



Live4Life Initiative
Evaluation Report
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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 2012. Evaluation methodology includes both quantitative and qualitative feedback, and is based on materials including surveys, focus groups, and email testimonials. Evaluative data has been collected from a range of sources including: students, parents, Educators and teachers, youth support workers, community members and business partners. Ethics approval has been gained from the Catholic Education Office and the Department of Education and Early Childhood Development where appropriate. 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 2012.

Live4Life Initiative Overview

Live4Life is a Youth Mental Health Promotion Initiative working across a whole rural Victorian Municipality, targeting 12-14 year old young people in the Macedon Ranges, Victoria, Australia.

The adolescent population in the Macedon Ranges (12.6%) is greater as a percentage than adolescents in Victoria (10.1 %).¹The 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 (13-14years). 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.

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

¹ Adolescent Community Profile, Shire of Macedon Ranges 2010, Department of Education and Early Childhood Development, Victoria.

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.

With a large strategic school-community partnership between five local schools 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 youth in the Macedon Ranges and surrounds.**

2012 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 2012.

For 2012 we gratefully acknowledge the support of:

- Cobaw Community Health
- Optus - \$2000
- Romsey Fresh Whole Sale
- Bakers Delight Kyneton
- Brumbies Gisborne
- Woolworths Supermarket Kyneton
- Coles Supermarket Woodend
- Burkies Bakehouse Woodend
- Organs Coaches

Live4Life Launch

The Live4Life Launch took place in March 2012 at Sacred Heart College. 600+ Year 8 students from all five schools were invited and chose to take part. School staff and community members also attended and took part in the day. This was the first year that the launch was run by students, with this year's "Crew" taking charge of the event.

On the day, Special guest Dr Claire Kelly, who specialises in research around mental health issues spoke on mental illness. Additionally, the Playback Theatre Company conducted workshops on mental illness related topics, and encouraged student participation. Students enjoyed the provided morning tea and took the opportunity to mingle. The MRSC Deputy Mayor, local Police and key partnership organisations were all in attendance.

Crew members are a core group of 20 year 9 students who completed Live4Life in 2011 and have volunteered to help direct the aims and events of Live4Life activities during 2012 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.

All students in attendance received gift bags containing useful information from *BeyondBlue* and other organisations about depression, anxiety and help-seeking. Gift bags also included lollies, wrist bands and stress balls.

Focus group questions can be found in Appendix A. The focus groups ranged in size from 8 to 14 participants with 66 focus group participants in total, including both males and females. One focus group took place at every Live4Life school. A breakdown of focus group attendees can be found in the following table.

	Number of students	Number of males	Number of females
Braemar College	14	8	6
Macedon Grammar School	16	5	11
Sacred Heart College	14	4	10
Gisborne Secondary School	14	2	12
Kyneton Secondary School	8	4	4
Total	66	23 (35%)	43 (65%)

Questions asked during focus groups related to many different aspects of the Live4Life activities over 2012. Two questions from the focus groups pertained to the launch.

What things did you enjoy about the Live4Life Launch at Sacred Heart College this year?

In response to this question, five main themes were evident, a response matrix has been constructed which demonstrates the number of focus groups that each of these themes were raised in by participants. Following this is a more in depth look at each theme raised.

	Kyneton Secondary	Gisborne Secondary	Sacred Heart	Macedon Grammar	Braemar College
Social Aspects	✓	✓	✓	✓	✓
Different Environment	✓	✓			✓
Theatre Components	✓	✓	✓	✓	✓
Educational Components	✓	✓		✓	✓
Food				✓	✓

Social aspects of the launch

Participants within each focus group expressed their appreciation for the opportunity to meet up with other students and make new friends.

“Liked catching up with old friends”

(Participant 4, female, Braemar College), backed up by all other participants)

“Socialize with people from other schools”

(Participant 1, female, Sacred Heart College)

“(At the launch) you get to know the other schools much better”

(Participant 7, male, Gisborne Secondary College)

Travelling to another school

Students from three of the five focus groups mentioned the change of scenery as a highlight of the launch. Research shows that novel experiences facilitate brain changes and learning, so the altered learning environment and company is not only an enjoyable aspect for students but a useful additional element to improve learning outcomes.

“Liked going to the other schools and being in a different area”

(Participant 1, female, Braemar College)

“Combining the schools is really good”

(Participant 2, female, Gisborne Secondary College)

“I like the fact how you went to another school and did it, like you get to go to other schools”

(Participant 14, female, Gisborne Secondary College)

Enjoyable Aspects of the Live4Life Launch:

- ◆ Social aspects
- ◆ Travelling to another school
- ◆ Theatre group activity
- ◆ Educational Aspects
- ◆ Food

Theatre group activity

Theatre and improvisation activities were raised in all five focus groups as high points of the Live4Life launch event.

“liked that drama thing that went on”

(Participant 3, male, Sacred Heart)

“Liked the improvisation activity in groups”

(Participant 8, male, Sacred Heart)

“All students really enjoyed Playback Theatre”

(All Gisborne Secondary students in focus group)

“ummm the concert thing, the theatre thing was fun, yeah really good how they got people out of the audience”

(Participant 1, female, Kyneton Secondary College)

Educational aspects

Several of the educational aspects of the Live4Life Launch were raised by participants from four of the five focus groups. These included reference to Youth Programs Manager (Mental Health First Aid) Dr Claire Kelly’s educational presentation.

“I think it was good that they had someone who was sort of a professional in the field to give advice” [student referring to Dr Claire Kelly]

(Participant 12, female, Gisborne Secondary College)

“The chick who spoke was OK I guess- well her info was good and I listened”

(Participant 1, female, Kyneton Secondary)

“Certain speakers were good - depended on how involved they were – specifically the younger speakers were good – and the Live4Life crew”

(Participant 10, female, Macedon Grammar)

Food

Subway was provided for lunch as an incentive to participate. This was appreciated by participants with all members of two focus groups whole heartedly supporting the suggestion by others that this was a hit.

