YACVIC

RURAL

Say It Loud in Your Crowd!

A Youth-Led Approach to Talking About Mental Health in Regional and Rural Victoria

YACVic works across the entire state of Victoria. YACVic's head office is based on the lands of the **Wurundjeri people of the Kulin Nation in Naarm (Melbourne).** We have offices based on the lands of the **Gunditjmara Nation** in Warrnambool, and on the lands of the **Wemba Wemba, Wadi Wadi and Weki Weki Nations** in Swan Hill.

YACVic acknowledges the traditional custodians of the lands of which the consultations and writing for this resource took place, and pay our our deepest respect to Aboriginal and Torres Strait Islander Elders past and present for their wisdom, strength, support and leadership.

We acknowledge all Aboriginal and Torres Strait Islander people in Victoria, and stand in solidarity to pay respect to the ongoing culture and continued history of all Aboriginal and Torres Strait Islander Nations. Sovereignty has never been ceded, and this always was, and always will be, Aboriginal land.

Youth Affairs Council Victoria (YACVic) is the peak body and leading advocate for young people aged 12–25, and youth workers in Victoria.

Our vision is that the rights of young people in Victoria are respected, and they are active, visible and valued in their communities.

We lead policy responses to issues affecting young people, represent the youth sector to government, resource high quality youth work practice, research and advocate on youth issues. We value our members and prioritise their needs.

YACVic Rural is our advocacy arm for young people in regional and rural communities and the rural youth sector, expanding on our state-wide advocacy to ensure the needs of young people living in regional communities are met.

Contents

Who is this guide for?

The Say It Loud in Your Crowd guide is designed to help young people in regional and rural communities to lead local events and conversations about youth mental health.

Along with the guide, the **Say It Loud in Your Crowd project** will provide opportunities for young people to be advocates in your communities to promote youth mental health literacy, improve the likelihood of young people seeking professional assistance, support young people's capacity for self-care, and reduce mental health stigma across rural and regional Victoria.

This guide provides an outline to help you hold community conversations with other young people and community members in rural and regional areas about their needs related to mental health.

This guide also outlines how to plan and deliver local events that will enable all young people to connect with your community, discuss mental health and share ideas.

This guide includes:
- Information on mental ill-health in regional and rural areas
- Where to go to find local services in your area
- Details on how to plan and coordinate an event
- A guide to facilitating and evaluating an event

Phase 1: Mental health in regional and rural Victoria

A state of mental ill-health occurs when major changes in thoughts, feelings and behaviours interfere with a person's ability to do the things they usually do (school, work, enjoying time with friends and family), and don't go away quickly. So, if someone isn't feeling like their usual self, and has felt this way for a couple of weeks, and it is making it hard to do the things they need or want to do, they may be experiencing emerging signs of mental ill-health.

"Mental health is not a binary state—it's not all or nothing. Mental health is like physical health and exists on a continuum. Young people can move up and down the continuum in response to different stresses and experiences and at different stages of life and development. Mental health, like physical health, is more than just the absence of illness." —Tim Harte, YACVic Mental Health Working Group Member

How are young people in regional and rural areas being affected by mental ill-health?

Young people in rural and regional areas experience more mental ill-health than young people in metro areas and are therefore also at greater risk of associated issues like homelessness, alcohol and other drug use, and suicide. Certain groups of young people, who often already face marginalisation, such as disabled young people, Aboriginal and Torres Strait Islander young people, culturally and linguistically diverse young people, and LGBTIQA+ young people, often face even greater challenges with mental ill-health when they live in rural and regional areas.

Barriers preventing young people in regional and rural victoria accessing the right mental health support

Living in regional or rural Victoria has many benefits, but it can sometimes make it harder to access the mental health services needed.

Some of these challenges include:

- The increased threat of fire, drought or flooding and the stress this can bring to regional and rural communities
- Geographical isolation
- Greater levels of youth unemployment
- High rates of alcohol and drug misuse
- The country 'she'll be right' attitude
- Less awareness in the broader community on mental health and related services
- Reliance on informal supportsvi such as family, friends or neighbours
- A perceived lack of confidentiality
- Other forms of discrimination from the services that are available, including homophobia, transphobia, cultural and religious discrimination
- Lack of time
- Affordability
- Lack of transport
- Extended appointment wait times
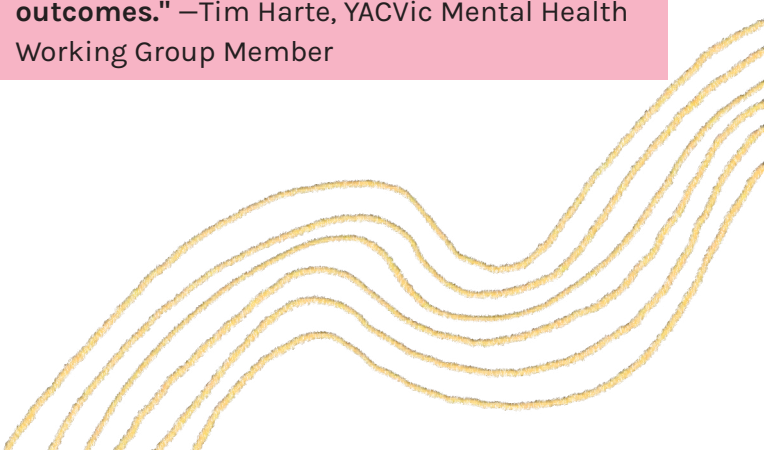- Limited access to face-to-face services

The importance of youth advocacy in mental health

One way to create change in society is through advocacy, which is to speak up about particular issues that are important to making social change. When a young person is speaking up on issues important to them and their peers, it becomes **youth-led advocacy.**

Young People Are Experts in Their Own Lives.

