for student wellbeing has risen, educators have been left behind, and the tricky part is, as the demand on teachers increases, they have less capacity (both time and energy) to invest in wellbeing.

This, however, is my area of expertise. As an expert teacher of 24 years, I understand the challenges of a career in education, and spent many years searching for solutions. Surprisingly (I really thought self-care would be enough!), I found coaching to be an effective and relatively unexplored support avenue for my own wellbeing; and now as a coach myself, for assisting educators in shifting from ‘survive to thrive’.

Coaching takes a person on an empowering journey of self-discovery where they uncover their priorities, values and strengths. It’s a thought-provoking journey where a coach will hold up a mirror to help someone see what they may not see in themselves.

While most support avenues for teachers focus on a reactive ‘band aid’ approach, coaching assists in creating an empowered mindset that overtime, becomes an asset for reducing stress and building sustainable wellbeing practices.

Coaching is optimizing your mindset, much like how you update the software on your computer.

You wouldn’t want to forget that do you?

## CREATING A MINDSET FOR SUCCESS

Often mistaken for counselling or mentoring, coaching helps unlock a person’s potential and find meaning and purpose which builds confidence and resilience.

The power of optimizing my own mindset became apparent when I was fortunate enough to represent Australia in sport at the 2007 World Championship. Creating a strong focus on what I could control instead of what I couldn’t control was key to performing on a world stage. Now, I take these learnings to keep building sustainable wellbeing practices and share my expertise with others.

## STOP COMPROMISING YOUR WELLBEING

Just because we have all learned to think, feel and act a certain way, does not mean it is the right way or that it can’t be changed. As a Mindset



and Educational Wellness Coach, I’ve coached many teachers who compromised their wellbeing for others. Guilt, perfectionism, self-sabotage, fear and anxiety are common in teachers. Beliefs such as ‘never feeling good enough’ and ‘I’ve always done it this way’ are just a few examples of the traps we can all fall for.

## THE COST OF NOT MAKING CHANGES

With teacher attrition rates at an all-time high and with up to 50% of teachers leaving the profession within 5 years of teaching (Monash 2020), it is time to treat employees well and it’s time to treat yourself well. This makes me think of a Richard Branson quote; “Train them well enough so they can leave. Treat them well enough so they don’t want to”.

What will be your cost of doing nothing? If continued stress is your answer and you’re not okay with that, act now. Review the following questions to use a coaching lens to help you gain clarity for implementing change within your workplace.

*What would your workload look like through a wellbeing lens? Ask yourself this;*

- *How is psychological safety modelled at your work to support educators feeling safe to speak up?*
- *Which type of assessments have the least impact on your time to mark and can still give great outcomes for students?*
- *Can meetings be flexible in attendance, recorded and viewed when convenient?*
- *How are your unique strengths as a teacher acknowledged and optimised to thrive at work?*
- *When have you last invested in personal development to help you thrive professionally?*
- *How are you encouraged to manage your energy at work?*

If you struggle to create meaningful and lasting change to your professional and personal wellbeing, you might like to explore coaching as a step towards meaningful change. Know, that it’s professional to find support.

Wendy Kenbeek - Educational Wellness Coach  
InWellness Coaching - [www.inwellness.com.au](http://www.inwellness.com.au)



# Why Have Dance Programs?

The Positives, Potential and Possibility brought to you by expert school programs Dance Worx Australia

Many studies have found that regular dance training has positive effects on students before, during and after their journey begins. Dance Worx Australia is a conglomerate company specializing in movement. From our local Dance Academy based in Parramatta (Dance Worx Academy) to our meticulously crafted Preschool and School programs.

## Why have a Dance/Movement Program?

With rise in popularity of movies like Step Up, Billy Elliot and Centre Stage, and shows like So You Think You Can Dance and Dancing with the Stars, it is no coincidence that dance is both gaining popularity and being seen as more than just a hobby, but rather a vigorous and fun way into good health and wellbeing. Various studies and programs from all around the world are also utilising dance as a successful and effective strategy in reform and keeping at risk youth out of trouble. Hammond Care, an independent Christian Charity, is also 'prescribing' dance to improve older people's health.

Such initiatives are putting dance on the centre stage and providing substantial evidence of the positive transformations that young, and old people, their family and friends and the community at large can experience when implementing dance programs within the school timetable. The benefits and importance of dance covers many areas, this article will outline some of them.

## Improved Academic Performance and Focus

It is not a mystery that studies have shown a direct link between music lessons and improved academic performance, especially in such disciplines as maths and sciences. However, did you know that these findings are not limited to music? According to an article written by Dance Informa (February 2015), the incorporation of dance in schools helps improve the students' school work and attitude towards studies.

This is because the vigorous and dynamic nature of dance is as much a mental and cognitive practise and art as it is a physical one. The physical intensity pumps blood to the brain, giving it the glucose and oxygen it needs to function well. According to the psychiatrist Dr. Joseph Coyle at the Harvard Medical School, the hippocampus and cerebral cortex (both activated while dancing), are rewired and thus improved with frequent use.

## Keeps them out of Trouble

A professional dance company in Bradford, United Kingdom, offers a dance-based education program called, The Academy, as an option for young people who have failed in conventional educational settings or are at serious risk of offending (Robinson, 2011, p.133). This company - Dance United - works with up to fifteen young people at any one time on a dance schedule that keeps the youth occupied for 25 hours each week, for a period of twelve weeks.

In the first three weeks, the professional dancers work with the young people on staging a performance project and in the fourth week, they showcase their work to their family and friends as professional staged performance, either at The Academy studio theatre or a local/ regional venue.

## Improved Physical, Mental, Mental, Emotional and Social Health

As dance is a physical art, it is beneficial for our physical health. But did you know that it also boosts our mental, emotional and social awareness and well-being? We’ve touched on the mental and cognitive aspects in point one, so we’ll further expand on the emotional and social ones here. A study conducted by Hui et al (2008), to determine the effects of dancing on the health status of older people, found that regular dance classes immensely improved their psychological well-being. Out of 111 subjects who took part in the 12 week program, 82.7% of the subjects in the dancing group said they felt happy and enjoyed the training.

This can be attributed to the social nature and peer development which is synonymous to dance training. Dancing in a group builds social awareness because you need to know who is standing beside you, behind you, in front of you and how their actions and movement will affect yours.

Author: Roger Mouawad  
Dance Worx Australia  
[www.danceworx.com.au](http://www.danceworx.com.au)



# Know your ‘why’

Lived experience | Resiliency | Recovery | Prevention

REALLY? Almost 7 years into recovery and waking up this morning crying, feeling such sadness grief and heartache, of not only what I have lost, but the damage and the harm I have caused to myself and others.

Choosing to use drugs from the age of around 14 which was prompted by people, I both loved and trusted was the beginning of a journey into decline I could not have imagined.

When the perceived grown ups around me were modelling and promoting the ‘fun times’ choice, and the ‘we do it all the time, look at us, we are ok, trust us’ meme; like so many anchorless teenagers who have been told ‘you got-a-clue’ and don’t have to listen to the oldies, I chose – but it was a very bad choice.

However, in reality I truly had no clue – none at all, except the bravado that comes from being a stereotypical know it all adolescent wanting anything and everything my own way. You see, part of getting a real clue on anything important is knowing ‘why’. If you do not have a defendable and sustainable why, you are just ‘fodder for the system’. In other words, whatever environment you are in, good, bad, or ugly, will influence your decisions.

Me at 14 being anchorless, left me wide open for the ‘whatever’ or ‘why not’ default position that was placed in front of me, resulting in me making a very uniformed decision.

Choosing to pick up and put mind altering poisons into my body resulted in 30 years of active addiction, and believe me when I say, becoming an addict was not a life goal or even on my radar at all. I did not jump out of bed one morning and think to myself “ hey, I might just become a drug addict, like how cool would that be, yay”

However, I did choose recovery and my most challenging days, like today, attempting to identify the triggers and to regulate the emotions I am feeling, are far better than those lonely and miserable days in active substance addiction.

Through healthy support networks such as family, friends,mentors, and the Recovery Alumni, I am now able to be vulnerable, honest and share my lived experience and hard earned resiliency with others.

\*\*\*\*\*

“Quick get her out of the car, there is smoke”

One would have thought after being involved in a near fatal car crash to which, I was at fault with a blood alcohol reading of 0.174 and copious amounts of other drug residue in my body (easier to say the only substance I did not have in my body was heroin) would have been my last hoorah! Sadly, as so often the case with addicted individuals, I was to use alcohol excessively into black out on several occasions, with still more negative consequences.

My last drink was on 6 August 2015, the day after I found myself literally sitting in a gutter saying out loud ‘I cannot do this anymore, I do not want to do this anymore, help me’. I just knew, and I had known for some time that I was going to die if I did not stop – or worse; I was going to kill someone else.

I’m not going to bang on about what I did and didn’t do in my utterly toxic personhood wrecking journey, but I do want my lived experience and some ridiculously hard-won earned resiliency to make a difference – and not just the cheesy ‘redemption’ stuff either, but to help people, but particularly young people, get what I didn’t and wish I’d had – what I needed and how I could have chosen better.

When I was first referred to a person of lived experience I thought to myself that it was kind of cool, until I realised for me this was simply an identity enhancer, and fed my ego for a time. The term “lived experience” seems to me to have become somewhat of a celebrity status, with those like me being ‘celebrated’ for choosing recovery, helping others, or being ‘admired’ for escaping addiction.

I am certainly no celebrity, and there was no glory in active addiction or the outrageously inappropriate behaviour and untold harms and carnage that I have caused.

Alcohol and drug addiction stole my childhood, womanhood, dreams and aspirations, relationships with family, genuine friendships, and any ounce of passion I had for life. The long term damage and harm that I have caused myself on both a psychological and on a cellular level are the scares that I continue to bare from my ‘lived experience’which is far from glamorous.

The shift however, let me tell you, is possible, to live a life in recovery, live a meaningful life with purpose, and now my passion has switched from self-indulgent toxic poison to prevention, to build fences of protection and not just drive ambulances to clean up the mess. The Dalgarno Institute is one place I am able to add value to a culture and generation. Help build resilient and healthy communities that enhance and do not diminish the potential of Gen Now.

The old statement, ‘prevention is far better than cure’, is such a super understatement when it comes to the drug space.

If I could change only one thing, just one thing about my life, it would be working early to pin down my ‘because’, so I make decisions, they don’t make me! Right along with that I would learn the incredible value of one simple word ‘NO. After all, No is not only an immensely powerful word . No is a lifesaver, and one that caring and supportive people empower you to use.

