



EQUALITY SERIES

MENTAL HEALTH- Video and Education Resource



INTRODUCTION

The AFL 'Equality' video series and resources have been developed by the Cultural Strategy & Education unit within the AFL to assist community football clubs around Australia in providing education to their players on key social issues. The series consists of 4 clips and accompanying resources. Each clip features a football or sport related personality discussing a social issue that has impacted them personally. The Equality Series includes the following clips:

- **HOMOPHOBIA** – Jason Ball
- **MENTAL HEALTH** – Simon Hogan
- **GENDER EQUALITY** – Peta Searle
- **RACIAL VILIFICATION** – Joel Wilkinson

The clips and accompanying resources can be found on the AFL Respect and Responsibility webpage alongside the tabs that relate to the corresponding social issue. Within each tab, you will find a resource that provides information on how to present the education in your club, key questions to discuss, the key messages to get across and a fact sheet on the selected topic.

The clips featured in this series are being used to educate and raise awareness across the AFL industry on the impact that discrimination and vilification can have on individuals and their families.

USING THE RESOURCE

OPTION 1: YOUR OWN EDUCATION

PURPOSE: To develop your own understanding and knowledge on these topics

PREPARATION: Download clips and AFL social inclusion and equality resource which can be found on the AFL Respect and Responsibility website.

MATERIALS: Laptop/PC

TIMING: 10-15 minutes per topic

FORMAT: Watch the clip yourself. Think about the questions and read over the fact sheets to develop your own understanding of the issue

OPTION 2: PLAYER EDUCATION (RECOMMENDED)

PURPOSE: To educate players within your own club

PREPARATION: Download the clip/s and Equality Resource (topic of your choice)

MATERIALS: TV and/or projector, laptop, screen/blank wall, speakers, butchers paper and markers

TIMING: 15-20 minutes per topic including clip and discussion

FORMAT: Show clip to the group and run activity/discussion as per the accompanying resource





PLAYER EDUCATION: HOW TO RUN A SESSION IN YOUR CLUB

- Decide which clips you want to show.
- Read over the fact sheet, discussion points and key messages of the clips you have chosen and familiarise yourself with the content. Think about the questions you may get asked.
- Prepare any materials you need in advance – e.g. paper, pens, butcher’s paper and markers.
- Organise a space for the session. Make sure it is private and without distractions, such as the club rooms.
- If you think you need some support, request assistance from a local community worker/social worker/school teacher etc. to assist.
- Allow enough time to work through each session. At least 20 minutes is recommended per clip. 5 minutes to show the clip and 15-20 minute discussion time. Also allow enough time for questions from participants.

RESPONDING TO DISCLOSURES

It is very important to ensure that you have relevant support services referral information and phone numbers to pass onto your participants. National support services are listed under each topic in this resource but you may want to identify local support services in your area.

When facilitating the sessions:

Begin the session with a group agreement around respect. Four or five group rules are usually enough and may include;

- Confidentiality –nothing leaves the room
- Listening and not interrupting
- Showing respect for other people's comments and opinions
- Using third person -not telling personal stories
- Choose how much to participate -it's ok to pass on questions or opt out

FACILITATOR TIPS

- Continually throw questions to the group. If, as a facilitator, you are asked a question, don't always answer it yourself. Throw the question to the group, and allow that to spark or continue to drive discussion
- Occasionally somebody might say something that stops you in your tracks. It is important to stay calm and address the comment with respect. If possible, try to suggest an alternate viewpoint or throw it to the rest of the group. It is important not to enter into a public argument.
- If you get a question that you don't know the answer to, don't panic. Admit that you don't know the answer. You do not want to lie or invent information that isn't true, as you lose all credibility. Reassure the person that you will follow up with them regarding the question after the session and that an answer will be provided in due time.
- At the end of the session provide an opportunity for participants to follow up with yourself to provide information regarding support services, referrals and websites.

YOU ARE NOW READY TO PLAY THE CLIP AND BEGIN YOUR SESSION

QUESTIONS

- What stopped Simon from talking about his issues in the first place?
- Why is there a stigma attached to mental illness?
- How do you look after yourself in relation to mental illness?
- How do you think you could look after others who had a mental illness?

KEY MESSAGES

- Mental illness is a serious health issue and should not be considered as a sign of weakness.
- People with mental health issues are often reluctant to tell others of their situation, for fear of being judged or discriminated against.
- Mental illness is treatable and people can make full recoveries.
- There are a broad range of mental illnesses, and the treatment and impact of each one varies significantly.
- Similar to physical illness, people can suffer from short periods of mental ill-health, and can recover to be back to full mental health.
- Depression and anxiety are two of the more common forms of mental ill-health.
- Some people are more susceptible to experiencing mental ill-health than others.

- The most common mental health disorders are depression and anxiety.
- Most people with a mental illness recover well and can continue to live fulfilling lives within their communities when receiving ongoing treatment and support.
- Women are more likely than men to use services for mental health problems, and about two-thirds of people with a mental illness do not receive treatment in a 12 month period after onset of symptoms.
- 24% of Australian young people suffer from anxiety, affective or substance use disorders or other mental illness
- 45% of Australian adults will experience a mental illness at some stage in their lives
- In the past 12 months 20% of the population aged between 16 and 85 had a mental disorder.
- At least a third of young people have had an episode of mental illness by the time they are 25 years old (SANE 2014).



WHAT IS MENTAL ILLNESS?

- A mental illness is a health problem that significantly affects how a person thinks, behaves and interacts with other people. It is diagnosed according to standardised criteria.
- One in 5 Australians will suffer from a mental illness in any given year.
- Mental illnesses are of different types and degrees of severity. Some of the major types are:
 - Anxiety
 - Depression
 - Schizophrenia
 - Bipolar mood disorder
 - Personality disorders
 - Eating disorders
 - These illnesses may also be referred to as a mental disorder, mental impairment or psychiatric disability

HOW DO INDIVIDUALS DEVELOP MENTAL ILLNESS?

- Mental illness results from complex interactions between the mind, body and environment. Factors which can contribute to mental illness are:
 - Long-term and acute stress
 - Biological factors such as genetics, chemistry and hormones
 - Use of alcohol, drugs and other substances
 - Cognitive patterns such as constant negative thoughts and low self esteem
 - Social factors such as isolation, financial problems, family breakdown or violence

SUPPORT SERVICES

ORGANISATION	PHONE	WEBSITE
LIFELINE	13 11 14	https://www.lifeline.org.au
BEYOND BLUE	1300 22 4636	https://www.beyondblue.org.au
KIDS HELPLINE	1800 55 1800	https://kidshelpline.com.au/
RELATIONSHIPS AUSTRALIA	1300 364 277	http://www.relationships.org.au/
HEADSPACE	1800 650 890	http://www.headspace.org.au/
ORYGEN YOUTH HEALTH		http://oyh.org.au

LUBRICATE NEEDLE
INFLATE TO 69 kPa.

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