



Live4Life Initiative

*Evaluation Report
February 2016- December 2016*

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Index

Introduction	2
Live4Life Initiative Overview	3
Live4Life Future Directions	7
Funding	8
Live4Life Launch	9
The Crew	11
Education Sessions	12
Live4Life Competition	14
Live4Life Website & Facebook Page	16
End of Year Celebration Event	17
Teen Mental Health First Aid	19
Pre- and Post-Intervention Data	20
Follow-up Data	28
Live4Life Awards Won to Date	33
Goals Achieved in 2016	34
Summary	36
Appendix A: tMHFA Pre- and Post-Intervention questionnaire	39
Appendix B: tMHFA Follow-Up questionnaire	40
Appendix C: Participation Tables	41

Introduction

The following report reviews and analyses evaluative data pertaining to the teen mental health first aid aspect of the Live4Life initiative during 2016. Evaluation methodology is based on two surveys. The first is a qualitative survey undertaken with students at pre- and post- intervention. The second is a quantitative survey completed by students three months after completing their teen Mental Health First Aid training. Ethics approval has been gained from the Department of Education and Early Childhood Development. Copies of this are available on request.

The report also provides an overview of other aspects of the Live4Life initiative, and outlines recommendations for the initiative in 2017.

Live4Life Initiative Overview

Live4Life is a Youth Mental Health Promotion Initiative working across a whole rural Victorian Municipality, targeting young people in the Macedon Ranges, Victoria, Australia.

The adolescent population in the Macedon Ranges (9.1%) is greater as a percentage than adolescents in Regional Victoria (8.4%).¹ The region is unique in rural Victoria as there are not one but five larger townships across the area, divided by a mountain range. This poses challenges for not only location of services, but access to appropriate services for young people. These townships are not serviced or connected by an efficient transport network. As a rural community the issues of stigma and confidentiality related to mental illness further compound these challenges.

The Live4Life Initiative is a community-wide response from 2008, to a verbally reported increase from schools, police, community health and medical services of depression, anxiety, cyber bullying, and self-harm, particularly at Year 8 level (13-14 years). Further to this, between the years of 2004 and 2009, the rates of hospitalisation due to intentional self-harm for adolescents in the Loddon Mallee area were approximately 50% higher than those for Victoria for three of those five years.^{2 3} This led to the need for a coordinated, collaborative response, led by the Youth Development Unit, of the Macedon Ranges Council, to seek solutions *prior to* the need for crisis intervention.

¹ ABS, Census of Population and Housing, 2006 and 2011

² Monash University Accident Research Centre (MUARC) analysis of the Victorian Admitted Episodes Dataset (VAED), Victorian Injury Surveillance Unit (VISU), unpublished.

³ ABS Population by age and sex, Australian States and Territories, June 2010 (Cat no. 3201.0)

Prior to the commencement of Live4Life, the five local secondary schools or community organisations involved had not collaborated to address young people's mental health and wellbeing.

The five secondary schools and community partners unanimously agreed to support the Macedon Ranges Council, as the Lead Agent, to instigate an approach to mental health and wellbeing focusing on Mental Health Education and Promotion that targets young people, their families, schools and community not just those young people with identifiable problems or a diagnosed mental illness.

A Needs Analysis conducted in late 2009 with over 50 local and state-wide stakeholders, primarily school staff and support services (community mental health and crisis services), confirmed an increase in mental health problems, plus there were consistent requests for support and education to focus on developing:

- Resilience;
- Self-worth;
- Coping strategies for everyday life;
- Forming positive friendships and social inclusion and;
- Community connection and participation.

There was also an acknowledgement that credible state and national mental health resources were available and accessible but all schools expressed concerns that:

- Adaptation was needed to reflect local needs and capacities including recognition of the limited services/support available in rural communities;
- Time was needed to 'sift and sort' the myriad of educational materials sent to schools which was often very time consuming and not well understood;
- There was a lack of professional skill/knowledge to interpret research, determine the quality and appropriateness of some materials and how to deliver mental health education in schools;

- A general 'nervousness' in schools and community organisations to deliver information on mental illness, mental health, address stigma and understand its origins.

Live4Life directly responds to local need, builds local school and community capacity, increases community understanding of appropriate responses to youth mental health, all underpinned by national and international research and health promotion frameworks relevant to Australian secondary schools and community organisations.

Given the geography of the Macedon Ranges, Live4Life places high priority on ensuring key mental health messages, education and approaches to mental health and mental illness, are the same across all schools providing consistency of message across the broader community.

In 2013 a sixth school joined the Live4Life partnership, and requests from other councils for assistance to set up their own initiatives also started to increase.

Now in 2016 with a large strategic school-community partnership between five local schools (following the closure of one school) and several community organisations in place, the initiative aims to address youth mental illness and suicide prevention by:

- **Increasing mental health literacy;**
- **Decreasing stigma of mental health issues in rural communities;**
- **Enhancing access to and delivery of appropriate services for young people in the Macedon Ranges and surrounds.**

During 2016 Live4Life addressed these goals through providing the following:

- Launch during Youth Week at Sacred Heart College for Year 8 students
- Delivery of 4 mental health education sessions for over 600 Year 8 students
- Celebration Event as part of Mental Health Week for Year 8 students
- Running of the Crew, including leadership training, and support with a group of approximately 25 Year 9 and 10 students
- Running a mental health promotion Competition for Year 8 students – 'It's OK to Be Different'
- Live4Life website to support activities www.live4life.org.au
- Youth Mental Health First Aid (YMHFA) training sessions for parents, teachers and community members working with youth
- Teen Mental Health First Aid (tMHFA) training sessions for over 580 Year 11 students
- Regular meetings and collaboration opportunities for teachers with community based service providers to foster greater partnerships and information sharing

All of these services were provided to the participants through the Live4Life initiative. In most cases education sessions were ran by Live4Life staff, with the exception of one school that chose to deliver the material via their own fully accredited tMHFA instructor from the Wellbeing department.

Not all aspects of service delivery will be evaluated in this report, as the impact of constant evaluation would take away from the benefits of implementation. Additionally, many areas of service delivery have now been evaluated over several years with good feedback. Therefore, this year's evaluation will focus on the effectiveness of the teen mental health first aid program which was rolled out with year 11's from all five Live4Life schools in 2016 and with year 12's from one school. This will be assessed through examination of pre-, post- and follow-up qualitative and quantitative surveys with students.

Live4Life Future Directions

Existing resources significantly limited the potential for expansion at either the local level or beyond the Shire boundaries. In 2012 Council commissioned a *Live4Life Future Directions Report* to identify a structural model for Live4Life that is sustainable and would allow further evolution and growth. A preferred model was identified by the Partnership group and endorsed by the Macedon Ranges Council in August 2013. As a result **YouthLive4Life Incorporated** has now been created.

Therefore there are now two entities:

- Youth Live4Life Incorporated
- Macedon Ranges Live4Life Partnership Group

YouthLive4Life Incorporated will initially remain in Victoria. The intent is to raise funds to support and expand the current Live4Life work in the Macedon Ranges.

In June 2016 Youth Live4life Incorporated was granted funding through the Myer Foundation to establish two pilot sites in Victoria. The Live4Life initiative is now in the process of being rolled out in the shires of Benalla and Glenelg to establish the transferability of the program to other rural areas.

Funding

Core operations for Live4Life are funded on an ongoing basis by the Macedon Ranges Shire Council demonstrating a meaningful commitment to its local young people.

Additional notable funds (financial and non-financial) have also been acquired to support the work and growth of Live4Life in 2016.

