

HARD RUBBISH DAY

NOTHING IS A SECRET ON HARD RUBBISH DAY

"Words cannot describe the benefit of this project on the young people involved. I believe it is life changing."
Family Life SHINE PROJECT



Nothing's a secret in Fortitude Street, not on Hard Rubbish Day anyway. Two young brothers rifle through the neighbourhood's debris of secrets and stories left out on the street for all to see, and with playful musical precision and magical inventiveness, the brothers turn the junk on the footpath into an entire tapestry of the street's characters, controversies and current events.

With their innocent naivety, the boys retell the good, bad and ugly of the street. They know everyone's name, where they live, and what they do. They know about the old man with the dogs in No 17, the girl who won't eat in No 28, and the dodgy uncle who visits No 18, and now the biggest event of all has happened right on their street and they can't wait to see what will happen after... after Hard Rubbish Day, after the teenage party at no. 14 went viral and the house was destroyed, after the rioting, after the police, after the newspapers and TV crews.

What audiences have said about the show



"A lot of people came up to me and they were like crying and they were like, "that was so good", "that was an inspiration". My friend's whole family, they were all really crying, his mum, dad, grandparents, all crying because it like tugged on the heartstrings a little bit." - Student

"I'll never forget the actual play itself because I guess it dwells on some pretty heavy themes" - Student

FULL-ON THEATRE HAVE TOURED EXTENSIVELY THROUGHOUT AUSTRALIA AND INTERNATIONALLY.

A fast-paced, thought-provoking play full of live music, comedy, multiple characters and created through a series of workshops with over 50 secondary students and in partnership with The Royal Children's Hospital Integrated Mental Health Program, Headspace, Family Life - Shine Program, Centrelink, Young Carers Association, Mornington Peninsula Youth Services, Mornington Shire, YMCA & the Victoria Police. "Hard Rubbish Day" continues Full-On Theatre's commitment to presenting powerful, hard-edged and educative productions for Secondary Schools.

Two young brothers Beta & Little Beta



Teenagers Bundi Wild & Damien Fever



A party that went viral

TEACHERS & HEALTH PROFESSIONALS RESOURCE KIT



The Royal Children's Hospital Melbourne



This production has been made possible through the generous support of School Focused Youth Services - Mornington Peninsula Region & the Mornington Peninsula Shire

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ACKNOWLEDGEMENTS

Full-On Theatre acknowledges the Traditional Owners of the Land upon where this work was made, their elders past and present. This project could not have taken place without the generous support of Family Life and School Focused Youth Services. While most of this material has been created by Full-On Theatre, some of the material in this resource kit comes from other organisations. We are very grateful to have included direct material from

The Centre for Adolescent Health and the Gatehouse Project Manual
Reach Out! - Fact sheets
Beyond Blue - Fact sheets
Headspace - Fact sheets

This material has been used with permission.

BOOKING INFORMATION

Please ensure that your venue allows for 5m by 5m of cleared performance space and access to power. We require access to the venue a minimum of 1 hour prior to the performance start time for a comfortable set-up.

HARD RUBBISH DAY has been created for years 8-12

Running time: Approximately 50 minutes (plus Q & A session)

All performances are subject to copyright and no electronic recording of any part of a production is permitted. Photographs are permitted only with prior consent of the artist. Many thanks and enjoy the performance.

INTRODUCTION

During Term 1 & 2 2011 Full-On Theatre artists worked in partnership with 2 Secondary Colleges, health professionals, teachers, Well-Being Coordinators, School Focused Youth Services, Family Life, Headspace, the Royal Children's Hospital, Zeal Theatre and over 70 teenagers to create the show. This performance is dedicated to the wonderful students of Western Port Secondary College and Dromana Secondary College, who formed creative teams to explore and develop the themes, characters and storyline.

The project was a creative partnership between Full-On Theatre, Family Life - Shine Program, The Royal Children's Hospital Integrated Mental Health Program, Headspace, Centrelink, Young Carers Association, Mornington Peninsula Youth Services, Mornington Shire, YMCA - Rye Youth Centre, Victoria Police and two secondary schools - Western Port Secondary College and Dromana Secondary College. We worked with over 50 teenagers creatively exploring wellbeing in a theatrical setting.

Over 16 days of workshops, wellbeing exploration, sharing stories, exploring local events, creating scenes, exploring grief – worry – depression, acting workshops, music and songwriting sessions produced a play that was collaboratively created with the students at both schools and shaped into a script by Full-On Theatre and then rehearsed into a show called '*Hard Rubbish Day*'.

WORKSHOPS AVAILABLE

WORKSHOPS IN Theatre making
Commedia del arte
Mask Making
Clown
Improvisation
Movement - Martial arts based
Percussion
Story telling
VCE monologue help

Available for primary, secondary and adults

Full-On Theatre and Dave Houston have been running workshops since 1988. He is an experienced Youth and Community Arts worker & teacher who has international experience working with communities in Mexico & Thailand as well as remote communities in Australia. He has developed more than 10 theatre projects in a Community Cultural Development framework. He is experienced working with local government and service providers to deliver programs targeting young people. He has been an artist in schools and communities with the Royal Children's Hospital - Festival for Healthy Living - Integrated Mental Health Program, since 2009. He has worked as a musician & facilitated workshops in remote Indigenous communities in Australia as well as overseas. A team of highly qualified professional artists facilitate all workshops.

**For all workshop inquiries please call
Dave Houston 0411 710 081
dave@fullon.biz**



THE COMPANY

Full-On Theatre was formed in 1988 and has created 20 original productions for both adult and family audiences. Based in Melbourne and founded by Dave Houston, the company has toured extensively nationally and internationally. The aims of the company are to create new, exciting, hard hitting and entertaining theatre that responds to the needs of young people. Recently the company has worked in partnership and collaboration with schools, health professionals, students and artists to create work especially for teenagers.

THE PERFORMERS/FACILITAORS



DAVE HOUSTON

is a graduate from the Victorian College of the Arts, has been creating & performing theatre since 1987. He is an experienced community arts worker & teacher with international experience working with marginalised communities in Mexico & Thailand. He has developed more than 10 shows in a Community Cultural Development framework. He wrote & performed his first solo show at the Edinburgh Fringe Festival, *"You'll struggle to find a warmer friendlier show on at this year's Fringe"*, The Evening News, Scotland.

He wrote & directed 'The Con' for The Torch Project in 2007, and has been an artist in schools with the Festival for Healthy Living (Royal Children's Hospital) since 2009. He has worked as a musician & workshop leader in remote Indigenous communities in the Northern Territory with Tom E Lewis & senior Arnhem Land song men. In December 2009, in partnership with staff & the school nurse of Mc Clelland college, and Full-On Theatre artists he co-created 'The Table' with at-risk teenagers from Frankston. In 2010 along with long time high school friend & collaborator Andy Jans-Brown, he co-created secondary school shows, 'Mayfair' and 'Escape from Worryville'. He continues to tour nationally & internationally and is inspired by working with young people.



