



Live4Life Initiative

Evaluation Report February 2015- December 2015

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Introduction

The following report reviews and analyses a range of evaluative data pertaining to various aspects of the Live4Life initiative during 2015. Evaluation methodology includes both quantitative and qualitative feedback, and is based on materials including surveys and focus groups with students. Ethics approval has been gained from the Department of Education and Early Childhood Development. Copies of this are available on request. The report covers both the successful aspects of the Live4Life initiative, and outlines recommendations for improvements and alterations to the initiative for 2016.

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Centre (MUARC) analysis of the Victorian Admitted Episodes Dataset (VAED), Victorian Injury Surveillance Unit (VISU), unpublished.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 2015 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 2015 Live4Life addressed these goals through providing the following:

- Launch days for Year 8 students
- Delivery of 4 mental health education sessions for over 500 Year 8 students
- Celebration event for Year 8 students

- Running of the Crew, including leadership training, and support with a group of approximately 30 Year 9 and 10 students
- Running a mental health promotion Competition for Year 8 students
- Live4Life Website to support activities
- Youth Mental Health First Aid training sessions for parents, teachers and community members working with youth
- Teen Mental Health First Aid training sessions for over 300 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. This evaluation cycle is based on Year 8 focus groups, a Pre and Post Questionnaire conducted with Year 8 students, and a survey of Crew members.

Live4Life Future Directions

Existing resources significantly limit 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 initial intent is to raise funds to support and expand the current Live4Life work in the Macedon Ranges. Funds are being sought to support a pilot project in two other Local Government Areas (LGAs). The pilot project seeks to demonstrate whether the key elements of Live4Life are transferrable to other rural settings. This continues a reflective approach, which was suggested in the *Future Directions: A Preferred Model* paper.

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 2015.

For 2015 we gratefully acknowledge the support of:

- ◆ \$300 - Rotary Club of Woodend
- ◆ \$1500 - Rotary Club of Kyneton
- ◆ \$500 - Newham Garden Club
- ◆ \$700 - Macedon Ranges Bluelight Committee

Additionally, Sponsors of the Live4Life Celebration Event include:

- ◆ Watts Fresh - Kyneton
- ◆ Coles - Gisborne
- ◆ Coles - Woodend
- ◆ Organs Coaches
- ◆ Pizza Club - Kyneton
- ◆ Bakers Delight - Kyneton
- ◆ Safeway – Kyneton
- ◆ Country Cobb – Kyneton

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 Launches took place at individual schools between April and June 2015. Between the schools this included 508 Year 8 students and 27 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 fourth 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 ‘Speak up, Speak out’ through a video.

This was the first year that the launches have been run at each school separately with the exception of Bullengarook students who attended the Gisborne Secondary College Launch day. Guest speakers and/or entertainment, therefore, varied between schools and comprised:

- **Kyneton Secondary College and Sacred Heart College:** Tara Kankindji, KSC Year 12 Student and Youth Award Recipient
- **Gisborne Secondary College:** *Ex Marks the Spot* (band)
- **Braemar College:** Shark Boy and Lava Girl

Crew members are a core group of 30 Year 9 and 10 students who completed Live4Life in 2013 and 2014. The Crew volunteer to help direct the aims and events of Live4Life activities during 2015 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.

Focus group questions can be found in Appendix A. The focus groups ranged in size from 6 to 13 participants including both males and females. One focus group took place at every Live4Life school.

Questions asked during focus groups related to many different aspects of the Live4Life activities over 2015. One question from the focus groups pertained to the Launch.

What do you remember most about the Launch?

In response to this question, four main themes were raised. Explanations of these with supporting quotes are provided below.

Memorable aspects of the Launch:

- ◆ **What Live4Life is about**
- ◆ **Activities on the day**
- ◆ **Band**
- ◆ **Prizes**

What Live4Life is about

Participants indicated that they had learnt a bit about Live4Life and what would be happening during the planned activities and learning opportunities throughout the year.

“What it’s all about and what we are going to do there.”

(Participant no. 2, Sacred Heart College)

“I remember them starting off saying like what Live4Life is about and what mental health issues are and stuff.”

(Participant no.3, Kyneton Secondary College)

Activities on the day

Participants recalled activities from the day such as writing down positive messages for others.

“I remember the activities... and looking at all the pictures and writing our names on a little message...”

(Participant no. 3, Braemar College)

Band – Ex Marks the Spot

Participants expressed enjoyment of the band and dancing opportunities.

“I liked it when they did like a dance and also X Marks the Spot [band]”

(Participant no. 12, Bullengarook College)

“I remember having the bands from our school come up and I liked how it wasn’t just a boring presentation”

(Participant no. 4, Braemar College)

Prizes

The inclusion of prizes at the Launch was positively recalled by participants.

“If you answered the questions right you got prizes”

(Participant no. unknown, Braemar College)

The Crew

Crew members are a core group of 17 Year 9 and 13 Year 10 students who completed Live4Life in 2013 and 2014. This year the Crew comprised students from all schools excepting Bullengarook. Crew from Gisborne Secondary College travelled to Bullengarook to assist in the delivery of the education program there. The Crew volunteered to help direct the aims and events of Live4Life activities during 2015 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 and a staff member from the WayOut program at Cobaw Community Health throughout the year. 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:

- A 3-Day **MRSC Youth Development Unit Leadership** Training Experience in February
- Sex and Gender Diversity training through WayOut at Cobaw Community Health

This year the Crew 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.

Survey data was gathered from the Crew at the end of 2015 to determine what they enjoyed about the experience, where it could be improved, and their attitudes towards those with mental illness (See Appendix B). Of the 30 Crew members in 2015, 13 agreed to complete the questionnaire, providing a response rate of 43.3%.

What things did you enjoy about the Live4Life Leadership Camp at the start of the year?

Participants made reference to the opportunities to meet other like-minded young people, and build friendships.

Meeting like-minded young people

The opportunity to meet others, bond and build their team was described by participants as the favoured aspect of the Camp. This theme came up in response to other questions on the survey as well.

“The communication and compassion between everyone”

“I enjoyed bonding with everyone, we could all be ourselves”

“Great for team-building and making friends”

How do you think the Leadership Camp could be improved?

Most participants used this as an opportunity to reiterate their positive thoughts about the camp. However, two participants out of 13 indicated that they would have liked the camp to have gone for longer. One suggested the information session was too long; another highlighted the importance of not judging others, and one participant asked for more opportunities to work with other youth crews present.

What else could we do at Live4Life to prepare you for your role as Crew member?

Participants raised the issues of practice opportunities to build their public speaking confidence.

Education session delivery practice

Three Crew members indicated that they would appreciate more practice opportunities prior to education session delivery to assist with public speaking confidence and equipment use.

“Show us the equipment used in sessions so we can use it ourselves.”

“More practice talking”

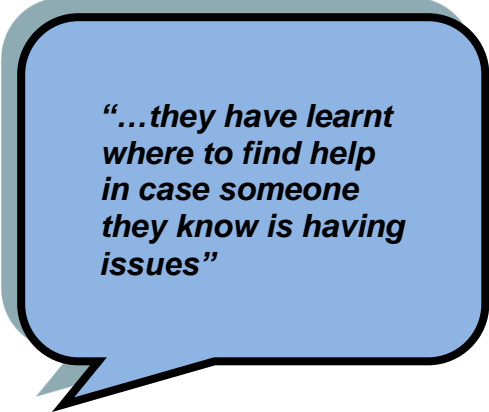
Do you think your leadership skills have improved as a result of being involved in the Live4Life program?

Participants indicated that they felt that they had gained considerable benefit to their leadership skills from the leadership day with 92% of participants indicating their degree of benefit somewhere between an 8 and 10 on the response scale.



Do you think student's attitudes towards those with mental health problems have changed over the year? Why? Why not?

Responses fell neatly into three categories, those who felt attitude changes had occurred due to an increase in knowledge about mental health problems, those who felt those who paid attention changed their attitudes, and two participants who felt that participants did not change their views.



“...they have learnt where to find help in case someone they know is having issues”

Yes, due to increased knowledge

Approximately half of participants indicated that they thought attitudes had changed due to an increase in awareness and knowledge of mental health issues.

“Yes, as they have learnt where to find help in case someone they know is having issues”

“Yes because people have learnt heaps about mental health”

“Yeah a lot, because Live4Life is informing them all the time”

Yes, but only those students who paid attention

A minority of Crew members (4 out of 13) identified that only those Year 8 students who made the effort to engage in activities changed their attitudes as a result of the education sessions.

“Yes, as you could see how they took the program seriously and looked like they enjoyed it”

“Some, the kids who let themselves get into it [did]”

No

Two Crew members indicated they did not think student attitudes had changed, one simply said no, and the other indicated that Year 8 students thought it was pointless.

What did you like about being involved in the education sessions?

Opportunities to influence and share knowledge

A large proportion of Crew members indicated that they felt proud to both learn more about mental health issues, and then to share that with others, and therefore raise the knowledge base of the Year 8 students.

“I get to talk about things I’m passionate about.”

“I like working with year 8’s and teaching naive kids about mental health”

“I enjoy making a difference to the lives of the [Year 8] students and teaching them pretty important stuff.”

What didn’t you like or what do you think could have been done better in the education sessions?

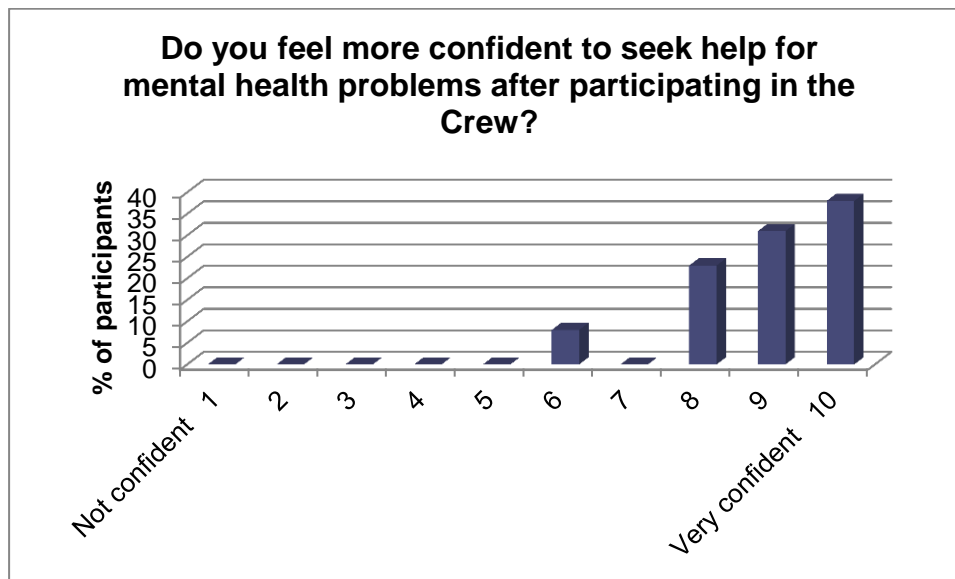
Attempting to engage the unenthusiastic students

Crew members indicated that trying to work with those Year 8 students with less interest in the topic was frustrating, and they suggested that less talking from them as presenters, and a more engaging program with more activities or music to deliver may help to address this.