For 2016 we gratefully acknowledge the support of:

- ◆ \$300 - Rotary Club of Woodend
- ◆ National Youth Week Funding received through the State Government of Victoria (\$2000)
- ◆ Rotary Club of Woodend (2 x YHMFA courses \$2000)

Support in kind was also received from Braemar College in hosting the Celebration Event in October, with teaching and non-teaching staff assisting, along with Year 8-10 Braemar College students.

Live4Life Launch

The Live4Life Launch took place in April 2016 at Sacred Heart College. The school groups were again combined into one Launch following feedback from students in 2015. Collectively this included 599 Year 8 students and 24 members of the “Crew”, these comprised Year 9 and 10 students. A number of staff members from Live4Life partner schools and the Macedon Ranges Shire were also present and took part in the day.

This was the fifth consecutive year that the Launch was run by students, with this year’s “Crew” taking charge of the event. The Crew gave a presentation on the competition theme of ‘It’s OK to be different’ through a video.

In 2016 Crew members were a core group of 16 Year 9 and 8 Year 10 students (24 in total) who completed Live4Life in 2014 and 2015. The Crew volunteered to help direct the aims and events of Live4Life activities during 2016 for the new group of Year 8’s. They are an essential part of keeping Live4Life activities and messages relevant and accessible to each group of Year 8’s who come through the five schools that take part. Each year a new core of crew members join, and the older crew members retire. This enables the ‘voice’ of the crew to remain relevant and age appropriate.

This year the Launch included an introduction to Live4Life and the Crew, morning tea, and activities. Special thanks to the following:

- ◆ Guest speaker Lucy Thomas from Project Rockit
- ◆ DJ Roothless (Shannon Rooth)
- ◆ The morning tea comprised a sausage sizzle which was donated by local businesses and cooked by local service clubs including:
 - ❖ Zonta Club of Kyneton
 - ❖ Rotary Club of Gisborne

- ❖ Rotary Club of Woodend
- ❖ Rotary Club of Kyneton
- ❖ Lions Club of Kyneton
- ❖ Bakers Delight Kyneton
- ❖ Coliban Water
- ❖ Organ's Coaches
- ❖ Watt's Fresh

◆ Activities provided by:

- ❖ MRSC Youth Development Unit
- ❖ Kyneton Sports and Aquatic Centre
- ❖ Coboaw Community Health Youth Team
- ❖ Victoria Police

The Crew

Crew members are a core group of 16 Year 9 and 8 Year 10 students who completed Live4Life in 2014 and 2015. This year the Crew comprised students from all schools excepting Bullengarook. The Crew volunteered to help direct the aims and events of Live4Life activities during 2016 for the new group of Year 8's. They are an essential part of keeping Live4Life activities and messages relevant and accessible to each group of Year 8's who come through the five schools that take part.

Crew members were required to read and agree to a position description which clearly outlined their roles and responsibilities (available on request).

The Crew met on a monthly basis at school based meetings and were supported by the Live4Life Coordinator. In response to previous feedback from Crew members, they are offered training opportunities each year. To help support them through the pressures of their highly responsible role, this year the Crew were offered extensive training including:

- ◆ 3-Day Leadership Camp
- ◆ Sex & Gender Diversity Training – Cobaw Community Health
- ◆ Mental Health Training – Reachout.com
- ◆ National Youth Week Grant Writing Workshop – Department of Human Services

This year the Crew attended 22 meetings, participated in the Launch, the four sets of education sessions, they were involved in the judging of the Live4Life Competition entries, and the Celebration event. Additionally, they put together a video to assist Year 8 students to understand the competition topic, and they represented Live4Life at Rotary fundraisers and at the Macedon Ranges Health Annual General Meeting.

Education Sessions

During 2016 four education sessions were offered to Year 8 students at all five of the Live4Life schools, this was in addition to the Launch day, initial information session, and the Celebration event. At least one of each session was run at each of the five Live4Life schools. The Launch day and Celebration event were, on the other hand, combined school events. Sessions were delivered by Live4Life staff and members of the Crew from that school.

The four education sessions were spread across the school year and the goal of these was to meet three key aims:

1. Improve mental health literacy
2. Destigmatise mental illness, whilst promoting positive mental health messages
3. Foster connections to local mental health services

Each of the four sessions had key messages to get across to the Year 8 students. Given the success of the implementation of these sessions in the past three years the main themes remained the same, although enhancements to content, multimedia, and some activities were made in 2016.

Session 1: What's Up:

- ◆ Mental Health vs. Mental Illness
- ◆ Myth busting on anxiety, depression, self-harm, suicide, and eating disorders.

Session 2: In Your Head:

- ◆ How your thinking affects your mental health & what you can do about it
- ◆ Positive and constructive thinking styles
- ◆ Building resilience and promoting self-worth

Session 3: Body Talk:

- ◆ How your physical health affects your mental health & what you can do about it
- ◆ Relationship building with, friends, family and peers

Session 4: Helping Hand:

- ◆ Who can you talk to? School, family, locally, community, web-based activity through cyber life
- ◆ How should you treat others, bullying is a choice- say no
- ◆ Ways to stay and keep well – self-help/coping strategies

The main structure was different for each session, but generally included the use of multimedia, music, small/medium group work, discussion time, resource provision and handouts, a fun activity, summary, and an opportunity for questions and answers. This year educational videos were included from the Live4Life Crew, Sensibility, Headspace, Reach Out, and R U OK.

Live4Life workbooks were provided to Year 8 students at all schools that contained session summary activities, competition information and entry forms, mental health services, apps and websites.

The following guest speakers took part in the Education sessions:

- Ben Keath from headspace Bendigo
- Macedon Ranges Health
- Cobaw Community Health Service
- School Wellbeing staff

Live4Life Competition

The Competition was started in 2010, and has run each subsequent year as it has remained popular amongst Year 8 students and an effective way to disseminate positive mental health messages. This year saw over 70 individual and group entries from the five schools.

Crew members were an integral part of the competition in 2016, consistent with previous years, they chose the theme, created a video providing entrants with a further understanding of the theme, short-listed, and then subsequently judged the entries, ultimately determining individual and group prize allocation. Entries were judged blindly where possible – with the exclusion of those students who included their names and/or schools in the credits of their videos. Judging criteria were followed and are available from Live4Life on request.

The 2016 Competition Theme was:

“It’s OK to be different”

With emphasis on individuality, the expression of this, and the importance of being true to yourself and who you are.

The theme this year was **“It’s OK to be different”** with an emphasis on individuality, the expression of this, and the importance of being true to yourself and who you are.

A video created by the Crew was delivered at the Launch days and was available via the Live4Life website during the year (this can be sighted on the Live4Life website). Additionally, information on how to enter was included in the student workbook that all participating Year 8 students received. Information

posters that were designed by one member of the Crew were also distributed to participating schools.

One member of the Crew designed the Competition poster and accompanying logo, award certificate and this was used online, at the event and in the photos distributed via the photo booth at the Celebration. These can be viewed on the Live4Life Website.

This year prize winning categories were Individual, Group, Photography, Multimedia, Other, Crew's Choice, Educator's Choice and Workbook Prize.

Live4Life Website & Facebook Page

Website

The purpose of the Live4Life website is to be a source of information for students and parents of students participating in Live4Life. Information on events, dates, competitions, and links to other reputable mental health websites can all be found there. Additionally past competition entries and photos of students at past events can be viewed here.

The Live4Life website has been in operation for six years now, and alterations have been made in response to suggestions from Year 8's on how it could be improved. Continued efforts have been made to raise the website's profile amongst students.

Facebook

The activities of Live4Life are promoted on the "Macedon Ranges Youth" Facebook page. This is another avenue to highlight and celebrate Live4Life achievements and share photos from Live4Life events with students, their families and the community. The Live4Life Facebook page currently has approximately 1400 followers.