“Food was great!”

(All focus group participants, Braemar College)

“Free food”

(All focus group participants agreed, Macedon Grammar)

How do you think the Live4Life launch event at Sacred Heart College could have been improved?

In response to this question, four main themes were evident, a response matrix has been constructed which demonstrates the number of focus groups that each of these themes were raised in by participants. Following this is a more in depth look at each theme raised.

	Kyneton Secondary	Gisborne Secondary	Sacred Heart	Macedon Grammar	Braemar College
More Mixing	✓	✓	✓	✓	✓
More Interactive	✓	✓	✓	✓	✓
More Entertainment				✓	✓
Improve Gift Bags				✓	

More mixing opportunities

Students expressed concerns that they weren’t allowed to mix with students from other schools sufficiently, and that they thought this could be addressed by mixing up schools for activities.

"We had to just sit in our school not mix- that was crap other schools got to mingle and sit together"

(Participant 2, female, Kyneton Secondary)

"Didn't like the fact that the schools were separated into groups for activities at the launch – the private schools were separated from the public schools"

(Participant 10, female, Gisborne Secondary)

"Maybe mix up and do more activities with other schools"

(Participant 1, female, Sacred Heart College)

More interactive activities

Although in response to the previous question some students raised a highlight as the educational component, there was also a corresponding response indicating that the content and delivery of this information needed to be varied through the timeslot allocated. Students suggested that more interactive activities needed to be integrated into the program, as mentioned above, perhaps allowing for more time to mix with other schools as well.



"There was a bit too much sitting down and listening"

(Participant 11, female, Gisborne Secondary, all agreed)

"Talking part was too long, [Claire Kelly] talked a lot"

(Participant 2, male, Sacred Heart)

"When they are talking a lot get us to do some things- some interesting things but too long. Have interactive things to get people interested – that people actually want to do – for instance for some people drama is not their forte"

(Participant 7, supported by participant 8, both male, Macedon Grammar)

"Rather than having interpretive dance [participant is referring to the theatre group] maybe get a motivational speaker – someone who has gone through a mental health issue

(Participant 6, male, Macedon Grammar)

Incorporate more entertainment

Students indicated that unlike the celebration event which included bands, the launch was lacking this aspect, and it was a noticeable missing element.

"It so needed a band- some good music"

(Participant 9, male, Braemar College)

"More bands, more entertainment"

(Participant 6, male, Macedon Grammar)

Improve Gift Bags

It was noted by participants that there was room for improvement with the gift bags, and that, for instance, more information on mental health could be included in them.

"Yeah in gift bags can put pamphlets in to give more info about Live4Life and depression and stuff like that".

(Participant 12, female, Macedon Grammar)

Youth Mental Health First Aid Training

Due to the increased demand for the YMHFA courses run in 2011, during 2012 the Macedon Ranges Shire in conjunction with Cobaw Community Health funded a further five local professionals to be trained as Youth Mental Health First Aid (YMHFA) Instructors (train the trainer scheme), which was developed by the Orygen Youth Health Research Centre and Melbourne University. The aim was to be able to offer more Free YMHFA course for teaching and non-teaching staff who were involved with the partner Live4Life schools, as part of the Live4Life initiative. All the instructors are local professionals who work with young people and their wellbeing.

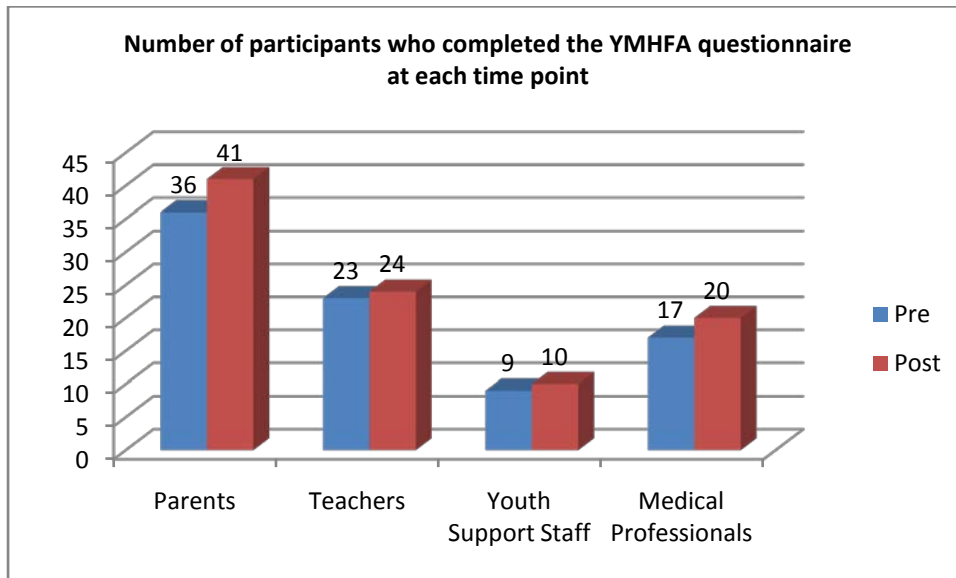
Demand for the YMHFA course continued to increase during with popularity among not only teaching and parent bodies, but also among other community health professionals. In response to demand, five courses were run specifically for parents of Live4Life schools, and a further five courses were ran for teachers, youth workers and health professionals. Brooke Street Medical Centre and Gisborne Medical Centre have requested specific courses for their staff for 2013. In total 104 participants completed the 14 hour YMHFA course in 2012.

The Macedon Ranges shire has received significant interest from parents and other health professionals from outside the Live4Life schools during 2012, including interest Sunbury and Bullengarook Specialist School, who have not participated in the Live4Life program before. Staff and parents from these schools are planning to participate in the YMHFA course in 2013 as a way of developing skills in mental health with a view to considering engaging fully in the Live4Life program in the future.