Entering and exiting addiction is a choice, believe me I know, addiction is toxic and a human misery, so know your ‘why’ and choose wisely!

-  
**Tracey Butler – Dalgarno Institute Board**  
*Dalgarno Institute.*





# The Importance of Sports Mouthguards

By Dr. Daniel Andrews

Supporting injuries account for over 40% of dental related injuries. These injuries can range from cut lips and tongues, to broken, displaced, knocked out teeth, or worse such as broken jaws. These injuries can have lifelong repercussions, with consequential ongoing treatment and expenses.

Just like we wear protective gear for certain activities (eg eyewear, kneepads, helmets), when playing or training in any sport where there is a chance of any incidental contact to the mouth or teeth, a mouthguard is required to minimise trauma. Mouthguards can significantly reduce the risk of serious dental injuries by absorbing impact, made from a resilient material which acts acting as padding to the teeth and jaws.

There are a number of different options available: however not all provide the same level of comfort and protection. Typically, a mouthguard will only cover the top teeth, however for some high impact sports, ones covering both jaws are available.

Over the counter mouthguards from chemists, sports stores or online are usually one-size-fits all devices. They can be “stock” (worn straight off the shelf), or “boil and bite”, which offer some ability to mould in the mouth. Unfortunately, both of these types are usually bulky, ill- fitting and lack in comfort. These can hamper breathing and speaking, and generally provide a poor level of satisfaction and

usefulness. These not only provide inadequate protection, they can also instil bad habits from an early age. The majority of adults who play sport and don’t wear a mouthguard have had bad previous experiences with over -the counter devices, and thus associate all mouthguards with these issues

Whilst these over- the counter options are relatively inexpensive, ultimately the only recommendation by the Australian Dental Association is to wear custom fitted, professionally made mouthguards. These are fabricated from a mould (or more accurately a 3d scan) of the mouth, and are pressure formed to precisely fit the individual.

It is important to choose a double layer (dual laminated) option for better protection and fit. A custom fitted mouthguard from a dentist or prosthetist can offer many benefits such as improved breathing, speaking comfort, and protection, whilst being customisable aesthetically with colours and labels. Whilst these will cost significantly more than an over- the counter stock device, the lifetime cost of dental trauma will far exceed the small investment in a properly fitting mouthguard. Starting children off with a tailor- made device will help ensure they can start a health habit that will continue throughout their sporting career.

The integration of 3D scanning technology and improved design have led to significant

advances in recent years, with the process of having a custom guard fabricated made easier than ever, especially for gaggers and anxious patients.

For most children, a custom mouthguard will last a full season, with provision made for growth during fabrication. Custom made mouthguards are also available to support during orthodontic treatment, such as braces, and in fact are more important than ever in this period where the metal and wires may cause additional lip and cheek lacerations during sport. For adults, a properly stored, cleaned and fit checked custom mouthguard should last several seasons. Most professionals will elect to replace each season due to the high level of use, and for hygiene reasons.

Between uses, it is important to clean mouthguards to keep them sanitary. Cold water rinsing is important, as otherwise the fit may distort, and regular evaluation of fit is important to make sure it is always providing the best adaptation.

Dr Daniel Andrews  
BDS Sc. Hons (Melb)  
Principal, Hobsons Bay Dental  
Founder, 3DGuard



# Boost Your Impact

Written by Gavin Grift

## How learning to navigate your thinking can help you and your students

By Gavin Grift

Feeling overwhelmed by the many responsibilities of life as an educator? Learning to identify your biggest challenges can boost your impact and wellbeing, and help you support others too.

There's a reason airline staff always tell you to put on your own oxygen mask first in an emergency. After all, how can you help anyone else if you've already run out of oxygen?

While that may be something of a dramatic example, it's also very true of teaching, or working as part of a school's wellbeing team.

When we're struggling with our own personal or professional challenges – as we all do at one time or another – it makes it more difficult to help others, and has a trickle-down effect on our students.

It's much easier to have the maximum impact on those we serve when we're breathing easily ourselves – or can at least figure out a path forward during tricky times.

### HOW TO COPE WHEN DIFFICULTIES ARISE

At Grift Education, we run a program called Relational Intelligence, which supports educators to explore new ways of thinking, to help themselves and others work through difficult situations.

Participants are supported to gain personal insights into their identity during challenging periods. The insights then form the basis of their thinking as they navigate their own situation/s

by further developing their emotional intelligence.

The aim is to develop and sustain self-confidence and motivation through tough times, and improve emotional awareness, ultimately leading to better outcomes.

There's also a big emphasis on remaining optimistic even in the face of problems, along with increasing levels of empathy towards others so that we can support them through difficult change.

### DEALING WITH COMMON CHALLENGES

What's your biggest challenge right now? Our past participants have dealt with everything from a disruption at home – such as a separation or divorce – to problems with colleagues, a stressful workload or a rate of professional change that feels impossible to keep up with.

But of course our students are also dealing with a wide range of issues too.

Mission Australia's Youth Survey 2020, which polled 25,800 people between the ages of 15 and 19, found the top three personal concerns were coping with stress (particularly for girls), mental health and body image.

Meanwhile, respondents said the top three most important issues for Australia were equity and discrimination, COVID-19 and mental health.

In my own decades of work with students, I've also found that challenges regularly pop up around family problems, older teens not knowing what they want to do with their lives, and peer-to-peer challenges such as friendship issues, conflict, bullying and the stresses of not fitting in.

### WHY HELPING OURSELVES CAN HELP OUR STUDENTS

Of course, when we learn to explore new ways of thinking to deal with our own challenges, we're not only helping ourselves, but potentially having a huge impact on students too.

Not only will we be in a better headspace to plan our curriculum and carry out classes, but we can use the tools and skills we've learnt to support students in navigating their own challenges.

For example, in our program we explore how tools such as our Relational Intelligence Roadmap, Thinking Navigators and Capacity Building Containers can provide practical steps for honest self-reflection, and spark different ways of thinking.

By using such tools, and pinpointing unhelpful patterns and habits of thinking, we can improve our own situations – and become role models for students.

It's all about using frameworks and strategies to master self-control in moments that seem totally out of our control.

Perhaps most importantly, it's about taking care of ourselves, and putting that oxygen mask on without hesitation, so we have the capacity to help others.

\*\*\*

*Grift Education's Relational Intelligence Program is designed for educators, and has been created to help participants access the thinking, tools and support needed to develop and sustain clarity, confidence, and motivation - now and for the long term.*

[www.grifteducation.com](http://www.grifteducation.com)



# Happy School Grounds

*Bringing colour to places of education to help make an even better learning environment.*



# School Murals & Workshops

Encourage & Create a Good Learning Environment for People

**H**APPY SCHOOL GROUNDS is focused on creating a positive learning space within schools through the use of colourful murals and street art, which will encourage a feeling of inclusion and well being with the option of engaging student involvement to help activate the place of learning through mural workshops.

The main focus through street art is looking at the urban school environment within shared spaces of the school and how to improve it. By creating a colourful shared space more enjoyable for the people who have to use it makes a positive change to the learning environment.

By having mural work done at your school there is no need to build in new infrastructure, which makes it cost-effective for a new and vibrant change to the school environment.

The opportunity to add to the learning environment through colour and murals is an effective means to contribute towards a Positive Behaviour for Learning (PBL) approach at schools.

By strategically planning and using street art within the learning environment a school can have areas of its buildings, both internal and externally designed to promote positive messages and make students feel more comfortable being there.

With carefully curating meaningful spaces together and energising the people through the installation of street art within the school's grounds can be an effective tool for positive change.

These are the three main types of mural themes I work with that I find the most flexible and adaptable for schools. With each theme, it can be the dominant feature but still use elements from the other themes too.

- 1. Quirky Fun Characters – eg playfully imagination
- 2. Words & Phrases – eg school values
- 3. Organic & Abstract – eg harmonious patterns

## Quirky Fun Characters & Animal Murals

Sometimes the wall mural needs to be filled with fun. By using this approach a landscape combined with made-up characters and animals can be uplifting as a mural. The idea of this approach is to encourage imagination.

## Words & Phrases Murals

By using words of motivation and goodwill as the main feature of the mural. This could also use your school motto.

## Organic & Abstract Murals

By using organic and abstract forms to create a nice feeling for the space. By this method, the mural is open to interpretation with a focus on being positive.

## Mural Workshops for Schools

School Mural Workshops are a great way for students to develop their skills to work independently and as a group in a fun and relaxed environment.

## Mural Workshop Outline

Each mural workshop I provide is flexible to work in with your school's needs and requirements.

In general, a mural workshop works by identifying an area of the school that is suitable for painting. Then by sending photos of the wall/area, measurements, and the number of students who would like to participate a fee for the work is set.

Each workshop is customisable. Sometimes when working on larger murals at the school, workshops may be broken up over a number of days. Students can participate at different times throughout the mural project.

To start the mural workshop, a video introduction and an explanation of the worksheets which students can either print out or use the online form to have their input added.

I take that information and filter through the input to gain what are some of the main themes and translate that into a design for the mural and send to the class to see.

Once the mural is all good to go then a confirmed start date is set. Then can start the mural painting process along with the customised workshop for the students.

Definitely get in touch with me if you would like to discuss how we could run a mural workshop at your school or if you have any questions about it.

## What is Learnt from a Mural Workshop

At the end of a mural workshop, students will achieve a great feeling of accomplishment.

- Design Skills
- Planning & Preparation
- Working as a Group
- Working as an Individual



## CONSENT EDUCATION PROFESSIONAL DEVELOPMENT

Body Safety Australia are the consent education specialists. The Naked Truths Professional Development can be delivered in person or online. All our workshops focus on trauma-informed delivery.

Workshops cover topics such as Informed Consent, Setting and Respecting Boundaries, Empowering Bystanders, Legal Rights and Responsibilities and Help Seeking.

BOOK NOW

?

Yes

No

Maybe

### REACH OUT

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Contact us via email  
[info@bodysafetyaustralia.com.au](mailto:info@bodysafetyaustralia.com.au)

## Understanding Poverty

### WORKSHOPS AND TRAINING SEMINARS

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**Today, 1 in 6 Australian children are living in poverty\*.**

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Education is a driver that can break the cycle of poverty and our leading resources and training workshops represent powerful tools for change. Leaders and educators will develop a new understanding of the economic realities of students and how to better support the learning opportunities of children living in poverty.

Contact us today to enquire about our professional learning solutions based on Dr Ruby Payne's internationally recognised Understanding Poverty work.