The UN Convention on the Rights of the Child clearly states that young people have the right to participate and contribute in decision making processes that affect them[vii]. In order to resolve the issue or take advantage of opportunities, it makes sense for young people to advocate for themselves and the issues facing their community. This is already improving outcomes in the mental health space, as the inclusion of young people in the decisions making process means these outcomes genuinely reflect the experiences and worldviews of young people.[viii]

"Young people have the most powerful voices to call for better mental health services and outcomes. Young people's lived experiences of social issues are invaluable to target issues and advocate for solutions. Advocacy, led by young people who have the most at stake in the issue, makes sense and has the ability to deliver genuine, tangible outcomes." —Tim Harte, YACVic Mental Health Working Group Member

Phase 2: Understanding your local community

Building networks in your local community can be a useful exercise, as it can help to inform the work you're doing, learn what services and programs already exist in your area, partner on any particular projects, and promote the work you are doing. Networking can sometimes be daunting, especially if you don't know where to start, so below are a few tips and hints to help you get it done.

Why building networks is important

Building networks with people or organisations is useful. Networks will help spread the message and raise awareness about this issue. Creating networks is also a great way of tapping into the resources of other organisations or people. Using other peoples' expertise will improve your own knowledge and skills, just be aware that networks (like all relationships) can take time to develop.

Who to network with

First, think about the people and groups who are affected by your cause or issue. Who are they? Where are they located? Which organisations are they part of? You can use internet forums or social media to help find them. Tap into already existing programs and organisations. Take opportunities to join established programs or projects.

Get in touch with relevant community groups or organisations to have a chat and exchange ideas on how you could help each other. Before meeting with someone, or contacting an organisation, research what they do by looking them up online or on social media. You could also contact your local Council Youth Services and ask them what they know about the organisation or program. This way you'll know if they are able to help you.

Gathering information on local networks

In order to understand what services are currently available in your area and which organisations are already working on similar projects to you, you might want to contact your local council youth services as a starting point.

Phase 3: Planning and facilitating

Planning to *Say It Loud in Your Crowd*

Successful conversations, events and consultations are well planned. Don't worry if this is your first time planning a project! This section will take you through everything you need to do this successfully. Young people are not only qualified to plan projects like this, but your input will make the consultation more engaging and accessible for other young people as well.

A project plan is a good way to get an overview of your event or activity. You can write one using the **NAOMIE** framework below.

- **Needs:** Why are you contemplating doing this activity? What are the needs of the young people attending the project? What are the needs of the project as a whole? What needs to happen?

- **Aims:** What's the overall problem you want to fix?

- **Objectives:** What are the targets or milestones you'll need to hit along the way?

- **Methods:** What are you planning to do? Do you need to partner with anyone for the delivery?

- **Implementation:** How will you put this plan into action? When does everything need to happen by?

- **Evaluation:** How successful was your project? (See Step 4: Next Steps)

This can be a really important tool to cover all the bases and keep track of everything you're doing.

Who should I involve?

You'll need to decide who will be the best person, or people, to carry out the consultation. Do you want to deliver it on your own, or could you partner with a youth service or agency? Whoever you choose, they must enjoy working together with other young people and treat them with respect and agency.

