

youthwise



Autumn 2023

In this issue

We Are Worthy

RUBY RIETHMULLER

The Truth of an Invisible Illness

FEATURED

Rites of Passage

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*Souths Cares:
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A letter from the Editor

Four out of five young Australians say that they have experienced mental health issues in the last two years. Anxiety symptoms were the most common, followed by symptoms of depression and eating disorders. A quarter of respondents say that they had thought about suicide and 15% attempted self-harm.

Young people cite social media as a main reason for worsening mental health. In the years of my own teenage years(the era my children refer to as the “ dark ages “and I refer to the” light ages”) there WAS no social media. And I believe my teenage years were less problematic without it. My children are a generation apart in age. During my first child’s teenage years, social media did not exist, with the second it did, and like most teens her age, she became addicted to it, to my great consternation. I have always believed social media opens up a plethora of problems, online bullying being one of them. I am NOT a fan!

Imagine that there was an illness that struck a large percentage of young people in Australia. That many of those young people were unable to go to school ,form friendships or participate in important teenage milestones.

We don’t have to imagine-this is the reality facing young Australians right now.

Our young people are in serious trouble. We know the transition from childhood to adulthood is the peak period for the emergence of mental illness. Half of all health conditions experienced during this developmental period are mental health related, and the most common cause of death in young people is suicide.

This means that mental illness has become the **NUMBER 1** chronic illness throughout life

We need to turn the tide.

It is common knowledge that I subscribe to the prevention is better than cure theory where drugs are concerned. I feel the same is applicable to mental health.

We need to understand much more clearly -what the trends and risk factors are that are contributing to this rapid deterioration in the mental health of emerging young adults-our young people on whom our future prosperity depends. It should be a top priority.

I am so grateful for the halcyon days that were my own teenage years- I look back on them with more fondness than angst! They were happy ones and I certainly did not face the challenges that the youth of today face.

Most of us have a child, a family member, or KNOW of someone with mental health issues. The statistics speak for themselves. Very few of us are untouched by this insidious disease. I applaud the brave people who stand up to be counted, who talk about their own struggles re same, in an effort to destigmatize this endemic problem, to make other people feel that they are not alone.

I do not know the answer, but I DO know that our government needs to throw more money towards it and that education is key. Our youth are our future.

Thank you to all our supporters, and to the wonderful people who contribute their editorials. Thank you for your passion and your dedication. You make Youthwise what it is.

I wish you all good mental health.

Leigh Mary Leonard

Youthwise Mental Health

RETRACTION: Please note the editorial by south west tafe in the last edition was written by lauren westhorpe. Our apologies for the misprint.

DISCLAIMER

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, or via **ehespace** – a national online and telephone counselling service at 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

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.

Training by Karina

My name is Karina Johns, and I am the founder of Training by Karina. Training by Karina is a Hospitality consulting and training business specialising in training courses for teenagers and those new to industry to become job ready.

I have over 10 years of Hospitality experience and am a qualified Trainor and Assessor. After many years of being a Hospitality manager and an accredited teacher I really gained an insight into how hard it can be for teenagers to obtain employment without experience and saw firsthand how their confidence can be damaged instantly.

The goal is to make sure they are trained properly, given confidence and understand the industry, workable conditions including wages and the award and most importantly for them to enjoy the wonderful industry of Hospitality and all it has to offer when the time comes that they are ready to join the workforce.

Now that I have my business, I often think back on the fact that wherever I was working I was always excited when we got “work-experience students”- This is something not many Hospitality managers would be able to say.

My passion is training and helping teenagers. Hence, I developed The Hospitality Starter Course.

The Hospitality Starter course is a one-day course designed for teenagers to learn foundation skills of customer service and the practical skills needed for work in the Hospitality industry.

The course runs like a school day with breaks at recess and lunch. The Hospitality Starter course is designed for students from year 9 to year 12 and students are engaged the whole day.

The morning focuses on personal presentation, customer service and satisfaction as well as

allergen management and menu ordering where we do some role play and activities. After recess, we move on to mainly practical activities such as setting tables, Carrying trays of glassware, how to carry 3 plates and also how to clear plates. This also showcases the importance of teamwork. After lunch we prepare non-alcoholic beverages (that I provide the ingredients for), learn how to carry the beverages on a tray again and then finish the afternoon with resume and cover letter formatting.

Skills students will gain from the one-day course include:

- Greeting customers and customer service
- Essential Waiter skills such as carrying 3 plates and clearing 5 plates
- Table Setting - Casual to fine dining
- Allergen importance
- Menu knowledge
- Serving customers from start to finish
- Drink service including tray service and preparing non-alcoholic beverages
- Personal presentation
- How to successfully apply for jobs including Resume tips & Cover letter formatting
- Knowledge of your rights as a worker in hospitality including Pay rates & working conditions in Australia.

The Hospitality Starter course is also a fantastic alternative for students that cannot find employers looking to take them on for “work experience or careers week”.

Learning and academic achievement are the pillars of the experience of high school, but it is important that we give teenagers the opportunity to learn valuable employment skills so when the time comes that they are ready to enter the workforce they are entering it confidently and they know and understand about pay wages and working conditions.




The best part about The Hospitality Starter course is we come to you. We deliver the course on school campus making it as easy as possible for the students to attend.

Students receive a Certificate of completion to go towards their resume as well as gaining confidence from the day.

Bookings are now open for 2023, Training by Karina is based in Victoria, but bookings are open to all of Australia.

For more information or to book your school in for The Hospitality Starter course, please visit our website or email below.

Training by Karina
www.trainingbykarina.com
hello@trainingbykarina.com



Supporting young people to develop positive wellbeing skills

The Australian Lions Wellbeing Foundation has a range of projects to help teachers and the broader school community promote wellbeing. Healthy wellbeing for students, teachers and the whole community can lead to positive outcomes for everyone, which is why it has such a strong focus across the curriculum.

Our projects are designed to help you deliver information on, and enhance the wellbeing of students through the sharing of information, awareness and skill development.

FREEDOM TO FEEL FANTASTIC

Freedom to Feel Fantastic is our positive body image and self esteem campaign. Schools nationally use our FREE event pack full of resources from an event guide activities, booklets, posters and more to hold either classroom based sessions, a special lunch time activity or even a whole day event which opens conversation about body image and self esteem to promote supporting others and ourselves to 'be who you want to be judgement free'.

Download your free event pack at freedomtofeelfantastic.com.au

LIONS QUEST

Lions Quest, our Social and Emotional Curriculum package for F-8 has been termed an “HPE teachers dream!”

Lions Quest offers a comprehensive Social and Emotional Learning (SEL) program that supports the development of happy, healthy and resilient young people who are caring and engaged members of their families, schools, and communities.

Lions Quest has 2 curriculum levels.

Skills for Growing (F-5) and Skills for Adolescence (6-8)

All lessons have been aligned to the Australian

Curriculum. They have strong links to strands, sub-strands and key ideas in the Health and Physical Education and Humanities and Social Sciences learning areas and the Personal and Social arena of the cross-curricular General Capabilities. Each curriculum pack includes a Teacher Resource Guide, Program Guide and student and parent materials.

You can access free lesson samplers for each grade via the website lionsquest.org.au

www.tuneinnotout.com

Tune In Not Out is an amazing resource for young people, it's the one-stop-shop for information on over 50 health and wellbeing topics from mental health, relationships, alcohol and other drugs, school and work life, body image and more.

TINO has done the searching for you, and brings videos, factsheets, stories and even music from services providers nationally into one central location to help young people navigate life's challenges.

It is also a fantastic classroom resource for students to research health topics, and for educators to find content for discussion.

Go have an explore at www.tuneinnotout.com

Find out more about the foundation at www.alwf.org.au



TUNEINNOTOUT.COM

- MENTAL HEALTH
- ALCOHOL & OTHER DRUGS
- BULLYING
- MANAGING RELATIONSHIPS
- SEX & SEXUAL HEALTH
- YOUR INDENTITY
- SCHOOL, WORK & MONEY
- HEALTH & WELLBEING
- INDIGENOUS HEALTH HUB
- FINDING HELP



LIONS QUEST

LESSON TOPICS INCLUDE

dealing with bullying

leadership & reflection

health & safety

goal setting

emotions

respectful relationships

responsible decision making

handling conflict

values

service learning

Helping Hoops

We all know the feeling of being home. The comfort of walking into your family kitchen.

Or, when the plane is about to land, and the anticipation rises from the pit of your belly into a place where your eyes suddenly well up with tears. For us, the screech of rubber against polished wood, the cacophony of balls bouncing and the chorus of cheering, yelling, laughing with the intermittent expletive here and there as the buzzer sounds! That's home to us. Give us a court, a hoop and a ball and we can build a community that thrives.

Over the past 13 years, that has been the endeavour of Helping Hoops. Founded in 2010 by Adam McKay, our early years were about providing a place where young people who couldn't otherwise participate in mainstream basketball, had access to it. We started with one session with around 5 participants in Footscray, Victoria. Today, we run 14 programs across 11 different locations in Naarm. Our program participants largely come from migrant or refugee backgrounds. We also have programs specifically for young people with disabilities and our Power programs are specifically for girls. We are volunteer lead, with around 140 volunteers each year. About 1000 young people participate in our programs each year. Helping Hoops is a registered not-for-profit and all our programs are free.

Each week we get to work on removing the barriers that exist in Sport. Sometimes barriers are visible, for example not having uniforms for girls. (Not unisex. Unisex is mens. Girls' bodies are built different, but sports uniforms don't always reflect that.) Sometimes barriers are a little harder to see, for example not having a parent available to take you to training or games or a Coach not understanding why you not attending for a few weeks isn't for lack of dedication but in observance of your religious traditions.

Mainstream thought can regard Sport in very limited terms. If you play in a 'formal' competition, as in, register at your local club, train/play weekly, that is an acceptable method by which to engage in Sport. The other label we hear assigned to grass-roots Community Sport is 'informal'. The terminology alone dismisses the value, organisation, structure and often enduring legacy of community strength built on these 'informal' sporting programs and events. There is a place for both and our efforts in removing barriers

to participation are not merely to provide young people with pathways to play 'formal' sport but to empower communities to thrive in their own 'informal' sporting structures.

Helping Hoops programs are participation based with elements of competition woven into each session. We are about creating environments that allow young people to express themselves and feel a deep sense of belonging, through the vehicle of basketball. To build connections with others and themselves, to be challenged in appropriate, healthy doses and to enjoy the process. As a charity we can do this thanks to the generosity of various funders and lots of community fundraising. Our annual Charity Shootout is coming up on June 10 &

11, 2023 at MSAC in South Melbourne, Victoria. It's a fundraising event, whereby you sign up, fundraise then come and shoot as many free-throws as you can in 15 minutes, non-stop! We'd love for you to join us.

Jump on our website and socials for more information on Helping Hoops programs, locations and opportunities: www.helpinghoops.com.au

How sport can start a bigger conversation

By the Hockey Victoria Youth Advisory Committee

The Hockey Victoria Youth Advisory Committee (YAC) was created in late 2020. We have since worked on a diverse range of projects. However, in mid 2021 we found ourselves wanting to create something that would start conversations surrounding mental health and extend support to those in our community who wanted it. And thus, the Mental Health Round was formed.