End of Year Celebration Event

In October 2016 an end of year Live4Life Celebration event took place at Braemar College. This year The Crew retained their ownership of the event and assisted in a range of tasks which are outlined below.

The purpose of this event was to celebrate the achievements of the Year 8 students during 2016 who took part in Live4Life activities and to display and award prizes for successful "It's OK to be different" competition entries. Year 8 students, school principals, year 8 teachers and some parents attended. This year a member of the Crew also selected the guest speaker for the event – Lucy Thomas from project Rockit, who was very well received by students based on anecdotal evidence.

Crew Involvement in Celebration Event 2016

- ◆ Master of Ceremonies
- ◆ Thanking sponsors
- ◆ Introducing guest speakers
- ◆ Announcing competition prize winners
- ◆ Selection of guest speaker

As part of this event, entertainment, activities and a sausage sizzle were also provided. Special thanks to the following:

- ◆ Guest speaker Lucy Thomas from Project Rockit
- ◆ DJ Roothless (Shannon Rooth)
- ◆ The morning tea comprised a sausage sizzle which was donated by local businesses and cooked by local service clubs including:
 - ❖ Zonta Club of Kyneton
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◆ Activities provided by:

- ❖ MRSC Youth Development Unit
- ❖ Kyneton Sports and Aquatic Centre
- ❖ Cobaw Community Health Youth Team
- ❖ Victoria Police

Photos from the Celebration event are available from:
www.facebook.com/MacedonRangesYouth/photos_stream

Teen Mental Health First Aid

Following a pilot run in 2015, in 2016 tMHFA was rolled out by the Live4Life initiative to Year 11 students at Gisborne Secondary College, Braemar College, and Kyneton Secondary College. Additionally, the course was provided to Year 12 students at Gisborne Secondary College as they didn't receive the course in Year 11. Sacred Heart College again decided to run the program internally.

The aim of the tMHFA program is to improve the mental health literacy of participants and encourage students to engage in timely help-seeking and treatment for mental health problems. It has been designed for students in Years 10-12.

The course content aims to assist adolescents in recognising the development of mental health problems and to improve participant knowledge in identifying when they or someone else are experiencing a mental health crisis. Participants are also taught how to engage the assistance of a trusted adult.

The 3.5 hour course was delivered over three 75 minute sessions in an interactive classroom environment, consistent with the method of delivery recommended by the creators of the program.

In order to explore the effectiveness of this new program, a pre-, and post-qualitative survey tool (See Appendix A) and a 3 month follow-up quantitative survey tool (See Appendix B) was used to gauge change in student knowledge about mental health problem warning signs, mental health crisis warning signs, process of seeking necessary mental health help for someone else, and where/who they could seek help from.

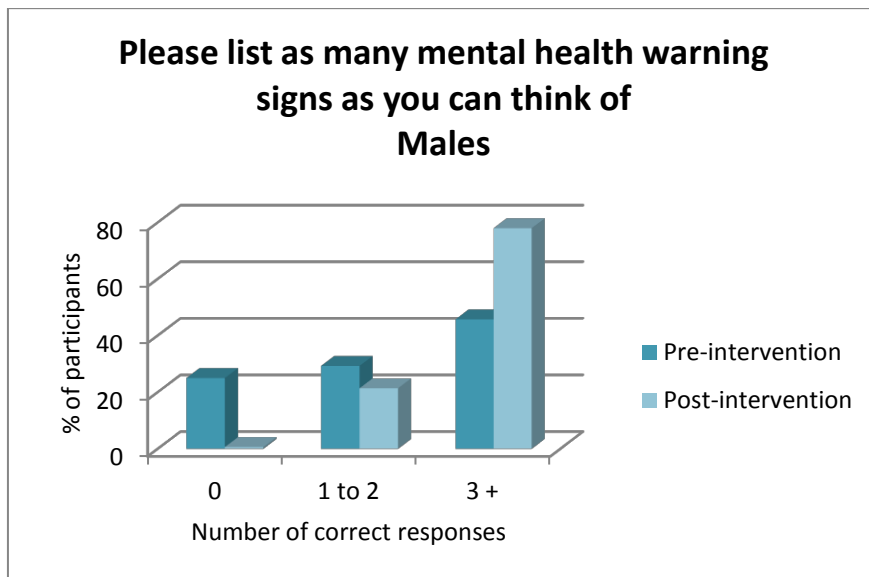
A break-down of males and females who participated in the evaluation is provided below, please note the category "other" was used for anyone who did not specify their gender in the open response field. These responses were removed from the data set as there were insufficient results to represent their data as a group. Males and females were approximately equally well

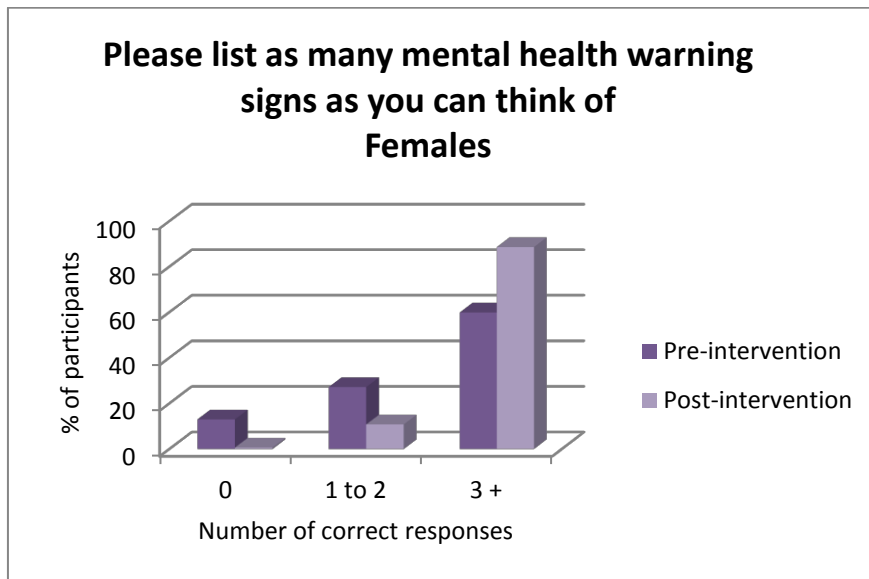
represented in pre- and post-intervention, and three month follow-up time points. Results have been separated by gender. Results for schools and year levels have been combined. A break-down of numbers of participants and year levels for each school is available in Appendix C.

Pre- and Post-Intervention Data

Those students who had provided informed consent completed pre- and post-Teen Mental Health First Aid (tMHFA) questionnaires. The purpose of these was to capture changes in mental health knowledge and help-seeking intentions.

Students were asked to list as many mental health warning signs as they could think of. The number of correct responses as assessed by a clinical psychologist was recorded. Results are separated by gender and displayed below.