Responding to needs

Take some time to think about how you can respond to the needs of participants and really support young people to be actively involved. Be aware that the consultation is likely to bring up personal or potentially distressing issues for participants, so it's always a good idea to be prepared to provide space for those who need it and refer to professional services where necessary. **More information about your Duty of Care is listed later.**
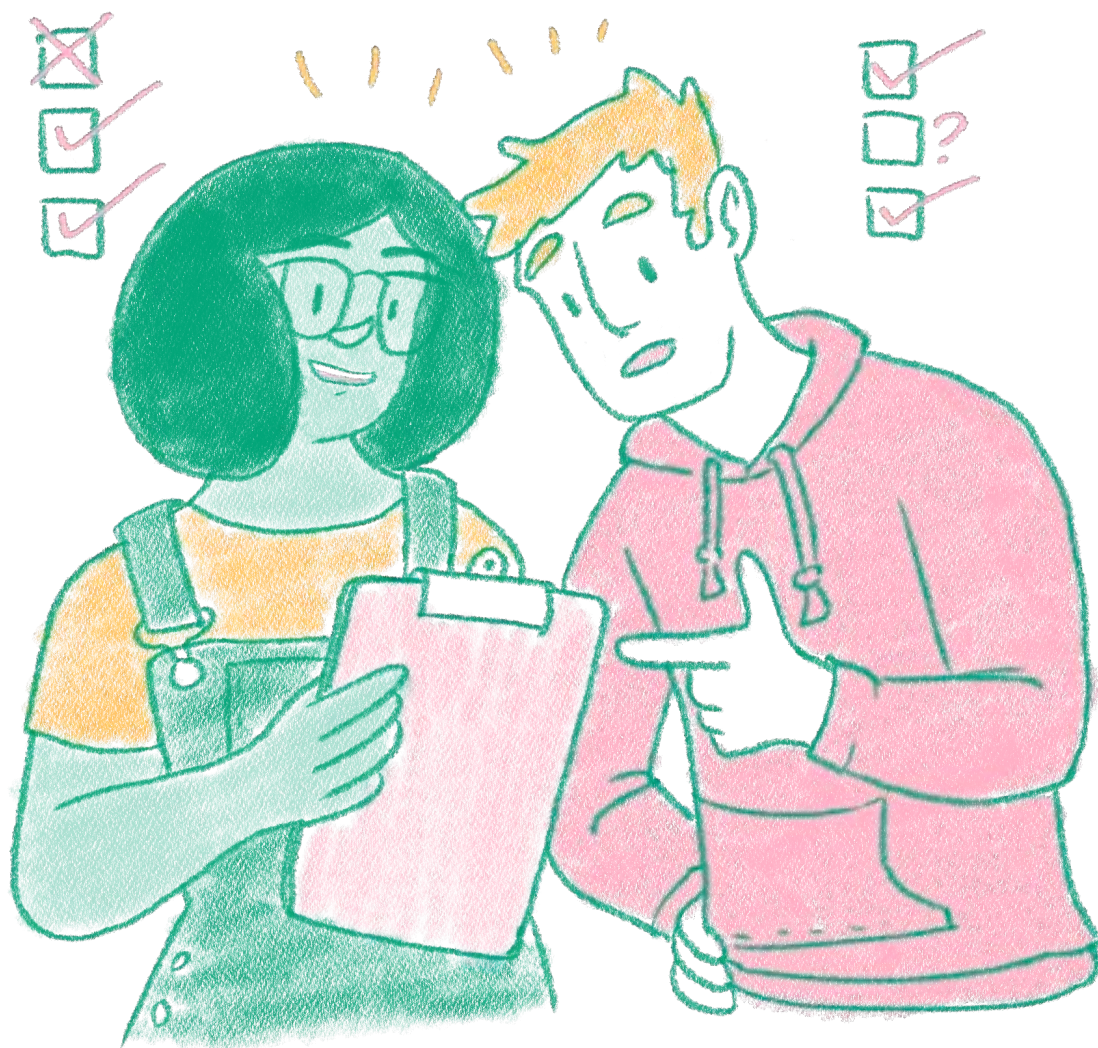
Creating an accessible and inclusive event

The best way to ensure your event or activity is inclusive of all people is to think about specific needs disabled young people might have. If you can, ask the participants about their unique access needs beforehand. You can do this by inviting people to get in touch with you or through a registration form.

Methods of engagement

There are a few different ways you can create a conversation. They can be structured or informal, with individuals or groups. The best method for you (or combination of methods) will depend on your circumstances.

Individuals
- **Structured:** surveys (on- and off-line), interviews, internet/social media discussions, hypothetical stories or situations
- **Informal:** casual conversations, comments/suggestion boxes

Groups
- **Structured:** forums, reference groups, peer consultations, arts programs, contacting young people's groups or organisations
- **Informal:** group casual conversations, graffiti board, postcards, vox pops

Your job as the Facilitator is to guide the conversation and make sure that everyone has an equal opportunity to speak. Think about how you'll word things so participants feel comfortable and clearly understand.

To make participants feel safe and comfortable during the event or activity, work together to establish clear ground-rules from the start—like **'everyone has the right to be heard and respected'** or **'what gets said in the room, stays in the room—unless we are concerned for your or someone else's safety'.**

It's important to build trust between yourself and the participants so use techniques that will enable that, and encourage people to seek professional advice and support if they need it.

Longer events

For events that go over a long period, think about strategies to keep participants engaged. Provide regular updates, celebrate participants' efforts and recognise any successes, no matter how small. Broaden participants' roles so they're engaged at different levels. Consider training participants to carry out further consultations with other young people or community members.

Incentives

Incentives can encourage participants to participate in the event whilst also recognising them for their time, lived experience and expertise. You might offer a prize for a randomly-drawn winner, offer to pay travel expenses, or compensate participants with payment or a gift voucher. Any incentives shouldn't weaken the overall purpose of the consultation — the focus should still be on the issue, any prize or payment should just be a bonus.

Post-event

Create opportunities for participants to debrief after the event, especially if personal or potentially distressing issues have been raised.

It's really important to provide feedback to your participants and acknowledge their contributions. Explain how the information they provided will be used and show them the outcomes of the consultation. What real impact have their contributions made? Provide them with a copy of a report, or similar evidence that demonstrates outcomes.