The round took months of planning, and hours upon hours of research and development, but in 2022, it was ready. Our first official Mental Health Round ran from the 11th to the 17th of August in 2022. Our next Mental Health Round will run from July 27th to August 2nd in 2023.

We spoke with Alaska Green (she/her), a former Hockey Victoria YAC member and the founder of Hockey Victoria's Mental Health Round. "Sport provides us with physical exercise, socialisation, a sense of community, self confidence, and a safe place," she stated. "During the years of 2020 and 2021 we lost all those things due to the pandemic. We were surrounded by a team, then left alone and isolated in our homes. This created stress, anger, confusion and anxiety."

She went on to discuss the impact sport has on mental health, and the support clubs and associations could provide, "sporting clubs can create a community where we can support one another and talk about the issues we are facing." Alaska and the YAC noticed that during the

lockdowns, our club's communities that were so valuable to our mental health and social life started to fade away as we lost connection with the sport. As we came out of the pandemic, we wanted to create something that would bring some of the focus back to the wellbeing of our club's members and our hockey community.

And so the HV Mental Health Round was created. We saw great success in our first Mental Health Round, with clubs and associations from across the state accessorising in green to spark the conversation. Alaska's association, Sunraysia Hockey Association, had high levels of participation in the round, "We had the support of Victoria Police blue ribbon foundation in attendance, as well as council members showing their support for the hockey community and mental health. Mental health resources were available during the round, such as flyers, posters, phone numbers, and a mental health professional to speak to for any questions or concerns. All club's participated in the wearing of green to support their team mates and those around them."

It was brilliant to see hockey players and families from across the state getting involved in a conversation surrounding mental health and wellbeing. This is a conversation that was put on hold in 2020, and only now have we been able to resume it. We are hoping to gain more support and community involvement leading into 2023 so we can spark more conversations



and provide more support to those who need it.

Hockey Victoria are extremely proud of all of the clubs and associations that participated in the very first Mental Health Round. We as the YAC can't wait to continue to grow and improve the round, with our subcommittee still working hard to find the areas of improvement that came out of last year's round.



An Integrated Approach to Addressing Staff Wellbeing in Schools

Recent studies show that around 75% of teachers suffer from stress and 50% suffer from anxiety. These troubling figures and industry demands highlight that it’s essential that schools take a well-rounded approach to identify the needs of staff and consciously consider and plan for the multiple elements required to increase staff psychological safety in order to influence the learning and lives of students.

One approach comes from Positive Psychology’s PERMA Model. Initially proposed by Dr. Martin Seligman, the model recognises that many different aspects of our life impact our wellbeing. The model has gained traction in schools as an effective way to improve staff wellbeing and build a positive school culture.

The acronym PERMA(H) stands for six key elements that influence staff wellbeing and psychological safety: Positive emotions, Engagement, Relationships, Meaning, Accomplishment. More recently, researchers have added in the element of Health.

Considering ways to implement actions that span across each of these elements increases the likelihood that your wellbeing initiatives will be a success at your school.

The Elements of the PERMAH model

Positive Emotions

People tend to perform better, experience workplace satisfaction, and are more likely to be resilient to stress when their mood is positive. .

It’s important to consider how to spark more positive emotions in our staff. An average of 54% of staff surveyed in Australia over the past year using our anonymous wellbeing survey reported that work positively impacts their mental health and wellbeing.



Consider asking staff about key stressors and addressing them, normalising mental health and training to build staff resilience, coping strategies and increase feelings of wellbeing.

Engagement

Engagement is being tuned in and absorbed in something you enjoy. Feeling engaged in what we do boosts motivation and job satisfaction.

Currently, engagement averages across Australia are strong, with 80% of staff reporting overall engagement, though some schools are reporting numbers as low as 50%.

Consider leveraging your staff’s strengths and interests, distributing the leadership, co-creating goals, and providing feedback.

Relationships

Because of our innately social nature, positive relationships help us thrive and flourish.

Building strong relationships between staff is vital in workplaces where collaboration is necessary for success. The national survey data averages report that 59% of staff relationships are strong and well-formed, while 67% feel that staff work together collaboratively.

Consider planning opportunities to work together and connect inside and outside of work, coaching and mentoring programs, Professional Learning Communities (PLC), and inquiry projects.

Meaning

Meaning is a feeling of profound satisfaction and alignment with our calling or purpose. Education is often a sector people choose because of the significant impact we can have on future generations – making



this our contribution to society. The key is to ensure we are united in our understanding of our purpose and direction in each school.

Consider co-creating vision and goals with all staff, providing clarity on school direction and establishing clear staff roles and responsibilities.

Accomplishment

Experiencing a sense of accomplishment lets us know we’re on the right track – t boosting our motivation and desire to deliver our best. As leaders and colleagues, it’s vital to recognise and reward each other’s efforts and work.

Consider regular opportunities for staff to receive formal and informal feedback from leaders, learning walks and peer feedback opportunities.

Health

Health encompasses both our physical and mental health. Our health determines how much energy and effort we can bring to our profession.

Survey data shows that an average of 39% of school staff report feeling physically unwell. Potentially, some staff may require support to address chronic stress in order to get them back to feeling their best.

Consider addressing key staff stressors, promoting healthy eating, an active lifestyle, and work/life balance.

Diagnose first, then act

For this to make an impact, we must first undergo a process of “diagnosing” to find the key stressors, points of need and what staff consider would be effective for a co-created improvement in school culture.

A “school scan” is executed through a rigorous collection and review of data collected from staff surveys, discussions with staff, and school performance data to identify which wellbeing initiatives would make the biggest impact as part of a tailored Staff Wellbeing Action Plan.

When we approach staff wellbeing—by understanding that several elements impact our staff’s wellbeing—we can embrace an integrative approach that addresses the root causes of low morale and engagement, burnout, and job dissatisfaction.

If you would like support building a tailored Wellbeing Action Plan that encompassed the above key elements, visit adriennehornby.com.au.

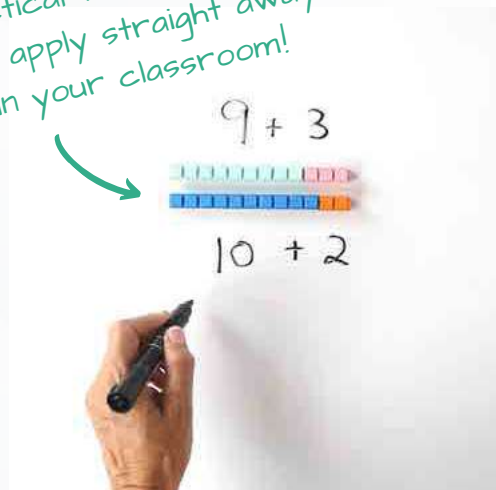
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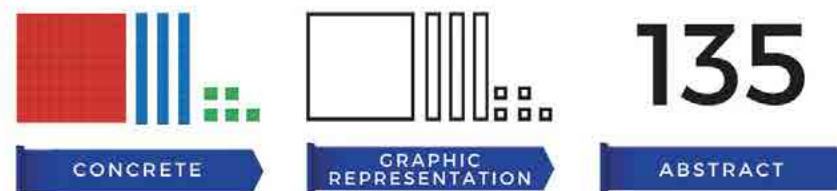
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Maths and Mental Health

Mental health refers to the overall well-being of an individual's psychological and emotional state. It involves how they feel about themselves, the world around them, and their ability to cope with daily stressors.

Mental health can be impacted by various factors, such as genetics, environment, and life experiences.

What often goes unnoticed however, is that a young person's mental health depends significantly on how well (or not) they are doing in maths and its application in their everyday lives.

Maths is a subject that is deemed difficult by the masses; one that, as a collective, is acceptable and sometimes even expected to be fraught with difficulties, failure and an overall lack of understanding. We think genetics has something to do with it; that some kids just don't have a 'maths brain', and effectively excuse our poor practices when teaching it.

The impact on a student of 'not getting' maths reaches far beyond their school years and impacts their entire sense of wellbeing, and of any dream of contribution in their world.

Maths deals with the study of numbers, quantities, and shapes. It is the language of the universe and teaches life skills such as critical thinking, problem-solving, and logical reasoning. If you think of a simple addition fact such as 'two plus three', with an answer that will only ever 'equal five' ($2 + 3 = 5$) you see that maths teaches us that (sometimes in life) there IS just one answer; that we CAN work out solutions; that there ARE reliable facts in a world that is changing so very quickly; that there IS certainty in the midst of uncertainty. And it provides us with a code to communicate many difficult concepts.

Say I'm building a house. I need some floorboards, long ones, wide ones, thick too. No, wider than that! Maths lets me communicate this accurately.

Or what if I've worked 9 hour days for the last week at a pay of \$27.85 per hour, and need to know what I should be paid? Maths enables me to know that I'm not being shortchanged.

I have a budget of \$800 for living expenses this week. How am I going to allocate this and make sure I get to eat? Maths.

My phone plan is about to expire - what is the best one for me to sign up to, that gives me what I need for life? Maths.

I need to get to school by 8:50am. What time do I need to wake up to have breakfast, exercise,, shower, dress, catch the correct bus, and arrive when I need to? Maths.

I'm a checkout operator and have been given \$100 cash. How much change do I give the person? Maths.

I want to enrol in a bachelor degree of XXXX. I've dreamt of being a nurse (an engineer, a teacher, a physio. ...) my entire life, but I just don't 'get' maths.

The impact, as you can see, is far-reaching and deep. It impacts so many areas of everyday life and of opportunities for further study to be something or someone in the world that a young person wants to be..

Stress, anxiety, feelings of failure and depression easily set in when I see myself unable to change the reality of my world; when I know that I don't have the confidence in maths that I need for my life; when I think the problem is with me.

Our job as teachers, specialists, mentors and parents, is to decode this mathematical language into a concrete reality that can be accessed through the senses, not by memorizing abstractions.



But 'how' you wonder?

BY TEACHING THE WAY THEY LEARN.

The way they learn a language. Any language.

Start with hands-on tools that they can touch, feel, see, explain, understand ...and only then, progress to the abstract, meaningless squiggles (the code)..

Use manipulatives. Rectangular manipulatives only. With consistent colours. Please.

And use the same manipulative for an extended time (at least three years, according to researchers).

Teach clearly. Explicitly. With accuracy. Backed by research. Begin with the basics and build from there. The way you would teach any language.

This is one - a rectangle one over and one up.

This is six. - a rectangle two over and three up. It is six.

It is easy.

Come train with Esther White, Maths Australia's leading multi-sensory maths specialist, and learn how to teach maths simply and effectively to every student you know that is struggling.

Together, let's do our part to remove from the equation something that begins with us. Together, let's set our students up with confidence and success at every step of their maths learning journey, and give them wins on the board.

Together, let's give them life choices by teaching them maths the way they learn!

Esther White - Maths Australia
esther@mathsaustralia.com.au



SOUTHS CARES

Souths Cares was established in 2006 as an independent, public benevolent institution.

The Souths Cares charity has been built upon the South Sydney Rabbitohs' long and proud history of supporting the community; in particular Aboriginal and/or Torres Strait Islander People.