YMHFA Effectiveness Questionnaire

Of those who participated in the YMHFA course in 2012, all were invited to complete a pre and post questionnaire to evaluate the effectiveness of the training received (See Appendix B). Of the 104 participants, 85 agreed to complete the pre-questionnaire (82%), and 95 agreed to complete the post-questionnaire (91%),

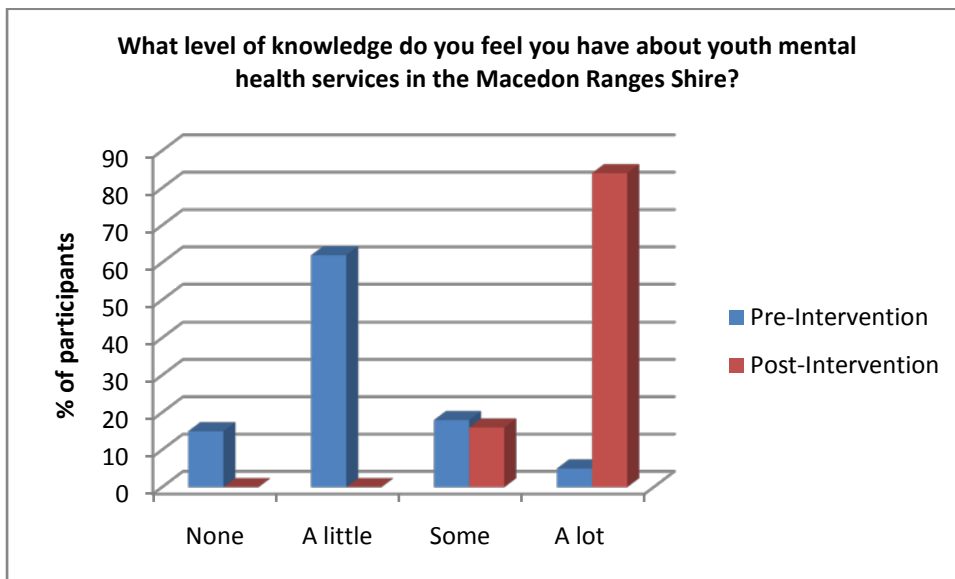
which is an excellent response rate. Exact numbers of respondents are presented below.



Parents who completed the YMHFA questionnaires reported where their children attended school and their year level. No bias was evident amongst this data, and each school and year level was approximately equally represented at each stage of data collection. The role of medical staff was also collected, and those from a variety of roles were represented including GPs, allied health, reception and administrative staff.

Data for parents, teachers, youth support staff and medical practice staff were analysed separately, however, the spread of data was very consistent between groups, so their results will be combined for reporting purposes.

Participants were asked to indicate their knowledge of youth mental health services in the Macedon Ranges Region. The following is a breakdown of their results:

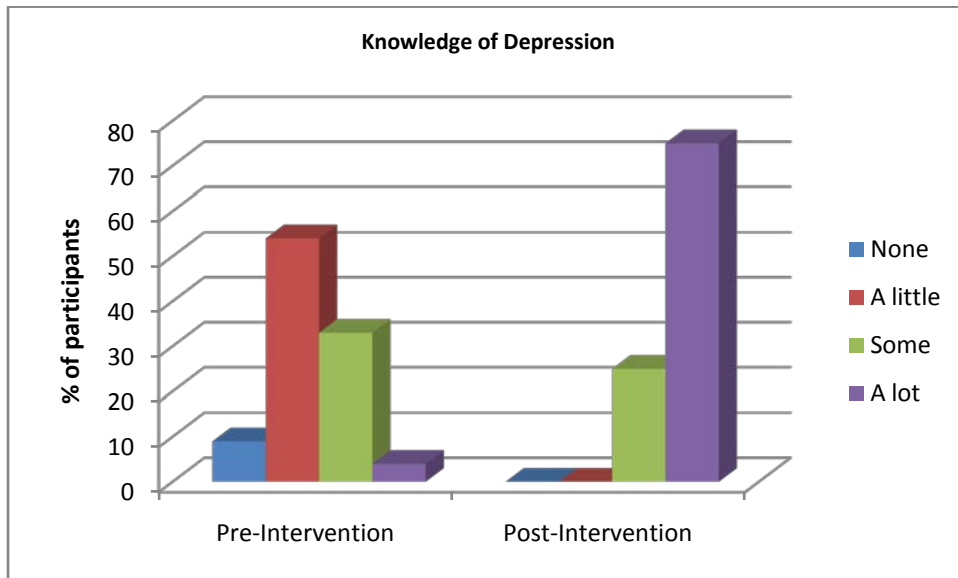


Level of reported knowledge about mental health services was higher at post-intervention than at pre-intervention by a significant margin. The majority of participants indicated at pre-intervention that they knew “a little” (62%), yet the majority indicated they knew “a lot” about available mental health services at follow up (84%).

Participants were asked to indicate their level of knowledge they considered themselves to have of young people in a number of areas including depression, anxiety, eating disorders, substance misuse and psychosis. These constitute the most pressing concerns for young people. Results will now be presented in each of these categories.