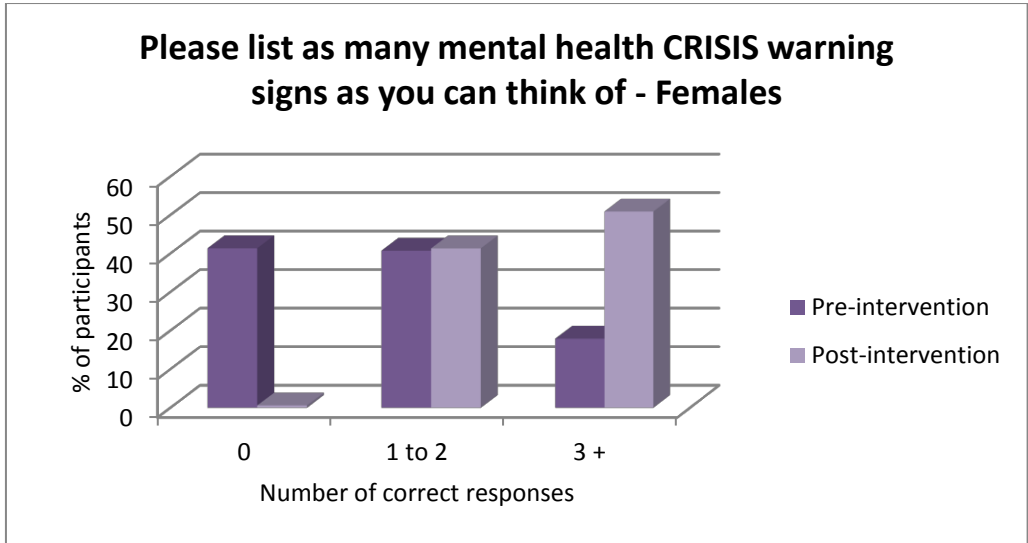
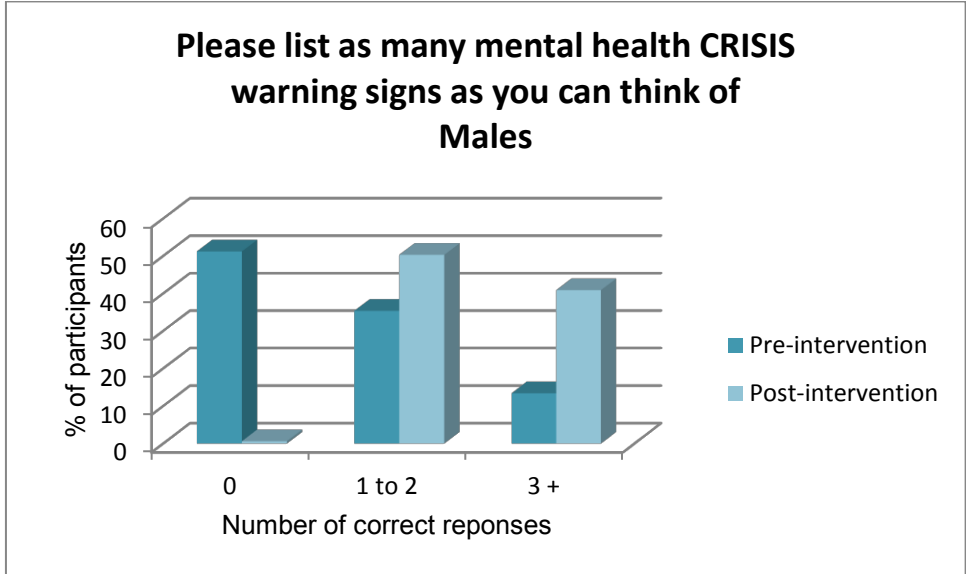




Pre-intervention approximately 46% of males were able to list three or more help sources, and post tMHFA training, 78% of males were able to do this which is a great improvement. Similarly, post intervention the responses of female participants had risen from 60% to 89% who could list 3 or more help sources. These improvements are good evidence that the tMFHA program assisted students to broaden their mental health help-seeking knowledge. Importantly post tMHFA training over 99% of participants were able to list one help source or more.

The relatively high percentages pre-intervention could be attributed to the Education sessions that this cohort would have experienced three to four years prior through the Live4Life initiative when they were in Year 8.

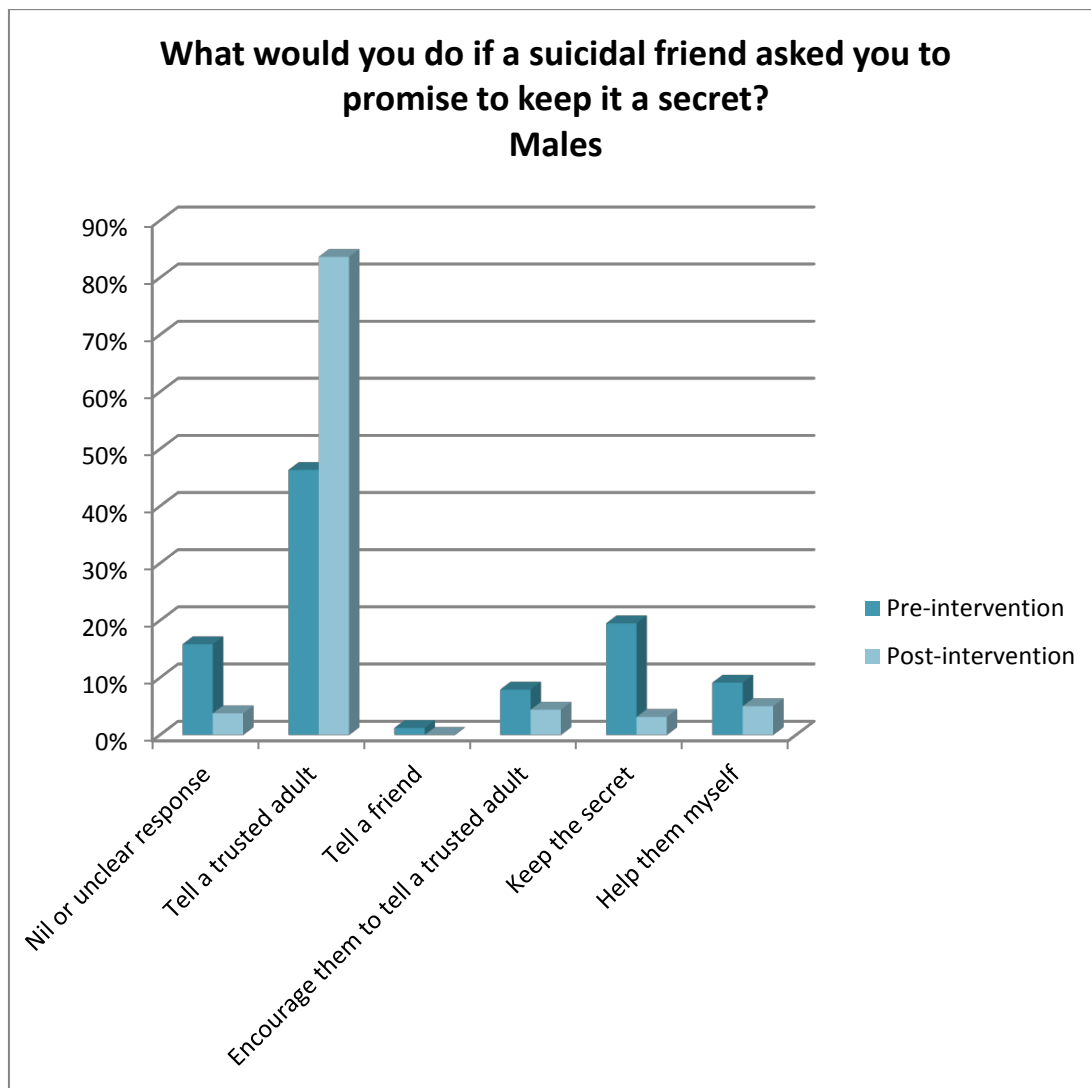
Students were then asked to list as many mental health CRISIS warning signs as they could think of. Graphs displaying these results are presented below.