Do you feel more confident to seek help for mental health problems after participating in the Crew?

As seen in the graph, Crew members indicated that yes their confidence in seeking help for a mental health problem themselves in the future had increased as a result of being involved in the Crew. A total of 92% of

participants indicated a score of between 8 and 10 for confidence post Crew participation.



How can we improve the Crew for next year?

For the most part, respondents used this as an opportunity to sing the praises of the 2015 Crew program. However, each of the following was raised once: meeting location, more meetings needed, have fun activities, and target Crew members from smaller schools.

What was your favourite part about being in the Crew?

Participants indicated that their favourite aspects of being in the Crew were opportunities to make friends and the sense of accomplishment they felt from being a part of the program and imparting knowledge to others.

Sense of Accomplishment

Participants reported enjoying their teaching role, feeling a sense of accomplishment and altruism.

“Meeting awesome people and teaching kids about the importance of mental health problems”

“The sense of accomplishment and good will of helping other people...”

Social Contact

Social contact with others and friendship building opportunities was raised as the number one positive by a large proportion of participants.

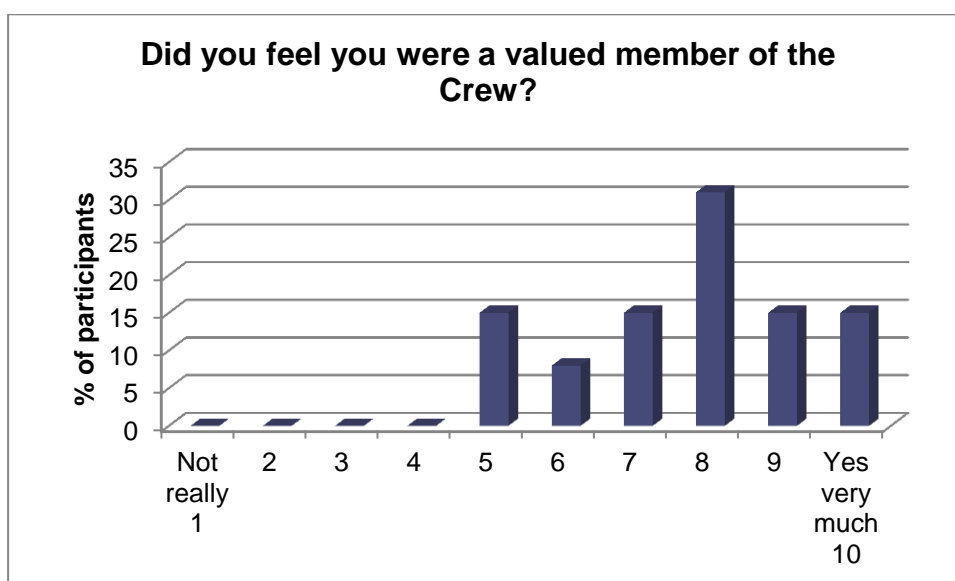
“...making new friends, meet[ing] new people and having an amazing 2 years”

Which forms of communication between the coordinator and other Crew members did you find useful or not useful?

All participants indicated either Facebook or Email with an almost even split of responses.

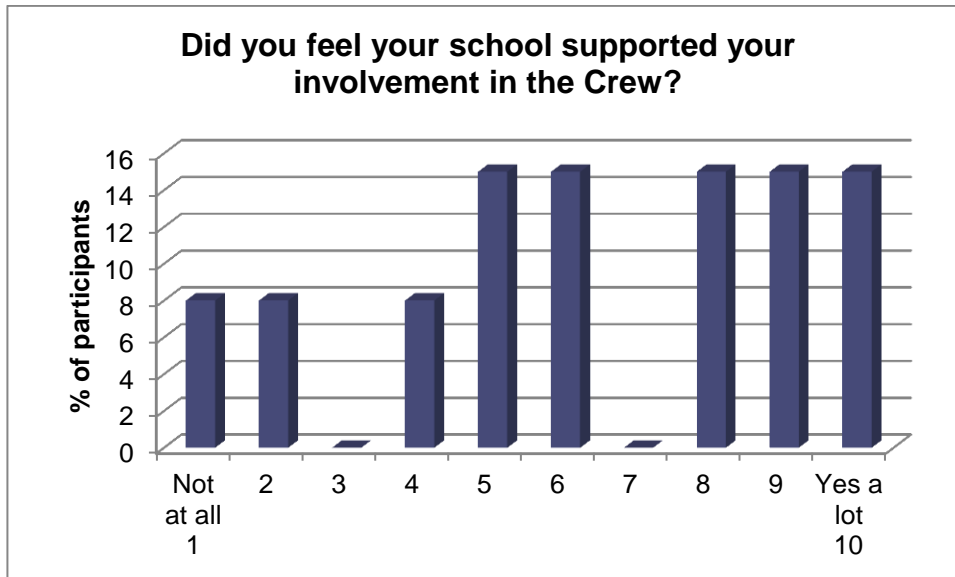
Did you feel you were a valued member of the Crew?

The majority of participants indicated that they felt that they were valued members of the Crew. A total of 76% of participants indicated a score of between 7 and 10 indicating that they felt quite valued as crew members post involvement. The remainder of participants indicated that they felt moderately valued with scores of 5 and 6.



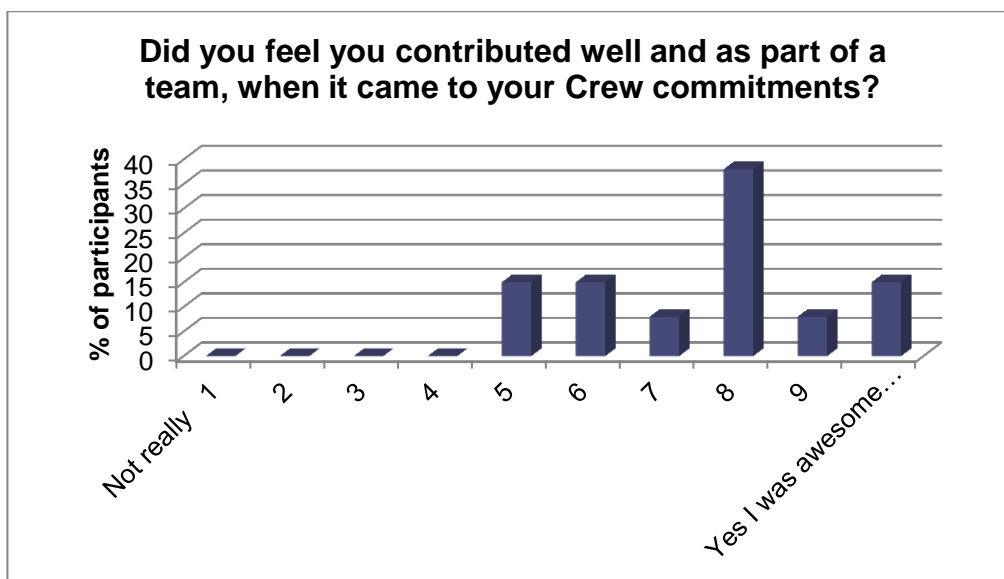
Did you feel your school supported your involvement in the Crew?

Reported degree of school support for their Crew commitments varied widely from neutral to well supported as can be seen below. This is consistent with results from 2014.



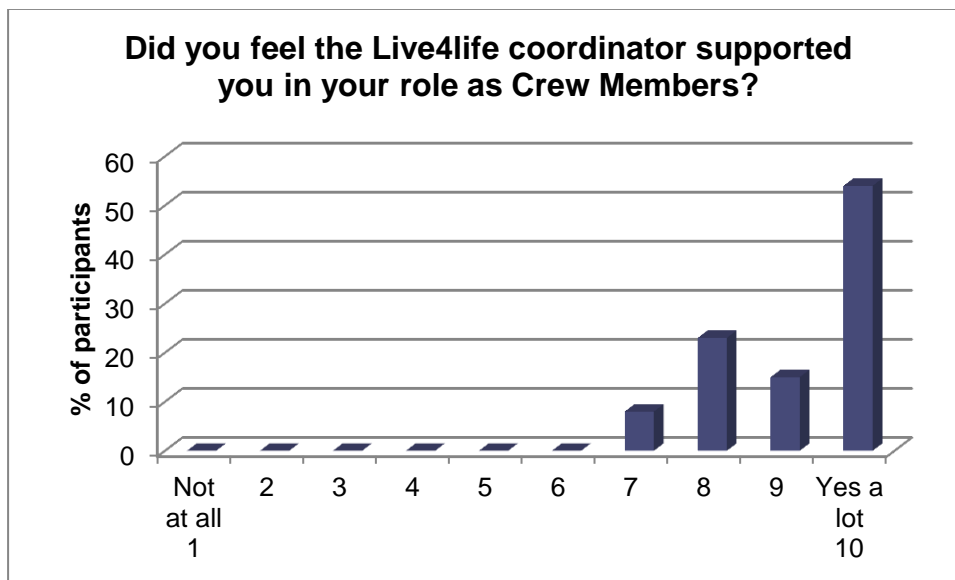
Did you feel you contributed well and as part of a team, when it came to your Crew commitments?

All participants indicated that they felt they contributed to their team to some degree, however some Crew members indicated through neutral responses that they could have contributed to their team more. This may be a reflection of the degree of support and time they were allowed for Crew commitments by their schools.



Did you feel the Live4Life Coordinator supported you in your role as Crew Members?

Just over 80% of participants indicated through a score of 8 to 10 that they felt very well supported by the Live4Life Coordinator during the year. No participants felt unsupported by their coordinator as can be seen below.



Are there any other comments about Live4Life that you would like to make, either positive or negative?

Three participants again noted their enjoyment of the program, and one participant suggested that the Launch day be a combined school event again.

“I think they should still have [the] Launch all together because I think the kids will enjoy it more.”

Education Sessions

During 2015 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 2013, content and structure remained the same as the last two years and was as follows:

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:

- Louise Beer & Youth Clinic volunteers, Macedon Ranges Health
- Jeremy Cohen, Cobaw Community Health
- Christina Dawson, Cobaw Community Health
- Sally Kurzke – original Crew member 2009/10
- Jenny Cowan, Cobaw Community Health
- Kate Freston, Kyneton Sports & Aquatic Centre

Feedback on the education sessions comes from two sources – the first was a questionnaire completed by a sample of participating Year 8 students. The second source of feedback was through year 8 focus groups which took place

at each school at the end of 2015. Data from the questionnaires will be presented first, followed by focus group data.