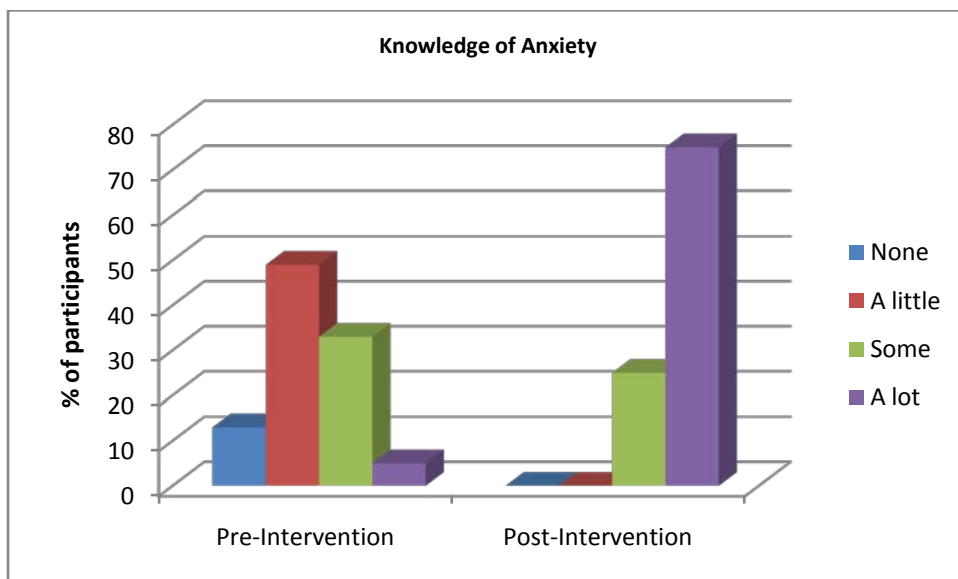
Depression

Participants indicated that their knowledge of depression increased significantly from pre- to post-intervention. Prior to the intervention the majority of participants indicated that they knew “a little” or “some” about depression (54% and 33% respectively), whilst post-intervention the majority of participants indicated that they knew a lot about depression (75%), with no participants indicating their knowledge base to still be “none” or “a little”.



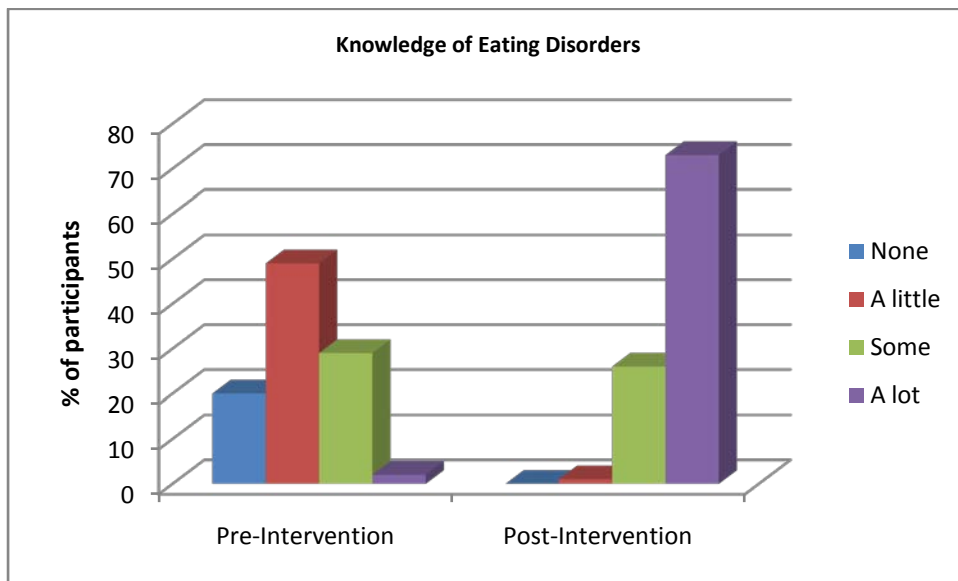
Anxiety:

Knowledge of anxiety disorders followed a similar pattern of change with a marked increase from pre- to post-intervention. From pre- to post-intervention participants that indicated that they knew “a lot” about anxiety grew from 5% to 75%.



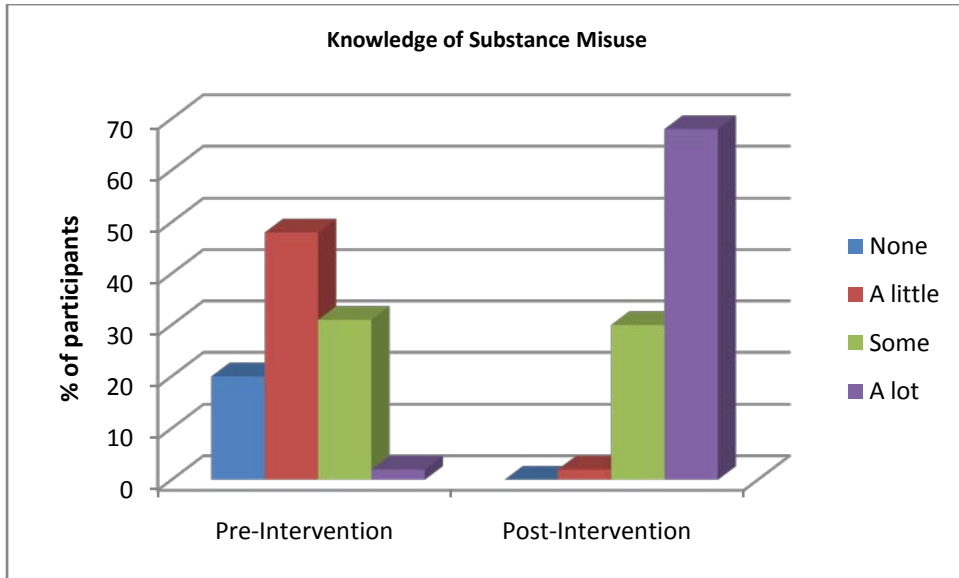
Eating Disorders:

Although the pattern for eating disorders is somewhat similar, it is notable that the percentage of participants who indicated they knew “none” about this issue (20%) was higher at pre-intervention than it was for depression (9%) or anxiety (13%) indicating that participants had a lower starting point for their knowledge in this area. Despite this lower knowledge base, again the rise from pre- to post-intervention was marked with an increase from 2% to 73% of participants indicating their knowledge of eating disorders to be “a lot”.