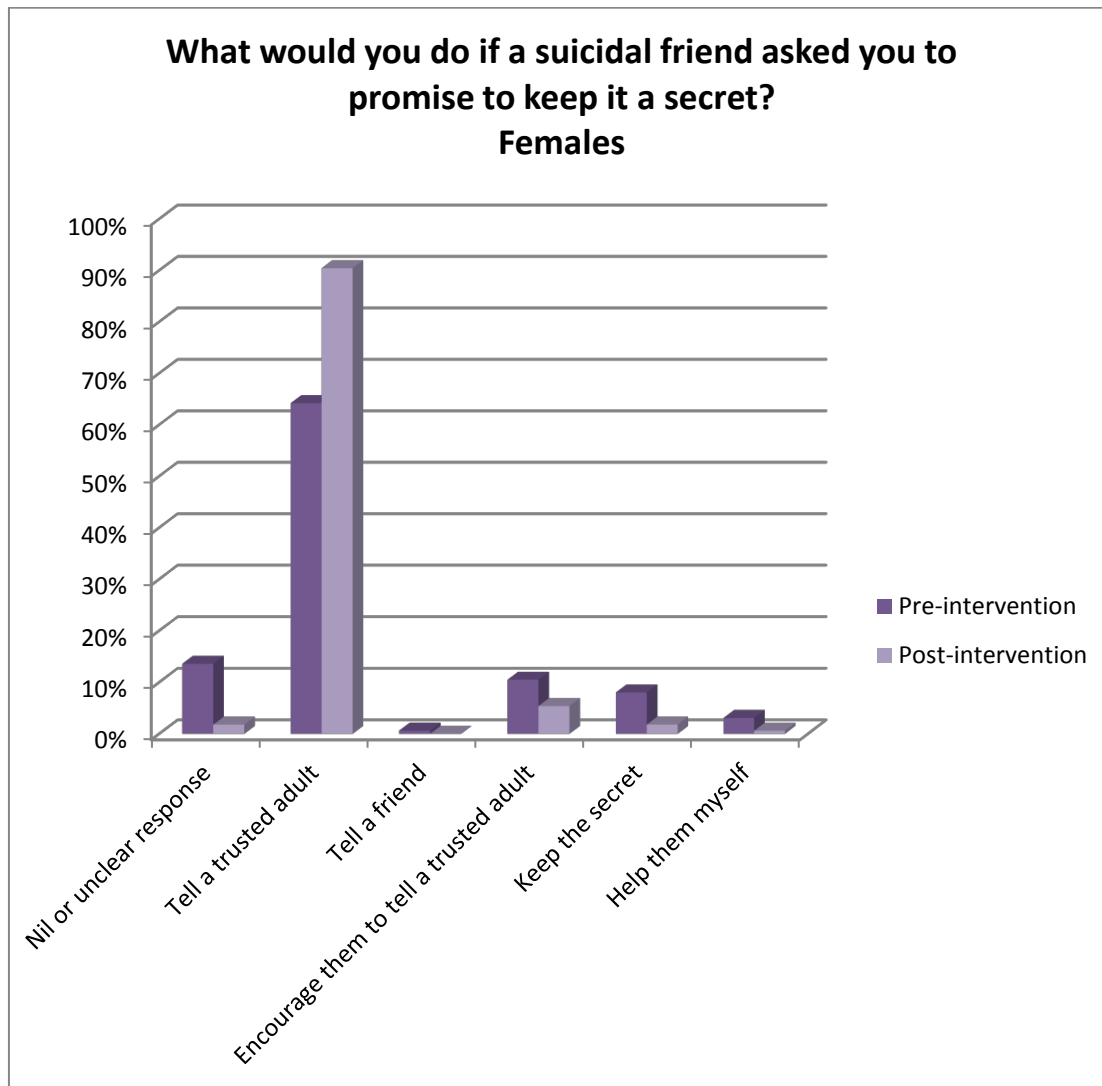


Prior to tMHFA training participants between 48% and 58% of participants (males and females respectively) were able to list one or more mental health crisis warning signs. After completing tMFHA training a little over 90% of males and females were able to list one or more mental health crisis warning signs, and 40-50% were able to list three or more.

Participants were asked if a friend who was suicidal asked them to promise to keep it a secret what would they do?

Responses to this question were open for students, and later coded into the six categories: nil or unclear response; tell a trusted adult; tell a friend; encourage them to tell a trusted adult; keep the secret; help them myself. Results are displayed in the following two graphs.





Relatively similar patterns can be seen pre and post intervention for males and females with the following exceptions. Pre tMHFA training 29% of males compared to 11% of females indicated the concerning responses that they would either “keep the secret” or “help them myself”. Post tMFHA training, these figures had dropped to 8% for males, and a little over 2% for females.

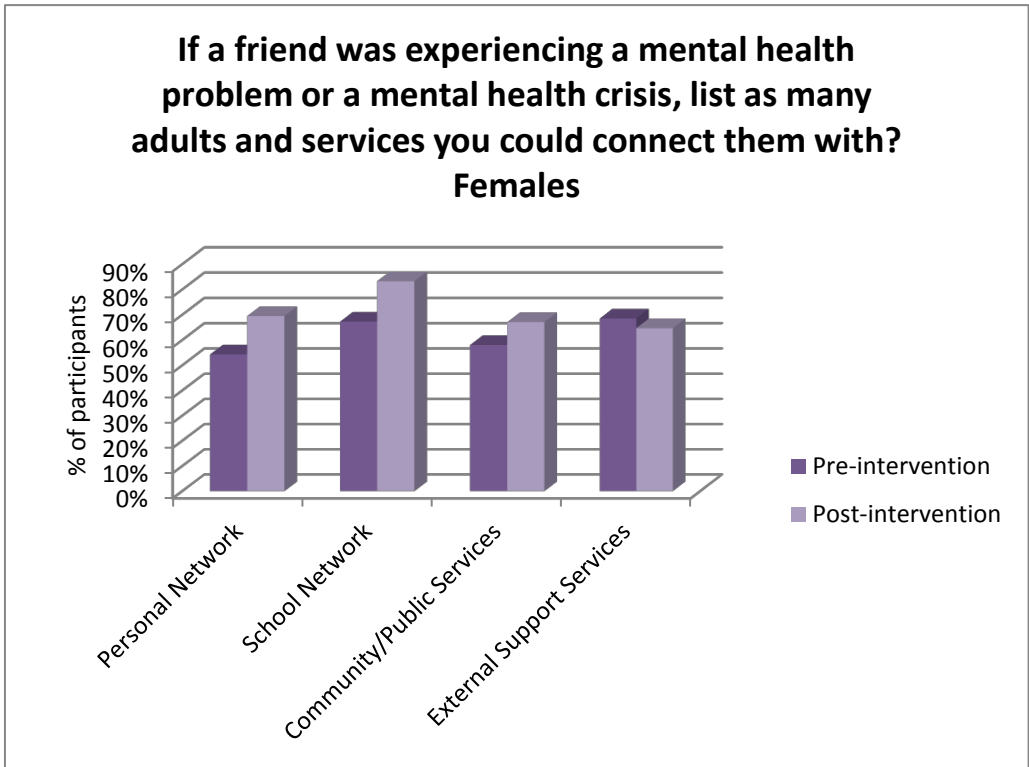
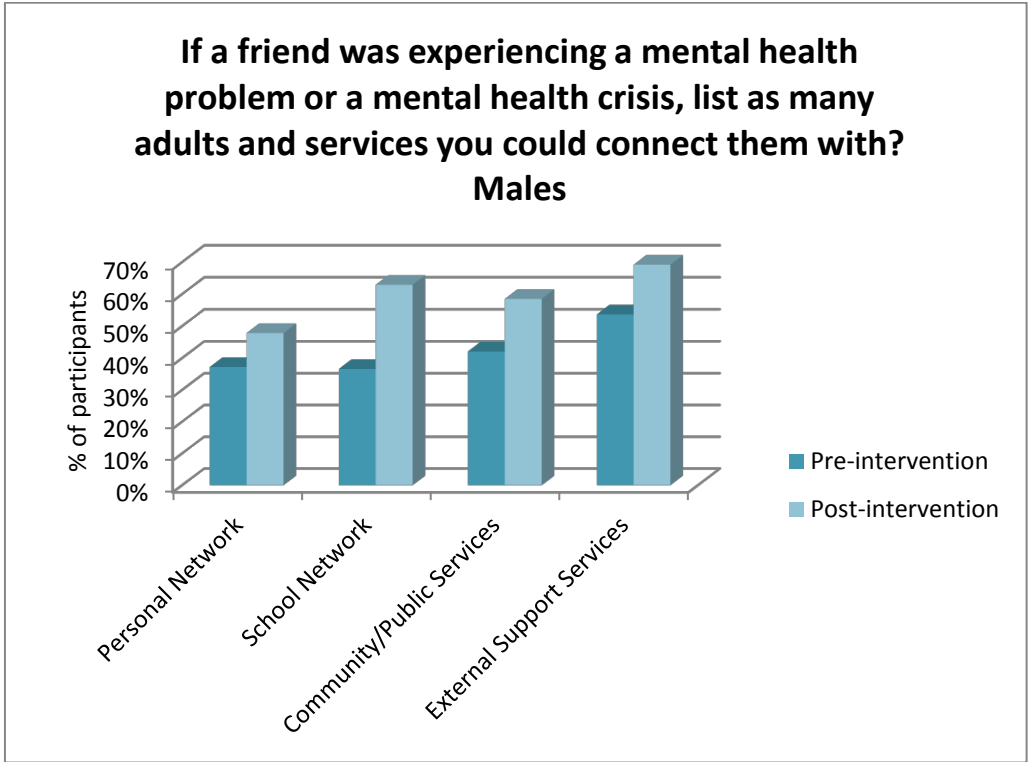
The most desirable response to the question of what they would do if a peer told them they were suicidal would be that they tell a trusted adult. Prior to tMHFA training 46% of male and 64% of female participants were indicating that they would tell a trusted adult. After tMHFA training was complete, 84% of males and 90.42% of females indicated that they would tell a trusted adult. This is a very reassuring result as a trusted adult will be in a good position to help them to seek further appropriate assistance for their peer.