(\*Source: Poverty in Australia, 2020, ACOSS/UNSW Report)

### Training workshops and seminars

Our workshops are delivered by our training associates who are certified in the Understanding Poverty work of Dr Ruby Payne and can be tailored to a school or organisation's needs.





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# More than just footy

Western Bulldogs Community Foundation tackling youth mental health



## Western Bulldogs Community Foundation tackling youth mental health

*More than just footy*

There's more to the Western Bulldogs AFL club than playing football. Long heralded as the community club of the league, the Bulldogs have an unwavering passion to the betterment of the broader Western Victorian community.

From Footscray, Braybrook and Yarraville in the inner Western suburbs of Melbourne, to Ballarat, Ararat, Horsham and beyond in regional Victoria, the Western Bulldogs Community Foundation reaches thousands of young people and adults each year with a suite of targeted community programs.

A non-for-profit organisation that utilises the Bulldogs' brand for good, the Community Foundation, plays a pivotal role in helping people of all backgrounds across the community reach their full potential and share their voices.

The Community Foundation operates across four key pillars: health and wellbeing, diversity and social inclusion, community advocacy and youth leadership.

The programs delivered under these pillars, from focusing on adult health and wellbeing within the 'Sons of the West' program, to working with young emerging leaders within the 'Youth Leadership Project', all have improving mental health as a key theme within their curriculum.

In the 'Sons of the West' and 'Daughters of the West' adult health and wellbeing programs, participants hear firsthand from people about



their lived experience with mental ill-health, providing an insight into their journey and challenges.

In the 'GOAL program' for African-Australian young people, resilience is often a key topic of discussion.

### THE STATS

While all Australians are aware of the challenges facing society when it comes to mental ill-health, the statistics around youth mental health are particularly alarming.

According to Australian Institute of Health and Welfare, an estimated 339,000 young people aged 18–24 (15%) experienced high or very high levels of psychological distress in 2017-18.1

There were 461 deaths by suicide among young people aged 15–24, a rate of 14 per 100,000 young people in 2019.2

It's for these very statistics as to why the Western Bulldogs Community Foundation are ensuring improving awareness of mental health, and improving mental health is at the forefront of the suite of youth developed programs delivered across the west.

### THE GAMEPLAN

In the youth development space, the Western Bulldogs Community Foundation has one clear goal: to provide young people with hands on opportunities to become engaged in a learning pathway and grow as social leaders.

To reach this goal, there is a gameplan, but one that doesn't and shouldn't look the same for everyone. Just as we all look different, sound different and think differently, we all have our unique needs and ways of developing. These differences are shaped by upbringing, culture background and countless other factors.

This is why a targeted and evidence-based

approach to youth development sees three specialist initiatives aimed at specific audiences feed it into a more mainstream program.

The Nallei Jerring program works with young Aboriginal and Torres Strait Islander young people aged 13 to 15 to build connections and strengthen their self-understanding of culture and identity.

Leaders of the Pack is tailored to multicultural youth also aged between 13 to 15 and builds a safe and welcoming environment to support participants personal development and goal setting.

The GOAL Mentoring Program pairs young African-Australians with mentors from the

**There were 461 deaths by suicide among young people aged 15–24, a rate of 14 per 100,000 young people in 2019.2**

community, including AFL and AFLW players, where they work on goal setting, what it means to be a leader and connection with other from their community.

All of these programs build a foundational understanding of mental health and how participants can help themselves and others with the challenges that come with being a young person. Given the targeted nature of the participants in the program, this approach is different for each cohort.

The Mental Health sessions involve learning about protective and risk factors of mental health, and discussing stereotypes surrounding the topic.

*Continued >*

Leaders from each community who work in the mental health space are engaged to deliver program content, not only building young people's knowledge in the space but breaking down stigmas with a topic that is often still taboo in many cultures.

The Community Foundation works with the community, including various local mental health organisations, to ensure this approach to learning about mental health is always best practice and culturally safe.

It's not only mental health focused organisations that are engaged within the curriculum to address this topic. WorkSafe Victoria present to participants in the program, with a particular focus on ensuring young workers know their rights at work when their mental health may be affected.

Through a partnership with Victoria University, all programs are evaluated and the research findings from this ensure curriculum is up to date and most effective each year.

Once participants graduate from the three targeted initiatives, they move into the Youth Leadership Project. A six-month program that

takes participants on a journey from self-awareness to social awareness to ultimately community impact.

This program sees participants grow as leaders in their community by not only learning about an array of different topics such as gender equity, intercultural understanding and of course mental health, but by completing a 'social impact project'.

This sees participants identify an issue facing their local community and then developing an innovative way to address it.

HANDS ON SOLUTIONS

As a result of participants having a strong knowledge base of the issues society faces when it comes to mental health, thanks to their education in previous Western Bulldogs Community Foundation programs, many participants look to tackle mental health when it comes to their social impact projects.

Examples of this include a participant in the town of Beaufort, 160km West of Melbourne, working on a project to raise awareness of the challenges farmers are facing when it comes to mental health.

Another group within the program in Footscray are creating and selling socks to raise awareness and funds for a local mental health charity.

These incredible outcomes showcase that participants are not only building a deeper understanding of how to ensure their own mental health remains strong, but are going above and beyond to combat issues their communities in general are facing.

It's genuinely inspiring and provides proof that we are in good hands with the young people of today as our future leaders.

It's for these reasons as to why the Western Bulldogs Community Foundation continues every day to provide young people with hands on opportunities to become engaged in a learning pathway and grow as social leaders.

To learn more about the Western Bulldogs Community Foundation, visit [www.westernbulldogs.com.au/foundation](http://www.westernbulldogs.com.au/foundation) or @WBFCFoundation on social media.



# Indian Classical Dance and its influence on Mental and Physical wellbeing

By Deepa Mani

Indian Classical Dance and its influence on Mental and Physical wellbeing

From an ancient land which has given us so many cultural gifts, there is yet another to add: Dance. Though its links to other Indian traditions like yoga and meditation come as no surprise to its practitioners, Indian classical dance's positive influence on mental and physical wellbeing is not well-known outside of its tight-knit community.

Closely intertwined with the country's religious and cultural customs, dances have been performed in India as far back as 1000 B.C. All classical dances date back to the ancient text for performing arts, the Natya Shastra, which is literally translated into "Dance Science". The famously energetic dances of Bollywood draw its roots from these eight major styles: Bharathanatyam, Kathakali, Kathak, Manipuri, Kuchipudi, Odissi, Mohiniattam and Sattriya.

Seen as the invention of the gods, the eight classical dances of India are imbued with great meaning and poetry and are still faithfully performed to this very day. But the true beauty of Indian dance extends far beyond its cultural and religious traditions; Indian dance's unique benefits lies in its ability to nurture holistic health and wellbeing.

## Why Is Indian Dance So Good for Mental Health?

In India, Dance is a multidimensional affair that incorporates balance between the mind, body, and spirit. Compared to other forms of exercise

dancing especially prompts an increased level of endorphins. We all know we need exercise to improve our fitness and overall wellbeing but tend to overlook joyful movement as a substitute for the pervasive fitness culture of discipline, pain, and exhaustion.

Indian dancers have always viewed dance as one of the most natural, beautiful, and fun ways to incorporate movement in their lives and choose to nurture their wellbeing through regular practice. Their understanding of the connection between brain and body means that dancers are more in tune with how movements can affect feelings. We all intuitively know our emotions and feelings influence our movements, but the way movement affects feelings is an avenue that is often unexplored.

Not only can you change your mood for the better through dance, but dancing of any kind is also a great way of incorporating movement in our everyday life, helping us stay fit, sharpen our minds, and reduce stress. Dancing empowers individuals to achieve emotional, cognitive, physical, and social integration, helping us to improve our self-awareness and self-esteem. It is one of the most wonderful and instinctive ways humans can share ideas and communicate how they feel.

Continued >



Indian dancers are expected to incorporate melody, drama, form, and line into their performances. It is by nurturing and developing the intimate connection between the mind and body that allows them to weave complex physical and artistic elements in ways which are positive, creative, and unique.

My Tips for Improving Mental Health through dance

Breathe:

Breathe in for a count of 10 and slowly exhale. Repeat three times making sure to focus on breathing from the diaphragm deep into your belly. Regular breathing exercises will help you feel grounded and able to cope with life changes. You can do this anywhere, at any time.

Pay attention to your body:

Did you know that if you synchronise a set of movements or steps with a few friends it increases endorphins and reduces cortisol? Nothing exercises your grey matter like coordinating your brain with your body and by paying attention to the way your body feels, you can reap the rewards of the endorphin rush and improve your overall mental wellbeing.

Build focus through dance:

Dance heightens one’s mental capacities and cognitive thinking. Dancing is all about absorbing, retaining, and executing information. Regularly executing these three functions improves mental dexterity which helps us think on our feet and improves our ability to focus on complex tasks.

Don’t be afraid to express yourself:

In my opinion, dancing is equal parts artistry and athleticism. It gives us the freedom to express our emotions through art and channel our energy in a safe environment. Through dance you boost self-confidence, self-esteem and most importantly self-expression.

Choose positivity and happiness through dance

Dancing increases one’s neural connectivity as it deeply integrates various cognitive functions like rational, musical, kinaesthetic, and emotional. This increased neural connectivity is proven to be of great benefit for our minds regardless of our age. It is also a proven fact that dancing prompts an increased level of endorphins in comparison to other forms of exercise.

In short, dancing people are happy people. There’s simply no better way to deepen the relationship between body and mind. And the best thing

is, you don’t have to be a dancer to enjoy the perks. Dance whenever or however you like, it’s entirely up to you!



About the Author

Deepa Mani is an established Indian Classical and Contemporary dancer, Founder and Artistic Director of Chandralaya School of Dance in Melbourne. Deepa and her team take pleasure in imparting the beautiful art form(s) in kids and adults. Deepa is a passionate individual and a strong advocate in improving mental wellbeing through Dance in kids and adults.

You can get in touch with Deepa via socials (@chandralayadance) or contact@chandralaya.com.au

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MODERN DANCE EDUCATION

Founded in 2020, Dance N Schools provides modern and engaging dance programs in Victorian educational settings. Through an inclusive pedagogy, all programs are built on the belief that anybody, anywhere, should be offered dance education in an encouraging learning environment.

Why Dance N Schools?

Dance N Schools’ implements programs linked to the Victorian Curriculum and therefore aim to amplify dance knowledge in students across the state, while providing dance movement to modern and age-appropriate music.