A thank you email or letter will always be well received!
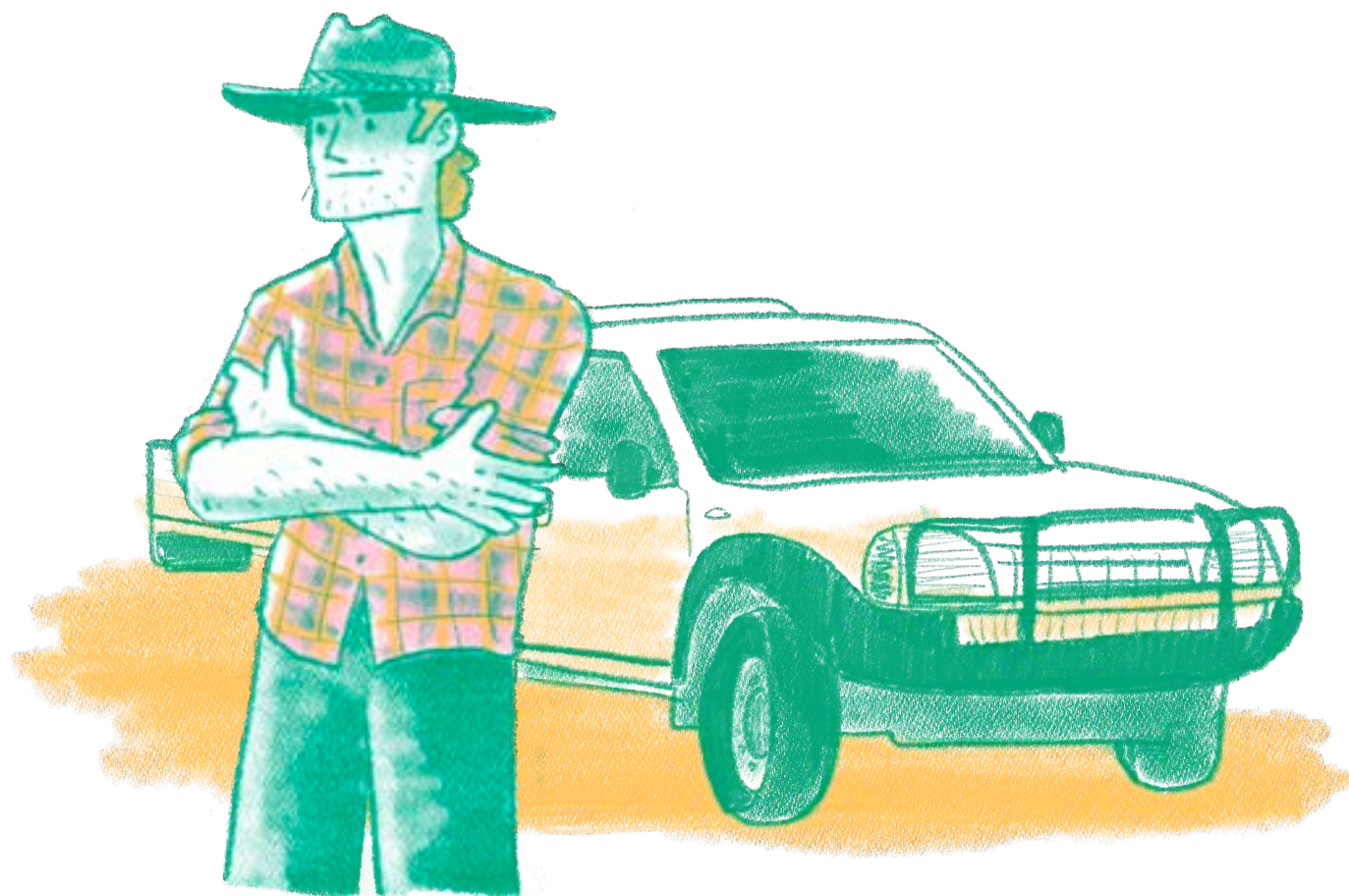
Say It Loud in Your Crowd
Planning Checklist

Purpose

- [ ] What is the purpose of the event/workshop?
- [ ] What is most appropriate form of delivery (i.e. consultation, workshop, forum etc.)?
- [ ] Have you consulted with other young people to understand their preferences?
- [ ] What is the overall objective of this event/workshop?

Location

- [ ] Where will you host your event/workshop?
- [ ] Is the location appropriate for all participants (e.g. access, facilities, travel, etc)?
- [ ] Is the location youth friendly (i.e. comfortable and safe with appropriate equipment, etc.)?

Timing

- [ ] Have you determined the duration of the activity (e.g. one-off, ongoing, or over a specific time period)?
- [ ] Have you determined when you will run the event, considering important events such as public holidays, religious and cultural holidays, exam period etc.
- [ ] Does the day, time and date suit the participants (e.g. after or during school)?