Question 5 on the pre-/post- questionnaire asked students the following, “If a friend was experiencing a mental health problem or a mental health crisis, list as many adults and services you could connect them with.”

Responses to this question were open for students in order to gauge how many options they could generate without prompting. Responses were later coded into four categories as follows:

- Personal network: Including family, friends, responsible and trusted adults
- School network: including teachers, school counsellors, wellbeing coordinators
- Community/public services: including GPs, psychologists, psychiatrists, Cobaw, community based counsellors, any public health service or hospital
- External support services: all online and phone services

Responses are shown in the following graphs representing the percentage of participants who indicated a help source from each group. Note students were able to list as many help sources as they wished.



As an alternative way of breaking down the results, the following table shows the change from pre- to post-intervention in terms of percentage of participants who listed 0, 2-3 and 4+ help source categories.

Numbers of help source categories listed by participants pre- and post-intervention by gender.

No. of HSC's*	Males		Females	
	Pre-intervention	Post-intervention	Pre-intervention	Post-intervention
0	22.84%	7.55%	6.83%	4.19%
1 to 3	46.92%	43.39%	37.27%	27.54%
4+	30.25%	49.06%	55.90%	68.27%

*HSC = Help Source Categories listed by participants

These results help to illuminate the positive changes that the tMHFA program had in increasing the number of help-sources that both male and female participants were able to self-generate. This puts students in a far better position to help others who come to them for help for mental health issues in the future.

The following results from the questionnaire completed by students three months post tMHFA training provide further support for this, as this questionnaire looked to gather information on reported help-seeking behaviour for themselves and others.

Follow-up Data

Students who had provided informed consent completed a follow-up questionnaire three months post tMHFA training (See Appendix B). The purpose of this questionnaire was to capture a snapshot of any relevant mental health help-seeking behaviour changes that may have occurred as a result of the tMHFA training.

Students were asked if since completing their tMHFA training had they sought support from anyone for either a developing mental health problem or a mental health crisis. Results are presented in the following table. Please note students were able to select all that applied. This indicates that 2.47% of males and 4.86% of females participants indicated they had sought support for both a mental health problem and crisis.

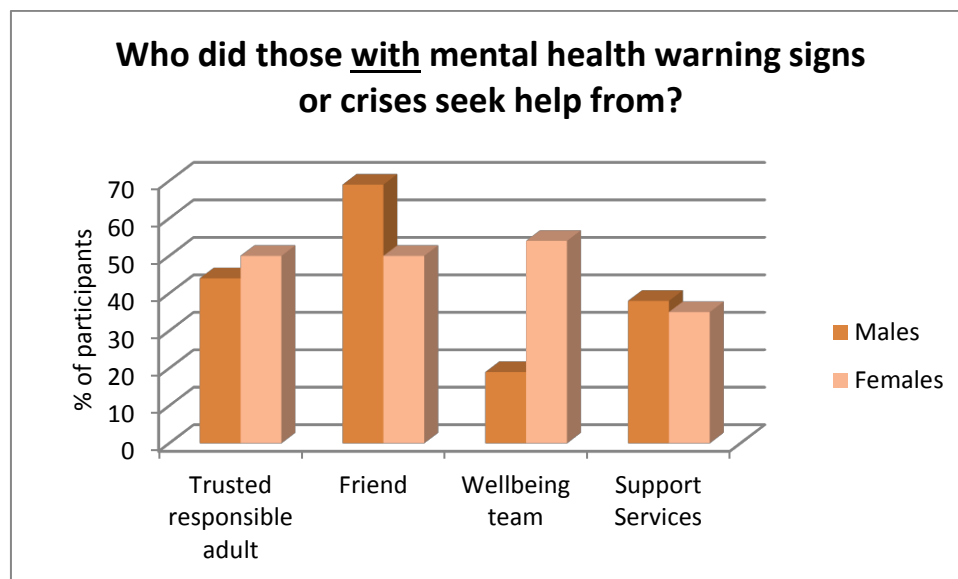
	Males	Females
Sought support for a developing mental health problem	14.81%	18.45%
Sought support for a developing mental health crisis	7.41%	11.65%
Did not seek support	80.25%	74.76%

Those who indicated that they had sought support were asked to indicate who they had sought support from. They were able to indicate all that applied from the categories of trusted responsible adult, friend, wellbeing team, support services, or list an ‘other’ response. Only three ‘other’ responses were recorded which included “doctor” and “significant other”.

It is important to note that although approximately 20% of males, and 25% of females indicated that they sought help for a mental health problem or crisis or both, approximately double the percentage of students responded to the follow-up question about where they sought support from (38.27% of males, and 51.46% of females responded). This may indicate that they needed support, and

did seek such support as was required, although they did not perceive they had crossed the threshold into a mental health problem. This is a positive indication that students were seeking support as needed and not only once a mental health issue had become a problem.