PAUL BOURKE

is an established clown and physical theatre maker and actor. Paul is a graduate of both the Ecole Philippe Gaulier in France and the John Bolton theatre school. As a performer, director and teacher, Paul has a strong passion for honing a synthesis between the physical articulation, imagination and pleasure of the actor. Paul has worked with companies such as I.C.E (The Institute of complex theatre), The Tarpit, The Well, The Artesian AV Arkestra, Four Larks, Porcelain Punch and has toured the world extensively with the Australian spectacle theatre company, Strange Fruit, most recently performing at the Melbourne International Festival, WomAdelaide and Tasmania's Ten Days On The Island Festival in Strange Fruits' new work, Ringing the Changes.

Paul has also received much acclaim for his high-energy one-man vaudeville horror clownshow, Vladimir the Crow. As a teacher Paul has taught workshops internationally with Strange Fruit, circus with Westside circus, clown with Circus OZ and currently teaches movement at the Goulbourn Ovens Tafe's Grada Professional acting course in Benalla.



WHY THE ARTS HAVE AN IMPORTANT ROLE IN THE CLASSROOM

- Arts experiences enhance 'critical thinking' in young people
- The Arts enable educators to reach students in effective ways
- Learning through the Arts offers a range of opportunities for different learning styles
- The Arts guide disadvantaged youth towards positive behaviours and goals
- The Arts create a platform to discuss issues that are otherwise difficult to talk about with young people

THE BENEFITS OF THEATRE

Theatre is a major form of human expression. It is both visual and aural and takes place in the present, but connects us to other times and places. We can see people in action, what they do and why they do it and as a result, theatre can provide us with insight into our own behaviour and a deeper understanding of the human condition.

The power of theatre lies in human connection. The experience of being part of an artistic team including a writer, director, actors, designers and stage managers can be extremely powerful. The team work together to create a shared vision and the experience is uniting, energising and has often been described as 'like family'. When creating and performing a piece of theatre, the performers share vulnerability that can connect them deeply. The connection is based on giving, receiving, expression and trust. An audience is taken on an emotional journey that is intimate, immediate and powerfully engaging.

Theatre is unique as it can bring people together across all ages, cultures and abilities. It allows you to combine many art forms such as writing, visual arts, music, dance, puppetry, circus and even film. It is a prevailing vehicle for telling a story.

Our complex and rapidly changing world requires that educators must adequately prepare students for the challenges of the 21st Century, fostering creative thinkers who can generate and communicate ideas. The Arts have a central role to play in the development of essential skills. In city, regional and remote schools there is a need to educate students in a sustainable, innovative and community-focused way. 'Escape from Worryville' performance and workshops have strong artistic merit and relevance to the social, emotional and academic development of young people.

DEVELOPMENT AND KEY LEARNING AREAS INCLUDE

During the creation process many KLA's are embraced. The notes in this resource kit can also be used to meet the following KLA's.

- Physical, Personal and Social Learning
- Health and Physical Education
- Movement and physical activity
- Health knowledge and promotion
- Problem solving
- Interpersonal Development
- Building social relationships
- Working in teams
- Discipline-based Learning
- The Arts
- Creating and making
- Exploring and responding
- English
- Reading
- Writing
- Speaking and listening
- Interdisciplinary Learning
- Communication
- Listening, viewing and responding
- Presenting
- Thinking
- Reasoning, processing and inquiry
- Creativity
- Reflection and evaluation

PRE-SHOW LESSON SUGGESTIONS

Give students the short intro below:

Hard Rubbish Day is about two young boys going through the hard rubbish on their street and telling the audience why their street has become famous. They tell the story of each house in the street and the main story follows the story of two teenagers whose small party went viral with the result that the house has been destroyed.

As a class, or in small groups, discuss the following questions:

1. What might happen in this play?
2. What characters might there be?
3. What could the intense experience be about?
4. What might happen in the end?

After discussing these points as a class, students break into small groups between 3 and 5. Each group is to create the following 'freeze-frames' or 'photographs':

1. The first moment of the play
2. The characters
3. The highest point of tension in the play – possibly the 'intense experience'
4. An ending to the play

As an extension to this exercise, students could bring these freeze-frames or photographs to life and create short scenes with dialogue and action. **Please note:** Students are not trying to re-create a play they haven't seen, but instead to explore their own possibilities of narrative and theatrical methods for telling that narrative.

KEY THEMES AND ISSUES



Photograph by
Lucia Ondrusova

You may like to lead class discussion on some of the following topics, to get students thinking about the issues at the centre of the play. Often small groups works best.

Parties that go viral

How can parties go viral?

Do you think most adults understand the teenage need for social networking?

What is worry? Anxiety? Where do you feel it?

How do you know if a friend is worried?

Note: When we work with students or adults we ask questions in the third person rather than as individuals. For example instead of 'What do you worry about?' We would phrase it in the following way. 'What type of things would a teenager in this area worry about?'

Care

Is it hard to tell if your friend is having a hard time?

What type of things could you do if a friend is having a hard time?

Discuss the idea of support networks and identify support networks for people in your community?

Do you feel that students at your school have people they can talk to? Why is it important to talk about how we feel? You don't need to answer aloud, but just think for a few moments who you might go to, to talk to about 'stuff'?

Respect

As a student how do you show respect to other students?

As a student how do you show respect to your teachers?

As a teacher how do you show respect to your students?

Is respect important at school? Why?

Relationships

Are boys and girls so different when it comes to friendships?

Are friendships different for different ages?

What is a good friendship?

Is friendship important at school? Why?

Things you're good at

What type of things are you good at?

How does it make you feel?

EXPLORING THE ELEMENTS OF DRAMA: CREATING TENSION

Discuss what 'WORRY & TENSION' is and ask for some examples to be provided by students, from films, books or real stories. Ask students to think about examples of 'worry' which they may have experienced or seen at school, at home or in the community. Break students into groups of 2 or 3 and ask them to choose a story about worry and improvise short scenes, based on the story.

Students perform scenes to each other and an audience. The facilitator explores and discusses the moments of dramatic tension, conflict or worry within the scenes.

This activity can be extended by asking students to discuss or write reflecting on the following questions:

What is tension & worry? Is tension important in creating drama? Why?

What does tension/worry look like? What does tension/worry feel like?

Is anyone feeling tension and worry in this moment? If so, can you work out where you feel it in your body?