Souths Cares' charter is to 'Support disadvantaged and marginalised youth and their families through the delivery of capacity building programs addressing education, training, health and employment needs'.

Originally established to service the South-Eastern Sydney region, the demand for Souths Cares' robust community programs has seen the charity expand significantly in the past few years to include 15 full-time staff, working throughout metropolitan Sydney whilst also regularly visiting regional and remote communities across Australia.

Souths Cares delivers community programs across three key pillars:

- Education
- Employment & Training
- Health and Wellbeing

Social Impact Snapshot

- 25,000+ primary and high school students complete the Rabbitohs Wellbeing Program each year

- 10,000+ children and youth are participating in

Souths Cares free Junior Football Clinics each year

- 1,500+ Aboriginal and/or Torres Strait Islander candidates have been placed into employment since 2015

- 450+ Aboriginal and/or Torres Strait Islander students and program participants receive mentoring each week through a Souths Cares program

- 87% of participants have no contact with the Youth Justice system, 12 months after completing the Deadly Youth Mentoring Program

- 91% of participants in the Nanga Mai Marri (Dream Big) Program obtain their High School Certificate

Nanga Mai Marri (Dream Big) Program

Nanga Mai Marri translates to 'Dream Big' in the language of the Gadigal people. The program is a school-to-work mentoring program, which supports Aboriginal high school students in South-Eastern Sydney complete their HSC and then successfully transition into tertiary education, training and/or employment.

- For the past five years, the program has achieved above a 91% success rate for HSC completion.

- Over 85% of our students are engaged in employment, training and/or tertiary education six months after finishing high school.

Deadly Youth Mentoring Program

The Deadly Youth Mentoring Program aims to reduce the over-representation of Aboriginal children and youth within the NSW Youth Justice system. The program provides intensive mentoring and casework support to at-risk youth with a focus on re-engaging with education, positive role modelling, social activities and connecting with Aboriginal culture.

- 87% of participants have had no contact with the Youth Justice system 12 months after completing the program.

- 92% of participants have not entered custody 12 months after completing the program.

Liverpool Opportunity Hub

The Liverpool Opportunity Hub provides holistic support to Aboriginal school students in Liverpool LGA from Year 5 until 12 months after they complete their HSC (and beyond). Program activities include individualised mentoring, cultural workshops, education/employment workshops, job readiness preparation, industry visits, leadership and cultural camps and school holiday activities.

- Over 315 participants are currently engaged in the Liverpool Opportunity Hub from 24 primary and high schools.

Rabbitohs SEDA College

Rabbitohs SEDA College is a two-year program for students in years 11 and 12 which includes gaining an HSC whilst also obtaining sports

industry qualifications and learning in a hands-on environment with the support of the South Sydney Rabbitohs and Souths Cares.

- The Rabbitohs SEDA College Program has achieved strong growth since being established in 2015, with this year's cohort including 52* students

Aboriginal Employment Program

The key objective of Souths Cares' Aboriginal Employment Program is to assist corporate partners, large scale businesses and local employers increase their Aboriginal employment rates. The program provides holistic and individualised support for Aboriginal employment candidates to achieve their employment aspirations and obtain long-term and sustainable employment.

- Since launching the program in 2015, Souths Cares has placed 1,500+ Aboriginal candidates into employment across a wide range of industries.

Barranggirra Program

The Barranggirra Program aims to increase the retention of Aboriginal trainees, apprentices and vocational learners whilst also improving post-training employment outcomes. The program is delivered throughout all of metropolitan Sydney; from Palm Beach to the Sutherland Shire and as far west as the Blue Mountains.

- The program is currently supporting 200+ apprentices, trainees and learners complete their qualifications and transition into fulltime employment.

Rabbitohs Wellbeing Program

The Rabbitohs Wellbeing Program is a health promotion initiative, delivered within primary and high schools through interactive and engaging workshops which address key health and wellbeing topic areas. Rabbitohs Wellbeing Workshops include:

• Tackle Bullying

• Oral Health & Nutrition

• Healthy Relationships

• eSafety (Internet, Social Media and Cyberbullying)

• Gratitude

• Rising Stars (Building Aspirations)

• Mental Health & Wellbeing

• Hygiene

Each year the Rabbitohs Wellbeing Program engages over 25,000 primary and high school students. The program has a strong focus on supporting regional and remote communities, with Souths Cares facilitating up to five regional health promotion tours each year.

Connect, Respect, Resilience

The Connect, Respect, Resilience Program's objectives are to reduce stigma associated with mental health, encourage help seeking for mental illness and build community capacity to address mental health issues, substance abuse

and unhealthy relationships.

To achieve these objectives, the program works with a number of stakeholder groups including:

- Primary and high school students through facilitating in-school workshops.

- Capacity building and mental health first aid training for Junior League coaches, parents and volunteers.

-Community education sessions.

- Individual mentoring for elite pathways Rugby League players and Souths Cares program participants.

Junior League Clinics

Souths Cares' Junior Rugby League Clinics are free to participate in and are designed for children and youth of all abilities. Our clinics promote respect, inclusion, teamwork and healthy and active lifestyles.

- Over 10,000 children and youth participate in Souths Cares Free Junior Rugby League Clinics each year.

For more Information

To learn more about Souths Cares' community programs contact us at

E: southscares@rabbitohs.com.au
W: <https://www.rabbitohs.com.au/community/>
F: <https://www.facebook.com/SouthsCares>
I: https://www.instagram.com/souths_cares/



We know the saying “confidence is key” but how can we empower young people to find their confidence, self-worth, and to see the beauty in who they are?

This was a question True Radiance Founder and Director Rebecca Raymond asked herself many times while working in the music and beauty industries. As a singer, performer, vocal coach, make-up artist, and skincare and beauty educator, Rebecca found herself sharing and talking with young people, and recognised that gaining the tools to grow with love and self-respect start in the early teenage years.

Rebecca helped women of all ages learn makeup techniques and how to look after their skin, always with the purpose of showing how to enhance their own natural beauty, not change it - makeup is a tool to help you feel good about yourself, not to please others. While teaching Skincare & Self Esteem classes in schools, Rebecca saw again that these young girls already felt pressured about how they looked and what their bodies “should or shouldn’t” look like. She wanted to find a way to reach more girls and provide a safe space to talk, ask questions, and grow...and so True Radiance was born.

Rebecca studied Youth Mentorship and created True Radiance to inspire and empower the women of tomorrow, to love their version of beautiful, to radiate confidence and step into their purpose. A range of workshops are offered, each specifically designed to address the needs of different age groups. These can be run as set holiday workshops, school-based courses, or tailor-made workshops to suit community groups, youth groups, and events. The 5-week School Program can be modified to suit the curriculum or to explore a specific topic.

Specialising in workshops to encourage Teen and Tween Girls to be authentic, happy, healthy, and empowered, True Radiance is dedicated to providing personal development training in a fun and valuable way. Workshops and courses for young women include Confidence, Self-worth, Wellness, and Presentation, and cover a range of topics such as Building Confidence, Communication Skills, First Impressions, Skincare and Makeup, Body Image, Nutrition and Wellness, Friendships, Social Media Safety, Time Management, Goals, and more.

The workshops are structured in a way that allows for open conversation and sharing, with the aim to get to know the girls and for them to connect with others as well. There is time for conversation, activities, for creativity and also free time. The workshop days also include nutritious snacks and lunch.

The aim in all the workshops is to give the attendees the skills and knowledge to develop their confidence and resilience, enabling them to love themselves for who they are and take pride in their appearance. They learn to communicate effectively in different situations, cope with bullying behaviour, be a better friend and build relationships, to feel confident in social settings and events, and to start to take an active role in their wellbeing.

Each workshop is as different and unique as the attendees themselves, empowering these young people to be themselves, be bold, and be radiant. It’s not just about what’s on the outside, True Radiance is nurtured from within!

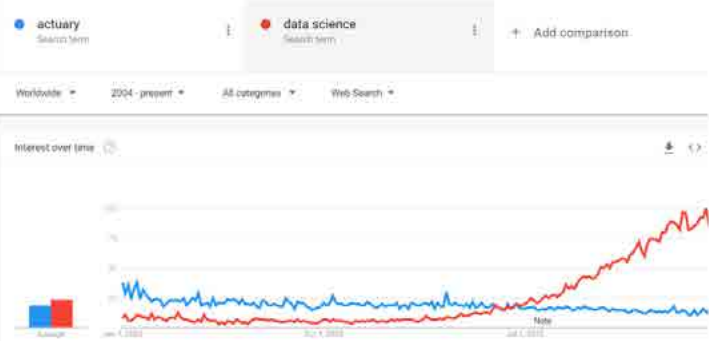


What Does The Future of Work Look Like?

By Ari Yeganeh

I went to university and studied Actuarial Studies and I thought being an Actuary was going to be my career for the rest of my life. Little did I know, my actuarial career lasted just 6 weeks.

Luckily for me, around the same time I graduated there was a rapidly growing field called Data Science and by coincidence I managed to stumble my way through to some entry level positions. Lucky I did, because Data Science grew exponentially and became one of the most sought after careers of the 21st century.



(this chart shows the popularity of Google search terms for both careers)

The average 15 year old lives in a world that could not be further away from their parents. Today, the options are not just limited to doctor, lawyer or carpenter.

There are increasingly new opportunities that weren't available just a few years ago. How about choosing between a big data engineer, crypto trader and drone pilot?

Let’s explore 3 key drivers impacting the future of work for young people.

1. Rise of Multiple Careers

Having analysed over 20 billion hours of work completed by 12 million Australians, FYA's New Work Order study concludes: "It's more likely that a 15-year-old today will experience a portfolio career, potentially having 17 different jobs over five careers in their lifetime".

Let that sink in for a minute. 17 jobs over 5 careers.

Long gone are the days of working for one company and one industry your whole life.

A steady progression from school to uni, to promotions at the same company until you retire at age 70.



The average 15 year old is more likely to experience a path that looks more like this:



A seemingly unrelated and non-linear path going from one job and industry to another, from a gap year traveling to going back to uni and from starting a new venture to volunteering for a meaningful cause in another country. Each experience adding to the last helping build valuable transferable employment skills.

2. Rise of Technology & Automation

The majority of young people are currently studying for jobs that will be radically altered by automation.source

Not by the robots from the Terminator, rather by technology around us today. Bank ATMs and self-serve cashiers in supermarkets have already automated a significant portion of tellers and cashiers.

Importantly, automation is significantly more likely to impact low-skilled manual work over high skilled complex work (source). It is estimated that 75% of future jobs will involve Science, Technology, Engineering and Math (STEM), 90% requiring digital literacy (source)

Not all of this is bad news for young people, in fact, quite the opposite. The opportunity that technology has created for young people is

unprecedented. It’s estimated for every job automated by technology, 2 more have been added (source)

For instance, the invention of cars in the 19th century created significantly more jobs than was lost. For every horse trainer that lost their job, there were countless many more needed to build automobiles, highways and roads, extracting petroleum and much more.

The rise of automation and technology in the 21st century means young people, more than ever before, need to remain informed and educated about the opportunities in new and emerging fields. Fields they may not have heard of or considered before in areas such as AI, robotics, nano-technology and crypto currency.