The Founder of Dance N Schools is a Victorian Institute of Teaching (VIT) Registered teacher and coaches facilitators with the number one priority being student experience. This qualification can also assist schools in the covering of added time out of the classroom and/or time-in-lieu for staff.

Kindergarten – Secondary

From a student’s early years- to final years of schooling, dance education can provide life skills and benefits to both their cognitive and physical development.

This is an element of Dance N Schools’ programs that allow it to provide dance education that benefits the whole student. Teamwork, building confidence and strengthening resilience are just some of our focus points in all programs/workshops.

Industry Professionals

Each Dance N Schools facilitator is a professional dancer/dance teacher. The passion, care and professionalism delivered in each session is second to none. While dance knowledge is being conveyed, Dance N Schools facilitators engage all students and provide dance education while the students believe they are just having fun.

Paige Sutherland  
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# Moments

By Paul Wade

The first Socceroo captain ever dropped from the national team!

Despite over eighty appearances and highlights that included reaching the quarter finals of the Seoul Olympics, I was finished!

The most challenging moment in my career came at the next training session. I had to remain the same enthusiastic player I was selected for despite feeling humiliated, confused, angry and hung out to dry. I felt isolated because in my mind I was now a failure.

The media were looking for a story and now they had one.

But wait! “Never let ‘em know you’re hurt.”

I was brought up on this philosophy and in that moment used it to perfection. As soon as I maintained my enthusiastic self at that training session even in the face of this disaster, the story died. I was however, still fighting this battle to play again on my own. I was trying to squash the thought that I may never play for the Socceroos again. That I would have to go back to my old job as a draftsman working eight hours a day, five days a week. I was starting to accept the fact that I wasn’t the right man for the job, other players were plying their trade in Europe. They were earning six figure sums and I wasn’t.

Not to worry! I had my badge of honour, “Never let ‘em know you’re hurt.”

Remembering my school days my statement could be used at any moment starting at 9am but it finished at 3pm. Therein lies the difference between yesterdays and today’s young people. Their school day can last for 24 hours. Previous generations will often say that young people today are always running from discomfort. I say there’s no wonder when discomfort never ends courtesy of social media. There never seems to be moment to sit back and reflect. Some people learn or stumble upon answers to challenging moments, many don’t. Maybe everyone can meet in the middle starting with understanding the moments that triggered the discomfort and working with it.

First up is knowing that our emotional mind can trick us into thinking that thoughts are facts especially if accompanied by emotions. Stress is a consequence of our brain firing adrenaline into our body causing our heart to race, all in preparation to either run from the moment or fight it. If we don’t run, the next time the situation arises the brain won’t need to fire adrenaline because the mind believes there’s no danger. There’s an end. Moments seemed to have a Beginning and an end, even if it was “never letting them know it hurt.”

Stopping the greatest player ever to play the game in Argentina’s Diego Maradona over two World Cup qualifiers was the moment I slowed the need for my statement. My adrenaline level when first told went through the roof. The level of expectation was immense. I was vulnerable and uncharacteristically about to run from this discomfort when I asked the coach for help. It went against everything I’d believed. How was I going to achieve this insurmountable task?

His answer was simply, “watch his past performances.” It was then that I started to believe that thoughts weren’t facts. There was no proof I couldn’t stop him. I had evidence that his skills were ordinary. The difference between him and every other footballer ever to play the game was that he did it more correctly, more often and with perfect timing. Take the vision of any sports person and slow it down. I rest my case.

My stressed-out Emotional Mind was tamed. I no longer needed “Never let ‘em know you’re hurt.” I’d rationalized the challenge ahead. Yes, it was going to be difficult but now I’d realized the game was about ‘moments’ with a beginning and an end.

I was nervous on game day, but a certain amount of stress is important if you’re to be your best.

I got some real footballing lessons in those two games. But more than that he gave me a moment that I will never forget and now get to share on my travels around Australia with Paul Wade Life Skills and working with the wonderful Australian youth.

Away from football I was struggling with what I now know as Epilepsy. Undiagnosed for 31 years I dealt with weird emotions including loneliness. After each thirty second episode where my brain was short-circuiting, I used the “Never let ‘em know you’re hurt” more times than I’d like to remember.

My secret was embarrassing!

It took a seizure live on Channel 7 to force my hand and tell everyone I was indeed, “hurt”.

I didn’t realize how heavy the weight on my shoulders was, until that moment because there were no more secrets. I was able to stand up and breathe. I allowed myself to be vulnerable and let those who could help, do so.

I could openly accept that each seizure was “a moment” with a beginning and an end.

My brain failed; it wasn’t a failure.

I was gifted the chance of brain surgery and with the blessing of family took it with open arms, no matter what the consequences. Three operations over five months resulting in short term memory loss in exchange for a life free of seizures is worth it.

You don’t have obey your Emotional Mind.

Rationalize these thoughts by writing them down.

A. Activating event.

B. Belief. What danger did you attach to the challenge.

C. Consequences. What were they both emotionally & physically.

Writing thoughts down on a piece of paper, anywhere, anytime will clarify them.

Like everything in life, it takes practice to argue with your mind.

Help your Rational Mind by balancing your life i.e., sleep, diet, study, family, sport.

Listen to ABBA and dance like nobody is watching.

Try looking up. I don’t know why, but it works.

Listen, and learn to appreciate ‘Dad Jokes.’ This is not essential.

Hang out with like-minded positive people but don’t lose your friends.

Try Mindfulness. Don’t be afraid, it’s just about ‘Being in the Moment.’

Above all if you’re struggling, and you will do so, please tell someone.

Being dropped from the national team as the Socceroo Captain was a moment that truly hurt and a path I wouldn’t recommend despite the positive outcome.

I went on as a substitute for the last 20 minutes in the next game. The game went to a penalty shootout and despite all the drama I put my hand up to take the first penalty and scored.

That was a moment that defined me.

I’ve turned that moment of knowledge into wisdom and continue to share it in Schools, Businesses and Sporting clubs through Paul Wade Life Skills.

I wonder what your next Moment will be and more importantly how you’ll deal with it.

Don’t run!

**Paul Wade**  
**Paul Wade Life Skills**  
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South West Skills & Jobs Centre

# STRATEGY 2021

SKILLS  
AND JOBS  
CENTRES

## Our Vision

To be a responsive, agile and relevant Skills and Jobs Centre that provides high quality, inclusive services that align to local current and emerging workforce strategies and the goals of Skills First and the Education State.

By providing a central access and service point for participants and industry, our Skills and Jobs Centre links services and strengthens pathways to local training and employment which enables individuals, especially those facing economic and educational disadvantage, to optimise their economic and social participation.

The South West Skills and Jobs Centre identifies opportunities to transfer skills and address skill gaps, by supporting their local community and industry through expert advice, outreach and engagement on skills needs. We are located at and support our local TAFE working towards a quality and responsive training system that meets industry needs.

## Our Beliefs

The Skills and Jobs centre believes that everyone should have access to **high quality, free, and impartial** careers and training advice to achieve the best outcomes.

**We are inclusive, accessible and optimistic.**

## Who we are

Qualified career practitioners that are **impartial, client focused, forward-thinking, supportive and inclusive.**

## Our Clients

- ✓ Retrenched workers
- ✓ Youth
- ✓ Unemployed (both long and short term)
- ✓ Apprentices and Trainees
- ✓ Prospective students
- ✓ Culturally and linguistically diverse people
- ✓ People with a disability
- ✓ Aboriginal and Torres Strait Islander people
- ✓ Mature age workers
- ✓ Vocational and school students

## Our focus areas

SKILLS  
AND JOBS  
CENTRES

### Individuals / Job Seekers

The Skills & Jobs Centre team help find people their path through school, study, or into the workforce. We are open for all whether exploring career options, transitioning from school, looking for study, or unsure of where to from here.

#### Focus on:

- Career guidance
- Course advice
- Free TAFE courses
- University pathways
- Transitioning from school to further study or into the workforce
- Assistance with job application and interview skills
- Apprenticeship and traineeship support and advice
- Support with resume writing
- Job search
- Employment trends and skills shortages
- Work with Learn Local on pre-accredited training
- Workshops (online options)
- Volunteering options

### Schools

The Skills & Jobs Centre team works with schools and students to help discover the wide range of course and study options on offer during their time at school. These include VET delivered to secondary students and school-based apprenticeships. They build connections with students post school to support options including TAFE, university, apprenticeships, traineeships an employment.

#### Focus on:

- School presentations on VET Delivered to Secondary Students, School-Based Apprenticeships, Pathways, Life after school, Getting work ready and Where to from here. Suitable for students in Year 9, 10, 11, & 12.
- One-on-one student career coaching sessions
- SWTAFE campus tours
- Group class sessions

### Industry

Committed to building long-term relationships with employers. Take time to understand the business and offer free services that meet their unique needs.

#### Focus on:

- Providing knowledge on employment trends
- Assisting with finding and training new staff
- Upskilling current workforce via SWTAFE Business Development team
- Provide guidance on incentivised government initiatives
- Advice on employing an apprentice or trainee.
- Connecting businesses with skilled and qualified job seekers
- Providing access to templates for writing a job advertisement, job description and advice on important interview questions to ask
- Working with your unsuccessful applicants
- FREE use of interview rooms
- Access to our online Jobs Board

### Community Connections

The Skills and Job Centre works alongside key community organisations to be able to assist clients in the best way possible. It is vital to have strong partnerships with our region's community organisations. The role of the S&JC is to have the ability to link directly with appropriate services that are available to assistant and support.

#### Key partners of connection include but not limited to:

- SWTAFE
- Neighbourhood House
- Brophy
- SWLLEN / Glenelg LLEN
- Let's Talk Foundation
- SGAE - Learn Local
- Centrelink
- Reconnect
- Job Actives and DES Providers
- JVEN Jobs Victoria
- Employment Networks
- The HIVE
- Entrepreneurial Space
- Volunteer Connect
- Live for Life

## Point of difference

- ✓ Person-centered approach
- ✓ Independent
- ✓ FREE
- ✓ Available for everyone
- ✓ Impartial

## How we measure success

#### Across all focus areas:

- Increased participation
- Increased outcomes of clients
- Value of service to end user
- Data reporting
- Level of community engagement

### Availability

Portland & Hamilton Once a week  
Colac Once a month  
Warrnambool 5 days a week 8:30am-5pm

# Let's Talk About Poverty

By Kath Herbert

Australians don't particularly like to talk about poverty, we like to think we don't have it, and that our society is pretty egalitarian. However, the fact is that three and a half million Australians currently live in what the statisticians call poverty. Another fact is that people under 24 are more likely to be on lower incomes, they are more likely to experience housing difficulties and large numbers struggle with mental health issues.