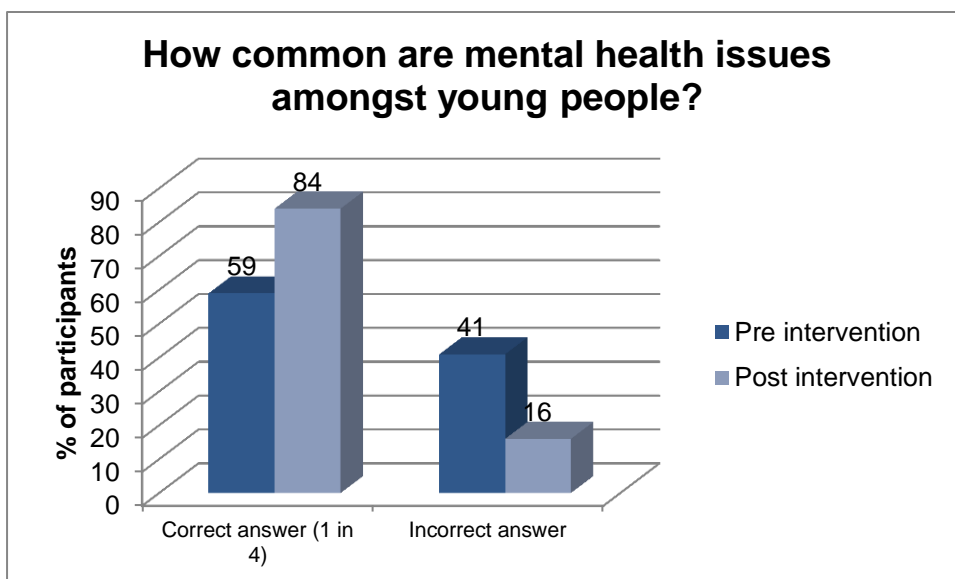
Questionnaire Data

Quantitative data was gathered from a sample of the approximately 508 Year 8 who took part in the education sessions across the year, and all were given the opportunity to complete a pre- and post-questionnaire (see Appendix C) to assess the changes in their attitudes about mental health and seeking help. Year 8 students and their parent/guardians had to provide voluntary, written consent to take part in this evaluation. Of those who took part, 417 Year 8 students completed a pre-education session questionnaire, and 326 completed the post-education session questionnaire. Gender distribution data was not gathered. The following is a break-down of their results.

The questionnaire aimed to assess changes from pre- to post-intervention in knowledge and intentions to seek help for a mental health issue.

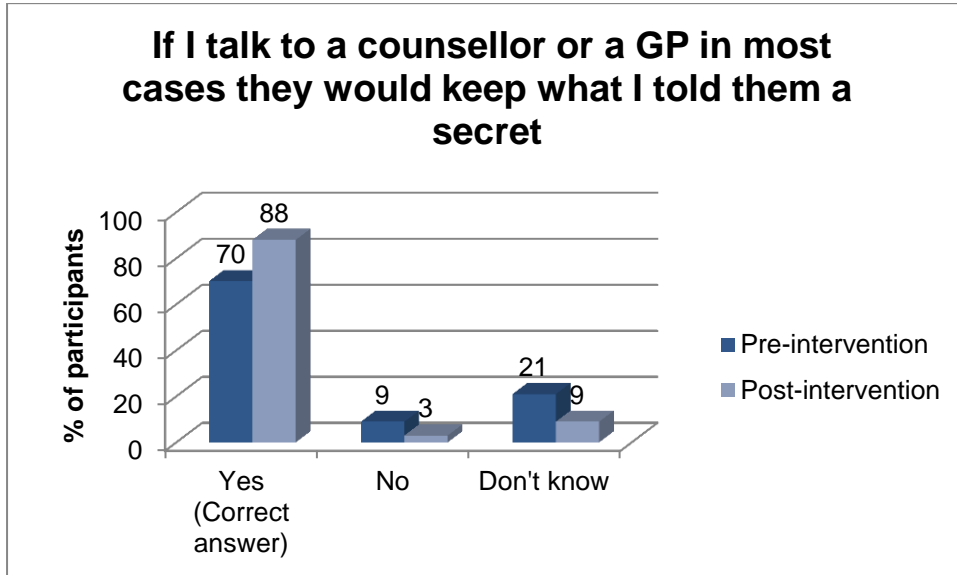
Prevalence of mental health issues amongst young people

Participants needed to correctly identify that 1 in 4 young people develop mental health problems. This improved from pre- to post-intervention from approximately 60% to 85% respectively.



Confidentiality

Participants were asked if they spoke to a counsellor or a GP, would they in most cases keep what they told them a secret. The correct answer was “Yes” they would; correct answers to this question improved from 70 to 88%.



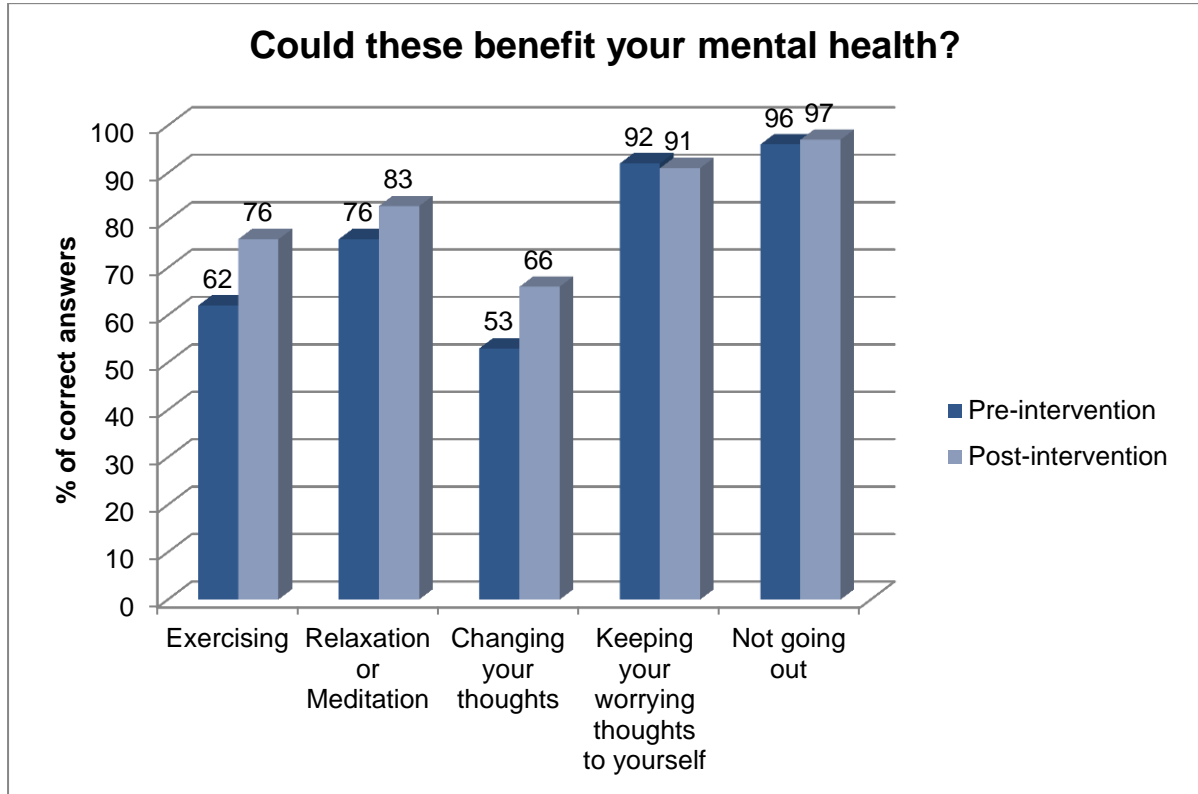
Activities that benefit mental health:

Participants were asked to indicate any listed activities which they thought would benefit their mental health. Correct and incorrect activities were scrambled. In the graph, the first three activities listed: exercising, relaxation or meditation, and changing your thoughts were correct responses. The last two activities listed: ‘keeping your worrying thoughts to yourself’, and ‘not going out’ were incorrect responses, and so a correct response for these was if a participant did not check these boxes.

For simplicity, only the percentages of correct responses are shown in the graph, which shows the increase in knowledge of activities that benefit mental health from pre- to post-intervention.

Improvements were documented across most activities with a range of 1-14% more Year 8 students positively identifying each helpful activity at post-intervention. The only exception was ‘keeping your worrying thoughts to yourself’ – correct responses to this decreased very marginally from pre- to post-intervention. However, with both percentages around the 90% mark knowledge in this area was quite good regardless.

Results suggest that it may be beneficial to focus more attention on the student’s ability and benefits of changing their thoughts, and not keeping their worrying thoughts to themselves for next year’s program.

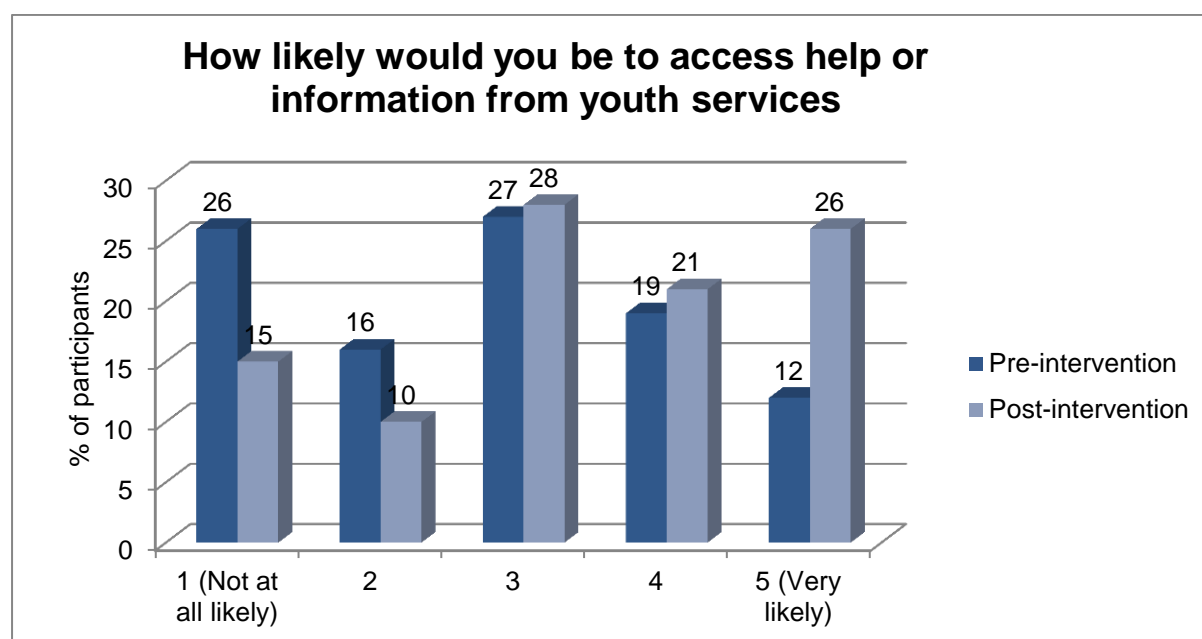


Intentions to access help or information

Participants were asked to indicate on a scale of 1 (not at all likely) through to 5 (very likely) the likelihood of them accessing help or information through a range of youth services. These services included: Cobaw, Headspace/e-Headspace, Macedon Ranges Health Youth Clinic, Youth Development Unit, Reachout.com, BeyondBlue, Youth Groups (i.e. Council’s YEP!), and Butterfly Foundation. Results were quite similar across these services, and therefore have been combined in the following graph. For a more detailed break-down by service, please see Appendix D.