Participants

- [ ] Determine the target group
- [ ] Decide how you intend to promote your event
- [ ] Decide how many people you would like to attend your event (what is the minimum number for you to go-ahead and what is the maximum capacity)?
- [ ] Consider other organisations or services that will help you to promote your event

Budget

- [ ] What is the available budget (if there is one)?
- [ ] What are all the resources required to run the event?
- [ ] Can you get any of these resources donated by another organisation or youth service?

Activity Planning

- [ ] Are questions clear, age appropriate and free from jargon?
- [ ] Has a suitable timeframe been allocated to complete the activity?
- [ ] Is there flexibility in the plan to have different options of engagement so more young people are able to participate, or to change your approach if it's not working?
- [ ] Is it appropriate for parents/carers to participate directly in the process?

Ethical Considerations

☐ Ensure you provide participants with age appropriate information

☐ All participants should be made aware that their participation is voluntary and they can stop participating at any time.

☐ If you intend to gather and record any information about participants (this can include anything from their name and age to their personal experiences) you need to make this clear to participants before they agree to participate.

☐ You should also consider how you will store their personal information to ensure other people don't see it.

☐ Let participants know how you intend to use their feedback. You should also mention the option participants have to keep their stories and personal information anonymous.

☐ Be sure to ask permission before taking photos of the session and using those photos externally (e.g. on social media).

☐ Ensure you have something in place to inform participants of the outcome of the workshop.

☐ Be clear on what you need to do as the Facilitator if a participant discloses something of concern. When in doubt, refer to a professional service immediately.

Evaluation

☐ Establish a way for participants to provide their feedback about the event/workshop. (This could be informal or formal, depending on what you feel will work best given the timeframe and what you're trying to achieve.)

What to have with you on the day

This is a list of things for you to consider having with you for your event/workshop. *Note that not all materials will be necessary for every event.*

☐ A person to take notes may be needed if you are having a group conversation

☐ Confirm the venue

☐ Laptop, projector, extension leads, butchers paper, pens and textas

☐ This Conversation Guide

☐ A print-out of relevant services and contact details

☐ Conversation Ground Rules printed (if using them)

☐ Refreshments if you expect the conversation to last longer than an hour

It's time to Say it Loud In Your Crowd

Here is a basic script and step-by-step guide to use for your event or workshop. You can adapt this as you need, to suit your approach and participants. The way and how in depth you explain the different parts of the conversation will vary depending on what is appropriate for your participants. Some sections may not be relevant for you. Put the content in your own words so the session flows naturally and you feel comfortable.

Step 1: Record information

- Host Name:
- Email:
- Phone:
- Number of participants:
- Participants name:
- Pronouns:
- Age(s):
- Postcode: (or towns)

Step 2: Introductions

- Introduce yourself and your pronouns

RESOURCE HINT

For further information about pronouns and their importance head to https://www.minus18.org.au/articles/what-are-pronouns-and-why-are-they-important

- Thank the participants for coming
- Acknowledgement of Country

"I would like to begin by acknowledging the **(insert name of people here, e.g. Gunai Kurnai)** people, the Traditional Custodians of the land on which we **(gather/meet)** today, and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today."

RESOURCE HINT

For further information about the importance of Acknowledging Traditional Owners head to https://www.indigenous.gov.au/contact-us/welcome_acknowledgement-country

Step 3: Explain the reason for this event or workshop

The following is a basic overview of the reason for your community event or workshop, the focus of the session and the objectives you hope to achieve, as well as the importance of having open and honest mental health conversations with young people.

- Our community is great, but not for everyone. Lots of young people in our community are faced with mental health-related issues.
- We can make change in our community if every part of our community works together to make the system better for everyone. That means organisations, businesses, governments, community groups and individuals combining their effort, resources and energy toward the same goals and objectives.
- We will be having conversations like this with people from across the community to talk about their hopes, concerns and how we can work together for change for everyone.
- We're here to listen and learn.
- We can't promise to create a new program or initiative based on this conversation. But we do promise to get back to you with what we learned and how we'll use today's information to advocate for young people's mental health in our community, if you want.

Step 4 Explain your role as facilitator

Words like this may be helpful:

- My role is to ask questions that help us have a good conversation.
- I won't participate or offer my views. This is a conversation about what you think.
- To be sure I understand what you're saying, I may ask follow-up questions like:
  - *What do you mean by that?*
  - *Can you say more about that?*
  - *What makes you think that?*
  - *How does that make you feel?*
- To make sure we hear from everyone, I may ask someone who has had a chance to talk a lot to hold off on comments at times. If I do call on you, you can always say, 'Pass.' I just want to make sure everyone has the chance to participate.

Step 5: Introduce any additional facilitators

Words like this may be helpful:

- It would be difficult for one person to listen, talk and write down all the important things people say, so we have someone taking notes to ensure we capture it accurately.
- When taking the notes, we won't include anyone's name or at any point make your name public, unless we have your permission.

Step 6: Confidentiality

Explain the following to participants:
- Your individual responses are confidential; they will only be seen by a small number of people who are part of the group organising today who may analyse and summarise what has been discussed to share with the broader community.