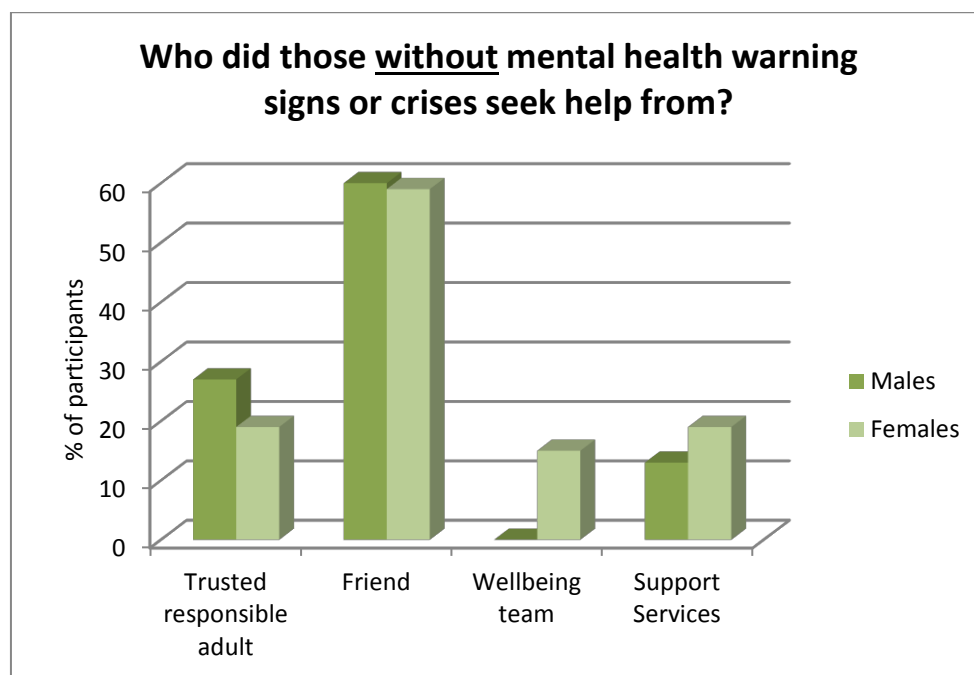
The results for these two groups were separated as their help seeking behaviour varies. Firstly, the reported help seeking sources of those who did indicate that they had experienced a mental health problem or crisis since completion of the tMHFA training are presented. Although many students sought help from a friend, this was often additional to support from a trusted responsible adult, the wellbeing team, or another support service.



only including those participants who indicated that they had had a mental health problem or crisis since completing the tMHFA training

The presentation of results for students who indicated that they had not had a mental health issue or crisis since completing the tMHFA training, but had sought help are now shown. This shows, that male and female students who sought help for a sub threshold mental-health issue sought help in a very similar way to each other with almost 60% seeking help from friends. This helps to illuminate the importance of continuing the tMHFA program, so that students that are approached for help from others can provide appropriate support. This

may be in the form of peer support or in more severe cases, providing assistance to their friend to access more professional help sources.

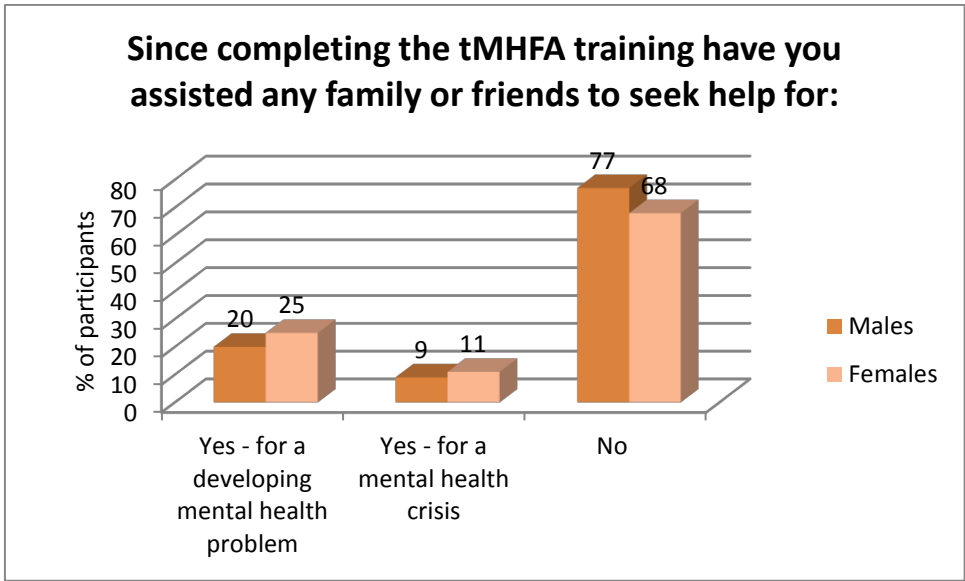


only including those participants who indicated that they had not had a mental health problem or crisis since completing the tMHFA training

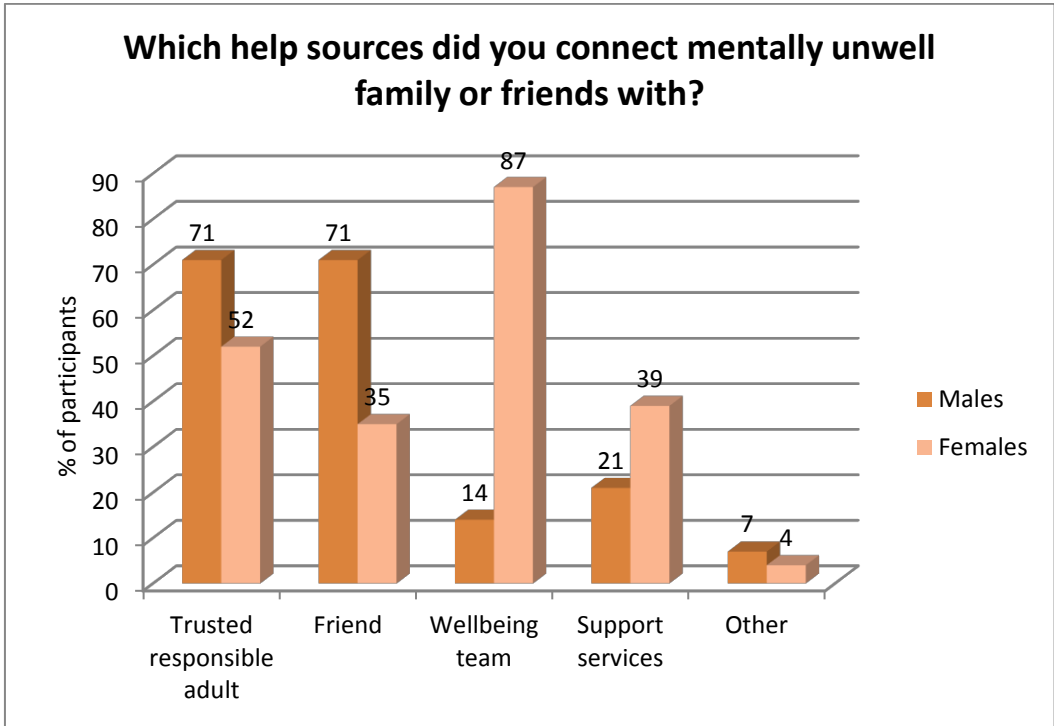
It is also visible between the two groups, that help-seeking behaviour varied appropriately for sub-threshold mental health issues and over mental health warning signs and crises, with an increase in seeking help from professional help sources for the latter group.

Students were then asked to indicate if they had assisted any family or friends to seek help for a mental health problem or crisis. As can be seen in the following chart, females had assisted someone to get help slightly more than males. It is likely they were also approached for help slightly more than males were as well.

Between 20 and 25% of participants had assisted someone to access help for a mental health problem in the three month period between completing the tMHFA training and the follow-up survey. Approximately 10% of participants had assisted someone with a mental health crisis to access help in this period. This provides a firm basis for the need for the tMHFA program in equipping our teens to manage such experiences.



The final question posed to participants asked only those who had assisted family or friends with regards to a mental health problem or crisis which help sources they had connected them with. Participants were able to select as many responses as applied.



'Other' responses to this question included participants indicating that they had helped the person themselves, connected them with a family member, or explained possible help sources to the individual.

Live4Life Awards Won to Date

2011

Honourable Mention – **Suicide Prevention Australia**. For contribution to youth suicide prevention.

NAB Schools First Impact Award. This award of \$50,000 was awarded to Gisborne Secondary College and Live4Life for its successful School and Community Partnership approach. The award funds will be utilized to pilot Live4Life in year 7 at GSC.