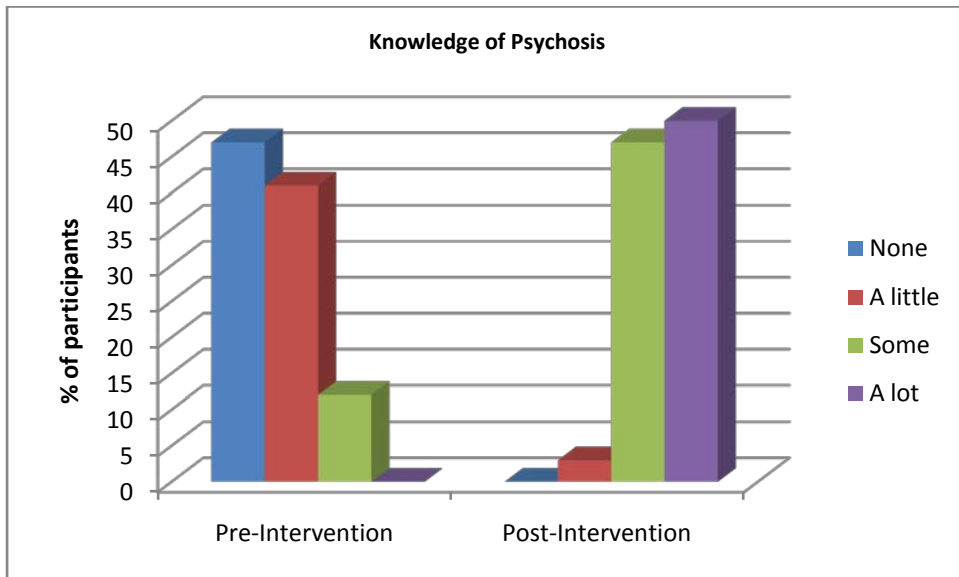
Substance Misuse:

Consistent with results for eating disorders, 20% of participants again indicated that their level of knowledge of substance misuse was “none”. The increase in knowledge from pre- to post-intervention was considerable, with post- YMHFA training 98% of participants indicating their level of knowledge of substance misuse was either “some” or “a lot”.

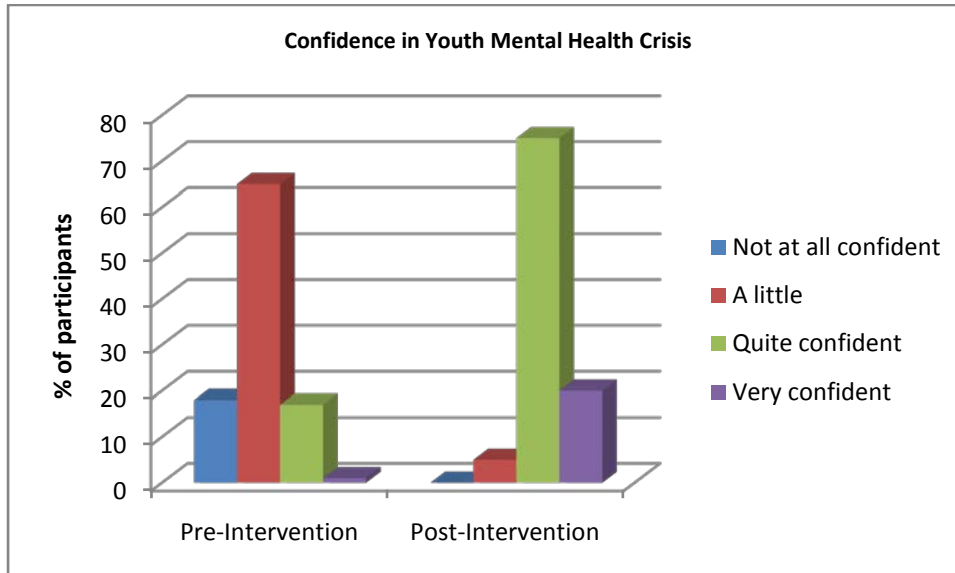


Psychosis

Existing knowledge of psychosis was considerably lower than for any disorder surveyed, with 89% of participants indicating that they either had “none” or “a little” knowledge of psychosis prior to starting their YMHFA training. This changed noticeably at post-test with 47% reporting knowing “some”, and 50% reporting knowing “a lot” about psychosis at the completion of YMHFA training.



Participants were asked to indicate if a young person was having a mental health crisis (e.g. panic attack or suicidal), how confident would they feel about helping that person.



The response to this question shows a clear trend prior to YMHFA training towards low confidence in ability to help a young person in a mental health crisis. At the completion of YMHFA training this degree of confidence had improved markedly with 75% of participants stating they were “quite confident”, compared to 17% prior to the training. This is an important figure as confidence in ability to assist someone is expected to be aligned with likelihood of offering assistance to someone in a mental health crisis.

It can be clearly seen that for each area of mental health surveyed (depression, anxiety, disordered eating, substance misuse, and psychosis), vast improvements in knowledge were evident from pre- to post-YMHFA training.

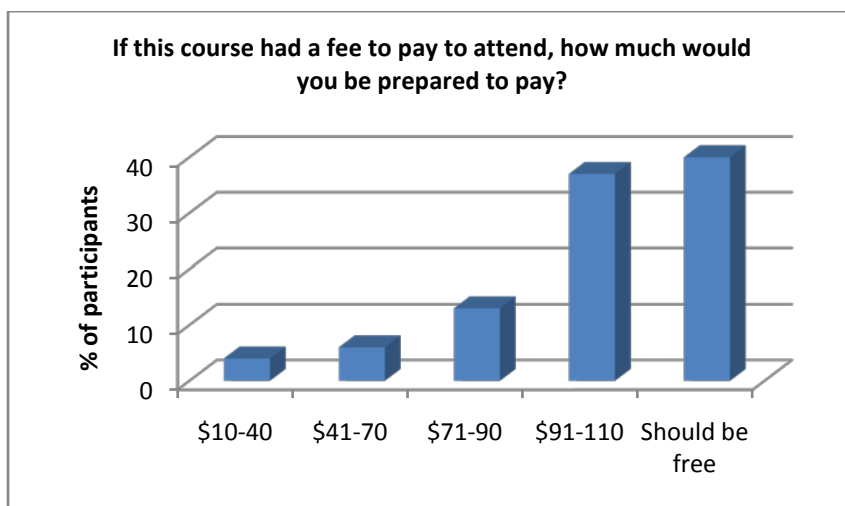
It can be clearly seen that for each area of mental health surveyed (depression, anxiety, disordered eating, substance misuse, and psychosis), vast improvements in knowledge were evident from pre- to post-YMHFA training.