All are key indicators of poverty. What does this mean for the young people in your care?

According to the Australian Council of Social Services over the past fifteen years income inequality and wealth disparity have quietly grown to the point where we have a huge divide in what we earn and also in what we own. Understanding what life is like for those Australians living in poverty is an important part of the work that we do with schools. The Framework for Understanding Poverty workshops, provided by Hawker Brownlow Education help educators to understand the behaviours and mindsets of families who are doing it tough.

We have been presenting this work with schools across Australia for twenty years, a lot has changed in education, a lot has changed in the living conditions of our students in that time. The workshops advise school leaders and teachers to be well informed on the economic reality of the community they work in. How many single income families make up your school community? How many single parent families and families dependent on Jobseeker do you have? What does it cost to rent a house and are any available? What sort of jobs do your parents do? How many of your families have NDIS payment, how many are unwell? How many students have foster carers, how many are looked after in part or in total by grandparents?

This is quite a list for the busy classroom teacher to have a handle on, but it is really important that each teacher has a clear understanding of these indicators so please have a deep dive into the census data that is due out in October 2022, look up your postcode in "Quick Stats Census" which gives an excellent overview of economic realities. Sharing the information provided enhances the whole school approach to parents. Every school needs to have deep discussions about what is happening economically for families in our current post Covid climate.

A Framework for Understanding Poverty was devised by Dr Ruby Payne and is designed to provide tools for educators working with children from different economic realities. It explains the hidden rules of poverty, rules that because they are hidden, prove to be a major stumbling block for students from vulnerable economic backgrounds. There are practical strategies for improving relationships with and the learning opportunities of students. It focuses on communication and brings new understandings of the language and communication styles we need to use to build meaningful and respectful relationships with students and parents.

Education has moved to embrace the impacts of trauma and teachers now have a deeper understanding of the science of learning. The work broadens people's understanding of what underpins many important initiatives that are in place in schools right now, like trauma informed practice, whole school positive behaviour support, restorative practice, learning based on neuroscience. New understandings provided by the work augment these directions in current education. The workshop discusses "ten actions to educate" for classroom teachers to practice to improve learning and help students to connect, each action gives practical strategies

that classroom teachers can use. These "actions" make learning accessible and are a boon to classroom practice.

This is a strength-based approach and invites educators to discuss the resources that each child brings. This opens up discussions because of a deeper understanding of what is meant by resource and resourceful behaviours. It provides a holistic look at the student and a new shared language that takes into account the need for confidentiality when discussing students. It is an excellent tool for transition times, handing on understanding of how individuals learn best. It provides in depth contributions when a team of professionals are "conferencing" about a student.

A Framework for Understanding Poverty has been embraced by schools and school networks across Australia as a way to bring about collaboration and shared understanding within their unique communities. Feedback is always positive; "I wish we had done this year's ago", "This changed the way I speak with children".

The resources and books on this work are available from Hawker Brownlow Education and a team of qualified consultants trained in facilitating the workshops are available. Visit the Hawker Brownlow Education website for more information. <https://www.hbe.com.au/professional-learning/poverty/framework.html>

Kath Herbert has been a professional educator since 1975. She has experience teaching across the primary, secondary and tertiary sectors in diverse settings and has managed projects and research in community development. Kath is the lead trainer for the Framework for Understanding Poverty work for Hawker Brownlow Education.

Hawker Brownlow Education  
[www.hbe.com.au](http://www.hbe.com.au)



## AIRLINE PILOT TURNED STEM EDUCATOR

I come from a family of aviators and all I ever wanted was to be a pilot.

I got my student pilot's licence when I was 16 and worked all sorts of jobs to pay for the training and licences.

My first flying job in my early twenties was mustering cattle in northwest Queensland in a single-engine Cessna 182, then I moved to Western Australia doing charter flights and mail runs out in the bush and progressing to a twin-engine Piper Navajo.

I moved to Brisbane with QantasLink flying Dash 8s between Brisbane and places like Bundaberg, Cairns and Longreach, then on to domestic flying around Australia with Jetstar. After that I moved up to international routes, flying Airbus A330s and Boeing 787 Dreamliners, which was like a dream come true.

I'd been flying internationally for three years and was in Tokyo after completing an overnight flight when I was suddenly hit with this horrible fatigue and felt like I was going to collapse. I had to stop flying while they tried to work out what was causing it.

In 2016, after nine months of specialist appointments, I was diagnosed with a cystic lesion on my brain. This ultimately led to a me undergoing brain surgery in January 2020.

Fortuitously, about a year or so before the Tokyo incident, my wife Sarah, 43, and I had been trying to come up with a business idea that Sarah could run from home and that was flexible around my flying schedule and our children, Samuel and Andy.

I flew out with Andy in our light plane to see a Thunda Down Under amateur rocket launch event near Goondiwindi [350km southwest of Brisbane].

This group of country schoolkids saw it too and they were captivated by the rockets. It was like a light bulb moment for me about what we could do.

So, we created a business called It's Rocket Science with the idea that we'd visit schools and get kids excited about aerospace by showing them replica rocket launches and link it to the curriculum by talking about angles and fractions and cause and effect.

Everyone loved the idea, and we were getting close to launching it when I got my diagnosis. The business gave me something new to focus on.

Our rockets are made out of a soft drink bottles. We supply our plastic nosecones and fins, and we launch them from specially designed launch pads.

The kids experiment with what amount of water in the bottle makes the rockets fly the highest. It's hard for people to imagine that a soft drink bottle can be launched 50m into the air under the right conditions until they see it for themselves.

We keep it simple for the younger kids but I ramp it up for high school and we talk about centre of gravity, trigonometry and centre of pressure.

I now also do public speaking, reflecting on my career as an airline pilot. Talking about how I found resilience, my new 'why'. Giving people of

all ages motivation to just not quit.

We've got a massive shortage in almost every aerospace profession, including pilots and air-traffic controllers – my mission is to inspire kids to consider those jobs.

I'm just trying to create future pathways for kids with potential.

There are still days when I look up and see the same aeroplane I used to fly and think, geez, I miss that. But I'm also starting to think maybe I'm where I'm meant to be right now.

**Cran Middlecoat**  
**AIRLINE PILOT turned STEM EDUCATOR –**  
**ITS ROCKET SCIENCE ADVENTURES**  
[www.itsrocketscience.com.au](http://www.itsrocketscience.com.au)



# Creativity and Connection for Mental Health and Wellbeing

‘I’m not really a creative person’, is a common phrase uttered by those who believe they don’t have a creative bone in their body. At Satellite Foundation, we know this just isn’t true!

**BRITISH** creative entrepreneur David Parrish, coins two kinds of creativity: “a” creativity – all the ‘artistic’ practices we associate with the word such as visual arts, theatre, poetry, dance, music, writing, crafts, and photography. And “i” creativity – ingenious innovations that would not ordinarily be described as ‘artistic’ in any way such as problem solving, thinking outside the box, and finding solutions to complex situations.

The simple act of ‘noticing’ is a creative practice – how blue the sky is, how much you love that song, how the smell of coffee reminds you of that time, how the touch of your cat’s fur brings you a sense of safety.

Satellite has the strong belief that being ‘creative’ is simply being given permission to see, feel, share and communicate our experiences in this world in lots of different ways. We insert creativity and creative platforms into everything we do.

So, when you think about the range of activities and ways of being that are in fact inherently creative, it’s easy to conclude that in fact, you are most probably extremely creative. Everyone is.

## CREATING SPACES FOR NON-CLINICAL MENTAL HEALTH SUPPORTS

Satellite Foundation is a not-for-profit based in Melbourne that supports and empowers young people who have a family member experiencing mental health challenges. We understand this may also include young people in families experiencing challenges with substance use, family conflict or violence, or other adverse life circumstances.

So, while our programs are designed to be fun and engaging, there’s plenty of space for talking, getting support, connecting with others, and creating new friendships.

Our goal is to support and empower young people as we journey with them in the long-term. Young people can stay connected to Satellite as much (or as little) as they like and for as long as they like.

We focus on creativity, cultivating ongoing, long-term connections, creating a safe space for engagement, and allowing time for just listening.

Satellite doesn’t provide clinical services such as therapy or diagnoses. Instead, we understand and -support our young people’s mental health and wellbeing through connection with others like them. We don’t stigmatise or place blame on any family member. We’re here to empower

our young people and their families. We take a ‘light touch’ approach to mental illness and mental health, meaning that we don’t focus on diagnosis but on what happens in everyday life within families.

## SAFE BUT BRAVE CONVERSATIONS

In group settings with young people, creative thinking can help to enhance awareness, develop trust, and foster group cohesion. Most of the time it doesn’t matter what the activity is! If connection truly is an antidote to isolation, then purposeful gatherings such as workshops, picnics, camps, programs, support groups, and hang outs on Zoom, all have the power to create a sense of belonging. They can offer safe spaces for people with lived experiences to meet and share their own stories of living with or around mental health challenges – creating a space to talk and laugh freely without negative reactions.

Satellite’s programs and activities offer a safe space for young people from 8 – 25 to be heard and listened to. We want young people to feel welcome, like they belong, are understood, and connected to others who may be in a similar situation. We encourage and support safe, brave conversations between ourselves, and between young people.

## 5 TIPS FOR INSERTING CREATIVE PLAY INTO THE EVERYDAY

Setting ever-changing mini projects is a wonderful way to bring creativity into your everyday. Some simple ideas include:

- Writing a reflective sentence in a notebook
- Taking a photograph out of the same window for a week
- Picking a flower posy or a song to start the day
- Starting a project with a friend via a chat platform where you share reflections, observations or images around a topic that you both feel connected to for a set period of time
- Hand write a recipe you might have tried recently (or learn to cook one you haven’t yet!) and start a recipe scrapbook.

Do whatever brings you joy, slows you down, lifts you up, or connects you.

To get in touch with Satellite Foundation **visit [satellitefoundation.org.au](https://satellitefoundation.org.au), call us on 0455 522 122 or find us on social media.**

All our programs are FREE, and we take referrals.



# Transitioning to High School: A practical guide for teachers

*The transition from grade 6 to year 7 is one of the biggest transitional periods in a student’s life. Not only are they likely to change physical environments and juggle new academic freedoms and pressures, but often they are navigating changing friendship groups and social standing. All this comes with the simultaneous loss of the familiar routine that may have been the last 7 years of primary school.*

This period can be full of apprehension and trepidation for a young person as there are often many rumours and urban myths floating around the yard as to what to expect with the change from primary school to secondary school; many of these may be alarming and unsettling for grade 6 students.