- You will not be identified individually unless you give us permission to. If you want to withdraw your responses, let me know and I will destroy the notes.
- What is said in the room stays in the room, unless we are concerned that yours or someone else's safety is at risk, in which case we will need to contact a professional.
- We might take photos throughout this session to share online, please let us know now if you would prefer we don't take photos, or if you would like us to ensure your name isn't used.
- If you have any additional questions or concerns about confidentiality please speak to the event organisers.

Step 7: Duty of Care for participants

Words like this may be helpful:

- If this conversation raises any issues or causes any distress for you, we have contact details for support services that we can give you (or identify the mental health support worker in the space).
- Everybody responds to their own and others experiences differently, there is no right or wrong.
- Whatever you choose to share today, remember that everybody's experiences are different and all of them are valid.
- Discussing your experiences with mental ill-health can be really difficult, but you are not alone and anything you have to add to the conversation today is worthy.
- If you want to stop participating in the conversation at any time, let me know.
- If you don't want to respond or participate in any part of the conversation just say 'Pass.'
- If you need a break please let me know, or just pop outside to the quiet space.

Step 8: Get people to introduce themselves

"Please tell us your first name, your pronouns if you feel comfortable, and **(insert your favourite icebreaker game/question, e.g. what you like to do in your free time.)"**

Step 9: Ground rules

You may like to share some conversation/ workshop ground rules with participants at this point.

Some examples of ground rules can be:

- Be respectful
- Here to have a 'kitchen table' conversation: Everyone can participate; no one dominates.
- There are no 'right answers,' draw on your own experiences, views and beliefs.
- You do not need to be an expert.
- Keep an open mind. Listen carefully and try to hear and understand the views of others, especially those you may disagree with.
- Help keep the conversation on track. Stick to the questions, try not to ramble.
- It's okay to disagree with people, but remember this session is not about you. Respond to others how you want them to respond to you, and do your best not to alienate participants for their opinions.
- Have fun!

Question Guide

Think through how long you have and select an appropriate number of questions for the size of the group. It's important to make sure you give people time to think about their response before answering. If you are concerned that people are not contributing, you can refer to the prompting questions that are listed below.

You may ask some or all of the following:

- What is good or what do you like about living in our community?
  - *Prompting questions: Why is that important? What do you like doing or seeing in our community?*
- What is working well in our area in relation to young people's mental health and wellbeing?
  - *Prompting questions: Why is that important? Are these thing organised by agencies, or by community members?*
- What is not working well in your area in relation to young people's mental health and wellbeing?
- What do you think are the biggest issues or concerns that our community is facing?
  - *Prompting questions: Why? Can you say more about that? What makes you think that? What are the consequences of these issues or concerns?*
- Which young people are best supported in our community right now? Which young people aren't supported so well?
  - *Prompting questions: Why is this the case? What factors might cause supports to work better for some people and not for others?*
- Where can young people seek help for mental health concerns in our community?
  - *Prompting questions: Which people or services have you sought out before when you were having mental health concerns? If you haven't sought out any before, why might that be the case?*
- Think back to a time you or someone you knew had tried to access mental health support—what went smoothly, and what were the obstacles?
  - *Prompting questions: How well are avenues for mental health support currently working for young people? How could they be improved?*
- What would you like more information about with regard to mental health in our community?
- What issue do you think our community should work on together first to make the biggest change?
  - *Prompting questions: What makes you think that?*
- What do you think is creating or causing this issue/s?
  - *Prompting questions: Can you say more about that? What makes you think that?*
- What do you think people in our community can do to make a difference?
  - *Prompting questions: What can individuals/families do? What can services and organisations do? Who would you trust to take action on these ideas?*
- Suppose you had one minute to talk to this person based on today's discussion—what would you tell them?
- How should this be promoted?
- What questions or other comments do you have? Have we missed anything?

Step 10 Main Event Activities

This is the point in time where you will begin running the main activities you had planned for your event or workshop. Depending on what you decide, you may have a panel conversation, an informal group discussion, a presentation, the options are limitless! Be creative and don'tbe afraid to try new things, your participants will appreciate it.

Step 11 Wrap Up

- Thank people for their time
- Let them know what will happen from this point i.e. what will you be doing with the information they've provided, will you contact them again etc.
- Let them know of the other relevant opportunities
- Offer them the following information (as appropriate):
  - *Your contact details*
  - *Support Services information (there are lots at the end of this guide)*

Step 12 Debrief With Your Crew

- What worked well?
- What could have worked better?
- Did anything surprise you?
- What are you most proud of?
- What is one thing you will do for yourself to reconnect and assist you to let go of the session you just facilitated?

RESOURCE HINT

Self-Care tips for young people: https://www.yacvic.org.au/assets/Uploads/YACVic-Self-care-YoungPeople-FINAL.pdf

Phase 4: Next steps

The importance of evaluation and review

Did it work? It's important to ask this question to see how successful your project, campaign or event has been. By learning from the experience, you can do an even better job next time. This process is often called an evaluation or a review.

You don't necessarily need to wait until the end of an activity or project to reflect on it. In fact, it's often a good idea to ask yourself if things are working as you go along. The lessons you learn from reflecting on what you set out to do, and what you've already achieved, can be used to decide what action to take next.