Unfortunately in the last 20 years, young people have barely changed their career preferences. The average 15 year old still wants to be a doctor, teacher and lawyer. Sixteen per cent of Australian girls expect to be doctors at age 30, while nine per cent expect to be teachers. Eight per cent of Australian boys expect to be engineers, while five per cent live in hope of being a sportsperson (source).

We still need doctors, lawyers and teachers today, however this data suggests young people are not informed about the new industries and jobs that technology has created in the last 20 years.

Top 10 occupations cited by girls				Top 10 occupations cited by boys			
2000		2018		2000		2018	
Occupation	%	Occupation	%	Occupation	%	Occupation	%
1 Teachers	11.1	1 Doctors	15.6	1 Business managers	6.8	1 Engineers	7.7
2 Doctors	11.0	2 Teachers	9.4	2 ICT professionals	6.1	2 Business managers	6.7
3 Lawyers	6.2	3 Business managers	5.0	3 Engineers	4.9	3 Doctors	6.0
4 Psychologists	3.9	4 Lawyers	4.6	4 Doctors	4.5	4 ICT professionals	5.5
5 Nursing and midwives	3.2	5 Nursing and midwives	4.5	5 Sportspersons	4.0	5 Sportspersons	4.9
6 Business managers	3.0	6 Psychologists	3.7	6 Teachers	3.9	6 Teachers	4.6
7 Veterinarians	2.9	7 Designers	3.0	7 Lawyers	2.7	7 Police officers	4.0
8 Writers/journalists	2.6	8 Veterinarians	2.8	8 Motor vehicle mechanics	1.9	8 Motor vehicle mechanics	2.8
9 Secretaries	2.6	9 Police officers	2.3	9 Architects	1.9	9 Lawyers	2.4
10 Hairdressers	2.5	10 Architects	2.1	10 Police officers	1.9	10 Architects	2.2
Total	49.0	Total	52.9	Total	38.4	Total	46.8

3. Rise of Enterprise Skills

As more and more manual routine jobs are automated, there is an increasing need for soft and cognitive skills.

The FYA calls these skills enterprise skills or employability skills- transferable skills that enable young people to engage with a complex world and navigate the challenges they will inherit.

These include:

Problem solving, Communication skills, Digital literacy, Teamwork, Presentation skills, Critical thinking, Creativity and Financial literacy (source)

It’s expected these skills are in demand 70% more in the future of work. Increasingly, it’s important to be able to communicate effectively and solve complex problems you have not necessarily encountered at school and university.

This is not to say technical skills like coding, building and drawing won’t be needed. These skills still represent around half the skillsets employers ask for.

This is the dilemma for young people coming out of education. Simply having qualifications from a top university is not enough. Students need both technical AND enterprise skills.

I found out this lesson the hard way when I got rejected from over 50 applications even when I thought I had good grades from a top university. What I lacked was the communication skills to present myself in applications and interviews as well any real life work experience behind me.

Employers are increasingly demanding real life enterprise skills, a trend that’s only going to continue.

So what does this all mean for young students looking to navigate their way in these rapidly changing times? What is the best resource they can educate themselves on?

We believe the best answer lies in the age old maxim of “Know Thyself”. This is why we run interactive workshops to empower young people to better understand their strengths, interests and values and connect to career pathways they find meaningful. In addition to this, we bring in speakers from fast growing industries to share their knowledge with young people and equip them with timely information on what industries are most in demand.

You can learn more about what we do and get your school involved here:

<https://www.thepurposeproject.com.au/school-workshops>
Author: Ari Yeganeh - Co-Founder of The Purpose Project



BENEFITS OF CHEERLEADING

The Benefits of Cheerleading

Cheer is a team sport. Often the athlete’s best friendships are those

made at cheer. This is due to the group environment and fun nature of the activity. All Star Cheer is not about ‘pom poms and chants’ but rather a combination of stunting, tumbling, dance and jumps to create a visual and exciting routine performed in front of judges and a live audience. Teams from all over the country come together at events to compete. The atmosphere is amazing!

Our youngest cheer participants are just three years old and the oldest are in their fifties. Athletes can start at any age, participate in cheer on as little as one night a week’s training or do far more if keen to progress faster. In cheer, there is a place for everyone. The natural athlete may be a specialist tumbler, jumper or all-rounder, a petite child with flexibility often makes a great flier, a tall child will be sought after as a back spot and those who are physically strong, make great bases. It greatly enhances an athlete’s self-esteem when they find their place and can make a worthwhile contribution to a team.

Athletes develop skills which complement and enhance other sporting activities. Physical benefits include the development of strength, fitness, flexibility, balance, and co-ordination. High-level athletes are generally surprised at how challenging cheer can be and many stay in cheer or return to it well beyond their school years.

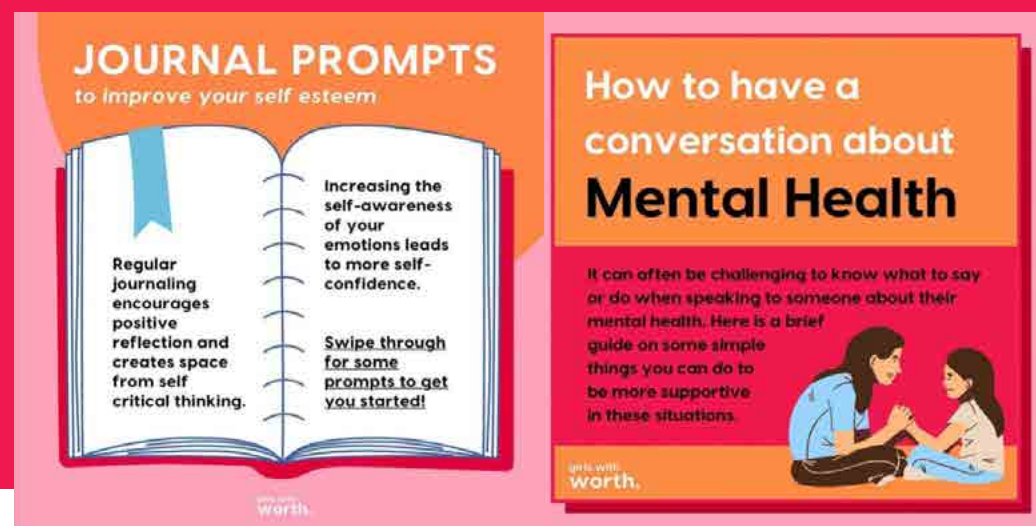
Cheer attracts athletes from all walks of life. The gym offers a safe space to ‘hang out’ and we come together to support each other as ‘family’. We ask our athletes to leave whatever is going on in their lives at the door and just come and immerse themselves in training and a positive social setting. Athletes work hard physically, but the social aspect, team dynamics, dedication and respect and the trust you must build to make a successful team are all equally, if not more important to the training process.

The Athena coaching team has been hand-selected and work within the premise that it is possible to offer quality instruction within a nurturing environment. Our skilled, passionate, and talented staff make excellent mentors for children and teens in those challenging years. We have parents come to us with children diagnosed with ADHD, anxiety, autism etc. and concerned about how they will go, but in this environment, most of these children seem to thrive.

Many athletes become really attached to being in the gym, so much so that they become almost a ‘daily fixture’. Perhaps the greatest compliment paid to us is when we are told by an athlete that, ‘Athena is my happy place’. It is then that we know we are doing something right!

Kerry Merrett
Athena Cheer
www.athenacheer.com.au

girls with
worth.



Girls with Worth

Girls with Worth is a youth organisation based in Sydney, Australia. We aim to help girls recognise their self-worth, build their confidence, and feel secure in themselves. With a strong focus on mental health and wellbeing, Girls with Worth aspires to support the next generation of girls to feel worthy, valuable and beautiful as they are.

Girls with Worth encourages girls to recognise their innate value and understand that they are much more than their physical appearance. Growing up with social media means that many young girls are regularly exposed to images of perfect, flawless women, which can negatively impact their self-esteem.

Girls with Worth aspires to diminish the importance of looks in WHY girls are valued and redefine what it means to be beautiful and worthy. We aim to challenge beauty standards by normalising insecurities and encouraging girls to judge themselves, and others, less. Girls with Worth encourages girls to focus on their inner abilities and recognise that they are smart, strong, creative, kind, powerful, and worthy!

At Girls with Worth, we aim to support girls in their mental and physical health, as well as inspiring girls to achieve their goals and believe in themselves. By working in schools to deliver workshops, sharing content on social media and writing articles on our blog, we hope to make a difference in the well-being of girls everywhere. You can read more about our purpose in the 'Our Mission' tab, or on our social media, @GirlsWithWorth.

Girls with Worth is passionate about the mental health and wellbeing of girls. We aim to make a positive impact by teaching girls how to understand, accept and truly love themselves in order to build their self worth. But how does building girls self-esteem and self-worth positively affect their mental health and wellbeing? Well, research shows that self-esteem has a strong protective role against adverse stress and mental health outcomes. Yet, research also consistently shows that female young people are much more likely than male young people to have low self-esteem (Commissioner for Children and Young People, 2021).

Girls with Worth aspires to make a difference by helping girls recognise their self-worth and build their confidence in order to benefit their mental

health and wellbeing overall. At Girls with Worth, we strongly advocate for the mental health of girls in the community. By helping girls to understand themselves and their emotions, and by raising awareness for a range of mental health issues, we aim to reduce the stigma of mental health and encourage girls to seek professional help when needed.

Furthermore, we want to empower girls and young women to focus on their strengths and abilities, rather than basing their value on their appearance. Girls with Worth are on a mission to ensure the next generation of girls are secure in themselves, and grow up with confidence, courage and self-worth.

Girls with Worth offers a range of services that aim to positively impact the lives of girls. Our self-worth workshops aim to establish a community of girls that support and uplift one another in a positive atmosphere. Our Self Worth workshops can be booked in a 90 minute, half day or full day session, and each one is an inspiring, educational, and impactful program suitable for girls aged 10-18. The workshop is engaging and interactive, full of hands-on activities that encourage deep discussion, self-reflection and positive future change.

Contact us at info@girlswithworth.com or on 0422 444 318 for more information on our educational, engaging and impactful services!



Role modelling versus purposeful teaching: How do we get resilience life skills equally valued as academic skills?

Natalie Rinehart is a counsellor/life coach for young people (12-30yo) with neurodiversity and/or mental health and wellbeing issues. She also runs resilience topics workshops for schools and other youth-based organisations. She is mother to a wonderfully neurodiverse teen.

Between 30-40% of Australia's population is thought to be neurodiverse. This includes conditions such as Autism, ADHD, Dyslexia, Dyscalculia amongst others. These neurodevelopmental conditions mean the brain develops in a slightly altered way. This can lead to differences in how neurodiverse people communicate, learn, socialise or perceive the environment they are in.

With my neurodiverse clients, we talk about it like a filter overlay- how they get their information out into the world passes through the filter and how the world gets its information to them passes through the filter. This means we must help them understand their filter so they can translate what is going on around them. The world built by neurotypicals, for neurotypicals, does not frequently make allowances that are needed. Purposeful teaching of life skills that allows for better translation can significantly impact these and other young people.