One of the greatest ways to support your students through this transitional phase is to have open conversations about the upcoming change, give them an opportunity to voice any concerns or fears, and prepare them with practical strategies for any changes or challenges they may face.

We know that uncertainty is one of the greatest risk factors when it comes to anxiety. So talking through what to expect, debunking any myths, and empowering your student with strategies, tools and tips to feel empowered in those early days is setting them up well for a smooth transition.

At The Big Sister Experience, we have worked with thousands of students in our transition to high school workshop for grade 6 leavers. We know what practical skills students need to feel ready to face this transition with courage and maybe even a bit of nervous excitement.

Here are our best tips for supporting your students with their transition to high school.

## INTRODUCE A DIARY

For a lot of students, using a diary is completely uncharted territory. And although some schools may have communication diaries, students are rarely practised in using them to track their own commitments and workloads. Taking accountability for their own homework and assignment deadlines along with the tidal wave of other changes may be new and overwhelming. Take them through reading a class timetable and talk through how they might like to keep on top of their school diary. You can do this by explaining how to use a diary to enter in due dates, and reminders and maybe even using a colour-coded system for students who are more visual learners.

## DISCUSS CHALLENGES THAT MAY ARISE IN FRIENDSHIP GROUPS

Often the shift in friendship groups during transition periods can be extremely unsettling for young people. Many students may be going to different schools than their peers. Talk through ways that they can proactively make friends and what a good friendship looks, sounds and feels like. Discuss friendships that may remain stable outside of school and that these friendships could be a consist during a period of change. It’s also a great idea to role-play friendship issues that may arise as students get older, including being left out, peer pressure situations, or even friendship issues that can occur online.

## EXPLORE PUBLIC TRANSPORT

We know that uncertainty is a major player in the anxiety young people feel when facing transition. If students will be taking public transport, suggest a couple of practice runs over the holidays, teach them how to read a public transport timetable, and support them in understanding their Myki. This will enable them to feel confident and prepared when it comes to getting to and from school.

## GET CYBER SMART

Speaking of online, if technology didn’t play a big role in your student’s life during primary school, it’s likely to make a grand appearance in the coming months. Talk with your students about social media if you haven’t already and the best way to engage with it to remain safe and have the most fun. Talk about privacy settings, sharing personal information, and what to do if your young person witnesses, or is involved in cyberbullying.

## ENCOURAGE OPEN AND HONEST CONVERSATION

Whether it’s with an anonymous question box related to transition questions, a designated question and answer time, or an open-door policy around transition, allowing students to vent any fears or questions around this period is extremely helpful and reassuring. Use the student’s questions as a springboard to open conversations and teachable moments around the uncertainty, and ensure you are encouraging other students to identify if they too have this question; this ensures students do not feel isolated or outcast by their apprehensions.

All the above are areas we cover in our transition to high school workshop to give students a great foundation from which to leap into their first year of high school.

We know it can also be an uncertain time for parents who are sending a child to high school for the first time, so that’s why we also offer our Supporting the Transition to High School empowerment session to parents and guardians.

We believe a holistic approach to supporting our students to feel confident and informed as they approach year 7 is the best way to ensure they have a smooth and positive transition period, and their current classroom is the best place to start!

Kritz + Bianca Sciescere  
Co-founders of The Big Sister Experience  
[www.bigsisterexp.com](http://www.bigsisterexp.com)



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Jess - Teacher

*"I was inspired, educated, and thoroughly engaged the whole time."*  
Felix - Teacher

*"Register immediately, it's definitely worth doing! A fantastic course..."*  
Vanessa - Teacher

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🏠 <https://calmerclassrooms.today>

✉ [taruns@tarunstevenson.com](mailto:taruns@tarunstevenson.com)

## Intercultural Learning with Sound Infusion

By Nisha Feik

**T**HE INCLUSION of intercultural programs in schools provides students with important life skills and prepares them to be global citizens. The educational community now habitually includes multicultural activities such as regular incursions to help students to understand more about people from different backgrounds.

However, most schools are still learning how to shift from this acceptance of the 'other' (multiculturalism) to empathy with everyone (interculturalism), regardless of where they come from or what they look like. The latter requires an embedded, regular curriculum providing authentic context for the cultures being learnt about.

Adding deep experiences through a variety of regularly scheduled activities is a useful approach to resourcing the intercultural understanding curriculum. Using technology alongside more traditional resources such as incursions, excursions, community involvement, videos, and shared lesson plans provides optimal experiences and stimulus for students and teachers.

Sound Infusion is a great technology to include to help school communities along the intercultural understanding journey. It brings the world to the classroom and is ethnomusicological in its breadth, with instrument recordings from over 100 countries. Students can explore the background, sounds and beautifully drawn images of instruments that are situated on a world map, and then click and drag quality music samples in the studio to create their own arrangements. This program is unique in providing:

- Interactive world map with historical and cultural information about instruments
- Lesson plans for each year level, linked to the Australian Curriculum and the International Baccalaureate
- Sample recordings of instruments from over 100 countries
- An easy to use arranging studio with no prior musical training needed to implement it

Last year after the end of a second Winter lockdown in Melbourne, Sound Infusion provided an opportunity for students to, unexpectedly, learn about Yom Kippur, the holiest day of the Jewish year centring around the atonement of personal sins. The catalyst was a primary school year four class embarking upon a treasure hunt using a lesson plan from the online arranging website Sound Infusion.

This session began on the opening page of the platform with the interactive world map. The teacher shared her screen with the class and together they searched for:

- Two instruments from neighboring countries
- Two string instruments
- Two instruments they'd never heard of
- An instrument that looked unusual

When it came to the last task, the class decided that the curly looking ram's horn looked fascinating - the shofar. One student put her hand up and excitedly said "I played that YESTERDAY! I'm Jewish and yesterday was Yom Kippur. We play the Shofar every year". This was a wonderful opportunity for this student to share her culture without prompting, and her classmates were interested to learn about Jewish traditions. Having a resource such as Sound Infusion with rich information, music and images from so many countries provided conditions where this class could come across the shofar and the student be given the opportunity to share with them about her cultural heritage. When students see their own cultural heritage represented on this platform, it makes them feel seen and brings them closer to feeling their complete selves are welcome in the classroom setting.

Schools have provided other Sound Infusion anecdotes about students opening up about their grandparents or parents playing instruments from their cultural heritage and creating musical arrangements on the weekend just for fun, or to explore sounds from previously unfamiliar places. Sound Infusion is the ideal blended learning tool to combine with more traditional forms of teaching and help students to empathise with people and cultures from around the world.

Nisha Feik  
[www.culturalinfusion.org.au](http://www.culturalinfusion.org.au)

# Youth Mental Health First Aid

By Mark Smith

## Youth Mental Health First Aid (MHFA) and teen MHFA – Evidence based, practical and engaging courses that build the Mental Health Literacy of learning communities.

**M**ental ill health accounts for most of the lost educational opportunity in adolescent or young adult learning cohorts. Youth Mental Health rates in the top 5 concerns of principals, teachers and parents. Tragically, suicide is the leading cause of death for Australians aged 16-24.

Many educators do not feel well equipped to manage the complexity and sheer volume of issues that arise from week to week. Welfare teams work very hard in the reactive space and are finding larger volumes of their work is in the crisis space.

MHFA was developed in Australia by Betty Kitchener (OAM) and Prof. Tony Jorm with the simple aim to build the Mental Health Literacy of Australians. The first courses were delivered in 2001. In 2007 the Youth MHFA course was developed for people who live or work with adolescents and young adults. Mental Health literacy is best described as “knowledge and beliefs about mental disorders which aid their recognition, management or prevention” (Jorm et al., 1997, p. 182).

I first encountered the program in 2011, I was the Head Teacher of a Special Education program in a large regular public high school. I went along to a 14 Hour Youth MHFA course in my community. I went to the training with low expectations. I thought I probably knew everything in the MHFA space from my over 20 years working in education and community sector roles.

I realised by morning tea on the first day that I knew nothing. MHFA training changed the way I responded to young people in distress immediately. I used skills within a few days of the course that probably saved the life of a young man. It was a very powerful experience.

To that point in my career I had attended many PL activities. However, very rarely did I learn something that I could quickly and easily incorporate into practice that made such a difference. I was communicating more effectively with adolescents in distress, I had a deeper understanding of the experience of people experiencing mental illness, I was more empathic, and I understood much more clearly the pathways to engage medical or psychological supports.

I was putting out some small fires before they became more complex issues. I was saving significant welfare time that I could now use for learning. These changes were a direct result of improving my Mental Health Literacy. I had learned practical strategies, but more importantly my attitude had changed. I came to the view that Youth MHFA was an important course for all adults who interact with adolescents.

Later that year I became a Youth MHFA Instructor and once a school term I would run a 14 Hour Youth MHFA in the school community. The classes were mixed groups of teachers, parents and youth workers. It was always my favourite few days of the school term.

In 2014 MHFA Australia released the long-awaited teen MHFA program for secondary students to learn the essential skills of MHFA. By then I had moved into a DP role. I was in the first instructor group to learn to deliver the program. I was privileged to deliver the very first teen MHFA program (outside of trials) in July 2014 at Byron Bay High School. teen MHFA is an age-appropriate program that can be delivered

**"Teen MHFA is an age-appropriate program that can be delivered to any secondary aged group of adolescents"**

to any secondary aged group of adolescents. Students learn how and when to involve an adult if their friend is experiencing signs of mental ill health.

In 2018 I was offered the opportunity to be an Instructor Trainer with MHFA Australia. Training new groups of Youth and teen MHFA Instructors has been the greatest privilege of my career. Working alongside the extraordinary team of researchers and educators at MHFA Australia is an inspiration. It's certainly made me an even better MHFAider! Shortly after that I left my DP job to start a training organisation. Safer Communities has the aim of raising the Mental Health Literacy of learning communities through quality and engaging professional learning. We are one of many providers of MHFA programs, proudly we have an outstanding reputation in the education sector. You can learn more about us and Youth and teen MHFA at our website below.

**Mark Smith - Director**  
Safer Communities  
[www.safercommunities.com.au](http://www.safercommunities.com.au)

# OVERVIEW

## MOVING BEYOND JOBS TO SKILLS FOR THE NEW WORK ORDER

### There are **7** new job clusters in Australia



#### A young person...

- could choose a job cluster based on their interest and strengths rather than focus on one dream job.
- could gain experience through early career jobs in the job cluster.