Participants were asked to comment on what fee they thought was appropriate for the course. Approximately a third of participants did not respond to this question at all. Therefore percentages are based on those who did respond. Many checked both the \$91-110 range and the “should be free” box, with qualifying statements indicating that it was worth the high figure, but should be kept free to encourage accessibility to all, or that provided their school or workplace paid the fee then the \$91-110 figure was appropriate.

“[should be] Government funded and accessible to as many people as possible.”

“Worth \$91-110 but excellent it is free, so it is available for many people to participate.”

“[\$91-110] as long as school paid.”



Qualitative data

The YMHFA post-intervention Effectiveness questionnaire asked participants to comment on three different areas including what was achieved through attending, where they felt the YMHFA training might come in handy, and any suggested improvements to the course. All qualitative data from youth support workers and parents who completed the course in 2012 has been combined as themes were consistent across groups. Themes for each of these questions will be presented in turn.

What was achieved by attending the YMHFA training:

Increased confidence and skills to assist adolescents with mental health issues

Participants indicated an increased knowledge of and confidence in dealing with adolescents with mental health issues and a sense of being better prepared if issues arise with adolescents around them. They described learning how to effectively engage and approach a young person who needs help.

“I learnt the steps and basic skills to help in a crisis”

“Knowing how to have the conversations needed”

“Greater awareness of how to interact with boys”

“Some strategies to start the conversation, feeling it is OK to be direct about issues”

“Some confidence in talking to my children about what is going on in their lives and hearing things I might not like but not freaking out!”

Better understanding of local services

Participants reported that an achievement of attending the YMHFA training was a greater understanding of local services that exist to help adolescents in their area.

“More awareness of help services available”

“Better understanding of local services”

A desire to raise awareness in others about mental health issues in adolescence and how to assist

It was evident that as participants knowledge about mental health issues increased, their understanding of the importance of the issue also increased, and correspondingly, their desire for other people to improve their knowledge as well.

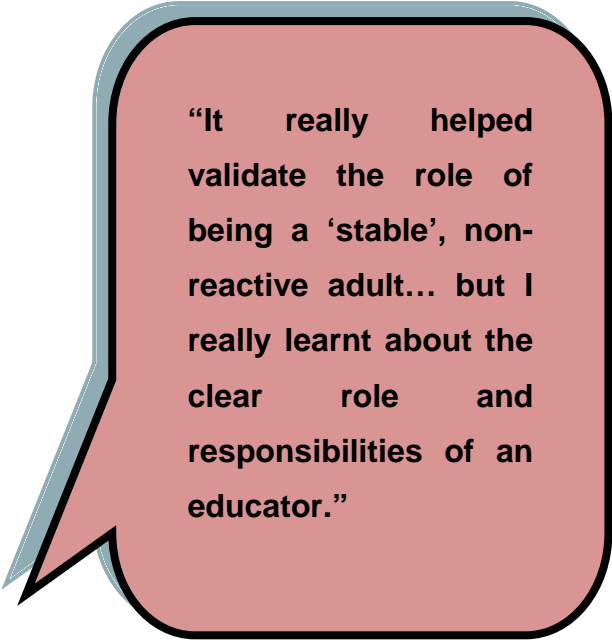
“A better understanding of the need for as many people as possible to be educated in this area”

“How important early intervention is”

An understanding of the role of a teacher with an adolescent with mental health issues (teachers only)

Several teachers indicated developing a better understanding of their clear role and responsibilities as a helper in a mental health crisis. This kind of change is imperative for improving the mental health outcomes for adolescents.

“It really helped validate the role of being a ‘stable’, non-reactive adult. In a student line sometimes in mental health it can be a ‘saving’ mentality, but I really learnt about the clear role and responsibilities of an educator.”



“It really helped validate the role of being a ‘stable’, non-reactive adult... but I really learnt about the clear role and responsibilities of an educator.”

Reduced stigma of mental illness

Some responses from participants indicated that as a result of their YMHFA training they had reduced stigma of mental illness and increased empathy towards those with mental illnesses.

“More open minded re mental issues, depression, anxiety etc.”

“Prior to this [course] I was scared or even wary of approaching someone with a mental health problem.”

“How to look through the eyes of someone else”

“A greater understanding of why they may behave the way they do and how to help not hinder a situation.”

“A greater understanding of the reasons behind certain behaviours and not to judge behaviours on face value” (teacher)

Participants were asked to comment on how they found out about the course, and a range of responses were received. There was no particular trend amongst this data with a wide range of responses. Teachers, Youth support staff, and medical clinic staff predominately reported hearing about the program through their workplace including through their manager, colleagues, email, or work newsletter.

Parents reported hearing about the YMHFA training through their child's teacher, school newsletter, school email, Live4Life website, school website, a friend, another parent, word of mouth, the newspaper, or through their child who was currently participating in Live4Life activities. On one or two occasions parents had heard about the course from their GP. Evidently the variety of marketing methods of this course resulted in a raised profile amongst parents in the Macedon Ranges community.

Participants were also asked to provide responses to several qualitative questions.


Where YMHFA training might be useful:

When asked where they thought their YMHFA training might come in handy, participants identified four main areas:

- Supporting own children and partners

"In every day conversations with my 12 and 14 year olds"

"It has already helped me with my own child in getting a mental health plan and referral."



"I have a few difficult students that are coping with anxiety. I feel more confident that I can approach and discuss things with them."

- Assisting in paid and unpaid work

with adolescents, including encounters with adolescents with mental health issues in areas such as the workplace, sporting and social groups.

"At work, and in the community"

"In my classes at school, but also in the wider community"

"I have a few difficult students that are coping with anxiety. I feel more confident that I can approach and discuss things with them."

"In the workplace with both students and staff, and on some occasions with parents in crisis meetings."