If we reflect on the types of things we expect kids to learn via role modelling we can include elements such as values, friendships, romantic relationships, diet and exercise habits, mental health attitudes and treatment of animals, to name a few. The culture of the family and overall social environment sends messages through role modelling for neurotypicals, and we imitate the behaviours around us. These become engrained, and we feel a sense of fitting in.

For our neurodiverse population, role modelling

is often difficult. The ability to sit back, watch and imitate isn't a well-formed part of the filter for many. Therefore, it ends up feeling a little like wandering around in a foreign country where you don't speak the language or recognise much of the culture. You are desperately trying to translate what you see around you but its hit and miss and its exhausting. Deeply, in your bones, exhausting. The concurrent anxiety of making a mistake, being seen as odd, the masking, follows you from morning to night when you are out in public.

In addition, having a mental health disorder can elicit similar challenges experienced with neurodiversity. Recent statistics from the National Study of Mental Health and Wellbeing (2020-21) suggest approximately half of females aged 16-24 and a third of males experience a 12-month mental disorder. Even with some degree of cross over with our neurodiverse, probably more young people are struggling with resilience, life skills, understanding and a sense of belonging than ever before.

Purposeful teaching has been moving into many of the areas previously left to role modelling: diet and exercise, some basic mental health awareness, and respectful relationships. However, schools are rarely given the space to really immerse students due to the curriculum expectations from the academic side of teaching. Its often put into the Health and Physical Education Key Learning Area where it must combat with the other curriculum deliverables in that space.

With changing family structures, societal pressures, environmental fears, wars and COVID, is it time to review the priorities we place in our education system? Is it time to make a specific Key Learning Area that progresses through

the year levels that makes room to teach, practice and nuance these skills. Not one of my clients have come to me with really good ideas around how to deal with anxiety. Even if their parents are dealing with it too- most are just white knuckling it or taking medication. Yet anxiety disorders are the most prevalent in our population. Once I teach them and we practice management techniques, they make it part of their toolbox and often teach their parents too. I question if we are missing the opportunity to purposefully teach our young people ways to manage these things in the one place we know they all gather? Can we teach the skills before the issues become engrained?

We cannot ask schools to put even more on their plate without taking some off. However, with rising mental health conditions and more identification of our neurodiverse populations, probably over half of the classrooms' students can be impacted. Is it time to review how much energy and time we dispense teaching some of the academics compared to purposefully teaching resilience and life skills?

Natalie Rinehart
Young Person and Family Counsellor/Life Coach
www.youthlifecoach.com.au



PADDLE PLAY

Background

Paddling is a community friendly participation opportunity, suitable for people from 10 to 80+ years of age. Paddling is a low impact, social activity with many disciplines also offering competitive opportunities from juniors through to masters 75+. Journeys within paddlesports can vary and Paddle Queensland is supporting pathways in many of the disciplines of paddlesports, starting with community engagement through the Paddle Play program.

Goals

More People Paddling, More of the Time

Objective and Scope

To engage Queensland communities with a fun and social recreational paddle activity. The activity will expose the participants to the many varied paddling options available.

To link community participants with local clubs for further engagement in paddlesports.



Paddle Play

A guided recreational paddle offered on a range of craft to the choosing of the participant or the participant can bring their own

craft along. Basic paddling skill development for a variety of paddle craft assisted by qualified guides or coaches.

Paddle Play Obstacle Course

A fun mirrored obstacle course where participants can test their newly learned paddling skills in various craft against another participant.



Paddle Play Outcome

Paddle Queensland aims to expose more of the Queensland community to paddlesports and paddling as an ongoing fun and social activity with pathway opportunities for those who seek a paddling journey. Paddle Queensland values "More People Paddling, More of the Time"

Register with Paddle Queensland: qld@paddle.org.au

raise 
The power of showing up

Can you help young people build resilience and feel hope for the future?



**Teenage years are tough,
1 in 4 young people
feel lonely all or most
of the time.**

Support from an independent, caring adult during this time can change the course of a young person's life. Volunteer to mentor and you'll work one-to-one with a teenager in your local high school, helping them to cope better with life's challenges. Training and full support is provided and the impact you make could last their lifetime.

Volunteer to mentor
find out more at **raise.org.au**



Mentors make a difference to our Young People's lives, and you can too.

Life is a lot for a young mind right now. It's a lot for our schools. But we need to find that balance between knowing it is hard right now and still remaining optimistic. This is where mentoring can help.

The research continues to show us that young people who are mentored have lower levels of depression and higher levels of well-being. They know how to find emotional support, have greater levels of resilience, high levels of confidence, they're more likely to finish high school, more likely to find employment and they're more likely to progress in their career path. But it all comes down to having their social-emotional needs met first

As Maslow's hierarchy shows, no matter how much we focus on academic programs or even employment support programs, if you don't have your social emotional needs met first the rest won't fall into place. Mentoring helps a young person address their social emotional needs and increases confidence in their ability to achieve more so their grades often get better after they have been mentored. Their new perception is that yes, I can do this now which helps them achieve their goals and get better results.

A mentoring relationship also provides frequency and consistency in a young person's life, and this is the stability that we're all craving right now as we return to what life looked like pre-pandemic. When a mentor shows up each week for their young person, they're showing the young person that they are reliable and they can be trusted. Once trust has been established, a bond between the pair is developed and it's once that bond is established that you then move into what the research causes a developmental relationship or in this case a close relationship and that is where the mentoring magic and impact can truly occur.

As students return to school, mentors in schools can play a valuable role in providing this support alongside the academic support they are receiving from their teachers. A lot of research around the world is saying that schools should be the centre point for working with young people and supporting their well-being. But with all that schools are facing right now with staff shortages and illnesses, the responsibility cannot fall solely on our teachers' shoulders. We need to, as a community, step in and support our schools. We cannot assume that they're going to do it all. We all have a responsibility for supporting our school systems and young people and this is where mentors can play a critical role in providing that support.

Mentors like the Raise Mentors that work together in schools are adding additional support to well-being teams by being there consistently each and every week and together they are able to support both the young person's academic development and their social emotional needs.

But what the really good mentoring programs do is create long-term change by equipping the young people with help seeking skills. By the end of the mentoring relationship, young people know how to ask for help, where to ask for help. They can cope better and be more resilient. They take those skills with them and use them in the years to come, long after the mentor program has finished for them.

But what we need to be really careful about right now is that mentors are not a replacement for professional help.

It's important to remember that some young people will still need professional help. There's a great quote from Jane Rhodes, a very well-respected mentoring researcher, who so eloquently said that you wouldn't send a young person to a therapist for companionship so why would you refer a young person to a mentor for professional support?

Mentors can be part of the solution. They are not crisis support but they can provide the skill sets to help young people progress and thrive and stay ahead of the need for crisis intervention and be part of the wider solution to supporting our schools and their student wellbeing teams.

My overall takeaway is that mentoring can be part of the solution to supporting our schools to meet the social emotional needs of our youth and we can't have our teachers expected to do it all on their own. We as a community need to step up, raise our hands to mentor because we know that when mentoring is done really well, it has the power to help young people thrive.

If you'd like to make a difference by mentoring with Raise, sign up today at www.raise.org.au



The importance of resistance training in sport

I love sport. I always have because it is fun to compete, and especially to win. Sport has taken me around

Australia and the world. I built a company around sport called Acceleration Australia. The idea came to me after spending time studying and working as a strength coach at 2 American universities.

I saw a big discrepancy on how Australian athletes were being prepared for sport. I became determined to come back home to help young Australians achieve their sporting dreams and goals.

We do this through resistance training programs in our gym and developing correct running form, speed and agility. Over the last 23 years, we've helped a lot of people move faster, jump higher and get stronger for their sport. But we have also seen our type of training do more for our athletes than this. We've had the privilege of witnessing kids grow into happy adults with mental resilience and a lot of confidence. Training your body using weights does so much for the human spirit and body.

Meet one of our previous clients, Stefano Di Iorio. He migrated to Australia when he was about 10. Sport was a way for him to meet new friends and keep him busy and active. As he grew taller and taller, basketball became his sport of choice.

The height was great for basketball but he soon discovered that being tall wasn't enough. After just 1 training session with his new basketball coach, he was sent to Acceleration to help improve his athleticism. Here's what



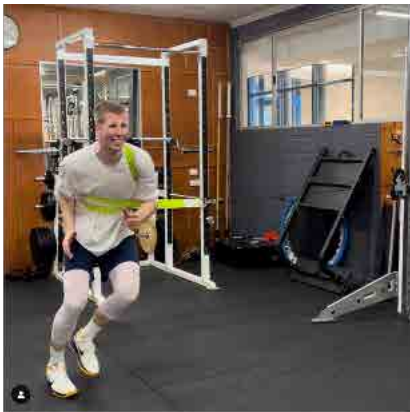
happier and happier with myself as I felt myself move faster than I had ever before."

Even more astounding however, was the fact that in the few short weeks, I began to form friendships with just about everyone who coached me, and

not once after the initial day was I not excited to wake up early and go and get better.'

Stefano worked hard on his skills and physical training to get as far as he could in the sport of basketball. Through his time training with us, we saw him face a lot of challenges. He met the many ups and downs straight on as he had made a supportive network of great friends and strength coaches.

Completing a resistance training program made Stefano happy and confident because he felt so much pride and satisfaction with himself for going to training and finishing the sessions. He held his head high because of the trust in his body because he knew it was strong.



So, what is resistance training? Using exercises like bench press, squats and or bodyweight exercises such as push-ups, sit-ups or lunges, the aim is to increase strength, skeletal muscle mass, endurance and power.

I think for kids from about 12, you should do some resistance training two days a week with at least a

day or two of rest in between. Its best to have a balanced program so a bit of pulling and pushing exercises in each muscle group. These should be done 3 or 4 times or sets doing each exercise about 8-10 times. So, 3 sets of 8 reps or 4 sets of 10 reps, for example.

For kids who play sport or who just want to feel strong and confident in their own skin, I'd highly recommend resistance training. In fact, this type of exercise is one you can gain the benefits from for your lifetime.

Find a good trainer nearby to guide you with appropriate exercises and to teach you proper technique.

And mostly, have fun and enjoy yourself.

Stewart Briggs
Sports Performance Specialist
Director of Acceleration Australia





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"If a child can't learn the way we teach, maybe we should teach the way they learn."

Ignacio Estrada.