POST-SHOW DISCUSSIONS

Seat students in a circle

1. What were your favourite parts and why?
2. What were some of the key issues that were addressed in the play?
 - i) Depression / Worries / anxiety
 - iii) Parties going Viral - Peer pressure
 - iv) Sexual Abuse
 - v) Getting help
3. How could we tell that Damien Fever upset / worried /stressed?
 - i) Withdrawn
 - ii) body language
 - iii) Thinking about suicide
4. What things would help Feves - (Damien Fever) create a meaningful life?
 - i) His friendship with Bundi Wild
 - ii) Talking to counsellors
 - iii) Music
 - iv) Conversations with his dad
 - vii) Asking for help. What else.
5. What else could he have done that wasn't in the play? (Kid's Helpline etc..)
6. What did Bundi Wild get out of the friendship? (feels good to help out others)
7. What did Beta and Little Beata learn from the events?
8. What was the role of Diamond Stu, the hard rubbish collector?
 - i) Reminds us of the treasure in our hard times
 - ii) Can talk about the shadow- of black coal and the light of bringing things to the surface
 - iii) Reminds us that everything is in a constant state of change. Nothing is permanent.
8. Why do you think the play was called Hard Rubbish Day
 - i) There is treasure in our hard times, in our shadow self.
9. If you are worried about a friend, what are some ways you could help?
 - i) School counsellor
 - ii) A teacher you trust
 - iii) Kids helpline
10. At what point should you get adults involved?
 - i) When a student is at risk of hurting themselves or someone else



POST-SHOW LESSON SUGGESTIONS

Mandalas

On a plain piece of paper with a large circle ask students to draw how they feel after watching the play.

Freeze-frame or photographs

Follow on from the above activity by asking small groups of students to find examples of 'Worry' or other themes within the play. Either discuss these as a class, or present a 'freeze-frame' or 'photograph' image for each moment identified.

Responding through Character

The following activities are useful for deepening students' understanding of characters and the situations they find themselves in. Select any of the following to explore the characters featured in *Hard Rubbish Day*. Perhaps let students select characters of interest to them at first, before asking them to take on a wider range of roles.



Main characters

Beta
Little Beta
Damien Fever - Feves
Bundi Wild
Mr Freo
Damien Fevers dad
Diamond Stu, Hard Rubbish Collector
Mambo
Rip Curl
Billabong

CHARACTER MAPPING

1. As individuals or in small groups, students map characters from the play's internal and external characteristics and circumstances. On sheets of butcher's paper draw the character with a circle, leaving room on the outside of the circle and the inside. On the inside draw the distinguishing features about them eg costume, posture, habits, props. Still within the circle draw or write the characters' internal characteristics or circumstances eg interests, skills, strengths, weaknesses. Now on the outside of the circle draw the characters' external characteristics and circumstances eg relationships, home life, school life, relationships, ie Thomas' mum and her physical illness, cancer.
2. As individuals or in small groups, students map characters from the play chronologically as the events affecting them unfold. On a long roll of butcher's paper students draw on the left end a character with their distinguishing features eg costume, posture, habits, props. Draw each event as it impacts on the characters from the beginning of the play to the end. eg Thomas' reaction to questions about his mum, reacting and getting sent to the Principal's office, how he felt getting reprimanded for incorrect footwear, the violent bashing at the train station, etc



Photograph by Lucia Ondrusova

CHARACTER GALLERY

Ask students to lie or sit down in a comfortable position in order to focus. They are to select a character from the play and think about the main characteristics of this person. Imagine the shape of their body, posture, their physical habits, facial expressions. On standing up, students must find a physical frozen position that best demonstrates this character. It could be a moment from the play, or an imagined pose.

After students find this physical position, half of them may move away and take in the character gallery. Ask these students to comment and guess who the characters are, while the character gallery stays frozen. The students then swap roles and view a second character gallery.

Students can then be divided into groups of the same character, creating a gallery to view, showing different aspects and interpretations of the same persona. This same exercise can be done with feelings and emotions...ie sadness...how do we express sadness through our body?. Be aware to encourage 'feeling' the emotional state rather than just 'demonstrating', for example, someone really feeling sadness in the body rather than just putting their hand to their eyes and pretending to cry or be upset.

Bringing to Life (Continued from the Character Gallery)

Students will need to be focused and engaged in their character and their physical frozen shape. The teacher / facilitator gently taps each frozen character. When a character is tapped, his/her thoughts in that moment are verbalised. Students may need a minute to think, but it often works best when spontaneous. This exercise can be extended to creating improvised scenes in groups of two or threes building on the frozen character image and the verbalization. In the scene students can be asked to freeze again and can then be tapped on the shoulder and asked to verbalise their thoughts in that moment.

FUN GAMES

Development and Learning Areas

Develop characterization
Understand intention and motivations
Develop self confidence
Develop connection with body, voice

Hot seat

Students interview each other as characters. This can be done as a performance for the rest of the class, or as a warm-up activity before a discussion or another activity. Put interviews into different contexts: have characters interviewed by the police, one of the teachers, parents or other who could be involved in the events of the play, like the local paper.

Report

Similar to interview, can take the format of a news report or documentary style bulletin. Students write a short radio report about an incident involved in the play and present it in class lesson.

Letter

Students are to write a letter, or email from one character to another. Suggestions:

- Write a letter from Bundi to Feves prior to the final scene.
- Write up some philosophy of Diamond Stu - the hard rubbish collector
- Write a letter from Mr Freo to Feves or Bundi 2 months after the final scene.
- Explore gossip building in sms, e-mail and social media of a party invite or an event. Exaggerate it as you go.

Diary Entries

Student can write Diary Entries of any of the characters, reflecting on the sequence of the events presented in the play, or imagined event in the time period before, during or after the play.



Photograph by
Lucia Ondrusova

Dream Scene

In small groups, students first discuss elements of dreams experienced by students within the group. For example; inconsistent time periods, anxiety and fear, flying or falling. Then allocate each group a character from the play. You might choose to explore characters' dreams at a particular moment in the play. To further flesh out the characters, you could have fun playing with dreams they may have had as children. These could be strongly juxtaposed with scenes exploring later events.

Personal Objects

Ask students to select a character, and to bring to class a personal object that may have belonged to this character. For example:

Feves – Drum sticks

Bundi – Rock star sunglasses - guitar picks.

Feves Dad – gift from his wife, something from his childhood, something Feves gave him
Mr Freo - Shakespeare quote, small trinket object, teaching article,

These objects can be used as a starting point for improvised scenes, or for class discussion about the characters.

FURTHER RESOURCES

HARD RUBBISH DAY explores a variety of hard topics such as: suicide, sexual abuse, depression, out of control parties, worry, anxiety, well-being and connections to friends and self. These topics are covered in the next section along with activities, resources and further reading for teachers and students. Full-On Theatre gratefully acknowledges the organisations and their material which has purely been collated for use in this booklet.