"If a young person comes to see a GP and is in crisis I know now what to do and not do."

"Sporting groups, clubs"

- Supporting extended family members, own friends, and children of friends.
“Hopefully with children of my own, and in my social network.”
“Everywhere – school, as a parent, family, associates, strangers.”

- Ability to manage and cope with a mental health crisis if encountered.
“Knowing how to handle a youth mental health crisis, help not hinder, assist in a positive/productive way and cope myself in such a situation.”
“It already has [helped] in being able to talk to students confidently and refer them to appropriate supports.”

Suggested Improvements to the Course:

Participants were asked to comment on any ways they felt the course could be improved. The vast majority of responses to this question were to either leave it blank implying satisfaction with the course in its current state, or to respond positively expressly stating pleasure in attending the course. Of those that chose to make recommendations, these responses included reference to delivery depth, availability, and session length.

Increased availability

Many suggested that more people need to complete the course, and that it needs to continue to be available in its present format of small groups. Some suggestions were made for ways to extend the learning from the YMHFA training, these included running update or booster courses every few years, and considering adding an online component.

“Keep small group numbers and keep it free so all can access it, low income people need this too!”

“Worldwide attendance”

Greater depth of delivery

Although most people were happy with the mode of delivery, a small number requested some alterations to the content and delivery. These suggestions included: more role plays, more referring to the book, anecdotes, more information on each of the illnesses and in particular substance misuse and suicide.

“DVDs of interviews with people with the disorders and them explaining causes and helpful treatments”

“More personal stories”

“Go into greater depth of illnesses”

“Maybe more on sexually transmitted diseases especially while under the influence”

“Acute suicide risk, how to handle”

These suggestions were exceptions rather than common requests however, with most reporting they were happy with depth of content and delivery style. It is important to note that the YMHFA training does not seek to train participants in how to handle acute suicide risk, a separate course called the ASIST (Applied Suicide Intervention Skills Training) program addresses this issue separately.

Reduced session length

Very few participants raised the issue of timing of sessions, however, of those that did, some felt that content could have been spread across more sessions, or that an earlier finish to evening sessions would be preferred.

“1 ½ hour course length with 6 or more sessions”

“Not so late, very tired after 8pm!”

Feedback Based on Email Testimonials

Two email testimonials were voluntarily submitted to Live4Life coordinator Jacqui Carter in reference to the YMHFA training in 2012. They were both received from parents who completed the training.

"I was a participant in this 4 week course. Being involved certainly opened my eyes to the issues that youth may experience living in remote rural areas.

I am the mother of a 13 year old son, and the course certainly equipped me with skills, knowledge and information that I can and have utilised to enhance my son's development and our relationship.

The instructors were friendly, engaging and professional.

Attending gave me the opportunity to network with other parents and hear views from across the wider community.

I am happy to recommend this course to all parents in the Macedon Ranges region."

Janelle Robbins, Parent

"It is a fantastic course which helped me gain insight into how I, as a parent of three teenagers can alter their lives and the lives of their friends by being there and listening to them. As I am involved in numerous sporting clubs, I am often one of the only parents at these sporting events, so to have gained such valuable skills when working with young people is truly a great honour and responsibility.

Young people have such enthusiasm for life and now that I have done this course I understand why they push boundaries and what signs to look for.

Thank-you both for your time, enthusiasm and professional approach to such a difficult topic to teach and pass on knowledge.

Well done."

Sharon Bodilly, Parent

SenseAbility Program

SenseAbility is a national program for secondary school students in years 7-12 (12-18 years of age) and is an initiative of *Beyondblue: the national depression initiative*. *SenseAbility* aims to build resilience in young people, to help them manage life challenges.

Developed in 2010, and first ran in 2011, it is based on well-established psychological principles, primarily helping students to identify that the way they think fundamentally impacts the way that they feel and subsequently behave. Modules cover: essential skills, self-worth, control, belonging, purpose, future and humour, and are accompanied by a DVD. Although this program is freely available to schools, teachers are required to implement modules of the program without assistance.

In 2012, due to school demand the Macedon Ranges Shire took it upon themselves to again assist in delivery of the *SenseAbility* program by providing Educators to work with teachers in Live4Life schools. Similar to 2011 an individualised approach to delivery was organised with each school to enable modules to fit within each school's curriculum, with delivery in Term 2 and Term 3. Each of the five schools delivered the program to Year 8 students, and through an NAB Schools First grant Gisborne Secondary and Braemar College also delivered the *SenseAbility* program to Year 7's. Each school ran between 8-10 sessions which ran between 50 and 70 minutes in length.

A partnership between Live4Life, *BeyondBlue* and Flinders University has resulted in an evaluation of the impact of the *SenseAbility* program on the Year 7s. Participant wellbeing, resilience, optimism, perceived stress, problem solving ability, and life satisfaction were all measured as part of this evaluation. Additionally, students and staff delivering the program completed happiness scales evaluating their response to the *SenseAbility* program. Results of this evaluation are available on request from Macedon Ranges Shire.

Evaluation of the *SenseAbility* program reported here will comprise data from students. Students provided data through the completion of a *SenseAbility* Satisfaction questionnaire (see Appendix C), and through qualitative feedback from the year 8 focus groups held which have been described earlier (see Appendix A).

The following is a summary of feedback gathered during Year 8 focus groups and from qualitative feedback questionnaires completed by 203 Year 7 and Year 8 students who took part in the *SenseAbility* program. Questionnaires were gathered from a sample of students who had provided consent at each of the five Live4Life schools.

What were the key messages?

This question was only posed in the questionnaires completed by students. Focus group participants responded to a slightly different question pertaining to what they had learnt through the *SenseAbility* education sessions. Responses to both questions were consistent, and therefore, have been combined.