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"This training was honestly the best maths professional development I have done in my entire teaching career!"
- Deputy Principal, Primary School, SA

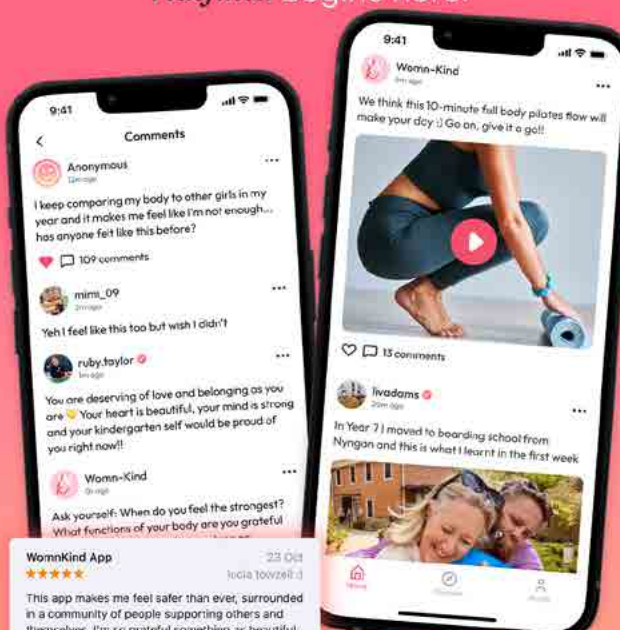
"Our head of learning support and head of secondary maths are happy too, because the students are now moving forward!"
- Secondary Teacher, NSW.

ada Australian Dyslexia Association
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TUNE IN NOT OUT

YOUTH HEALTH AND WELLBEING WEBSITE

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Coming of Age and Rites of Passage in the 21st Century

For thousands of generations, indigenous tribes and communities around the world have recognised the critical importance of creating a process to support the coming of age of their boys and girls. At the time when they are going through the transition to become young men and women, enormous effort has been put into elaborate Rites of Passage in order to ensure that the process occurred in a manner to best serve both the initiate and his or her community.

The Rites of Passage were often dramatic and could even be life-threatening. In Africa, boys had to hunt and kill a lion. The Mescalero Apache girls have a puberty ceremony where they stay up all night singing and dancing in a trance-like state.

These traditions may sound cruel, dangerous and totally irresponsible. However, let's look at what is happening now when we don't create Rites of Passage (ROP) for our boys and girls. These days young men don't go out and face lions but they do other equally dangerous things, like driving their cars as fast as they can, getting into fights or base jumping. Young women don't spend the night singing about their history, instead, they go to rock concerts and trance dances where they stay until sunrise creating their own altered state.

Most tragic can be the consequences of teenagers trying to create their own ROP with no support from the elders. Deaths and injuries from risk-taking behaviours are increasing and the actual level of risks are increasing as they look for bigger and bigger adrenaline rushes.

The greatest physical, emotional and spiritual changes a male or female will ever go through occur at the time of puberty. It is a time when they most need support, mentoring and guidance from the elders.

In traditional societies, there were two key intentions or outcomes that would be achieved in a coming-of-age ROP. The first was a shift from thinking and acting in child psychology. The traditional societies recognised there needed to be a shift to healthy adult psychology where the person would know they were a member of a community and that their thoughts and actions had to consider others as well as the future.

The second key part of a traditional coming-of-age ROP involves the public recognition and naming of the individual gifts and talents, or spirit of each child, as they are becoming a young adult. The task of the elders is to help each young man and woman find what their role will be.

Whilst the traditional societies had a spiritual approach to defining the role of a person in society, from a purely western or even medical approach it is still just as equally relevant. Now the theory is that every person has natural gifts and talents. The key is to support our youth to find what they are passionate about.

With the huge influence that Social Media has on children and sophisticated marketing techniques, many are feeling enormous pressure to conform and are sacrificing their individuality and wellbeing. At the same time, we have an epidemic of depression and mental health issues among adolescents that are being treated with pharmaceutical drugs. This sickness of the soul cannot be overcome by medication when the underlying issue is a failure to connect with their true spirit and passion.

Increasingly it is being recognised that we need to be recreating community-based coming-of-age ROP for our boys and girls. Stories have been shown to be the best way to educate and



pass on knowledge. The young are drawn to the stories of their elders as it connects them with their past and shows them a way forward into the future. Appropriate challenges that are facilitated allow teenagers to push their boundaries without risking serious injury or death. It means they don't have to fulfil this primal urge on their own when they are unequipped to control the event.

Finally, the recognition of a young man or woman's gifts and talents, or spirit, is the ultimate task of the community. By supporting them to pursue a way of living that comes from within, they will not only have the greatest chance of being happy, healthy and successful, but they will also be of most benefit to the society in which they live.

The Rites of Passage Institute

By Dr Arne Rubinstein (mbbs, fracgp)
CEO and Founder of The Rites of
Passage Institute
www.ritesofpassage.org

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.

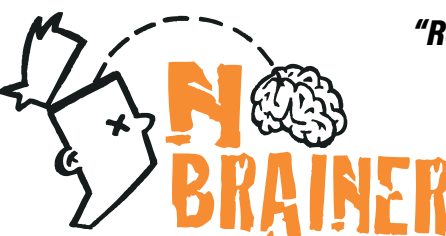
What are we directing the emerging Gen Now too?

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.



Bridging the money and gender divide



OUR NATIONAL CRISIS

Financial literacy is a cornerstone of our economic well-being at all stages of life. It is a puzzle with the three pieces – the knowledge, skills and attitudes – we need to use our money responsibly and sustainably.

The remarkable rise of crypto, NFTs, buy-now-pay-later schemes and TikTok influencers reveals just how complex the financial world has become. There has never been a more critical time for us to build our money puzzles from a young age in order to comfortably keep up.

Yet Australia is home to a youth financial literacy crisis. Data from the HILDA survey show that young people’s financial literacy has worsened between 2016 and 2020. Worse still, young women bear the brunt of this crisis – 85% under 35 struggle to identify basic financial concepts. What starts as a gender financial knowledge gap manifests into a gender wealth gap that sees women retire with almost 40% less super than men, twice as likely to experience financial abuse, and too reliant upon others to make money decisions for them.

So, what can we do about it?

INTRODUCING VIDA

State and Commonwealth governments have struggled to deliver the bespoke and practical financial literacy education that 94% of young Aussies want. While ASIC’s Moneysmart program has made some inroads, it does little to improve staff confidence in teaching financial literacy, or acknowledge parents’ role in building their children’s financial literacy capabilities.

That’s where vida comes in.

Named in honour of suffragette Vida Goldstein, vida was founded in 2020 while COVID-19’s pink-collar recession intensified our money woes and exacerbated our nation’s gender wealth gap. Ultimately, we aim to dismantle this gender wealth gap at its infancy by delivering workshops on financial literacy basics for those most in need: primarily young women aged 14 to 25 in classrooms and the workplace.

Our four-stage evidence-based curriculum is comprehensive and iteratively aligns with each stage of a young person’s money journey. Our

team of facilitators is gender-balanced because we believe tackling our nation’s financial literacy crisis is everyone’s business.

THE VIDA EDGE

Financial literacy is far from a dispassionate, number-crunching task. It’s a community-building exercise: a unique model we’ve instilled into our virtuous cycle.

First, we reach out to our partner organisations to assess students’ levels of objective and subjective financial well-being. Based on these assessment results, we craft a bespoke workshop series aligning with students’ interests and needs.

After each workshop series, we collect feedback to identify lingering gaps in students’ understanding and provide take-home materials to support them beyond the classroom. At the end of each year, we conduct workshops for parents, arming them with the tips to demystify personal finance at home.

Finally, we invest in our partner organisations’ communities by recruiting members of their alumni cohort to join vida as workshop facilitators, just as they were once guided by their seniors!

Over the past 18 months, we’ve worked with over 3000 Victorian young women across community organisations, tertiary institutions, and private and public schools. Our results are promising: over 96% of those surveyed said complex financial concepts were explained in easily digestible ways, while, on average, their knowledge and confidence in basic financial concepts doubles.

WHAT’S NEXT?

Failing to build the next generation of confident, capable and courageous young Australians is a risk we can’t afford to take. That’s why we’re creating a future where Australia’s young women are armed with the knowledge, skills and attitudes to confidently navigate their financial futures.

And you can help us do just that!

Angela Stevens & Diya John
Vida Melbourne
www.vidamelb.com



It’s more than just consent

By Vanesa Hamilton



continued

It's more than just consent

The topic of teaching consent to children often raises concerns and fears, predominantly related to perceived appropriateness. In reality, age-appropriate consent education has mostly nothing to do with ‘sex’, especially for younger children.

I believe teachers are best placed to deliver this essential education, when they have been trained by experts and school leadership also fosters a whole school approach which involves supporting parents as the predominant educators.

Consent is essential to human relationships e.g. work, play, caregiving, romantic, family etc. Just to name a few, it is: showing kindness, compassion, empathy and respect. It is connection, communication and safety, and also permission, reciprocity, and generosity. Consent is about showing respect for yourself and others to ensure the safest and best possible outcome for everyone.

Or

Consent is essential to human relationships, e.g. work, play, caregiving, romantic, family etc.

Just to name a few, it is:

- Kindness
- Compassion
- Empathy
- Respect
- Connection
- Communication
- Safety
- Permission
- Reciprocity
- Generosity

Consent is about showing respect for yourself and others to ensure the safest and best possible outcome for everyone.

This learning journey begins in the playground

as children learn about giving and receiving consent through play, whether this involves negotiating a game to play, respecting others boundaries or managing disappointment when their friend says no.

The development of social and emotional intelligence begins in childhood as we learn how to negotiate, express our wants, needs and desires, as well as recognise, interpret and understand other's preferences. This is all non-sexual, although it lays the foundation for mutually enjoyable, respectful and intimate encounters later in life.

It can be as simple as: YES! An enthusiastic, ongoing, mutually negotiated, affirmative and enjoyable YES! However it is complex, because being human is complex. In order to be sure that someone wants to share an experience equally and that they are giving affirmative permission, people need to make important choices and decisions to ensure we always have and give consent.

Consent education encourages children to be critical thinkers about disrespectful attitudes and behaviours that are pervasive in our current negative consent culture. This gives children and young people fundamental decision-making skills and knowledge of the nuances of consent communication. Not only is this essential for all healthy relationships, including sexual ones later on, but it is crucial in addressing the epidemic of gender based violence.

We can create a positive consent culture, where children's default position is to ask: '... is everyone safe? ... Am I providing a safe space for others? Do I feel safe?'

The Australian Government has recognised the need for consent education as a priority for wellbeing and safety of children. From 2023, consent education will be mandatory in schools. This is the long-awaited acknowledgement of the severity of Australia's gender-based violence problem. But delivering

evidence-based resources in an effective way will be key to making it a success and providing our students the skills they need to build and maintain respectful relationships.

There is a lack of skilled teachers/educators, capable of delivering relationships and sexuality education resources in safe, trauma-informed, inclusive and sexuality-positive ways. It is surprisingly simple to educate teachers/educators and address their two main concerns: familiarity with the content and personal comfort with teaching it. This is where my business, Talking The Talk, Healthy Sexuality Education can support organisations.

Talking the Talk promotes best practice for human sexuality education delivery, which involves a collaborative approach in the home and in the classroom. This is known as a whole school approach, where teachers provide fact-based learning at school, and parents provide value-focused learning at home.

Through my program, Virtual Classroom, teachers are trained and provided with the resources to deliver human sexuality content, which involves learning the names of body parts, body boundaries, relationships, consent, and sexual behaviour in ways that are age- and developmentally-appropriate. Parents are also supported throughout this process, as Talking the Talk provides parent information sessions and access to multiple resources to aid in these conversations with our children.

As we enter the new school year where consent education is mandated, training our teachers needs to be a high priority. This is important work, and is crucial for the development of this generation of children.