WHAT IF? The following material is from **The Centre for Adolescent Health and the Gatehouse Project Manual, Unit 3.** This material has been used with permission.

What if...? recognises that feeling anxious is a common experience. From time to time everyone will experience anxiety, sometimes to a lesser extent, sometimes to a greater extent. Part of dealing with anxiety is to recognise it, and to implement strategies to reduce it before it becomes an overwhelming problem.

Key messages

- **Exploring:** In everyday situations we may experience anxiety.
- **Understanding:** What we think about the situation, ourselves and others, will influence whether we feel anxious, and how anxious we feel.
- **Applying:** We can develop thinking skills and strategies for action that help us manage feelings of anxiety in difficult situations.

In this unit students will have the opportunity to:

- discuss, and reflect on everyday situations that cause anxiety, and affect how people might feel, and what they might think in these situations
- practise listening skills and reframing skills
- broaden their repertoire of strategies for helping themselves and others work through anxious moments.

Topics

Introducing anxiety
Being embarrassed
Reading the actions of others
Feeling anxious
Helping each other
Hot tips for staying cool

Materials

- Being embarrassed
- Blackline master: *Peanuts* cartoon
- Blackline master: *Ranking Ladder*
- Blackline master: Thought Bubbles

Introducing anxiety

The following questions can be used in class with a set text, poetry, film, or perhaps a newspaper article, to introduce the subject of anxiety, and to assist in the development of skills to deal with this feeling.

- What is anxiety?
- What sort of situation has caused the character/person, to feel anxious? What do you think he/she was thinking and feeling?
- Why do people react in these ways?
- What do you think could have been done to help the character/person cope with these situations and their reactions?
- How could he/she change the way he or she is thinking about events, themselves and others, to reduce their anxiety?
- What do you think would be the most useful ways to help the character help him/herself, or others, to deal with the situations causing anxiety?

Being embarrassed

This activity allows students to explore the sorts of situations or events that cause feelings of anxiety, and to understand how these might be different for different people. Students do not have to offer any personal stories about feeling anxious. The use of the third person, in the example of the *Peanuts* cartoon, provides the content for discussions and written work.

Activity: Thoughts, emotions and feelings

- Give each student a copy of the **blackline master, *Peanuts* cartoon**. Allow a few minutes to read it.
- Have a whole class discussion about the thoughts, emotions and feelings Charlie Brown is having/experiencing and why. To begin with, show the students a copy of the cartoon with the last frame covered. (This will work well using an overhead.) The following questions might help to focus the discussion.

Questions

1. What is Charlie Brown feeling? How do we know?
2. What thoughts go with these feelings?
3. What assumptions might Charlie be making about himself? ... about the 'little red-haired girl'? How could these assumptions be different?
4. What might he be saying to himself? How could he talk to himself differently?
5. If you were Charlie Brown's friend, what could you say to him?
6. What is the worst thing that could happen? This question allows the teacher to introduce the notion of positive and negative self-talk and the notion of 'catastrophising' (thinking that the worst consequences will occur).
7. What is the best thing that could happen?
8. What do you think he will do?

Now uncover the last frame and discuss the merits of his choice of action. You could also ask students to volunteer for role plays of alternative endings to the cartoon.

Additional Activity

- Give each student a copy of the **blackline master, *Ranking Ladder***.
- Working by themselves, have students write an everyday situation in which people might be anxious, on each rung. Rank the situations in order, starting with the one that might create the least anxiety on the bottom rung, to the one that might create most anxiety on the top rung.
- Using the ***Thought bubbles blackline master***, ask the students to write thoughts that each person on the ladder might be thinking about her/himself and others, in each situation. In the space below each situation (on the ladder), write one useful piece of advice that the person could give to her/himself.
- Where would Charlie Brown's situation fit on the ladder?
- When all the students have completed their responses bring the class together and use the following to summarise their work.

Questions

1. What is meant when people say they feel 'anxious' or have 'anxiety'? (This question asks students to express different ways they might describe anxiety.)
2. What type of everyday situations might cause people to feel anxious or worried?
3. How might these be different for different people at different times?
4. What thoughts do you have when you are in a situation where you feel anxious?
5. What might you do when you find yourself feeling anxious?



Photograph by
Lucia Ondrusova

Peanuts cartoon



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RANKING LADDER



James Bellanca 1991, *The Co-operative Think Tank: Practical Techniques to Teach Thinking in the Co-operative Classroom*. Reproduced by Permission from Hawker Brownlow.

REACH OUT MATERIAL

Reach Out! is a web-based service that inspires young people to help themselves get through tough times. It provides information, support and a database of face-to-face services.

The following activities involve students using the Reach Out! website. You could alter these activities for a specific classroom outcome. The site contains a wealth of information about issues facing young people. It may well be worth just letting students have a look around.

Please ensure you check your school's policy on drug and alcohol education, as well as Department of Education and Training guidelines.

Exploring the site: www.reachout.com.au

Reach Out! Activity

Ask students to spend some time on the site to answer these questions:

What is Reach Out?

What are the two phone numbers listed at the top of the site's front page?

What are the three main sections of the website?

What benefits do you think people you know could get from becoming a member of the website?

The issues

Select an issue from the drop-down box on the front page of the website. What resources and information are available about this issue? Read at least one of these fact sheets and fill out the feedback box at the bottom. This helps Reach Out! know what information young people like you want.



Photograph by Lucia Ondrusova



Photograph by
Lucia Ondrusova

Finding Help

Using the Reach Out! website, make a list of contact phone numbers or websites people in your area could use if they needed help. This could include both national and Victorian phone numbers and organisations.

Tell Reach Out! what you think

Go back to the front page and follow the links to the Reach Out Feedback Form. Filling it out will help Reach Out! know who is visiting their site and how they can improve it.

REACH OUT FACT SHEET SELF-HARM

What is deliberate self-harm?

Deliberate self-harm (also known as self-injury) is when you deliberately inflict physical harm on yourself, usually in secret and often without anyone else knowing. Some examples are cutting, burning, biting or hitting your body, pulling out hair or scratching and picking at sores on your skin.

Deliberate self-harm is not necessarily a suicide attempt and engaging in self-harm may not mean that someone wants to die. Most commonly, deliberate self-harm is a behaviour that is used to cope with difficult or painful feelings.

Why do people deliberately harm themselves?