How to evaluate

The questions that might be asked in an evaluation will depend on the type of actions you're taking and the goals of that activity. There are no right or wrong questions in an evaluation. Instead, it depends on what you want to find out.

When you started planning your project or activity, you would have identified some aims and objectives to justify why things should happen. When starting your evaluation, it's important to come back to these aims and objectives. An evaluation should make it clear whether or not these things were achieved, how this occurred — and if not, why not.

End result

These evaluation questions might help you identify some next steps—for example new ways to make your event more inclusive, or new partnerships you might want to pursue—but there's plenty of ways to take what you have one step further.

Examples of some evaluation questions:

- Have we achieved the goals and objectives of the activity or project?
- Am I achieving my personal goals by being involved?
- Is everyone involved able to have their say and contribute?
- Did the participants have a positive and safe experience?
- Does everyone have something to do?
- Are the partnerships (if any) in the activity working? Which ones are working well, and why?

Get your friends and other young people involved: A great way to spread the word about what you're doing is to talk to your friends and peers about it. They might have helpful feedback or ideas about where else your work could take you—or they might even be keen to get involved themselves!

Join a Youth Advisory Group or Committee: Most local councils have a youth body in some form, whether it's a youth council (e.g. Hindmarsh, Wangaratta), youth ambassadors (e.g. East Gippsland) or a youth committee (e.g. Strathbogie). You can try searching "[your local council] youth" to see what services or bodies are available. Organisations like headspace also have Youth Reference Groups that might be of interest to you, in these instances it's best to check out what your local service is doing. Whether it's the council group or a local program, you can get in touch with them directly to share your work or get involved.

Check available opportunities through Regional Development Victoria (RDV): RDV provide grants for initiatives across regional and rural parts of the state, including on the topic of mental health. If you're looking to expand your project and need a bit of a boost, RDV is a good resource to check out.

Write a report of your findings: A report is a really useful tool to present your work to other people. It can include an introduction explaining what you did and why, a methodology section outlining how you did it, a results section on what you found, and a recommendations section for what changes need to be made.

> **RESOURCE HINT**
>
> **There's also a guide for this on YERP! It's available here:** https://yerp.yacvic.org.au/build-evidence/for-young-people/presenting-your-findings

Share your work via social media: Although a report is great for packaging your findings, social media is your best friend for getting those findings out there. Think about who you might want to reach and what type of platform to use, like Facebook, Twitter, Instagram and TikTok to a website or a newsletter.

Speak to the traditional news media: Another way to get some publicity for your work is to send media releases to the news media. A media release explains what you're working on, where and when it's happening, and why it's important: if a news outlet is interested, they'll interview or feature you! It might be good to start with a local outlet first.

> **RESOURCE HINT**
>
> **For a great guide on social media organising compiled by Green Memes, head to** http://world.350.org/nz/files/2013/07/Green-Memes-Guide-Small-Version2-Nov12-2013.**pdf**

Get in touch with your local Member of Parliament (MP): Finally, you can take your report and present your findings to your local MP. You can do this by writing a letter or email, making a phone call or even arranging a meeting.

> **RESOURCE HINT**
>
> **For a guide on contacting your MP, check out this YACVic blog post** https://www.yacvic.org.au/blog/messaging-your-mp/

> **RESOURCE HINT**
>
> **You guessed it, this is also on YERP!** https://yerp.yacvic.org.au/be-heard/involve-young-people/contacting-your-local-council-or-the-victorian-government

Share your work widely: Speaking to your local government, advocacy groups, or larger organisations such as YACVic will help to spread the story about the work you're doing, and potentially open up further opportunities!

Citations

1 Unicef Australia (2012). *Children's Rights, Simplified: United Nations convention on the rights of the child.* Retrieved from https://www.unicef.org.au/our-work/information-for-children/un-convention-on-the-rights-of-the-child

2 Hagen, P., Collin, P., Metcalf, A., Nicholas, M., Rahilly, K., & Swainston, N. (2012). *Participatory Design of evidence-based online youth mental health promotion, prevention, early intervention and treatment.* Melbourne: Young and Well Cooperative Research Centre. Retrieved from https://www.westernsydney.edu.au/__data/assets/pdf_file/0005/476330/Young_and_Well_CRC_IM_PD_Guide.pdf.

Resources

Beyond Blue is one of Australia's leading mental health organisations and provides valuable information about depression and anxiety.

Website: beyondblue.org.au
Instagram: @beyondblueofficial

Beyond Now from Beyond Blue is a suicide safety planning app helps you stay safe if you're experiencing suicidal thoughts, feelings, distress or crisis.

Website: beyondblue.org.au/beyondnow

Black Dog Institute is a mental health research institute dedicated to creating real-world change in the mental health space.

Website: blackdoginstitute.org.au
@blackdoginst

Gather My Crew is a free, online rostering tool for the family, friends and community members connected to someone who needs support.

Website: gathermycrew.org.au
Instagram: @gathermycrew

headspace is Australia's National Youth Mental Health Foundation. Services can be accessed in 100+ national headspace centres, online or through clinical programs across the country.