From pre- to post-intervention, participants indicating a 4 or 5 on the scale which represents a high likelihood of accessing help or information from the listed youth services improved from 31% to 47%. Those participants indicating that it was unlikely that they would seek help, represented by a 1 or 2 on the scale, reduced from pre- to post-intervention from 42% to 25%. Together these results represent a positive swing

in participant attitudes towards seeking help or information from a youth mental health service provider.

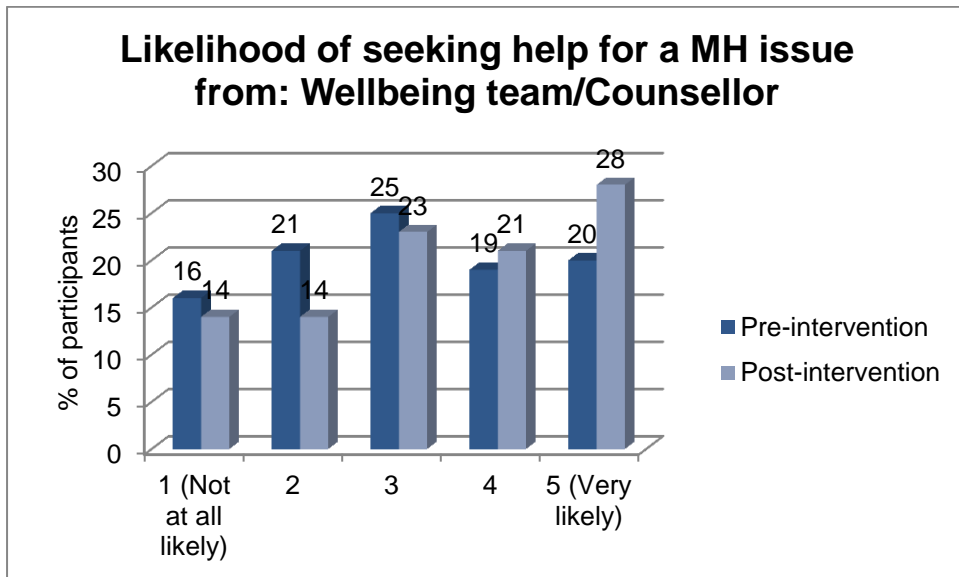
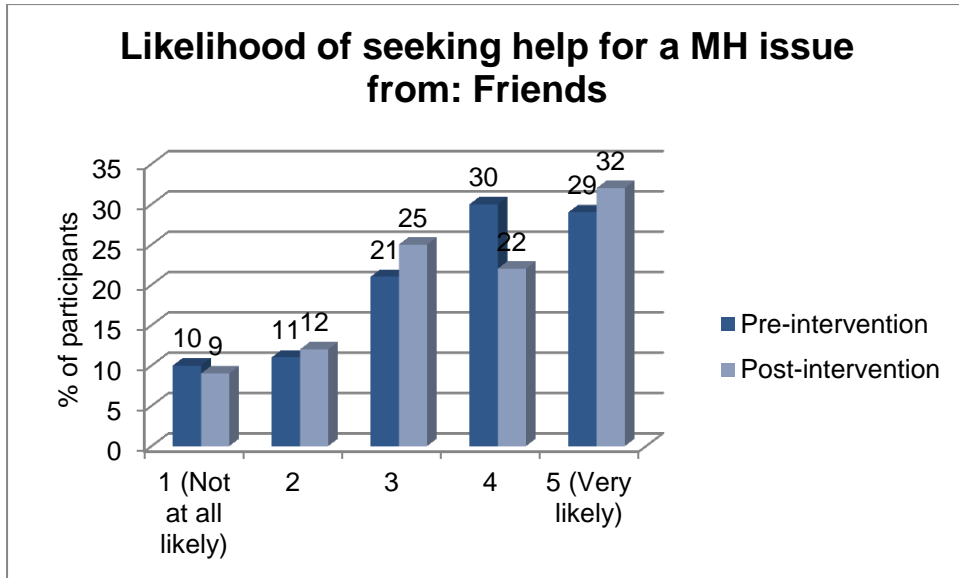


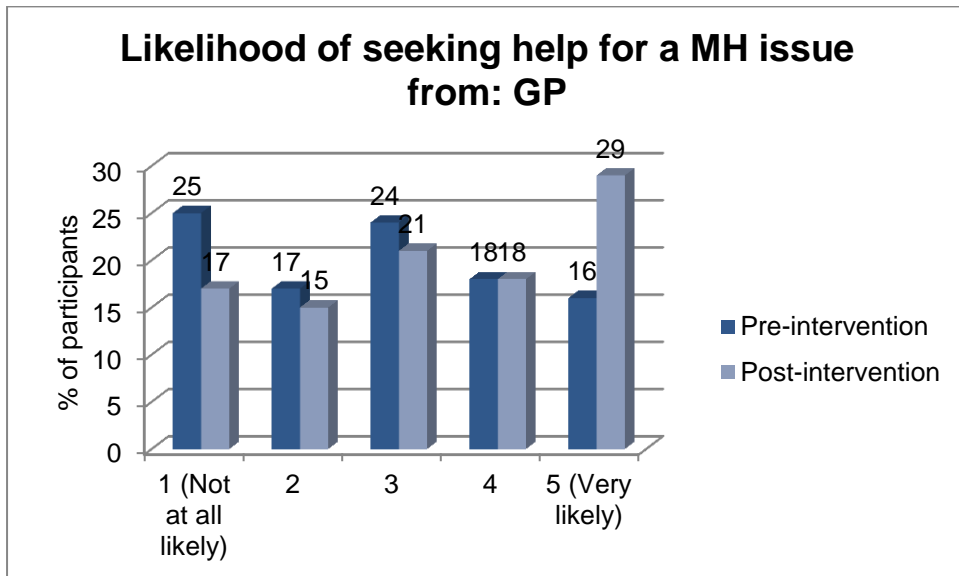
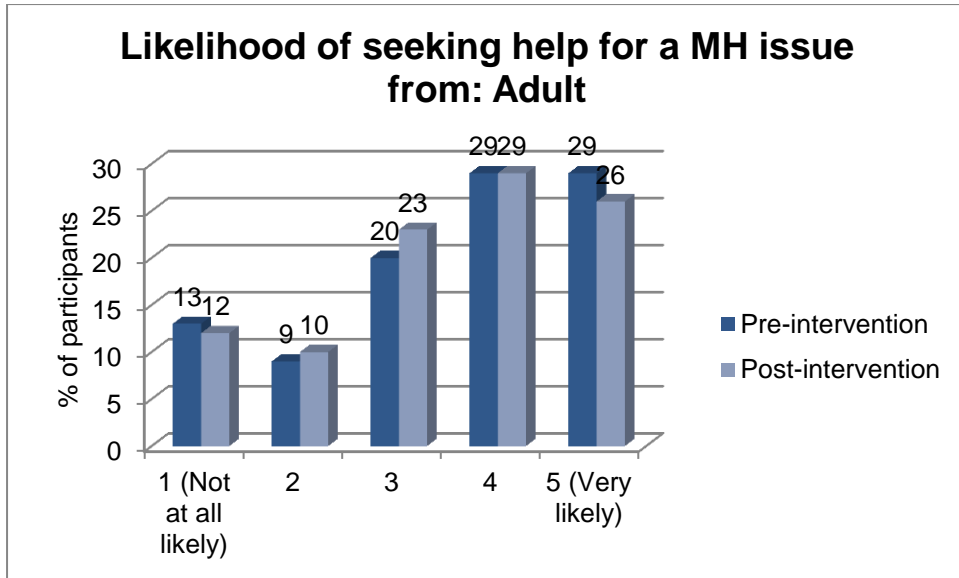
Intention of seeking help or talking to help sources

Participants were asked to indicate on a scale of 1 (not at all likely) to through 5 (very likely) how likely they were to seek help for a mental health issue or talk to: Friends, Wellbeing team/Counsellor, Adult, or GP. Results are presented forthwith. Although improvements in likelihood to seek help are demonstrated for all four groups, the improvements are small, and further change in this area would be desirable.

The most promising improvements are changes to intentions to seek help or talk to the two professional help sources listed – the wellbeing team/counsellor, and their GP. From pre- to post-intervention, participants indicated through selecting a 4 or 5 on the scale, that they had a higher likelihood of seeking help from a wellbeing team/counsellor, with an increase from 39% to 49%, and a GP, with an increase from 34% to 47%.

In the context a stoic, rural environment with entrenched attitudes towards help-seeking for mental health issues, these changes are possibly more significant than they may appear. However, with just under half of participants still unlikely or unsure whether they would contact one of these two professional help sources, there is considerable room for improvement.





Focus Group Data

What key messages did you learn in the Live4Life education sessions?

In response to this question, three main themes emerged. Explanations of these with supporting quotes are provided below.

Key messages learnt in education sessions:

- ◆ **Prevalence of mental health issues**
- ◆ **How to stay mentally well**
- ◆ **Benefits of and where to seek help**

Prevalence of mental health issues

Participants were able to demonstrate that they had learned that mental health issues were much more prevalent than they had realised, and one was able to quote the actual prevalence amongst youth.

“1 in 4 people, adolescents have mental health, bad mental health problems”

(Participant no. 3, Braemar College)

How to stay mentally well

Participant comments showed that they had started to learn some practical tips for looking after their mental health through their education sessions.

“Don’t always... keep your secret... if you have a problem in your life...always speak to like a GP.... ”

(Participant no. 12, Bullengarook College)

“...I learnt that some smoking is not good, it doesn’t help them [people with mental health issues]”

(Participant no. 7, Bullengarook College)

“Like all the things to keep your mind healthy like exercise and sleep and relaxation...”

(Participant no. 1, Braemar College)

Benefits of and where to seek help

Participants across a range of focus groups identified that they now understood not only the need to seek help for mental health issues, but where they could go if they ever needed help from helplines to professional and non-professional help sources.