People who deliberately harm themselves have often had tough experiences or relationships in their lives. You may have:

- Been bullied or discriminated against
- Lost someone close to you, such as a parent, brother, sister or friend
- Broken up with a boyfriend or girlfriend
- Been physically or sexually abused
- Experienced a serious illness or disability that affects the way you feel about yourself
- Experienced problems with family, school or peer groups

Deliberate self-harm may be used as a way to cope with experiences and the strong feelings associated with them. Self-harm may:

Provide a way to express difficult or hidden feelings

It is not uncommon to feel numb or empty as a result of overwhelming feelings you may be experiencing and engaging in deliberate self-harm may provide you with a temporary sense of feeling again. It may also provide a way to express anger, sadness, grief or hurt.

Be a way of communicating to people that you need some support

When you feel unable to use words or any other way to do so, you may feel that the only way you have left is to harm yourself.

Be a way of proving to yourself that you are not invisible

Feeling the pain when you harm yourself can make you feel real - like you are not invisible - that you do have feelings and that you aren't numb.

Provide you with a feeling of control

You might feel that self-harm is one way you can have a sense of control over your life, feelings, or body, especially if you feel as if other things in your life are out of control.

Bring an immediate sense of relief

It is only a temporary 'solution' though, a 'band-aid fix', because your real feelings of hurt and distress have not been dealt with. It can also cause permanent damage to your body if you injure nerves.

Psychologically, it may be associated with a sense of guilt, depression, low self-esteem or self-hatred along with a tendency to isolate yourself from others.

Finding help

Although it may seem hard, it's important that you can reach out to someone who can help you work through some of the reasons for harming yourself and find healthier, more positive alternatives for alleviating the pain you feel inside. It may take time, but it's important to remember that you can move to a happier and healthier outlook.

Speaking to someone about your self-harm may be hard and it is particularly important to trust the person you are speaking with. Try a counsellor at 'Kids Helpline'

If you are having difficulty speaking about what you're going through, you might start with sentences such as 'Right now, I'm feeling...', 'I think it started when...', 'I've been feeling this for...', 'My sleep has been...', 'Lately school/work/uni has been...'.
Or write them down to give to someone you trust.

It may be necessary to talk to someone like a counsellor, psychologist, or psychiatrist to help you to work through some of the reasons why you are harming yourself and to find alternative strategies for alleviating the pain you feel inside.

Like any relationship, building trust with your counsellor, psychologist or psychiatrist may take time and it is important you find someone you feel comfortable with. This may mean seeing several people before finding the one that you “click” with.

If there is a family member you feel comfortable telling, it may be helpful for you to have their support in finding a counsellor that is right for you. It's likely that the person you feel comfortable telling will already be worried about you and will be relieved at having the opportunity to listen and help.

If you don't get a positive response, try to remember that it is not because you have done something wrong, but because the person you have told may not know how to respond to what you have told them, or may not understand much about deliberate self-harm. Don't give up! Either try again or maybe speak to someone else whom you think you might receive a more supportive response from.

If talking about it with someone is too overwhelming, an alternative is to email or write down what you want to say. Otherwise, a first step might be to talk to Lifeline (131 114) - cost of a local call from a landline or Kids Helpline (1800 55 1800) - free from a landline. Both are anonymous and open 24 hours / 7 days a week.

Kids Helpline offer an email/web counselling service so try their website Kids Helpline. If you or a friend are harming yourselves, it is also important that you take care of the injuries caused and if necessary, seek medical help through your GP or, if it's serious, a hospital's emergency department.

Coping without harming yourself

As well as support from a friend, family member and/or health professional, it may also be necessary to create a list of alternative strategies to self-harm for managing your emotions. If you are feeling like you want to harm yourself there are a number of things that you might try to distract yourself with until the feelings become more manageable. If you can, make sure that you are around other people and remove any sharp objects from the area. Some ideas for releasing energy or feelings include:

- Choose to put off harming yourself until you've spoken to someone else or waited for 15 minutes (and see if you can extend it for another 15 minutes beyond that, continue to do it again and so on until the feeling passes).
- Write in a journal - you might like to use an online journal. Reach Out! plans on having the journals up and running soon
- Exercise - go for a run or walk in the park to use up excess energy.
- Play video games - this may be a good way to distract yourself and help until the anxiety passes.
- Yell or sing at the top of your lungs on your own or to music. You might do this into a pillow if you don't want other people in the house to hear.
- Relaxation techniques - activities like yoga or meditation are often helpful in reducing anxiety.
- Cry - crying is a healthy and normal way (i.e. not weak or dumb) to express your sadness or frustrations.
- Talk to someone - talk with a trusted friend or call a helpline.

Alternatives to deliberate self-harm

There are some more suggestions below that some people have tried in an emergency if none of the above suggestions have helped. However, these suggestions will not help in the long run as they keep you from addressing the thoughts and feelings that result in this self-harming behaviour. If you are finding that you are often using these suggestions below, or similar ones, please find help and talk with someone. These suggestions are alternatives to self-harm but they are not a solution to the problem.

- Punch a pillow or punching bag
- Squeeze ice cubes till your fingers go numb
- Eat a chilli, or something really hot
- Have a cold shower
- Put vapour rub or deep heat under your nose (it stings and makes you cry)
- Wax your legs (or get them waxed)
- Draw or write in red over your body (instead of cutting)

Take care of yourself

It's important to eat well, exercise and be kind to yourself. While not a solution in itself, doing all these things contributes to a higher sense of self-worth, increased stability of moods, and a general better sense of wellbeing - making you feel more happy, on the outside and the inside.



Photograph by Lucia Ondrusova

Why do people get angry?

Anger is a normal and healthy emotion experienced by everyone at some point. There are many different reasons why people get angry. You may have been treated unfairly, feel you have no control over things, be stressed or under a lot of pressure, experiencing body changes which cause major mood swings, be depressed, or just have a personality that has a short fuse. All can lead to anger, which is OK. Anger can be a difficult emotion to express and manage, particularly because we have often been taught not to show or express our anger. It is not uncommon to feel guilty or ashamed about being angry, despite it being a very normal and necessary emotion. Anger only becomes unhealthy when we express it in a way that hurts others or yourself. Likewise if you bottle it up and don't express it at all, you may find that it will come out in ways that you didn't expect. There are many ways of expressing your anger. **However becoming violent is never an option.**

Managing your anger

Count to 100: When people are angry they can say or do things that they regret later. If you feel that you are becoming angry, do something to cool down, like counting to 100, and then continue the discussion later.

Leave the room: If the situation is getting to the stage where people are yelling or are possibly even being violent, leave the room and tell them you will talk about it when they and/or you are calm.

Write down your feelings: Like writing poems? Songs? Or just like writing? Great - get some of that anger out using your pen. Write down all your frustrations - this way it doesn't hurt anyone.

Kick a footy: Doing something active like kicking a footy, riding a bike, or going for a run. This will give you a chance to release some of the energy and calm down a bit.

