



IMPACT SERIES

MENTAL HEALTH- Video and Education Resource



INTRODUCTION

The AFL 'Impact' 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 6 clips and accompanying resources. Each clip features a football or sport related personality discussing a social issue that have impacted them personally. The Impact Series includes the following clips:

- **CONCUSSION** – Jude Bolton
- **SOCIAL MEDIA** – Tom Rockliff
- **ALCOHOL & VIOLENCE** – Stephen Morris
- **MENTAL HEALTH** – Mel Grieg
- **ILLICIT DRUGS** – Jack Nagle
- **GAMBLING** – Brent Guerra

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 decision making can have on the individual, their families, and friends.

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)

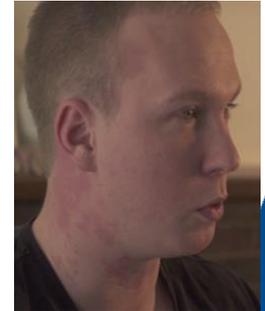
PURPOSE: To educate players within your own club

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



RUNNING A SESSION

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 led to Mel developing mental health issues?
- How do you think Mel felt when she heard about the ramifications of her prank call?
- How do you think Mel's partner felt.
- How important was family support to Mel as she was dealing with her issues?
- What were the key things that Mel did to help herself get through?



KEY MESSAGES

- Mel didn't intend for anyone to get harmed when she made the initial prank call, but the impact of that call was significant for a number of parties.
- Mel talked about the sense of dread that came over her when she found out about the nurse harming herself, and couldn't help but take the blame for the situation.
- She also talks about the series of emotions and feelings that she experienced through that period, such as shame, guilt, anger, sadness and ultimately fell into a period of numbness, where she couldn't feel anything.
- Mel's partner explains the difficulty in supporting a person with mental health issues, in that often there is not much they can do other than to just be there for them.
- Mel needed something to look forward to, and that ended up being a wedding, after her partner proposed to her.
- Mel started doing things for herself to try and get back to feeling happy again.
- Mel spoke about the importance of communication and openness with her support network, making sure to talk through the feelings that she was experiencing rather than keeping it all in.

- **One in 16 young Australians are currently experiencing depression**
6.3% of Australians aged 16 to 24 have experienced an affective disorder in the last 12 months. This is equivalent to 180,000 young people today.
- **One in six young Australians are currently experiencing an anxiety condition**
15.4% of Australians aged 16 to 24 have experienced an anxiety disorder in the last 12 months. This is equivalent to 440,000 young people today.
- **One in four young Australians currently has a mental health condition**
26.4% of Australians aged 16 to 24 currently have experienced a mental health disorder in the last 12 months. This figure includes young people with a substance use disorder. This is equivalent to 750,000 young people today.
- **Suicide is the biggest killer of young Australians and accounts for the deaths of more young people than car accidents**
324 Australians (10.5 per 100,000) aged 15-24 dying by suicide in 2012. This compares to 198 (6.4 per 100,000) who died in car accidents (the second highest killer).
- **Evidence suggests three in four adult mental health conditions emerge by age 24 and half by age 14**
Half of all lifetime cases of mental health disorders start by age 14 years and three fourths by age 24 years.
- **Young people are most concerned about coping with stress, school or study problems and body image in that order**
The top issues of concern to young people in 2013 were, in order, coping with stress, school or study problems, body image, depression and family conflict.
- **Concern about mental health among young people is growing**
15.2% identified mental health as a major issue facing Australia in 2013, up from 12.7% in 2012 and 10.7% in 2011.
- **Young people see mental health as a more important issue than things such as the environment, bullying, education and employment**
Breakdown: In 2013, young people saw mental health as a more important issue than things such as the environment, bullying, education and employment.
- **A quarter of young Australians say they are unhappy with their lives**
In 2013, almost one in four young people (24.3%) said they were sad, very sad or not happy when asked to report how happy they were with their life as a whole.

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/

ADDITIONAL RESOURCES

- <http://www.blackdoginstitute.org.au/docs/Factsandfiguresaboutmentalealthandmoooddisorders.pdf>
- <http://www.aihw.gov.au/mental-health/>
- <https://www.youthbeyondblue.com/footer/stats-and-facts>

LUBRICATE NEEDLE
INFLATE TO 69 kPa.

HERB