### Job clusters require **similar skills** that are often portable across jobs

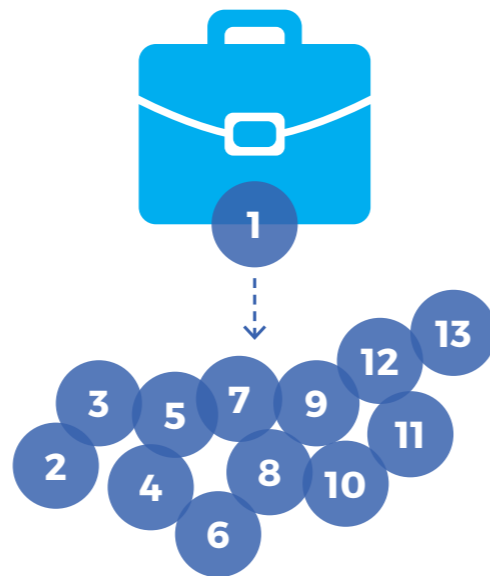
#### A young person...

- could focus on developing a portfolio of technical and enterprising skills common to their chosen job cluster.

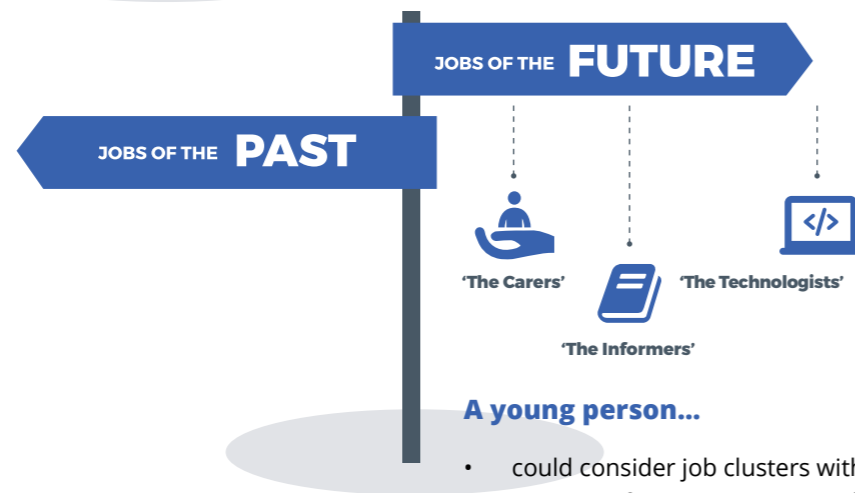
\*On average, based on high overlap of skills.

### Jobs are more related than we realise...

When a person trains or works in **1 job**, they acquire skills for **13 other jobs\***



### Some job clusters have **stronger future prospects** than others



#### A young person...

- could consider job clusters with strongest future prospects and jobs that are most likely to grow.

# Gen Z, so what is life after school?

By Susan Pettigrew

**THE DECISIONS** you are faced with on completing secondary school can be daunting.

How much have you thought about life after school and where to from here?

Firstly, don't be afraid – embrace this time in your life and explore the options open to you.

For most of you the next 50 years will be filled with some kind of work. It sounds exhausting, it sounds never ending and it sounds like a lot of work! However, with the right pathway, including study options and career exploration, those next 50 years can be very rewarding.

You are entering a new world of work where you want a career you enjoy and aligns to your values, a career that will have a positive impact and one that offers flexibility.

The statistics tell us, as Generation Z, you will have possibly 17 different jobs across 5 careers in your lifetime. You will see your work align to new technologies including automation and robotics and your tasks will continue to transform as we use artificial intelligence.

Embrace diversity and inclusion, it can lead to a broader more balanced way of approaching new opportunities. Everyone deserves an opportunity to be heard and a chance to shine.

We are starting to move beyond just acquiring a job, to building skills that are then transferable across many careers and industries. You will

start to hear the terms **employability skills, transferable skills, soft skills, work readiness skills, foundation skills**. These skills are what employers now value the most. They can't be taught on the job and you can't do a qualification to improve them. They make up the person you are and who you want to be in your career.

Employability skills include: **communication, leadership, motivation, reliability, team work, problem solving and technology**. By utilising these skills in one job we now know that you have set yourself up to work in 13 other jobs.

We now also need to change our thinking and train for a **job cluster**, rather than focusing on one particular **job role**.

Job clusters are now thought to be the way of careers and future thinking. Currently most jobs in Australia can be categorised into seven different job clusters. One of those clusters is "The Carers" and these job roles include seeking to improve the mental or physical health or well-being of others, including medical, care and personal support services.

So maybe you can switch your career path to train for a career cluster, rather than a specific job role.

So, what is life after school? It's a journey for you to continue to learn and reach your career goals. Every life experience can get you there, no career adventure is the wrong decision. Your

adventure may lead you to your dream job or it may open up a new pathway to something else. Do some study, do some work, do your research and talk to people. Doing something is the best foot forward.

The Skills and Jobs Centre can support you in your decision making during your time at school and also help you to explore all your options as you graduate to enter your new stage of life.

The more knowledge and support that you have, the easier it will be when hit with making these big decisions. Everyone should have access to high quality, free, and impartial careers and training advice to achieve the best outcomes. We are inclusive, accessible and optimistic and we are here to help.

You can reach us by calling **03 55 648 515** or <https://www.swskillsandjobscentre.com.au/>

Susan Pettigrew - South West TAFE.

CATEGORY	BUILDERS	BABY BOOMERS	GENERATION X	GENERATION Y	GENERATION Z	GEN ALPHA
Slang terms	 <p>We prefer proper English if you please</p> <p>Born: &lt; 1946 Age: 74+</p>	 <p>Be cool Peace Groovy Way out</p> <p>Born: 1946-1964 Age: 55-73</p>	 <p>Dude Ace Rad As if Wicked</p> <p>Born: 1965-1979 Age: 40-54</p>	 <p>Bling Funky Doh Foshizz Whassup?</p> <p>Born: 1980-1994 Age: 25-39</p>	 <p>Fam GOAT Slay Yass queen</p> <p>Born: 1995-2009 Age: 10-24</p>	 <p>lit yeet hundo oof m idrc</p> <p>Born: 2010-2024 Age: under 10</p>
Social markers	World War II 1939-1945	Moon landing 1969	Stock market crash 1987	September 11 2001	GFC 2008	Trump / Brexit 2016
Iconic cars	 <p>Model T Ford Final, 1927</p>	 <p>Ford Mustang 1964</p>	 <p>Holden Commodore 1978</p>	 <p>Toyota Prius 1997</p>	 <p>Tesla Model S 2012</p>	 <p>Autonomous vehicles 2020s</p>
Iconic toys	 <p>Roller skates</p>	 <p>Frisbee</p>	 <p>Rubik cube</p>	 <p>BMX bike</p>	 <p>Folding scooter</p>	 <p>Fidget spinner</p>
Music devices	 <p>Record player LP, 1948</p>	 <p>Audio cassette 1962</p>	 <p>Walkman 1979</p>	 <p>iPod 2001</p>	 <p>Spotify 2008</p>	 <p>Smart speakers Now</p>
Leadership style	 <p>L - Leader l - New leaders</p> <p>Controlling</p>	 <p>L - Leader l - New leaders</p> <p>Directing</p>	 <p>L - Leader l - New leaders</p> <p>Coordinating</p>	 <p>L - Leader l - New leaders</p> <p>Guiding</p>	 <p>L - Leader l - New leaders</p> <p>Empowering</p>	 <p>L - Leader l - New leaders</p> <p>Inspiring</p>
Ideal leader	Commander	Thinker	Doer	Supporter	Collaborator	Co-creator
Learning style	Formal	Structured	Participative	Interactive	Multi-modal	Virtual
Influence/advice	Officials	Experts	Practitioners	Peers	Forums	Chatbots
Marketing	Print (traditional)	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)	In situ (real-time)
<div><div></div><div><div>T +61 2 8824 3422</div><div>E info@mccrindle.com.au</div><div>W mccrindle.com.au</div></div><div><div> mccrindlerearch</div><div> mccrindersrch</div></div><div><div> mccrindle</div><div> mccrindlerearch</div></div><div><div> mccrindlerearch</div><div> blog.mccrindle.com.au</div></div></div>						



**satellite**  
FOUNDATION

**Creativity and Connection for Mental Health and Wellbeing**

Satellite Foundation is a creative community that connects and empowers children and young people who have a family member living with mental health challenges.

We offer a range of in-person and online programs, workshops, activities, and projects that offer creativity as a way to connect with others.

**Please get in touch for registrations and referrals, we would love to hear from you!**

HELLO

email: hello@satellitefoundation.org.au  
call: 0455 522 122



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AGES 8-25  
ALL PROGRAMS ARE FREE

# The Shark Cage® Program for Young Women



What might the world look like if young women learnt from an early age that they had a right to say no? No to anything that makes them uncomfortable backed by a deep belief in their right for this to be heard, respected and enforced by our social institutions?

One of the consistent responses to the success of the Shark Cage group program for adult women by workers and group participants was that the program needed to be available to young women in schools. In response to this demand, I collaborated with Angelle Hughes, a high school educator with a passion for gender equality, to write a Shark Cage program specifically for young women. The program is aimed at Years 8-10 and runs for 7 sessions.

This program is designed to complement a range of other Respectful Relationships programs aimed at all genders. Whilst it is imperative that boys learn about their rights and the rights of others, this program is designed for young women and non-binary people who are comfortable in a space that centres the experience of girls & women.

It aims to create a space to address issues that may be difficult for some to fully explore with boys or men present. The objectives of the program meet different State and Territory directives to include material relating to Healthy Relationships into the syllabus of schools.

It was successfully piloted in two schools in 2018 and now runs in multiple settings across Australia. Like the adult program the young women's program is based on the five-steps in the Shark Cage framework.

## THE FIVE STEPS

**Step 1:** Introducing the Shark Cage metaphor

**Step 2:** Renovating the Shark Cage

**Step 3:** Fixing the Shark Cage alarm

**Step 4:** Defending the Shark Cage

**Step 5:** Recognising Shark and Dolphin behaviours

In this article I will focus on Step 1: The metaphor which externalises the issue of gender violence and challenges victim blaming attitudes.

## The Metaphor

'Imagine that the world is like a big, beautiful ocean. There are lots of colourful friendly fish and dolphins in this ocean and there are also sharks. You don't have to go looking for sharks to have them in your life. You can just be swimming around, minding your own business and because there are a lot of them, you will bump into sharks.