“If they have a problem for a week or two it’s not as bad as if they have it for a year. There’s a big difference because like imagine like having it for like most of your life, being sad and depressed... but just living it won’t help anyone”

(Participant no. 13, Bullengarook College)

“With certain problems you need to find someone that you can talk to. Like with family issues you need to tell someone about it. And also to help them, is to find someone that could help them and suggest it [the help source] to them. If they don’t do it [seek help], you need to call someone to come out to them to make sure that they get that help”

(Participant no. 2, Bullengarook College)

“Like all about the helplines and stuff”

(Participant no. 9, Sacred Heart College)

“I learnt that you can talk to doctors about it”

(Participant no. 4, Gisborne Secondary College)

“I found out where our wellbeing classroom is so we could like talk to people”

(Participant no. 2, Gisborne Secondary College)

What did you like about the Education sessions?

In response to this question, two main themes were raised. Explanations of these with supporting quotes are provided below.

What liked about Education sessions:

- ◆ **Designed to suit a range of interests**
- ◆ **Fun and Interactive**

Designed to suit a range of interests

Participants identified that the diverse range of activities encouraged a good degree of engagement by Year 8 students.

“I think that like all the activities were fun. But I liked how [they] had something for all like the different types of people like they had the fighting which I think the guys liked and the dancing which some of the girls liked, and the bushwalking...”

(Participant no., Braemar College)

Fun and Interactive

Interactive group activities were identified by participants as a highlight of the education sessions. Participants described enjoying the hands on activities such as boxing, skipping, role plays, dancing and poster making activities.

What didn't you like or could have been done better in the Education sessions?

In response to this question, three main themes were raised. Explanations of these with supporting quotes are provided below. Additionally one or two

Areas for improvement in Education sessions:

- ◆ **More interactive sessions**
- ◆ **Session length/number changes**

participants requested that there be more combined school events, and that public speakers include some adolescent mental health consumers.

More interactive sessions

Some focus group participants indicated that they would prefer more interactive sessions with shorter periods of talking and more activities. Participants indicated that they would also like more group work, and less recapping of previously taught material. Each of these suggestions is consistent with feedback from last year.

“...there was way too much talking and it didn't move on...”

(Participant no. 2, Bullengarook College)

“Well half of the time I remember just sitting down and listening to them talk and just answering questions.”

(Participant no. 7, Gisborne Secondary College)

“...with each session, at the start we spent a lot of time just recapping what we have already talking[ed] about. And I think that took up too much time and by the end of that everyone... just kind of zones a bit and then they wouldn't really listen to the rest...”

(Participant no. 3, Braemar College)

“...like do more activities.”

(Participant no. 9, Sacred Heart College)

Session length/number changes

Some participants suggested that they would like a longer session for the education sessions, and others suggested including more education sessions in the program. Others felt there were too many sessions or that they got bored during them. Despite the feedback, this indicates that perhaps the current arrangement of four education sessions is optimal for the majority of participants.

“They should have done more than four sessions”

(Participant no. 1, Kyneton Secondary College)

“Like longer sessions”

(Participant no. 3, Sacred Heart College)

Do you think student’s attitudes towards those with mental health problems have changed over the year? Why? Why not?

Student attitudes have changed because:

- ◆ Increase in knowledge about mental health issues and where to seek help
- ◆ Developed empathy towards those with mental health issues

Student attitudes haven’t changed because:

- ◆ Fear of stigma

Participant responses were split into two camps – those who felt student attitudes had changed (focus group participants from Sacred Heart, Gisborne Secondary, and Kyneton Secondary College), and those who felt student attitudes had not changed or not changed enough (focus group participants from Bullengarook and Braemar College).

Student attitudes have changed because:

Increase in knowledge about mental health issues and where to seek help

Participants reported that they thought that increases in student knowledge base about mental health issues were contributing to more acceptance of those with mental health issues. Participants indicated that knowledge about prevalence of mental health issues, how to recognise mental health issues, what to do about it, and where to seek help all contributed to a more inclusive attitude amongst their peers towards those with mental health issues.

“Because like, they know who to go to and like how much help there really is”

(Participant no. 4, Sacred Heart College)

“People are like more aware now of the signs of mental illness, so that’s more helpful”

(Participant no. 2, Gisborne Secondary College)

“I think it has changed because [we learnt that] they’re really common”

(Participant no. 2, Kyneton Secondary College)

Developed empathy towards those with mental health issues

Participants indicated that their peers had developed empathy for those with mental illness and that this had changed attitudes towards those people. Additionally, participants indicated that they now had a better understanding of what the consequences of excluding those with mental illness from society may be for that person.

“We know more about what would happen if we didn’t support them”

(Participant no. 7, Gisborne Secondary College)

“I reckon it’s changed because people can see the effect it might have on someone.”

(Participant no. 6, Kyneton Secondary College)

“Yeh I think they have changed because people would sort of neglect other people with mental illness, now they embrace it and help them.”

(Participant no. 5, Kyneton Secondary College)

Student attitudes have not changed because: Fear of stigma

Participants indicated that due to the lack of universal education across school students and the community, stigma was still a barrier to help-seeking for mental health issues, and would still result in a negative response if they opened up about a mental health issue to the wrong person. They also indicated that although education had improved amongst their group, following that through with behavior change was more difficult.

“ummm I think it’s like that even if a person has it they think that maybe [they] feel ashamed. Because they might not have learnt about it”

(Participant no. 7, Braemar College)

“...I think they know that it’s out there [help] but I don’t think that they stand up and talk about it and go and get some help for them or for another individual”

(Participant no. 8, Braemar College)

“I think although we learnt about what we should do it’s still easier to talk about what we should do than actually doing it.”

(Participant no. 1, Braemar College)

“Some people think they are still better than the ones with more disability... also out in public, people shun [those with] autism which isn’t overly nice”

(Participant no. 2, Bullengarook College)

“ummm I reckon people know about it now but they might say something but sometimes they don’t want to because sometimes their friends can get aggressive.”

(Participant no. 4, Braemar College)

Do you feel more confident to seek help for a mental health problem if you needed to after participating in the Live4Life program?

Responses to this question were split between those who felt more confident and those who didn't. The majority of focus group participants indicated that they felt more confident to seek help for a mental health issue post intervention than pre-intervention. A minority of participants indicated that they did not feel more confident.

Themes relating to reasons for improved confidence included an improved understanding of the process of and effectiveness of seeking help, and reduced stigma for help-seeking.

One themes relating to a lack of change in confidence was having a dislike or distrust of opening up to strangers. Additionally, one participant raised that they had sought help for someone else and that this had been a negative experience that they would not repeat.

More confident to seek help because:

- ◆ Improved process knowledge for help-seeking and treatment effectiveness
- ◆ Reduced stigma for help-seeking

Not more confident to seek help because:

- ◆ Barriers are still present

More confident to seek help because:

"[in the] past I didn't have much confidence to talk because I had some problems... and some other problems now and I actually got a chance to get my confidence and call the Kids Help Line and talk to my doctor and things are slowly getting better"

(Participant no. 12, Bullengarook College)

Improved process knowledge for help-seeking and treatment effectiveness

Participants indicated that they had learnt how and where to seek help, and that this will empower them if the need to seek help for a mental health issue arises. Two participants spoke of having current mental health issues

which post-intervention they have sought professional help for with good effect. Participants indicated that post-intervention they perceived treatment for mental health issues to be more worthwhile as they now understand that it helps.

“[in the] past I didn’t have much confidence to talk because I had some problems... and some other problems now and I actually got a chance to get my confidence and call the Kids Help Line and talk to my doctor and things are slowly getting better”

(Participant no. 12, Bullengarook College)

“...I am able to talk more about how I feel... after the lessons because I have had a lot happen to me... after that happened I hadn’t been able to talk to people properly, but I have been able to open up a bit more and able to talk to professionals about it”

(Participant no. 2, Bullengarook College)

“Some people didn’t really know where, who to contact to talk about it so, now they know who to call and who to contact”

(Participant no. 3, Kyneton Secondary College)

“We kind of know that it works more, so if we go and talk to someone we kind of know what they’re going to do”

(Participant no. 4, Gisborne Secondary College)

“[Yes] because it could really help”

(Participant no. 6, Sacred Heart College)

Reduced stigma for help-seeking

Participants indicated that post-intervention they perceived that others would judge them less harshly for seeking assistance for a mental health issue than pre-intervention.

“yeh [I feel more confident], because you know they are not going to judge you.”

(Participant no. 8, Sacred Heart College)

“Lots of people do it [help-seek].”

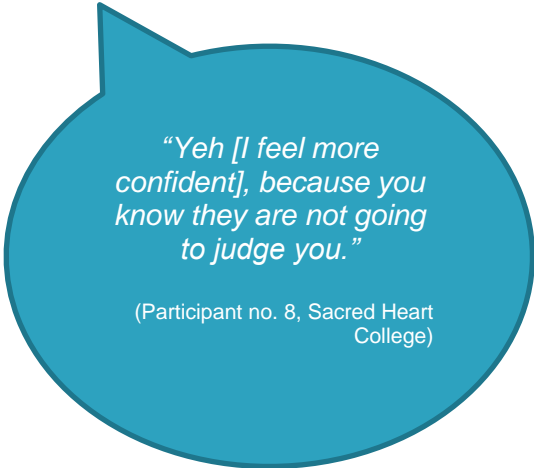
(Participant no. 3, Sacred Heart College)

“You know it is common for people to go through it.”

(Participant no. 1, Sacred Heart College)

“[Yes] because people understand it [mental health issues] more.”

(Participant no. 2, Kyneton Secondary College)



“Yeh [I feel more confident], because you know they are not going to judge you.”

(Participant no. 8, Sacred Heart College)

Not more confident to seek help because:

Barriers still present

A small number of participants indicated that either they were currently experiencing a mental health issue and not seeking help as they didn't want to talk to strangers, or that although they would seek help, they would likely delay or avoid this if possible indicating that barriers to help-seeking had not been overcome successfully for them.

“...I don't want to speak to other people or strangers... I don't like to speak about what's on my mind to a youth group worker that I barely know. Even if it someone that would help, I'm too shy to go on [to get help]”

(Participant no. 13, Bullengarook College)

“...I would know where to go for it, but I’m not sure if I would go and get it – it depends really”

(Participant no. 3, Braemar College)

“I would, but I wouldn’t jump up straight away and do it. It would take some time.”

(Participant no. 4, Braemar College)

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 57 individual and group entries from the five schools.

Crew members were an integral part of the competition in 2015, consistent with the previous three years, they chose 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 theme this year was “**Speak Up, Speak Out**” with an emphasis on broadening student understanding of who the professional and non-professional help sources are and where to access help for mental health issues.

A video created by the Crew was delivered at the Launch days and was available via the Live4Life website during the year. Additionally, information on how to enter was included in the student workbook that all participating Year 8 students received. Information posters were also distributed to participating schools.