Vanessa Hamilton
Talking The Talk Healthy Sexuality Education
www.talkingthetalksexed.com.au



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The truth of an invisible illness

I ask you to visualise an image you would expect to see if you typed 'teenage girl with a mental illness' into Google. What I see is a girl curled up on the floor, with her head in her hands and a fragile shell of the kid she once was. This is also often the kind of image one might find in psychology clinics, under 'Mental Health and Mental Illness' in school textbooks, in the news and saturated in the minds of our society.

Currently in Australia it's estimated that over 60% of young people aged 12-25 are struggling with some degree of psychological distress. That's 18 students in a class of 30, more than half of every netball team and 60% of our future leaders. That in every circle of friends who share the sacred minutes of recess and lunch together, more of them are quietly struggling with their mental health than not. Most of them not even remotely resembling the visual of a 'teenager with a mental illness' that you might find in your search engines and accompanying news headlines.

Reflecting on my own - and very recent - experience as a teenager, at school my group of friends and I were high achievers, the life of the party and wildly ambitious. We all wore badges, were all on track to receive ATARs over 90 and frequented parties on the weekends. The assumption people had of us was that we were seemingly thriving. Living the teenage dream.

And there absolutely was truth in that assumption, though not entirely.

Almost every one of us carried something heavy - secrets, insecurities, worries, habits and experiences that you learn about in health classes but rarely think happen all that often, at least not to your friends. When I think of the things we navigated during school and largely on our own, I still feel a sense of emptiness, but now I also feel hope. Empty because no teenager should ever have to struggle with the things we did - from eating disorders to self harm, trauma, divorced families, grief, abortion, secret same sex relationships. And hope because I believe in Womn-Kind's ability to change the narrative.

What I believe we lacked as much as we needed while at school was the voice of young people who had recently walked in the shoes we were in. A voice of reassurance and of reason. In the Womn-Kind App, which we launched at the end of 2022 in consultation with over 400 young people from across the country, we have created a community where young people can rumble with vulnerability, where they can breathe deeply and be curious and most importantly, a place where their hearts can exhale. It's an on-demand wellbeing tool created by young people for young people with sisterhood as its foundation, empowering each member to lift each other up as much as her own self.



What I've realised from engaging with young people every day is that they need us not to see them as their challenges, the state of their mental health or the problems they face. They need not to be labeled by their attitude or their appearance. They need to be seen as themselves and

reminded that they are enough as they are. They need to know that they can be the current and future leaders, the greatest role models, the biggest dreamers, the smartest minds and the ones with the brightest futures synonymous with having anxious thoughts, sleepless nights, tense shoulders, a busy mind, weary body or pile of tissues next to their bed.

Last year I read Trent Dalton's book, Love Stories. In the work that I do - as the Founder and Director of a female-led youth mental health organisation, Womn-Kind - I take with me one of the lines from the book, which reads "I believe I will die before I see peace in the Middle East, but my daughters won't because I believe in them." I too believe in them and in us and that's why I believe in Womn-Kind, because there is no force more powerful than a strong, empowered and educated woman, of which the Womn-Kind community already has thousands.

Today more than ever, I ask you not to assume that the young people in your life aren't suffering but instead - that to some degree - they are, because the truth of mental illnesses is that in many cases, it can be an invisible illness.

Ruby Riethmuller, Founder and Director of Womn-Kind

For more information on our wellbeing offerings, please visit www.womn-kind.com.au or follow us on Instagram: @womnkind

We are worthy

By Sheena Worthy



YOUTH MENTAL HEALTH FIRST AID



It is said that a teacher makes more split second decisions than a surgeon, well I am sure this one is a very, very bad decision.

I've just pulled an agitated fifteen-year-old behemoth of a student aside into a storage space and closed the door behind me. He just got out of juvenile detention for aggravated assault and is now standing directly over me, towering above my five-foot-something body, clenching his fists. Questioning my sanity, my career and my ability to diffuse this situation, I draw on all my teacher experience, theories about behaviour and specialised teacher knowledge to help me make another vital split second decision.

Then...I go blank, I forget about what I know, I close my eyes, I place my hand on my heart and take a huge inhale and exhale. I place my other hand on his heart and feel him inhale too. Then I feel his unclenched fist sit heavy on my shoulder and his chest move up and down. I open my eyes and he's crying. He opens his eyes and I'm crying and now we are crying in a storage cupboard together and nothing feels tense anymore.

That's when I really knew what kind of teacher I wanted to be. Fifteen years into a career that defined me, I could no longer deny that my authentic contribution to young people was not teaching them about 'Macbeth', it was teaching them how to find the calm in the storm.

We Are Worthy Wellness was born to provide safe, fun, practical and holistic wellbeing tools for young people, schools, youth and community groups that improve lifelong mental and physical health for all. We run in-person workshops, immerisions and a term program at your location that integrate mental health

and wellbeing knowledge from the Victorian and Australian Curriculum, yoga, breathwork, mindfulness and psychology. The sessions are tailored specifically for the needs of participants (aged 12-20) and focus on areas, such as resilience building, anxiety busting skills, mindful study skills, social media detox and finding our strengths and purpose. Teenagers come away with evidence-based tools and strategies that they carry into their daily lives.

Importantly, my expertise as a secondary school teacher and a 200 hour qualified yoga instructor means that every young person benefits from the sessions, which combine gentle movement, fun activities and safe discussion in order to truly engage this challenging audience. In all, the offerings are a culmination of everything I've learned so far about how to guide young people consciously and subconsciously into a calmer and more fulfilling life. And the impact is leading to a world full of young people who know their worth and can weather the storms with calmness and clarity.

The We Are Worthy sessions offer a holistic solution to the growing mental health crisis that is well documented in our young people and increasing, partly due to the after effects of COVID. Schools, youth workers, teachers, parents and guiders of young people know the severity, urgency and impact of growing rates of anxiety, depression, low self esteem and social media addiction.

They know the solution to mental and physical unrest comes from building resilient youth, who have real world skills and knowledge inbuilt and that the institutions that support young people need to prioritise teaching tools and strategies to achieve this. I know this too, as an educator and a mother, so I set out to deliver an experience that is fun, safe and can actively teach the secrets to achieving lifelong wellbeing to this incredible and unique demographic.

I don't know what happened to my student in the storage cupboard. For a time, he would seek me out on yard duty to have deep philosophical conversations about life or for advice on how to deal with his turbulent life. Slumped in the corner of my English class, he would shush students that gave me lip, threatening to 'punch their faces in'. But, shortly after that seminal moment, I moved on to pursue this passion, starting me on the journey, leading to the creation of We Are Worthy Wellness. H

However, I do know that for a brief time we connected deeply and found a moment of peace together. I know that he and countless other teenagers I have worked with are my inspiration for creating these special offerings and I know that he is, as all these young people are, completely and utterly, inherently and undeniably, Worthy.

You can find out more about our offerings by visiting: www.weareworthywellness.com.au or following us on Facebook and Instagram

Sheena Worthy

What is Mental Toughness?

Mental Toughness is an important trait that empowers students to maintain focus and stay motivated amidst challenging and stressful circumstances. It also enables them to gain resilience, strength, and determination towards their academic and personal goals.

The concept of Mental Toughness has origins in academic research and sports. Professor Peter Clough, Professor of Applied Psychology at Manchester Metropolitan University, identified that mental Toughness consists of four components, the 4 C's, Control, Commitment, Challenge and Confidence. Mental Toughness is closely related to GRIT. Mental Toughness is built through small wins. It's the choices that we make daily that build our "mental toughness muscle." It's then your physical actions that prove your mental fortitude.

Mental Toughness can be developed using evidence-backed strategies and through building habits – making the school environment the perfect time and place to develop Mental Toughness skills.

Why Is Developing Mental Toughness Crucial for Students?

Developing Mental Toughness is essential for students because it helps them stay focused on their goals despite setbacks or obstacles, and allows them to push through difficult times with a positive attitude, therefore increasing their chances of success. Students learn evidence-based strategies to self-regulate and understand their emotions more intensely which impacts their ability to think at their best. By having better control of their emotions, they will be more likely to make well-thought-out decisions which can also help them stay organised. Having clear strategies and tools to build emotional granularity and cultivate self-

discipline is vital for managing time wisely to balance schoolwork with social activities more effectively.

THE MANY BENEFITS OF MENTAL TOUGHNESS

Research has concluded that those with higher scores on the four C's scales enjoy the following:

- Better performance explains up to 25% of the variation in performance.
- Improved positivity – and adopting a “can do” approach, leading to greater rapport and connectivity with teammates.
- Greater well-being – more contentment and better stress management.
- A lower stress response to change.
- Greater ambition, confidence in achieving those ambitions, and a greater willingness to persevere.

MENTAL TOUGHNESS WUNDERTRAINING PROGRAM

In our student and educator programs, we focus on the four core areas of Mental Toughness

- **Control** – self-esteem, being comfortable in your own skin and managing emotions.
- **Challenge**– seeing a challenge as an opportunity and “getting comfortable with being uncomfortable.
- **Confidence**– having high levels of self-belief and confidence in interpersonal interactions.
- **Commitment** – goal setting and being able to stick to tasks.