Play video games: If you feel as if you are going to get into a fight, it's better to do so while playing a video game, rather than doing it in real life. It might be a good way to release some anger and energy.

Play some tunes: Strap on the headphones and play your favourite tunes for a while.

Sit in a quiet place: Go to a park or wherever you feel calm and just chill out. After you feel calmer (have counted to 100 or played some calming music) try and think about why you are angry, along with some solutions to the problem you are having. It may be that you need to talk to someone because you can't work it out yourself- and this is pretty common. A lot of people can't work out the real reason why they get so angry.

Talk to a counsellor: There are lots of counsellors out there who are available to listen to you and help you work through your anger. There are even counsellors who specialise in anger management techniques - learning about these can help you heaps. You can find counsellors at your school or local community health centre.

Kids Helpline

Kids Helpline is Australia's only free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25. KHL is free from a landline and won't show up on your home phone bill, www.kidshelp.com.au/
1800 55 1800

Lifeline: When you are really upset it could be a great idea to talk with a counsellor over the phone. Lifeline is available 24/7. Lifeline is the cost of a local call from a landline.
www.lifeline.org.au/ 13 11 14

What can I do if I keep getting angry?

If you find that you keep getting angry or that you are lashing out and regularly becoming violent towards people or things, it may be helpful to speak to a youth worker, counsellor, or your local doctor. Becoming violent is not helpful; you could make things worse or harm yourself or someone else.

Speaking to someone may help you identify why you are getting angry and also help you deal with that cause so that you don't need to resort to lashing out.

Looking for more info....

Speak to your GP, ask your local community health centre for relevant services in your local area.

REACH OUT FACT SHEET TALKING TO SOMEONE OUTSIDE OF THE SITUATION

Counsellors can be helpful

One of the advantages of talking to a counsellor is that they are not involved in the situation. This can sometimes make it easier to talk openly about your concerns without feeling like people are making judgments. Most counsellors are open-minded and they won't tell anyone else unless you want them to. Sometimes though, they may have to. That's if:

- they believe that you or someone else is at risk of serious harm.
- a Court orders them to.

For more information about confidentiality, you may want to check out the Confidentiality fact sheet.

Counsellors are also trained to help you change the things that cause you distress. For more information about how a counsellor may be able to help you, check out the counsellor section on Getting help or explore the Who can help you section. Other people who you may be able to talk with are youth workers, teachers or your local doctor. If you are still unsure about whether talking to someone is the best option for you, you may want to check out the fact sheet

<http://au.reachout.com/find/articles/benefits-of-talking-to-someone>



Photograph by
Lucia Ondrusova

What is a mental health difficulty?

Mental health difficulties cause people to think, act, and feel differently from how they usually do. This may be different to how the people around them think and act but for the person with the mental health difficulty these feelings are real. Having a mental health difficulty does not make someone lazy, bad or stupid. Mental health difficulties are common with at least 1 in 5 people experiencing one. Some are more severe than others, and some will have more noticeable symptoms. In most cases they are manageable and people are able to live happy and successful lives.

What causes mental health difficulties?

Mental health difficulties can affect a person from any religion, culture, economic background or nationality. There are a number of factors that are associated with mental health difficulties. Some of these factors may include:

Family history

Most illnesses have a genetic component. This means that if a family member has a mental health difficulty, others may be at higher risk.

Chemical balance

An imbalance of chemicals (called neurotransmitters) in the brain can cause symptoms of a mental illness to emerge. Most drugs used to manage mental health difficulties try to correct this balance.

Stressful life events

Stressful experiences such as grief or loss, experiencing violence or a traumatic accident may trigger mental health difficulties.

Drug use

Research has shown that using drugs may lead to mental health difficulties. For example, there has been a link between psychosis and the heavy use of marijuana and amphetamines.

Mental health difficulties

There are many terms used to describe mental health difficulties. Here are some of the common terms used.

Depression

When someone feels sad and down for a period of time that is longer than a couple of weeks they may be depressed. People experiencing depression may experience some or all of the things below:

- feelings of hopelessness or helplessness
- loss of interest in what they usually enjoy
- a lack of energy
- changes in sleeping and eating patterns
- crying a lot for no reason
- feeling anxious

If someone is experiencing one or a number of these things, seeking help is important. Your local doctor is a good first step and they may refer you to a psychiatrist or help you themselves. A psychologist is also a specialist who can help you work through depression.



Photograph by Lucia Ondrusova

Psychosis

If someone becomes very confused and appears out of touch with everyone else's perception of the world, they may be experiencing a psychotic episode.

When someone is experiencing a psychosis they may:

- have hallucinations
- hear voices that may not be heard by anyone else
- have false beliefs known as delusions
- experience paranoia
- have strange and disorganised thinking
- have strange and disorganised behaviour
- have difficulty speaking coherently
- may appear quite flat

Some drugs such as hallucinogens, marijuana, and amphetamines may trigger a psychotic episode.

Treatment of psychosis usually involves medication, and if someone is experiencing a psychotic episode, it is important that they seek help from a doctor, psychiatrist or a clinical psychologist.

Friends and family can also provide support. Achieving stability after a psychotic episode may take some time. Check out the web 'Who can help you?' section at www.reachout.com.au for more information on psychologists, doctors and psychiatrists.

Schizophrenia

Schizophrenia is a type of psychosis. Those who experience schizophrenia may have:

- confused speech patterns
- ongoing delusions - believing things about themselves that no one else believes, such as thinking they are being watched, or have particular powers or abilities they don't actually have.

Schizophrenia does not mean someone has more than one personality or 'split personalities'. With medication and support, schizophrenia can be managed. Having the support of family and friends may also be very helpful. The earlier people receive help for schizophrenia, the greater the chance of a better outcome.

Anxiety

There are many forms of anxiety disorders that can stop people from doing what they want to do. Some people have sudden unexplained panic attacks that can seem out of their control. Some people experience phobias like agoraphobia (fear of being in an open space). Other people become anxious about something in particular. This can lead to obsessive behaviour causing them to check and recheck things, for example: having to go home to check that they turned off the stove. People who experience high levels of anxiety can learn to manage and reduce their anxiety levels. A form of therapy called cognitive behavioural therapy has been shown to be really effective in managing anxiety. Check out the Anxiety fact sheet for more information.

Attention Deficit Disorder

When someone has problems concentrating and staying focused on tasks, they may have an attention deficit disorder. The condition may have started in early childhood. They may be easily distracted, excessively active, or have a tendency to go off into daydreams more than others. People with attention deficit disorders find situations like paying attention in class particularly difficult, and this can lead to conflict with teachers or other authority figures. They may feel like the world is against them because of the conflicts that arise due to their inability to concentrate. People with attention deficit disorders may have a lot of energy and become involved in many activities that can be positive. Young people experiencing attention deficit disorder may need to be helped by their family and school, as well as receiving good medical support. After proper medical assessment, medication may be helpful in managing symptoms.