2012

In 2012 Live4Life received the first ever inaugural **Youth Mental Health First Aid (YMHFA) Australia award** for its work providing YMHFA courses to parents and teachers of Live4Life students. This recognised a community wide effort to increase mental health literacy, reduce the stigma of mental illness, and increase discussion of and help-seeking behaviour of young people.

2013

Live4Life is proud to announce that they won the runners-up award (Highly Commended) at the **VLGA READYS Awards** in Dec 2013. The READYS recognise excellence in delivery of youth services among local governance organisations.

2016

Live4Life was selected as a finalist in the **Improving Mental Wellbeing** category for the 2016 VicHealth Awards.

Goals Achieved in 2016

Networking

Networking opportunities have continued to be made available to students, school and community staff within 2016.

Crew Training

This year Crew members again received extensive training opportunities and were able to participate and influence a wide range of Live4Life activities thereby empowering students and giving them a sense of ownership.

Youth Mental Health First Aid

Youth mental health first aid (YMHFA) has received consistently good feedback from participants over several years. This program was still ran at no cost to parent and teacher participants during 2016 provided they lived in the Macedon Ranges region.

Teen Mental Health First Aid

In 2016 tMHFA was rolled out by the Live4Life initiative to Year 11 students at Gisborne Secondary College, Braemar College, and Kyneton Secondary College. Additionally, the course was provided to Year 12 students at Gisborne Secondary College as they didn't receive the course in Year 11. Sacred Heart College again decided to run the program internally.

Quantitative and qualitative feedback from students across pre-, post- and three month follow up data shows good support for the need to continue this initiative.

Education sessions/Launch and Celebration Events

Year 8's at all partner schools took part in combined school launch and celebration events in 2016, and schools took part in individually run education sessions. These have received good feedback from students in the past, with the most recent evaluation in 2015.

Evaluation data in 2015 showed that the Education sessions were assisting to improve mental health knowledge of how to look after their own mental health, and to direct others to professional help sources if they are mentally unwell. Additionally, a positive swing in help-seeking intentions was observed amongst participants following completion of the education sessions.

Competition

The competition has continued with a good level of input from students and support from schools, and has retained its degree of success with the Year 8 students.

Expansion of Live4Life

Live4Life as it stands in the Macedon Ranges is continuing parallel to the new Youth Live4Life Incorporated entity. In June 2016 Youth Live4life Incorporated was granted funding through the Myer Foundation to establish two pilot sites in Victoria. The Live4Life initiative is now in the process of being rolled out in the shires of Benalla and Glenelg to establish the transferability of the program to other rural areas.

Summary

Live4Life Launch

- ◆ All 5 Live4Life schools, Live4Life community partners, and almost 600 students took part
- ◆ Activities, morning tea and guest speakers provided
- ◆ The Crew were heavily involved in running the event

The Crew

- ◆ 24 Year 9 and 10 students took part
- ◆ Provided with extensive supporting training
- ◆ Involved in directing aims and events of Live4Life

Education Sessions

- ◆ 4 education sessions provided to Year 8's at Live4Life schools
- ◆ Each session included the use of multimedia, music, small/medium group work, discussion time, resource provision and handouts, a fun activity, summary, and an opportunity for questions and answers.
- ◆ Guest speakers took part from Headspace, Macedon Ranges Health, Cobaw, and school wellbeing staff

Live4Life Competition

- ◆ Theme 'It's OK to be different' determined by The Crew
- ◆ Over 70 individual and group entries

Live4Life Website & Facebook Page

- ◆ Sources of information for students and parents of students participating in Live4Life
- ◆ Provides information on events, dates, competitions, and links to other reputable mental health websites
- ◆ Highlights and celebrates Live4Life achievements

End of Year Celebration Event

- ◆ Crew assisted through planning and delivery of event
- ◆ Competition entries displayed, winners announced
- ◆ Guest speaker chosen by Crew
- ◆ Entertainment, activities, and a sausage sizzle also provided

Live4Life Awards Won to Date

- ◆ 2011
 - Suicide Prevention Australia – Honourable mention
 - NAB Schools First Impact Award
- ◆ 2012
 - Youth Mental Health First Aid Australia Award
- ◆ 2013
 - VLGA READYS Award - Runners up
- ◆ 2016
 - Live4Life was selected as a finalist in the *Improving Mental Wellbeing* category for the 2016 VicHealth Awards.

Goals Achieved in 2016

- ◆ Networking/Partnerships
- ◆ Crew Training
- ◆ Youth Mental Health First Aid
- ◆ Teen Mental Health First Aid
- ◆ Education Session/Launch/Celebration Events
- ◆ Competition
- ◆ Expansion of Live4Life

Appendix A: tMHFA Pre- and Post-Intervention questionnaire

DEFINITIONS

A **mental health problem** is when there is a major change in a person's normal way of thinking, feeling or behaving, which interferes with the person's ability to get on with life, and does not go away quickly.

A **mental health crisis** is when a person is at increased risk of harm to themselves or to others.

1. Gender: _____

2. Please list as many mental health problem warning signs as you can think of:

3. Please list as many mental health crisis warning signs as you can think of:

4. If a friend who was suicidal asked you to **promise to keep it a secret** what would you do?

5. If a friend was experiencing a mental health problem or a mental health crisis, list as many adults and services you could connect them with?

Appendix B: tMHFA Follow-Up questionnaire

1. Gender: _____

DEFINITIONS

A **mental health problem** is when there is a major change in a person's normal way of thinking, feeling or behaving, which interferes with the person's ability to get on with life, and does not go away quickly or lasts longer than normal emotions or reactions would be expected to. A mental health problem might involve a diagnosed mental illness, a worsening of mental health, an undiagnosed problem, or a drug or alcohol problem.

A **mental health crisis** is when a person is at increased risk of harm to themselves or to others. Crisis situations include having thoughts of suicide, engaging in self-injury, being very intoxicated with alcohol or other drugs, or experiencing bullying or abuse.

2. Since completing the teen Mental Health First Aid (tMHFA) training have you sought support from anyone for (tick all that apply):

- A developing mental health problem
- A mental health crisis
- None of the above

3. If you have sought support, please indicate who you sought help from:

- Trusted responsible adult
- Friend
- Wellbeing team
- Support services
- Other (please list) _____

4. Since completing the teen Mental Health First Aid (tMHFA) training have you assisted any family or friends to seek help for:

- Yes – for a developing mental health problem
- Yes – for mental health crisis
- None of the above

5. If you answered 'Yes' to Question 4, did you connect them with:

- Trusted responsible adult
- Friend
- Wellbeing team
- Support services
- Other (please list) _____

Appendix C: Participation Tables

Table 1. Pre-intervention questionnaire participation count

School	Yr Level	Male	Female	Other	Total
GSC	11	51	61	1	113
	12	23	28	1	52
	VCAL	5	8	0	13
BC	11	48	40	1	89
KSC	11	37	25	2	64
Total		164	162	5	331
		49.5%	48.9%	1.5%	

*GSC = Gisborne Secondary College; BC = Braemar College; KSC = Kyneton Secondary College

Table 2. Post-intervention questionnaire participation count

School	Yr Level	Male	Female	Other	Total
GSC	11	40	80	8	128
BC	11	78	64	1	143
KSC	11	41	23	2	66
Total		159	167	11	337
		47.2%	49.5%	3.2%	

*GSC = Gisborne Secondary College; BC = Braemar College; KSC = Kyneton Secondary College

Table 3. Follow-up questionnaire participation count

School	Yr Level	Male	Female	Other	Total
GSC	11	41	50	7	98
	12	11	32	0	43
BC	11	29	21	2	52
Total		81	103	9	193
		42%	53%	5%	

*GSC = Gisborne Secondary College; BC = Braemar College; KSC = Kyneton Secondary College