Website: headspace.org.au
Instagram: @headspace_aus

Kids Helpline has information and counselling for children, teenagers, young adults, parents and schools.

Website: kidshelpline.com.au
Instagram: @kidshelplineau

Lifeline is a national charity providing all Australians experiencing a personal crisis with access to 24-hour crisis support and suicide prevention services. You can call their 24-hour crisis line 13 11 14 to confidentially chat to trained Telephone Crisis Supporters

Website: lifeline.org.au
Instagram: @lifelineaustralia

Orygen works with young people, their families and friends to pioneer new, positive approaches to the prevention and treatment of mental disorders.

Website: oyh.org.au
Instagram: @_orygen

ReachOut is an online mental health organisation for young people and their families.

Website: au.reachout.com
Instagram: @reachout_aus

The good the bad and the ugly helps young people work out where their relationship is at – whether it's good, bad, or ugly.

Website: lovegoodbadugly.com

What's Okay at Home helps young people experiencing family violence find ways to deal with their feelings and take care of themselves.

Website: woah.org.au

The Eating Disorders Foundation of Victoria has a great website with lots of information. You can also call them for information and referral. Their new website, 'how far is too far', can help people to understand if they might be exercising or dieting too much.

Website: eatingdisorders.org.au
Website: howfaristoofar.org.au

Embrace Multicultural Mental Health has mental health resources in a variety of languages on their website.

Website: https://embracementalhealth.org.au/
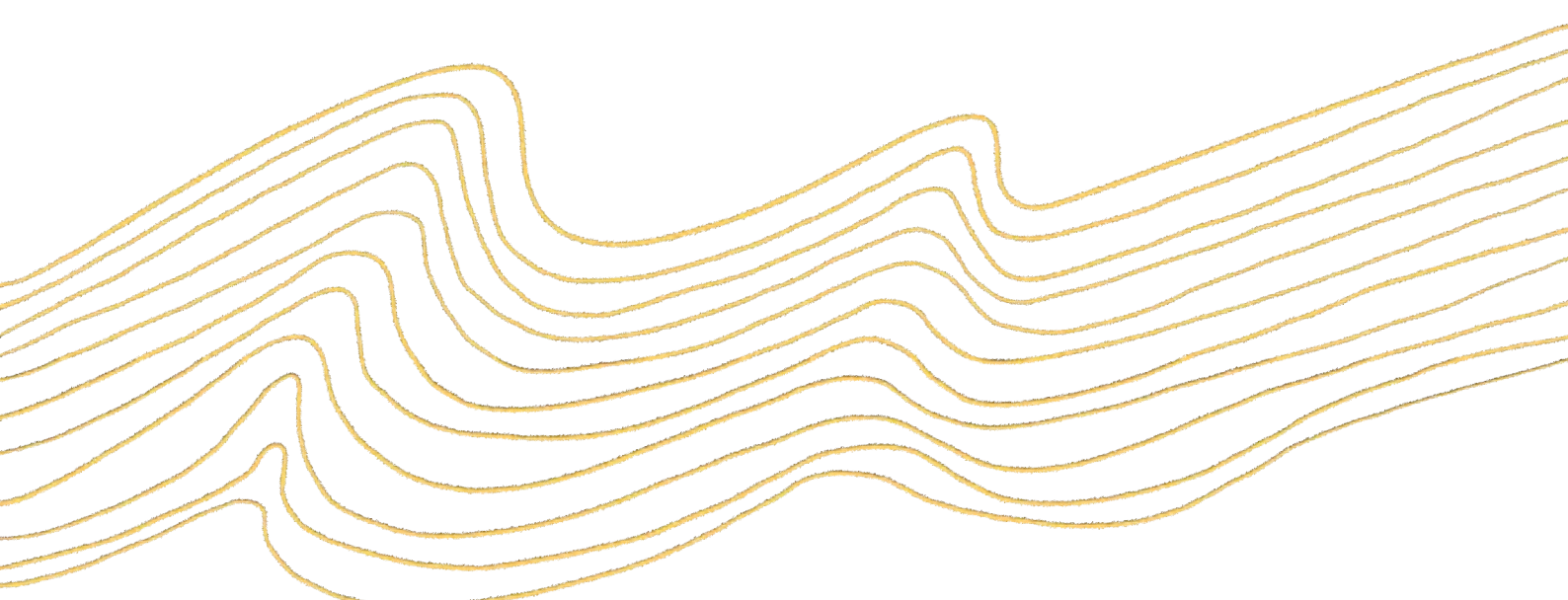**Instagram:** @embracemultimh

Q Life provides anonymous and free LGBTI peer support and referral for people in Australia wanting to talk about sexuality, identity, gender, bodies, feelings or relationships.

Website: qlife.org.au/

Switchboard provided peer-driven support services for the lesbian, gay, bisexual, transgender and gender diverse, intersex, queer and asexual (LGBTIQA+) people, their families, allies and communities.

Website: switchboard.org.au/
Instagram: @switchboard_victoria

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