This year prize winning categories were Individual, Group, Photography, Multimedia, Other, and Crew's Choice. There were 16 cash prizes distributed which varied from \$40 to \$600, and in total \$2000 in prizes were handed out. Additionally, 10 pizza vouchers from Kyneton Pizza and Wine Club were awarded to Year 8 students who participated in the recess activities. Winning entries can be viewed via the Live4Life website (under videos) or at: <https://www.youtube.com/channel/UCkm7TJ7C7hRVj0kQTcvprmw/feed>

Funding for prizes this year came from the Macedon Ranges Shire Council with the exception of \$300 from the Rotary Club of Woodend that was specifically donated for the Overall Individual Award, and the Newham Garden Club contributed a further \$500 towards the prize pool.

Feedback about the competition comes from Year 8 students who attended the focus groups. Responses were sought regarding positive and negative aspects of the competition in 2015, and whether or not students felt the competition should be compulsory.

Positive Feedback about the Competition:

In response to this question, three main themes were raised. Explanations of these with supporting quotes are provided. Please note there are no quotes from Sacred Heart College as students reported that they didn't take part in the competition.

Positive Feedback about the competition:

- ◆ Artistic freedom
- ◆ Prizes/Success
- ◆ Teamwork

Artistic freedom

Participants reported that they enjoyed having the freedom to contribute an entry in a variety of different formats. This allowed them to choose a medium that they connected well with and subsequently they were happy to put in more time.

"I enjoyed [it], because we wrote a song, I enjoyed writing it because I like writing, so it was really fun to write it."

(Participant no. 2, Kyneton Secondary College)

"... I wrote a song about it, I performed it, I recorded it. I won \$40 iTunes [voucher]... yeh and it took me some time... writing the lyrics"

(Participant no. 5, Bullengarook College)

Prizes/Success

Participants indicated that they enjoyed knowing that they had completed their competition entries well, and were rewarded for this with prizes and a prize presentation ceremony at the Celebration event.

“When, on the last day they also held certain different competitions and I was one of the first to get the award, the ticket to the dance thing. But I won it, the first one.”

(Participant no. 2, Bullengarook College)

“The prize money”

(Participant no. 4, Braemar College)

Teamwork

Participants indicated that they liked meeting other Year 8 students that they wouldn't have otherwise had a chance to meet, and then working with them in teams on competition entries.

“I enjoyed it, because we got to go around to all the classes and meet new kids.”

(Participant no. 6, Kyneton Secondary College)

“I liked singing with my friends, it was really fun”

(Participant no. 4, Bullengarook College)

“Working in teams. Working as a team”

(Participant no. 1, Gisborne Secondary College)

Negative feedback and suggestions for the competition:

In response to this question, two main themes were raised. Explanations of these with supporting quotes are provided.

Negative Feedback and suggestions for the competition:

- ◆ Better school support
- ◆ Iron out some entry submission issues

Better School Support

Participants in three school focus groups suggested that they needed some or more class time allocated to work on their competition entries.

“To have longer time doing the competition – like making the project.”

(Participant 1, Gisborne Secondary College)

“...our Pace session was already full of the Live4Life activities so it didn't really leave us any time.”

(Participant 4, Braemar College)

“They should be like more involved like with the other schools.”

(Participant 4, Sacred Heart College)

Iron out some entry submission issues

Participants and one teacher who was present raised concerns about the entry submission process. Some Year 8 students claimed they needed information about competition criteria to be met earlier in the process, better explanation of the topic, and others requested that the electronic entry system be simplified. Given the extensive explanation of the topic on the Live4Life website including a video created by the Crew covering this, possibly better information to students about where to find this extra information would be a more useful recommendation.

“In the booklet that we were given at the very start. It didn't have all the criteria in it and like once we finished the film we had to add so much...”

(Participant 4, Braemar College)

“The way in which it’s uploaded. 10 Megabites. I know you can do multiples, but that can be a bit tricky sometimes. I reckon 10 Megabites probably isn’t enough. Maybe find a way to submit it as it is”

(Teacher, Kyneton Secondary College)

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 five years now, and alterations have been made every year in response to suggestions from Year 8's on how it could be improved. This year although the content remained the same, the website was given a new and more engaging face lift. Continued efforts have been made to raise the website's profile amongst students.

Qualitative feedback was again sought from Year 8 focus group participants to gain an impression of the response to the 2015 version of the Live4Life website, whether they had used it or not and why. Responses have been broken down into those who used it, those who didn't and their reasons for this.

Why used Live4Life website?

Those who had used the website reported they had used it to:

- Look up competition details
- See photos of Live4life events
- As an activity in class
- To show others family members and friends

Why not used Live4Life website?

Those who claimed to not have used the website suggested this was for one of three reasons including:

- Had no reason to look at it, didn't think needed to
- Didn't know or forgot the website existed

- Didn't know how to access it
- Thought parent would be upset if they were found on it (one student only)

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.

Qualitative feedback was sought from Year 8 focus group participants to gain an impression of the response to the 2015 version of the Facebook page, whether they had used it or not and why. Responses have been broken down into those who used it, those who didn't and their reasons for this. Please note the majority of participants were not using the Facebook page, largely as they did not have a Facebook page indicating either strong parental control of social media or a change in culture of Macedon Ranges Youth away from Facebook.

Why used Facebook page?

Those who had used the website reported they had used it to:

- Look up photos or videos of themselves and friends
- See what has been going on
- Because told to "Like" the page

Why not used Facebook page?

Those who claimed to not have used the website suggested this was for one of three reasons including:

- Did not know it existed
- Parents do not allow them to have a Facebook page (quite widespread response)
- Insufficient spare time to look it up

End of Year Celebration Event

In October 2015 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 2015 who took part in Live4Life activities and to display and award prizes for successful "Speak up, Speak out" competition entries. Year 8 students, school principals, year 8 teachers and some parents attended. This year Jenny Zimmerman and Charles Bender, from the Rotary Club of Woodend presented the Overall Individual Winner.

Crew Involvement in Celebration Event 2015

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

Guest speakers at the event included:

- Mr Russel Deer, BC Principal
- MRSC Councillor Russell Mowatt

As part of this event, entertainment was also provided. This entertainment included performances by Ex Marks the Spot (student band from Gisborne Secondary College), Henry Wilson (Crew Member) as Kermit the Frog, a photo board activity run by Cobaw Community Health and the Crew, and a dance activity ran by Sarah Cook (Youth Engage Program 'Y.E.P.', Macedon Ranges

Secondary College). Photos are available from www.facebook.com/MacedonRangesYouth/photos_stream

Highlights of the Celebration event will be presented, followed by recommendations for future end of year celebrations. This feedback data originates from Year 8 focus groups.

What were your favourite parts of the End of Year Celebration event?

In response to this question, three main themes were raised. Explanations of these with supporting quotes are provided below. Most participant comments about the celebration event were not only complimentary but quite enthusiastic in nature.

Favourite aspects of Celebration event:

- ◆ Socialising
- ◆ Entertainment & activities
- ◆ Viewing competition entries

Socialising

Participants indicated that they enjoyed mixing with Year 8 students from other schools, and spending time with each other.

“Catching up with kids from primary school”

(Participant no. 2, Sacred Heart College)

“Setting up with my friends... seeing friends from other schools that I had not seen in ages.”

(Participant no.4, Braemar College)

Entertainment and Activities

Focus group participants widely reported enjoying the entertainment provided - the band, and the dancing opportunities. Activities were also a hit.

“I like the performances they had.”

(Participant no. 4, Gisborne Secondary College)

“I liked that group singing and I liked to dance and I like[d] the rewards we got. It changed our lives”

(Participant no. 4, Bullengarook College)

“My favourite part was getting to go on stage and dancing with X marks the spot”

(Participant no. 12, Bullengarook College)

“I liked how we got to draw on the chalk boards”

(Participant no. 5, Braemar College)

Viewing competition entries

Participants reported enjoying watching competition video entries, and listening to presentations. Some focus group participants expressed pride in their school's contribution as well.

“Listening to the awards that were going out to everyone and listening to what the kids had to say about their mental health...”

(Participant no. 1, Bullengarook College)

“Watching the other schools on the videos and stuff”

(Participant no. 7, Sacred Heart College)

“Watching our school win almost every award”

(Participant no. 7, Gisborne Secondary College)

“I liked how we got to see everybody's entries at the end. Some peoples were really good”

(Participant no. 4, Braemar College)

What parts weren't so great or would you change for another time?

In response to this question, three main themes were raised. Explanations of these with supporting quotes are provided forthwith.

More mingling time

Participants requested more opportunities to sit together and talk with friends from other schools. They

Suggestions for improvement:

- ◆ More mingling time
- ◆ More interactive activities
- ◆ Longer event

suggested mixing up schools for activities, or having time before and after the “talking” part of the event for catching up with their friends.

“Don't make us sit in our areas. [Make it] Like you can sit with whoever. Because if you have all of the other schools there and you make us sit in our schools then there's not much of a point in having us all there.”

(Participant no. 7, Braemar College)

“More interaction with the people, like the other schools... like activities with the other schools”

(Participant no. 2, Gisborne Secondary College)

More interactive activities

Participants advised that not only did they hope for more time with their friends, but they would like more time for interactive and activities which got them up and moving.

“When it came to when we had to sit down it was really uncomfortable and we had to sit there which drove me crazy because I ended up getting overly active.”

(Participant no. 2, Bullengarook College)

“...not as long sitting there for the awards and more time doing activities or something with the other schools”

(Participant no. 8, Sacred Heart College)

Longer event

Participants suggested they would be happy for the event to go for longer, a full day if possible. Based on previous feedback, it can be assumed that participants wanted the extra time to go towards socialising and interactive activities.

“I think make it longer and the time we got to socialise longer...”

(Participant no. 3, Braemar College)

“Do it for the whole day. The majority of the day – it went for like an hour”

(Participant no. 9, Sacred Heart College)

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.

Goals Achieved from 2014 Report Recommendations:

Networking

Networking opportunities have continued to be made available to students, school and community staff within 2015.

Crew Training

This year Crew members again received leadership training opportunities; they completed a three day leadership camp, which was well received by crew members. This year Crew members gave very positive feedback on their involvement in this initiative.

Youth Mental Health First Aid

Youth mental health first aid (YMHFA) was not included in this year's evaluation due to consistently good feedback from participants over several years. It is important to note, however, that this was still run at no cost to parent and teacher participants during 2015 provided they lived in the Macedon Ranges region.

This year there were 7 Youth MHFA courses ran, each took place at a school, however, were open to parents of students from any school and residents to participate. Two of these were for teachers or other workers at the schools. At the completion of 2015, 19 teachers/school workers, and 65 parents had taken part in the training, a total of 84 participants.

There are five parent/community YMHFA courses, and two teacher YMHFA courses scheduled for 2016 already.