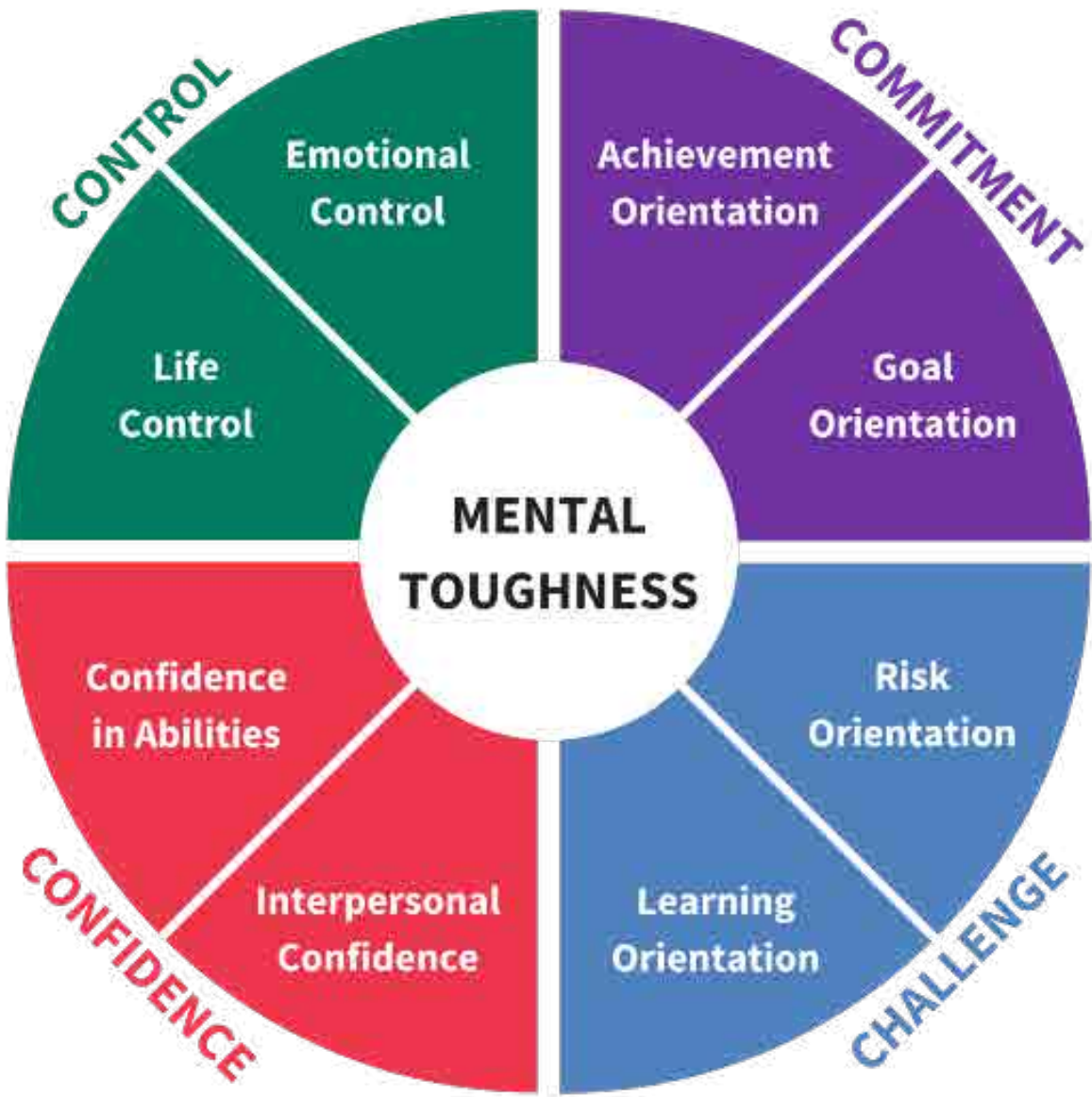


Wundertraining programs are highly interactive and get students engaged in the learning process. An example activity from this program requires students to select from a range of cards and the different moods they experience. Through rich discussion, they learn that being able to identify thoughts, feelings and physical elements helps them to better identify their emotions.

WunderTraining provide a range of programs for youth, upper high school and university students and professional development for staff to support wellbeing, resilience, mental toughness and positive leadership. Our offer extends to strategic culture development and team building, influencing psychological safety and building a strengths approach across a school community.



Jane Wundersitz *Founder WunderTraining*
Adv.Dip Neuroscience of Leadership | Dip Positive Psychology and Wellbeing | Mental Toughness Practitioner | Cert. Resilience Coach Master Trainer VIA Strengths.





YOUTH WELLBEING PROGRAMS

"Increasing wellbeing is easiest when an entire school or community take it on as a core aim. It is easiest when wellbeing becomes everybody's business. Together let's aim to make wellness contagious." Andrew Fuller, ALWF Ambassador



FREEDOM TO FEEL FANTASTIC

POSITIVE BODY IMAGE AND SELF ESTEEM CAMPAIGN

Run a FFF event or in-class activities to start conversations about body image and self esteem, a top issue of concern for young people. A great initiative to get the Student Leaders Committee involved with. The campaign aims to promote the message "be who you want to be judgement free."

FREE
EVENT
PACK



freedomtofeelfantastic.com.au



FREE
ACCESS
FOR ALL

TUNE IN NOT OUT

YOUTH HEALTH AND WELLBEING



TINO is a one-stop-shop for young people helping them navigate life's challenges from mental health, school life, relationships, sexual health, partying safe and more. We have sourced videos, factsheets, stories and even music from services nationally, bringing them together in one central location. TINO is also fantastic for teachers and school counsellors wishing to find youth-focused content to discuss health and wellbeing issues as well as lesson plan ideas.

TAKE A TOUR - tuneinnotout.com



LIONS QUEST

SEL CURRICULUM PACKAGE F-8

Lions Quest with supporting online teacher PL is a complete curriculum-linked social and emotional learning program. Year specific lesson plans for F-8, student worksheets, teaching resources and more. Visit our website to download a FREE sample pack and find out more about this amazing teacher resource.

"HPE
TEACHER'S
DREAM"



DOWNLOAD FREE LESSON SAMPLERS
lionsquest.org.au

www.alwf.org.au

Youth mentoring

Having a mentor can change
the course of a young person's life



Did you know?

1 in 4
young people
feel lonely all or
most of the
time

Suicide
is the leading
cause of death
for young
people

1 in 4
young people
will experience
bullying at
school

1 in 12
young people
are disengaged
from education
and work

1 in 6
young people feel
negative or very
negative about
the future

Youth mentoring works

Research shows that young people who are mentored have lower levels of depression, higher sense of wellbeing and know where to go for support.

Adolescence is a complex time with so much change – a mentor can't stop change, but they can help young people cope with it.

We recruit and train everyday people to become volunteer mentors working with teenagers in year 8 and 9 who would benefit most from a mentor.

Based in high schools across Australia, we provide young people with a caring, independent volunteer mentor who shows up each week, just for them.

With time to listen, one-to-one support with a mentor gives young people a voice and empowers them with the skills they need to navigate life's challenges today and long into the future.

Driving positive outcomes for young people

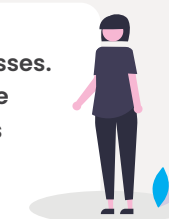
"I now feel like I
can open up more
to others when
I need and that
I'm not alone."
– Sophie, mentee



"It made me
feel like I have a
purpose in life."
– Zac, mentee



At Raise we have strong evaluation and quality assurance processes. Using robust surveys, interviews and focus groups we capture the voices of our mentees, mentors, school partners, parents and carers to inform our program design and delivery. Discover our impact and outcomes at raise.org.au



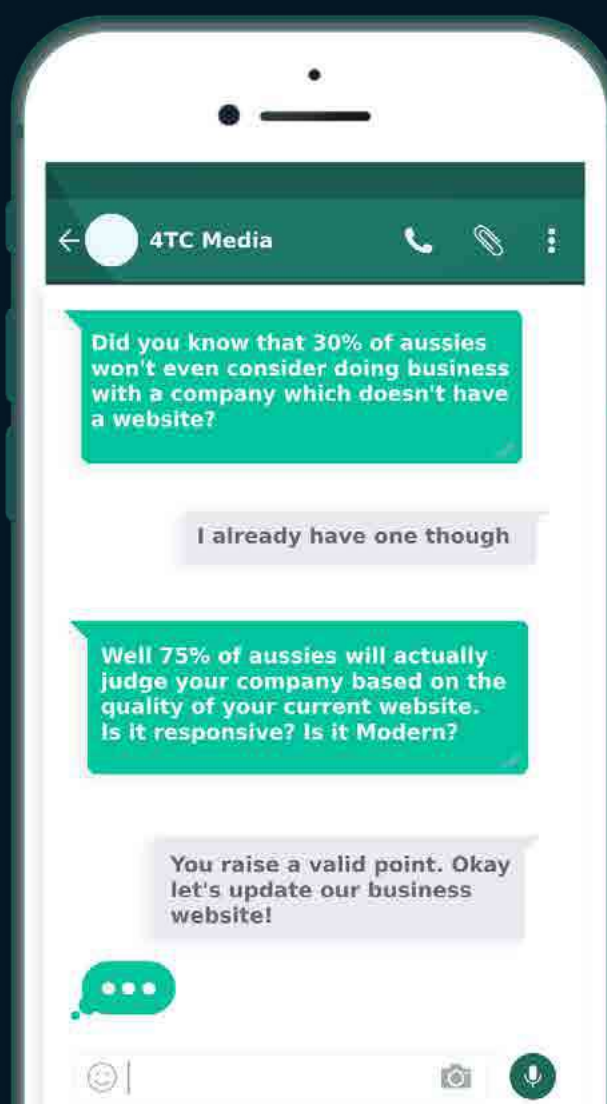


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Google Ads
SEO



Contact us today on management@4tcmedia.com.au or visit www.4tcmedia.com.au to take advantage of this offer.

Get Help

Nationwide

The National Cannabis Information & Helpline
<https://ncpic.org.au/helpline/>
1800 30 40 50

Headspace Chat Online
<https://eheadspace.org.au/>
Online chat available
1800 650 890 (9AM -1AM)

1800RESPECT
<https://www.1800respect.org.au/>
1800 737 732

Blue Knot Foundation Helpline
<http://www.blueknot.org.au/Helpline>
1300 657 380

Lifeline
<http://www.lifeline.org.au/>
13 11 14

The Butterfly Foundation
<http://thebutterflyfoundation.org.au/>
1800 33 4673

Kids Help Line
<http://www.kidshelp.com.au/>
1800 55 18 00

Veterans and Veterans Families Counselling Service (VVCS)
<http://www.dva.gov.au/>
1800 011 046

PANDA - National Perinatal Depression Helpline
<http://www.panda.org.au/>
1300 726 306

Australian Government: AIHW MHSA
<http://mhsa.aihw.gov.au/home>

SANE Australia
<http://www.sane.org/>
1800 187 263

Gambling Helpline
<http://www.gamblinghelponline.org.au/>
Online chat available
1800 858 858

Suicide Call Back Service
<https://www.suicidecallbackservice.org.au>
Online chat available
1300 659 467

Family Drug Support
<http://www.fds.org.au/>
1300 368 186

Al-Anon
<http://www.al-anon.org.au/contact>
1300 ALANON (1300 252 666)

Alcoholics Anonymous
<http://www.aa.org.au/>
1300 222 222

Quit Line
<http://www.quit.org.au/>
13 78 48

Mind Connect
<https://www.mindaustalia.org.au/contact-us.html>
1300 286 463

Mensline Australia
<http://www.mensline.org.au/>
1300 78 99 78

Victoria

Youth Drug and Alcohol Advice (YoDAA)
<https://www.ysas.org.au>

Pharmacotherapy, Advocacy, Mediation & Support (PAMS)
Advice for anyone experiencing trouble with their pharmacotherapy program (Methadone, Suboxone etc...)
1800 443 844

1800 ICE ADVICE
Advice and support for people who use ice, their families and health professionals.
1800 423 238

DirectLine
Confidential alcohol and drug counselling and referral line.
1800 888 236

Alcohol and Drug Information Service (ADIS)
A 24-hour confidential information, advice and referral telephone service.
1800 151 045

Ted Noffs Foundation help line
Counselling and support for young people and their families.

Queensland

Alcohol and Drug Information Service (ADIS)
Telephone information, counselling and referral.
1800 177 833

Counselling Online
If you prefer to speak to someone
1800 177 833 (Regional)
07 3837 5989 (metro)

Alcohol and Drug Support Line
24/7, state-wide counselling, information, referral and support
Metro: (08) 9442 5050
Country: 1800 653 203

Parent and Family Drug Support Line
24/7, state-wide counselling, information, referral and support.
1800 721 997

Meth Helpline
24/7, state-wide counselling, information, referral and support.
1800 874 878

Alcohol and Drug Information Service (ADIS)
Telephone information, counselling, and referral service.
1300 131 340

Western Australia

South Australia

ACT

Alcohol and Drug Information Service (ADIS)
24-hour telephone service offering information, advice, referral, intake, assessment and support.
02 6207 9977

Northern Territory

Alcohol and Drug Information Service (ADIS)
24-hour Alcohol and Drug Telephone Information and counselling service.
1800 131 350

Tasmania

Alcohol and Drug Information Service (ADIS)
A 24-hour telephone information and counselling line.
1800 811 994

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