Eating disorders

Eating disorder is the term used to describe a group of illnesses where someone has a distorted view of body image, with a preoccupation over eating, food and weight. There are a number of different eating disorders including Anorexia nervosa, Bulimia nervosa, and Binge eating disorder. If someone has an eating disorder, it is a good idea for people to get help as soon as possible. This help may come from their local doctor who may then refer them to a psychiatrist or other mental health professional.

WHAT TO DO IF YOU'VE BEEN SEXUALLY ASSULTED OR ABUSED

Even though there is a difference between assault and abuse, the most important thing in both situations is that you are safe. If you've been sexually abused and are living with the person who has abused you, there are a number of things you can do to get out safely. There are also some great supports available if you have been assaulted or abused.

This might help if you...

- have been sexually assaulted or abused
- need to know what to do
- want to know where to get help

WHAT CAN I DO NOW?

- If you're in immediate danger, call 000
- Contact a support service for more information
- Look after yourself and make sure to get enough sleep

THE IMPORTANT STUFF

If you have experienced either sexual assault or sexual abuse, the most important thing to do is stay safe. Things you may need to think about:

If you're in immediate danger or you are worried about your safety, contact emergency services on 000 immediately and try to get to somewhere safe.

Find someone you can talk to like a friend, family member, counsellor or youth worker. You can also contact an organisation in your state or territory that can give you relevant information on seeking help.

Medical support can be really valuable if you have been sexually assaulted or abused. If you can, try and get to a hospital or health centre where they can give you appropriate medical care.

Trust yourself. If someone has assaulted you or is abusing you it can be hard to feel confident about what to do next. Remember it is never ok for someone to assault or abuse you for any reason.

Know your legal rights. Laws vary from state to state. To find out about your rights check out the Lawstuff website.

IF YOU'VE BEEN SEXUALLY ABUSED

Recognising that there is a problem is the first stage of getting help. If you are living with the person who has abused you, there are a number of options available if you need to get out.

Refuges and shelters can be great places seek temporary accommodation. There are also usually a number of other services available in refuges, including legal advice, emotional support, practical help (like food and clothing), and good security.

Family or friends. If you can, get in contact with a family member or friend that you trust and ask if you can stay with them while you work out what to do next.

OTHER THINGS TO THINK ABOUT

Financial support- Centrelink can make crisis payments in some circumstances. For more information, check out the Centrelink page about crisis payment.

Legal support- There are a number of laws in place that you can use to protect yourself from sexual abuse. To find out more, check out the lawstuff website.

Medical support- If you're injured, and particularly if you have been sexually assaulted, contact emergency services or visit your nearest hospital emergency department.

WHERE TO GET HELP IF YOU'VE BEEN ABUSED

1800 RESPECT is a good place to start if you have experienced sexual assault or abuse. You can also find out about more services for individuals affected by abuse or relationship violence in the 'Where to get help' fact sheet in these notes or at <http://au.reachout.com/Factsheets/G/getting-help-if-youve-been-abused>

Need help?

eheadspace

Age: 12-25

To talk to someone and get advice about tough issues

1800 650 890 www.eheadspace.org.au

Kids Helpline

Age: 5-25

To talk to someone about anything that's going on in your life. Kids Helpline has phone counselling 24/7

1800 55 1800

www.kidshelp.com.au

(you can chat on line to someone at their webpage)

Lifeline

For support and advice in a personal crisis

13 11 14

www.lifeline.org.au

(you can chat on line to someone at their webpage)

BEYOND BLUE FACT SHEET DEPRESSION

What is depression and who can get it?

Depression is more than just feeling upset or sad. It's a serious illness that leaves you feeling down most of the time and finding it hard to cope from day to day. Around 160,000 young people aged 16-24 years live with depression, so it's a common illness. Girls are more likely than boys to get depression, but boys often find it harder to talk about their feelings and get help.

What causes depression?

It's not easy to say exactly what causes depression – it's different for each person. Sometimes a difficult time in your life can set off depression and sometimes it's caused by combinations of things that build up over time. Sometimes, there is no obvious cause at all. A difficult experience, such as the loss of someone close to you, may lead to depression. Or it might make you more likely to have depression if other things go wrong when you're older. Other negative things – like being abused or bullied, feeling that you are doing badly at work or school, or having bad experiences with your family (especially when you were young) – can all increase your chance of getting depression. If one, or both, of your parents have depression, your chance of also having depression is higher, especially if you are a girl. At the same time, if you have a family history of depression, that doesn't mean that you'll necessarily experience depression too. Regardless of what causes depression, it's a real illness. If you have depression, you need treatment and a plan to help you recover.



Is it depression?

You may be experiencing depression if for **MORE THAN TWO WEEKS** you:

- have felt sad, down or miserable, or irritable most of the time
- have lost interest or enjoyment in nearly all of your usual activities.

You might also be:

- not doing so well at work, school or university and/or
- experiencing changes in your relationships with family and friends.

If this applies to you, and you also have **FOUR OR MORE** of the following symptoms, you may have depression:

- you have lost or gained lots of weight
- you feel restless, agitated or slowed down
- you have lost a lot of energy and feel tired all the time
- you find it difficult to concentrate or make up your mind
- you feel worthless or guilty
- you feel that life is not worth living.

RECOVERY

Taking Action

Depression is just like any other illness – you need ways to get through it and stop it happening again later on. Some people think that it's weak to admit that they're going through a tough time. But if you have depression, you can't just 'snap out of it' or 'pull yourself together'. Keeping it to yourself only makes things worse. Start by talking to someone you trust – maybe a parent, teacher, school counsellor, family member or friend.

Key points to Remember

The following tips can help to stop you from getting depressed and help you stay healthy if you are depressed.

Talk about your feelings and emotions.

Spend time and stay connected with people

Eat a healthy and varied diet.

Stay physically active.

Take time out to do something you enjoy.

Don't stress (or don't stress too much).

Get enough sleep.

Avoid drinking alcohol or taking drugs.

If you think you are depressed, take action early.

Remember that some days will be better than others.

Seeing a General Practitioner (GP) is a good start when you're after help and information. A doctor can help you work out if what you are feeling is depression and help you to plan how to get through it. This may involve organising talking (psychological) therapy, to help you to change the negative thinking that comes with depression or deal with any hassles you may be having with family and friends. The doctor may also talk to you about other ways to tackle depression, such as stress management and tips on how to improve your sleep patterns.

For some people, the doctor may think that an anti-depressant drug is also necessary, but only if the depression is severe or it isn't improving with other treatments.