A Shark becomes a Shark when they choose to repeatedly use Shark like behaviours. So what are Shark like behaviours? Well, these are behaviours that bang up against the rights of another. Sharks can change into harmless dolphins if they recognise and respect the rights of others and choose to stop using Shark like behaviours.

People of all genders can use Shark like behaviours, but girls and women are most in danger of being hurt by a boy or man who has been shown, and believes, that he has more rights than girls do - like the right to expect a girl to do whatever he wants. So how do girls learn about their rights and develop a strong Shark

Cage of rights with an alarm that tells them when someone is pushing up against a right?

The thing is we are not born with Shark Cages. We all come into the world without a Shark Cage of human rights. Our caregivers, school communities, society, our leaders, the media and everyone we come in contact with when we are young contributes to the type of Shark Cage that is built for us.

Remember that each bar in the Shark Cage acts as a basic human right or a boundary. If we are taught that it's not okay for people to call us names, that's one bar that goes in our Shark Cage. If we are taught in words and actions that it's not okay for people to touch us in ways that make us uncomfortable, that's another bar that goes in our Shark Cage.

Once the bars are in place, sharks bang up against them and can find it harder to get close enough to take a bite and hurt us. When we have a strong Shark Cage our body and emotions work together to create a Shark Cage alarm. This is like our gut instinct sending us a warning. This warning can help us decide not to have any more contact with a person, or to limit our contact and not let them get too close.

Sometimes, we might not be able to get away, or avoid the person and we can feel trapped. This is where it's very important to talk to a trusted adult or professional about what is happening so they can help us to be safe.

It's also really important to know that you are never to blame for a Shark's behaviour towards you. Only the Shark is responsible for their actions, and sometimes, it's not possible to avoid being bitten.

Continued >



Not everyone has been lucky enough to have had a really strong Shark Cage built for them when they were young. This might be because we had someone in our childhood who was hurting us. It is very hard to establish a Shark Cage of rights if somebody is already saying in their behaviour towards us that we don't have any rights. Some of us might have had caregivers who never had a strong Shark Cage themselves, so they didn't know how to help us build one.

Most of us have Shark Cages with missing bars that need some work, but the really good news is you can renovate your Shark Cage at any time. You just need the right support and tools. You can work out what bars you already have in your Shark Cage and what bars might need strengthening or adding. You can do work on your alarm system and put together a treasure chest of 'tools', or healthy coping and self care strategies. Your treasure chest can help you with your Shark Cage renovations and the ongoing work needed to keep your sense of human rights and self worth strong.'

The metaphor is made real with a relatable story about two 16 year old girls. One who had a strong Shark Cage built for her and another who wasn't fortunate enough to have been given such a strong and universal sense of rights and boundaries. The metaphor externalises the issue of gender violence, reduces self-blame and victim blaming. It's ability to do this has been demonstrated by the responses of thousands of girls and women in their feedback about Shark Cage group programs. The metaphor and the other four steps in the framework are explained in the context of human rights and intersectionality in a freely available youth friendly animation that can be found at

[www.youtube.com/watch?v=IDfNhN9lvR0&t=6s](https://www.youtube.com/watch?v=IDfNhN9lvR0&t=6s)

Core objectives of the program

1. Increase knowledge of healthy and unhealthy relationships.
2. Increase capacity to set boundaries.
3. Increase skills in respectful assertive communication.
4. Increase understanding of consent
5. Decrease victim blaming attitudes
6. Increase the ability to care for and be kind to themselves.
7. Increase awareness of 'gut feeling' about people and situations
8. Increase sense of self-worth.
9. Increase belief in their entitlement to rights.
10. Increase ability to recognise a potentially abusive or exploitative person.
11. Increase awareness and respect for the rights of others

Above, is an image of a group of young women and their artwork for the assembly of a Shark Cage mural in the final session. The mural ends where the program began – with the metaphor – but in this final session the bars in the Shark Cage are ones they have created for themselves, and the fish represent the participants and their positive qualities. They have learnt to identify Dolphin and Shark like behaviours. On the ocean bed are the individual treasure chests of healthy coping strategies that they have explored, identified and further developed.

Some comments from young women who participated in the program:

"Sharks & Dolphins makes you understand. I liked how we got to do lots of fun things but still learnt lots and it will help us with our future."

"I liked that it is alright to say no and we learnt our rights for relationships: physically, mentally, financially and spiritually."

"I will be able to use everything that I have learnt in this program in my life"

"I know now that I can tell someone if I am being harassed and ask for help"

"I liked that it was really fun and creative. What we got to do with the shark, fish, dolphins and bars. It was a fun way to learn about respect for your rights."

"I liked that the information we talked about will be used in real life and it is okay to say no."

"I now understand more about my rights and understand how to recognise sharks."

"I will take a lot out of today that I will take away and use."

For more information about the program, facilitator training & accreditation and costs, email Ursula on: [info@thesharkcage.com](mailto:info@thesharkcage.com) or visit <https://www.thesharkcage.com/the-shark-cage-program-for-young-women-clients/>. For general information about Ursula and The Shark Cage [www.thesharkcage.com](http://www.thesharkcage.com).

*The Shark Cage® is a registered trademark of Ursula Benstead.*

# Get Help

Nationwide

<b>The National Cannabis Information &amp; Helpline</b> <a href="https://ncpic.org.au/helpline/">https://ncpic.org.au/helpline/</a> <b>1800 30 40 50</b>	<b>Headspace Chat Online</b> <a href="https://eheadspace.org.au/">https://eheadspace.org.au/</a> <b>Online chat available</b> <b>1800 650 890 (9AM -1AM)</b>	<b>1800RESPECT</b> <a href="https://www.1800respect.org.au/">https://www.1800respect.org.au/</a> <b>1800 737 732</b>	<b>Blue Knot Foundation Helpline</b> <a href="http://www.blueknot.org.au/Helpline">http://www.blueknot.org.au/Helpline</a> <b>1300 657 380</b>	<b>Lifeline</b> <a href="http://www.lifeline.org.au/">http://www.lifeline.org.au/</a> <b>13 11 14</b>	<b>The Butterfly Foundation</b> <a href="http://thebutterflyfoundation.org.au/">http://thebutterflyfoundation.org.au/</a> <b>1800 33 4673</b>
<b>Kids Help Line</b> <a href="http://www.kidshelp.com.au/">http://www.kidshelp.com.au/</a> <b>1800 55 18 00</b>	<b>Veterans and Veterans Families Counselling Service (VVCS)</b> <a href="http://www.dva.gov.au/">http://www.dva.gov.au/</a> <b>1800 011 046</b>	<b>PANDA - National Perinatal Depression Helpline</b> <a href="http://www.panda.org.au/">http://www.panda.org.au/</a> <b>1300 726 306</b>	<b>AustralianGovernment: AIHW MHSA</b> <a href="http://mhsa.aihw.gov.au/home">http://mhsa.aihw.gov.au/home</a>	<b>SANE Australia</b> <a href="http://www.sane.org/">http://www.sane.org/</a> <b>1800 187 263</b>	<b>Gambling Helpline</b> <a href="http://www.gamblinghelponline.org.au/">http://www.gamblinghelponline.org.au/</a> <b>Online chat available</b> <b>1800 858 858</b>
<b>Suicide Call Back Service</b> <a href="https://www.suicidecallbackservice.org.au">https://www.suicidecallbackservice.org.au</a> <b>Online chat available</b> <b>1300 659 467</b>	<b>Family Drug Support</b> <a href="http://www.fds.org.au/">http://www.fds.org.au/</a> <b>1300 368 186</b>	<b>Al-Anon</b> <a href="http://www.al-anon.org.au/contact">http://www.al-anon.org.au/contact</a> <b>1300 ALANON (1300 252 666)</b>	<b>Alcoholics Anonymous</b> <a href="http://www.aa.org.au/">http://www.aa.org.au/</a> <b>1300 222 222</b>	<b>Quit Line</b> <a href="http://www.quit.org.au/">http://www.quit.org.au/</a> <b>13 78 48</b>	<b>Mind Connect</b> <a href="https://www.mindaustralia.org.au/contact-us.html">https://www.mindaustralia.org.au/contact-us.html</a> <b>1300 286 463</b>
<b>Mensline Australia</b> <a href="http://www.mensline.org.au/">http://www.mensline.org.au/</a> <b>1300 78 99 78</b>					

Victoria

<b>Youth Drug and Alcohol Advice (YoDAA)</b> <a href="https://www.ysas.org.au">https://www.ysas.org.au</a>	<b>Pharmacotherapy, Advocacy, Mediation &amp; Support (PAMS)</b> Advice for anyone experiencing trouble with their pharmacotherapy program (Methadone, Suboxone etc...) <b>1800 443 844</b>	<b>1800 ICE ADVICE</b> Advice and support for people who use ice, their families and health professionals. <b>1800 423 238</b>	<b>DirectLine</b> Confidential alcohol and drug counselling and referral line. <b>1800 888 236</b>	<b>Alcohol and Drug Information Service (ADIS)</b> A 24-hour confidential information, advice and referral telephone service. <b>1800 151 045</b>	<b>Ted Noffs Foundation help line</b> Counselling and support for young people and their families.
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New South Wales

Queensland

<b>Alcohol and Drug Information Service (ADIS)</b> Telephone information, counselling and referral. <b>1800 177 833</b>	<b>Counselling Online</b> If you prefer to speak to someone <b>1800 177 833 (Regional)</b> <b>07 3837 5989 (metro)</b>	<b>Alcohol and Drug Support Line</b> 24/7, state-wide counselling, information, referral and support <b>Metro: (08) 9442 5050</b> <b>Country: 1800 653 203</b>
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Western Australia

<b>Parent and Family Drug Support Line</b> 24/7, state-wide counselling, information, referral and support. <b>1800 721 997</b>	<b>Meth Helpline</b> 24/7, state-wide counselling, information, referral and support. <b>1800 874 878</b>	<b>Alcohol and Drug Information Service (ADIS)</b> Telephone information, counselling, and referral service. <b>1300 131 340</b>
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South Australia

ACT

<b>Alcohol and Drug Information Service (ADIS)</b> 24-hour telephone service offering information, advice, referral, intake, assessment and support. <b>02 6207 9977</b>	<b>Alcohol and Drug Information Service (ADIS)</b> 24-hour Alcohol and Drug Telephone Information and counselling service. <b>1800 131 350</b>	<b>Alcohol and Drug Information Service (ADIS)</b> A 24-hour telephone information and counselling line. <b>1800 811 994</b>
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Northern Territory

Tasmania

If you are in an emergency, or at immediate risk of harm to yourself or others, please contact emergency services on 000