Teen Mental Health First Aid

Live4Life ran the Teen Mental Health First Aid (tMHFA) program to Year 11 students at Kyneton Secondary College and Braemar College in 2015. Sacred Heart College delivered the program internally through wellbeing staff. Schools

were charged \$20 per student; however Kyneton Secondary College received sponsorship from Kyneton Rotary and Braemar College from the Braemar Parents and Friends Association.

Council is currently delivering the tMHFA course to Year 12 students at Gisborne Secondary College as they didn't receive the course in Year 11. Additionally, council will be delivering the tMHFA to Year 11 students at Gisborne Secondary College, Braemar College, and Kyneton Secondary College in 2016. Plans are in place for the tMHFA course to be evaluated in 2016.

Education sessions/Launch and Celebration Events

As recommended last year's format was for the most part continued with some tweaking. Participants continued to provide mostly positive feedback about these events. Evaluation data in 2015 showed that the Education sessions are 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

As recommended, the competition has continued, 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. Youth Live4Life commenced grant seeking, and gradual expansion of this will continue to take place as additional funding is sourced.

Summary

Live4Life Launch

◆ Memorable Aspects of Launch:

- What Live4Life is about
- Activities on the day
- Band
- Prizes

The Crew

◆ Enjoyed Aspects of Leadership camp

- Meeting like-minded young people

◆ Opportunities for Improvement to Leadership camp

- Very few suggestions, nil themes

◆ Improvements in Leadership skills, and confidence to seek help for mental health issues reported

◆ What else could be done to prepare you better for being a Crew member:

- Education session delivery practice

◆ Changes in student attitudes towards those with mental health issues reported to some extent (Mixed responses)

◆ What liked about education sessions:

- Opportunities to influence and share knowledge

◆ What didn't like or could be improved:

- Attempting to engage the unenthusiastic students

◆ Favourite parts of being involved in the Crew:

- Sense of accomplishment
- Social contact

◆ Preferred communication between Crew and Live4Life Coordinator were evenly split between Facebook and email.

◆ Majority of Crew members felt valued, that they contributed, and were well supported by the Live4life Coordinator.

◆ School support of Crew membership was mixed

Education Sessions

- ◆ **The following areas increased from pre- to post- education sessions:**
 - Knowledge of prevalence of mental health issues
 - Understanding of confidential nature of treatment
 - Knowledge of activities beneficial to good mental health
 - Intentions to seek help from a GP or counsellor should they develop a mental health issue

- ◆ **Key messages learnt in education sessions:**
 - Prevalence of mental health issues
 - How to stay mentally well
 - Benefits of and where to seek help

- ◆ **What was liked about these sessions:**
 - Designed to suit a range of interests
 - Fun and Interactive

- ◆ **Areas for improvement in education sessions:**
 - More interactive sessions
 - Session length/number changes

- ◆ **Student attitudes have changed because:**
 - Increase in knowledge about mental health issues and where to seek help
 - Developed empathy towards those with mental health issues

- ◆ **Student attitudes have not changed because:**
 - Fear of stigma

- ◆ **More confident to seek help because:**
 - Improved process knowledge for help-seeking and treatment effectiveness
 - Reduced stigma for help-seeking

- ◆ **Not more confident to seek help because:**
 - Barriers are still present

Live4Life Competition

- ◆ **Theme ‘Speak up, Speak out’ determined by The Crew**

- ◆ **Positive Feedback about the Competition:**

- Artistic freedom
- Prizes/Success
- Teamwork

- ◆ **Recommendations for the Competition:**

- Better school support
- Iron out some entry submission issues

Live4Life Website & Facebook Page

Website:

- ◆ **Why used website:**

- Look up competition details
- See photos of Live4life events
- As an activity in class
- To show others family members and friends

- ◆ **Why not used website:**

- Had no reason to look at it, didn't think needed to
- Didn't know or forgot the website existed
- Didn't know how to access it

Facebook Page:

- ◆ **Why used Facebook:**

- Look up photos or videos of themselves and friends
- See what has been going on
- Because told to “Like” the page

- ◆ **Why not used Facebook:**

- Did not know it existed
- Parents do not allow them to have a Facebook page (quite widespread response)
- Insufficient spare time to look it up

End of Year Celebration Event

◆ Favourite aspects of Celebration event:

- Socialising
- Entertainment & activities
- Viewing competition entries

◆ Opportunities for Improvements

- More mingling time
- More interactive activities
- Longer event

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

Goals Achieved from 2014 Report Recommendations

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

Recommendations

Networking

- ❖ Continue networking opportunities between students, school staff and community staff
- ❖ This will require continued prioritisation and efforts from Live4Life management

Youth and Teen Mental Health First Aid

- ◆ Given the ongoing positive response to YMHFA program, I would recommend that it continues to be made available to parents, teachers, and other professional staff such as medical centre staff and youth workers.
- ◆ Feedback from students this year offers further evidence for the need to continue to challenge the stigma of mental illness among parents and the wider community in order to affect the help-seeking intentions of youth.
- ◆ Continue to offer YMHFA training free of charge for parents and volunteers who work with youth to make it available to those of low socioeconomic status
- ◆ Consider charging a fee to the organisations for others who wish to take part such as teachers, medical centre staff and paid youth workers
- ◆ **Evaluate the response to the Teen Mental Health First Aid course in 2016.**

Education Sessions, Launch and Celebration Events

- ◆ Increase interactive components of education sessions, longer exercise components such as dance, meditation, and boxing.
- ◆ Return the Launch event to a combined school event rather than an individual event. This will provide students with more opportunities to interact.
- ◆ At combined events such as launch and celebration events consider opportunities to offer interschool activity groups
- ◆ Consider ways to further reduce barriers to help-seeking in particular from professional help sources such as counsellors and GPs. This could be achieved through:
 - A GP speaker outlining possible process if a student comes to them with a mental health issue, i.e. process based
 - Debunking myths around what happens if you are ever hospitalised for a mental health issue
 - Likely treatment options, again GP could address this
- ◆ Results suggest that it may be beneficial to focus more attention on the student's ability and benefits of changing their thoughts, and not keeping their worrying thoughts to themselves for next year's program.
- ◆ Consider debunking myth that staying at home on their own, or isolating themselves from others is beneficial for their mental health. This false belief of students which is potentially harmful was not improved by this year's program.

The Crew

- ◆ Keep the leadership camp
- ◆ Use a range of media to roll out all essential messages to crew members, with an emphasis on Facebook and email.
- ◆ Continue to keep them involved in all events in a similar way to that achieved in 2015
- ◆ Allow Crew members more time and opportunities for Education session delivery practice
- ◆ Better teacher support may be required when the Crew are trying to teach students in Education sessions and those taught are playing up
- ◆ Discussions may need to be had with schools about how they can support their Crew members most effectively

Competition

- ◆ The competition is a chance for students to think about mental health in a variety of different ways, open up the conversation about mental health issues and reduce the stigma of mental health.
- ◆ It receives a positive response each year, and I would recommend keeping it in its current format.
- ◆ Alternations to competition entry formats and the submission process may need to be considered.

Expansion of Live4Life

- ◆ Continued requests are made for expansion of Live4Life, and the process of considering options in this area are underway and need to be continued.

Appendix A: Year 8 Focus Group Questions

Launch:

1. Did your school have a launch? If so, what do you remember the most?

Live4Life Education Sessions:

2. What key messages did you learn in the Live4Life 4 education sessions?
3. What did you like about these sessions?
4. What didn't you like or do you think could have been done better in these 4 sessions?
5. Do you think student's attitudes towards those with mental health problems have changed over the year? Why? Why not?
6. Do you feel more confident to seek help for a mental health problem if you needed to after participating in the Live4Life program? Why? Why not?

Live4Life Website:

7. Have you used the Live4Life website this year? Why? Why not?
8. Have you visited the Macedon Ranges Youth Facebook page this year? Why? Why not?

Competition:

9. For those of you involved in the competition, what did you enjoy about this experience?
10. If the competition was to run again next year, is there anything you think should be done differently?

End of Year Celebration:

11. What were your favourite parts of the end of year Celebration?
12. What parts weren't so great or would you change for another time?

General:

13. Are there any other comments about Live4Life that you would like to make?

Appendix B: Crew Survey

Leadership and Training:

1. What things did you enjoy about the Live4Life leadership day at the start of the year?

2. How do you think the Leadership day could be improved?

3. What else could we do at Live4Life to prepare you for your role as Crew member?

4. Do you think your leadership skills have improved as a result of being involved in the Live4Life program?

Circle your response:

(Not at all)

(Yes Heaps)

1 2 3 4 5 6 7 8 9 10

Education:

5. Do you think student's attitudes towards those with mental health problems have changed over the year? Why? Why not?

6. What did you like about being involved in the education sessions?

7. What didn't you like or what do you think could have been done better?

8. Do you feel more confident to seek help for mental health problems after participating in the Crew?

Circle your response:

(Not Confident)

(Very Confident)

1 2 3 4 5 6 7 8 9 10

Contribution and Support:

9. How can we improve the Crew for next year?

10. What was your favourite part about being in the Crew?

11. Which forms of communication between the coordinator and other Crew members did you find useful or not useful? Explain

12. Did you feel you were a valued member of the Crew?

Circle your response:

(Not really)

(Yes Very Much)

1 2 3 4 5 6 7 8 9 10

13. Did you feel your school supported your involvement in the Crew?

Circle your response:

(Not at all)

(Yes a Lot)

1 2 3 4 5 6 7 8 9 10

14. Did you feel you contributed well and as part of a team, when it came to your Crew commitments?

Circle your response:

(Not really)

(Yes I was Awesome)

1 2 3 4 5 6 7 8 9 10

15. Did you feel the Live4Life Coordinator supported you in your role as Crew Members?

Circle your response:

(Not at all)

(Yes a Lot)

1 2 3 4 5 6 7 8 9 10

Anything we've missed:

16. Are there any other comments about Live4Life that you would like to make, either positive or negative?

Appendix C: Pre and Post Education Session Questionnaire

1. How common are mental health issues amongst young people?(tick one)

- 1 in 2 people
 1 in 20 people
 1 in 4 people
 1 in 50 people

2. If I talk to a counsellor or a GP in most cases they would keep what I told them a secret.

- Yes

 No

 Don't know

3. Which of these could benefit your mental health? (please tick all that you agree with)

- Keeping your worrying thoughts to yourself
 Exercising
 Relaxation or Meditation
 Not going out
 Changing your thoughts