There are many things that can help you recover. Even if you don't feel like it, it's important to stay active and plan what you're going to do each day. These can be little things, like going to the movies, talking to a friend or completing part of an assignment. Try to include things that you enjoy in your daily plan. At first, you may not enjoy them as much as you did before, but if you keep active, with time you'll probably like them again. It's also important to stay physically active, eat healthily and get plenty of sleep. Try not to drink or take drugs – 'blocking out' how you're feeling usually only makes the problem worse.

Overcoming depression can take time, especially if it has been around for a while and become part of your way of life.

READING ON MENTAL HEALTH & WELL BEING IN YOUNG PEOPLE

I just want you to be happy: preventing and tackling teenage depression by Professors Leanne Rowe AM, David Bennett AO and Bruce Tonge. Written by a GP, an adolescent physician and a psychiatrist, and endorsed by beyondblue and the RACGP, it is a highly accessible guide aimed at GPs, parents and anyone who cares about young people. Proceeds will be donated to further research on youth mental illness. It is available at all bookstores or by ordering online at www.allenandunwin.com

What Does Blue Feel Like? - a fictional novel by Jessica Davidson about the big teenage issues of eating disorders and depression. Published by Pan Macmillan Australia (2007). Available from all good bookshops. For further information visit www.panmacmillan.com.au

More than Just the Blues: Understanding Serious Teenage Problems Resource for parents and young people by Dr Joseph Rey.

Walking the Black Dog by Ingrid Barr

Produced by St Vincent's Mental Health, this booklet is designed to inform and assist children who have depression. It is an illustrated story based on the author's experience of depression.

I Had a Black Dog by Matthew Johnstone

A Pan Macmillan Australia paperback cartoon book. An excellent and practical work with all the key messages delivered with great insight, sensitivity and humour. The presentation makes it ideal for any coffee table to bring the subject of depression into mainstream society in an accessible and approachable format.



Photograph by
Lucia Ondrusova

SOME WEB SITES USED IN CREATING THIS RESOURCE KIT

Depression in Young People

www.youthbeyondblue.com/factsheets-and-info/factsheet-depression-in-young-people/

Dealing with Stress

www.youthbeyondblue.com/factsheets-and-info/fact-sheet-7-dealing-with-stress/

Loss and Grief

www.youthbeyondblue.com/factsheets-and-info/fact-sheet-16-dealing-with-loss-and-grief/

Reach Out!

www.reachout.com.au

Beyond Blue

www.beyondblue.org.au

Youth Beyond Blue

www.youthbeyondblue.com

One Punch Can Kill

www.onepunchcankill.qld.gov.au

The NetSmartz Workshop

www.netsmartz.org

Bright Ideas

<http://slav.globalteacher.org.au>

Meditation Oasis

Learn how to meditate with easy instructions, free guided meditation audios. Meditation Oasis features a popular podcast, blog, CDs and MP3 downloads.

www.meditationoasis.com/

BOOKS

Dramawise, by Brad Haseman & John O'Toole. Heinemann Education Australia, 1986.

Games for Actors and Non-Actors, by Augusto Boal (2nd edition).
Routledge, 2002.

Improvisation for the Theater, by Viola Spolin (3rd edition). Northwestern University Press, 1999.

Theatre of the Oppressed, by Augusto Boal. Theatre Communications Group, 1985.

CYBER BULLYING

Cyber bullying is a form of bullying, which is carried out through an Internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. Examples of cyber bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyber bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community. It's really important to learn how to protect yourself online and to learn how to respond if you or a friend is being cyber bullied.

How you might be feeling if you are being cyber bullied

Just like bullying in real life, there can be terrible effects on those who experience cyber bullying. Being bullied can lower your self-esteem and you may feel alone, sad, angry and scared. If you are being bullied it is not your fault and there is nothing wrong with you. Don't be afraid to let someone know that you are being bullied as they may be able to help you. For more info. check out the fact sheet on Bullying – 'What to do if you are being bullied'.

How to stop cyber bullies

If you are being cyber bullied it is possible that you're feeling powerless and isolated. But there are options and you can do things to stop the problem.

Keep a record (including time and date) - this may help you (or the police) to find out who is sending the messages.

Tell someone - talk to someone you trust, a parent, friend, school counselor or teacher. Contact your phone or internet service provider and report what is happening - they can help you block messages or calls from certain senders.

If messages are threatening or serious get in touch with the police. Cyber bullying, if it's threatening, is illegal. You don't need to put up with that!

Don't reply to bullying messages - it'll only get worse if you do. By replying the bully gets what he or she wants. Often if you don't reply the bully will leave you alone.

Change your contact details - Get a new user name for the internet, a new e-mail account, a new mobile phone number and only give them out to your closest friends.

Keep your user name and passwords secret. Keep your personal information private so it doesn't fall into the hands of someone who might misuse it.



Photography by Lucia Ondrusova

INTERNET USAGE AND SAFETY FOR YOUNG PEOPLE

The NetSmartz Workshop

www.netsmartz.org

The NetSmartz Workshop is an interactive, educational safety resource from the National Center for Missing & Exploited Children® (NCMEC) and Boys & Girls Clubs of America (BGCA) for children aged 5 to 17, parents, guardians, educators, and law enforcement that uses age-appropriate, 3-D activities to teach children how to stay safer on the Internet.

The goal of the NetSmartz Workshop is to extend the safety awareness of children to prevent victimization and increase self-confidence whenever they go online. These goals include how to:

- enhance the ability of children to recognize dangers on the Internet
- enhance the ability of children to understand that people they first “meet” on the Internet should never be considered their friend
- encourage children to report victimization to a trusted adult
- support and enhance community education efforts
- increase communication between adults and children about online safety

The NetSmartz Workshop teaches children three basic rules for online safety.

- I will tell an adult I trust if anything makes me feel scared, uncomfortable, or confused.
- I will ask my parents or guardian before sharing my personal information.
- I won't meet in person with anyone I have first “met” online.

Bright ideas

A blog by the School Library Association of Victoria

<http://slav.globalteacher.org.au> A site created for teachers to offer ideas and resources for utilizing the internet within their teaching.

BEYOND BLUE, THE NATIONAL DEPRESSION INITIATIVE

www.beyondblue.org.au

Mission

“Our mission is to provide a national focus and community leadership to increase the capacity of the broader Australian community to prevent depression and respond effectively. We aim to build a society that understands and responds to the personal and social impact of depression, works actively to prevent it, and improves the quality of life for everyone affected.

Respect for human rights and dignity

Strong community involvement, understanding and support

A population health approach

Recognition of diversity and special needs

A co-ordinated and collaborative approach

An evidence-based approach

Sustainable action”

Youth Beyond Blue

www.youthbeyondblue.com