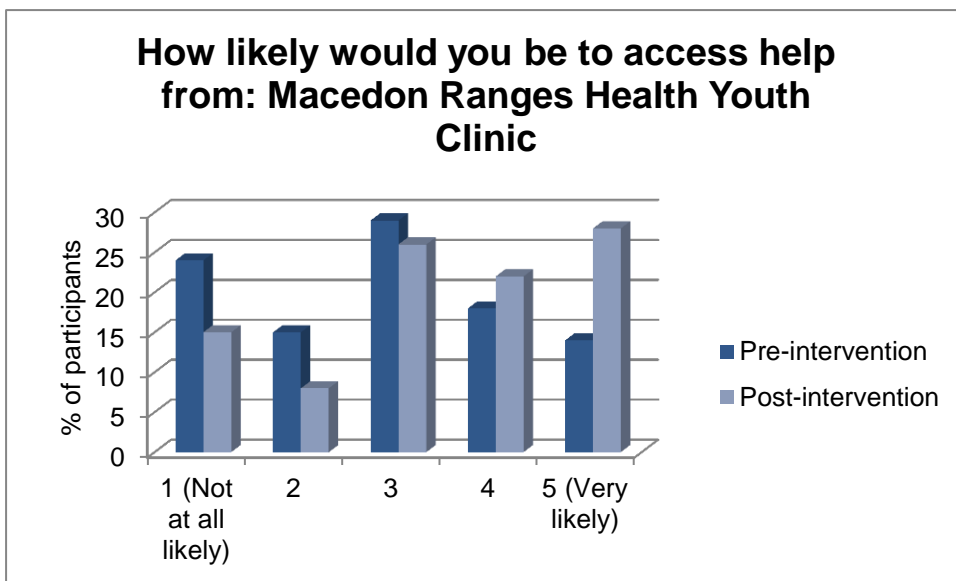
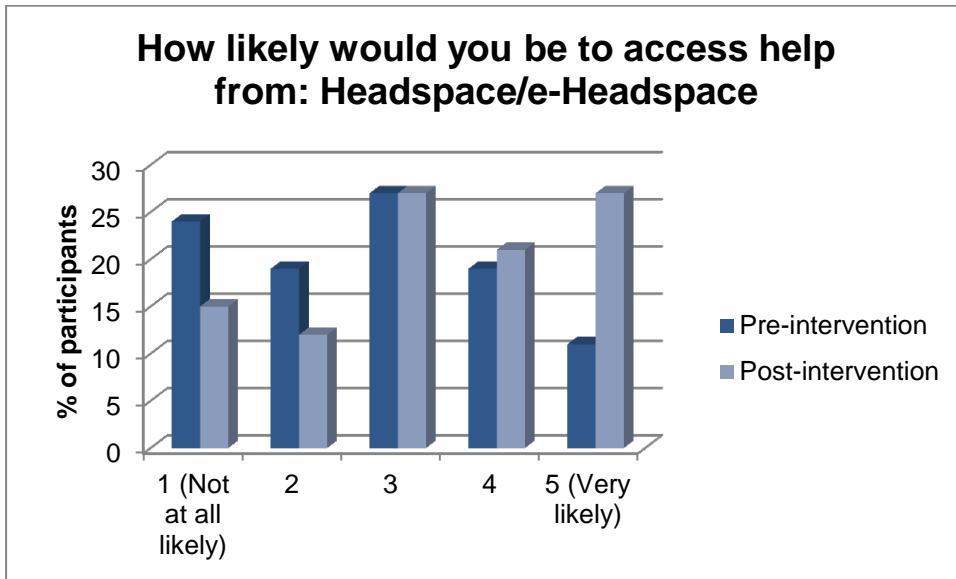
4. How likely would you be to access help or information from:

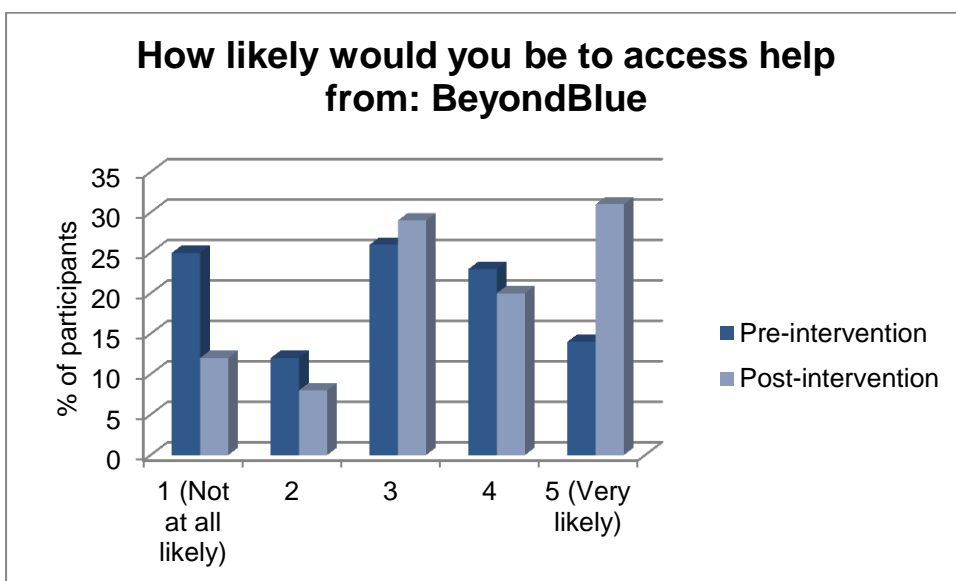
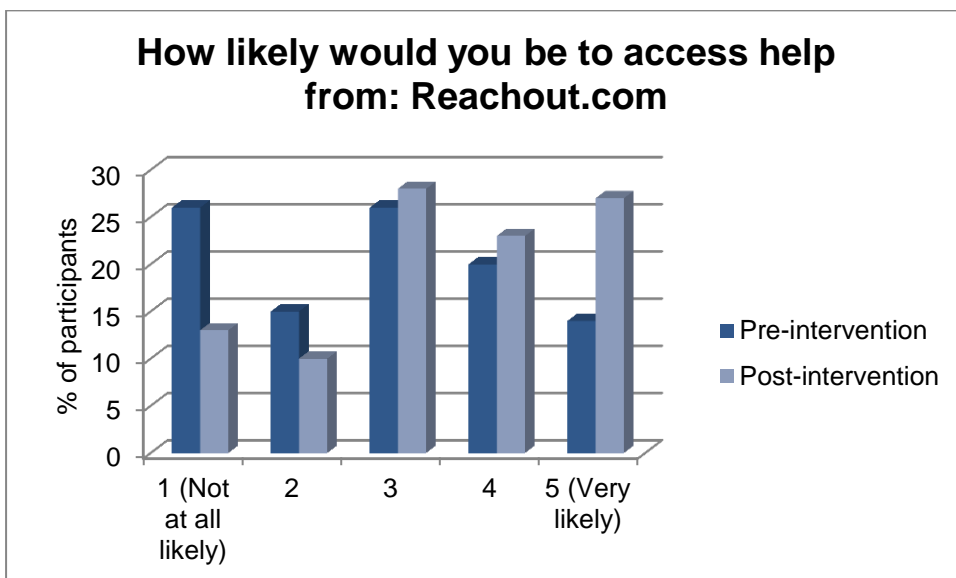
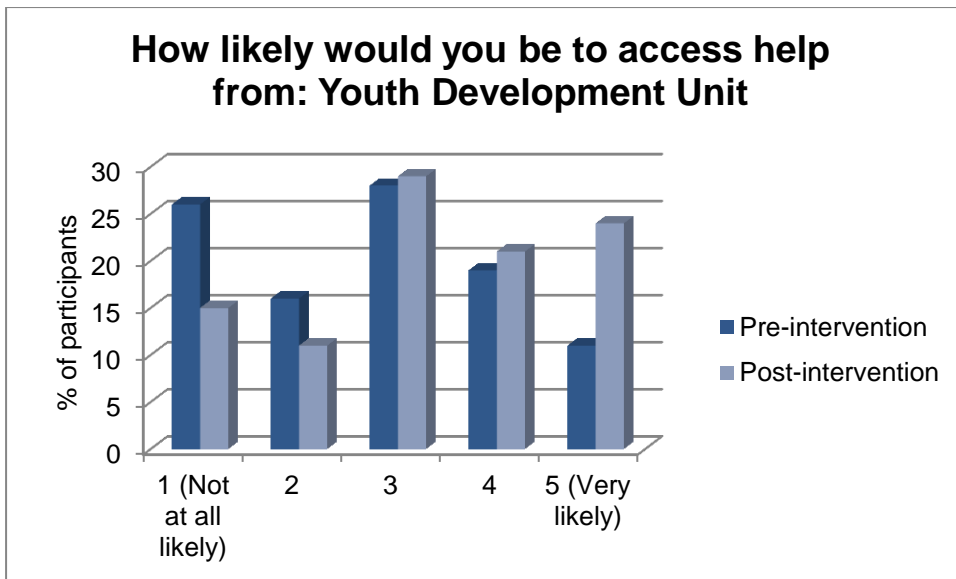
	Not at all likely				Very likely
Cobaw (Including WayOut)	1	2	3	4	5
Headspace/e-Headspace	1	2	3	4	5
Macedon Ranges Health Youth Clinic	1	2	3	4	5
Youth Development Unit	1	2	3	4	5
Reach Out.com	1	2	3	4	5
BeyondBlue	1	2	3	4	5
Youth Groups (i.e. Council's YEP!)	1	2	3	4	5
Butterfly Foundation	1	2	3	4	5

5. How likely are you to seek help for a mental health issue or talk to:

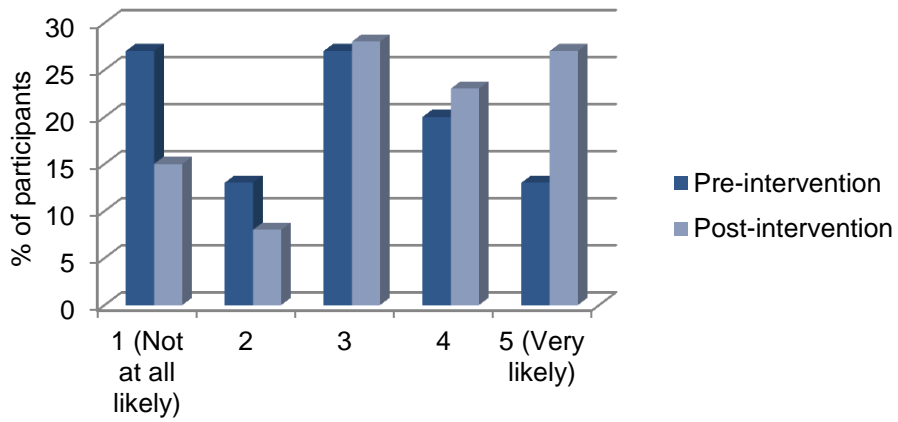
	Not at all likely				Very likely
Friends	1	2	3	4	5
Wellbeing team/Counsellor	1	2	3	4	5
Adult	1	2	3	4	5
GP	1	2	3	4	5

Appendix D: Graphs Representing Likelihood of Accessing Help or Information from Youth Services





How likely would you be to access help from: Youth Groups (i.e. Council's YEP!)



How likely would you be to access help from: Butterfly Foundation