A large variety of key messages were identified by students, and a reasonable degree variation in comprehension of these messages was evident from responses. Many students did not respond to this question at all, or gave single word key messages in answer to the question such as “feelings”, “emotions”, “relationships” which indicated a poor understanding of key messages. Other students were able to articulate key messages well, and those messages that came up in responses most frequently are as follows:

Aim to be healthy mentally, socially, physically, emotionally, and spiritually

This was the key message identified by the greatest number of respondents, with some students identifying all these aspects, and some two or three of them, however, a strong message that health comprised more than just physical health appeared to have been absorbed by a majority of students. Additionally some students reported the key message of the need for balance in life to assist with this goal, e.g. “balancing your life, a bit of sport, a bit of school, that sort of stuff.”

How to help myself and friends

Students indicated that a key message was that it was OK to seek help for their mental health issues, and to learn where they or their friends could seek that help from.

The link between thoughts, feelings and actions

Students identified that a key aim of the program was to help them to learn about the link between their thoughts, feelings and behaviour. This message appeared to have been absorbed to varying degrees, with some indicating a slightly garbled version of this, e.g. “how to control what you think”, and others a good understanding, e.g. “to teach us how our thinking can change our behaviour.” Other comments indicated absorption of related messages, such as, “recognising emotions”, “helpful self-talk”, “always look on the bright side”, “be positive”, “don’t put yourself down”. Several recounted learning about thinking errors such as ‘catastrophic’ thinking, and ‘mind reading’, “don’t jump to conclusions about what your friends might be thinking about you,” and finding this quite helpful.

Key Messages Recalled:

- ◆ **Aim to be healthy mentally, socially, physically, emotionally, and spiritually**
- ◆ **How to help myself and friends**
- ◆ **The link between thoughts, feelings and actions**
- ◆ **Look at problems from different perspectives**
- ◆ **To be assertive and safe**

Look at problems from different perspectives

This theme encompassed students understanding that they needed to learn how to look at their issues from other perspectives to help them to problem solve effectively.

To be assertive and safe

Students described one key message as increasing assertiveness, highlighting skills in learning to say no, avoiding getting pressured into things they didn't want to do, and learning how to negotiate. Many simply wrote, "how to be safe."

What did you like about these sessions?

Learning content

Many students indicated that they enjoyed learning about the content presented.

Interactive games and activities

Students showed a clear preference for and enjoyment of content that was presented in an interactive way. Students identified role plays, panel discussions, speed dating exercises, talking in front of the class, and movement activities as highlights of the classes, e.g. "movement activities which everyone loves, she [the educator] didn't just make us sit there", "we didn't have to do much set work, but we still learned". DVDs were, for the most part, appreciated, e.g. "the videos gave an insight into the topic;" however, a few students raised issues with them which are outlined later in this document. Students also reported enjoying the way that humour was used to illustrate key messages, which better held their attention.

Opportunities to express themselves in class

The following comments highlight the value that students placed on being able to and allowed to express themselves in classes, and feeling safe to do so:

"I like that we are free to say what we think and feel, and that we get help on situations."

"I liked how we could say things and it wouldn't be told to anyone else."

"I liked how we all got a say in this program."

Rewards for participating

Lollies were raised by many students as a highlight, and evidently these rewards for participating were well received by students. Reward based incentives are an excellent way to boost participation in classes.

Educators

Although positive feedback for educators was not universal, many students did make a point of listing them as an aspect of the *SenseAbility* program that they enjoyed. Gender information for focus group and questionnaire participants was not gathered, although we know that a mix of males and females took part in both. The one male *SenseAbility* educator, Adam, received particularly positive reviews, and several of these questionnaire responders volunteered their names, which clearly identified them as male participants. The value of a male educator for male students appears to be high, as they indicated his sessions as their favourites. Engaging male secondary students in mental health education is particularly challenging, and this is an important step in understanding how to get the messages through to this demographic.

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

Slide shows were boring

Slide shows were identified as being too long at times, lacking in colour and interest, and needing additional pictures or DVDs to brighten them up. This was eloquently captured by several students, "slide show was mega boring," "make slide shows more bright and inviting, they were a bit boring, try to have more audio/video."

The link between Live4Life and *SenseAbility* was unclear or unrecognised

Many students indicated that they weren't aware that the *SenseAbility* education sessions were part of the Live4Life initiative, with students in one focus group initially being unsure which education sessions the facilitator was referring to, until they realised these were part of their health classes that year. One student then pointed out, "I don't think they advertise it as being a Live4Life thing". Another response in a questionnaire highlighted a similar point, "...like I knew we were doing live4Life but it wasn't really explained well."

Live4Life Competition

The competition was started in 2010, and has run each subsequent year as it has remained popular amongst students. This year saw 126 entries from the five schools with 236 names put to entries.

Crew members were an integral part of the competition in 2012, choosing the theme, and short listing, then judging the entries, ultimately determining prize allocation.

The theme this year was “How 2 B OK” with an emphasis on help-seeking for mental health issues, and illustrations of ways for young people to look after themselves so that they can prevent mental health issues.


A number of prizes were donated for the competition by Optus totalling \$2000, and Macedon Ranges Shire contributed a further \$300 towards prizes. Prizes included \$500 gift vouchers each for the winning group and individual entries. The multimedia prize, art prize and poster prize winners all received \$100 gift cards, and 50 further students received a \$20 iTunes card for winning a Judges Choice award.

Feedback about the competition comes from students who attended the Year 8 focus groups. Their responses are summarised in the matrix below.

	Kyneton Secondary	Gisborne Secondary	Sacred Heart	Macedon Grammar	Braemar College
Needed More Time		✓		✓	✓
Disliked Theme				✓	✓
Liked Theme	✓	✓			
School Time Needed	✓	✓	✓	✓	✓
Better Advertising			✓	✓	

Positive feedback about the competition:

Those that were happy with the competition said they enjoyed the learning outcomes, working with the theme, good explanation of the theme, liked the broad array of options available for entries, prizes were good, and enjoyment of the whole process. In particular, those from Kyneton Secondary seemed to provide the most positive feedback about the competition, and they also appeared to be the only school to have someone external come in to assist students with entries. Focus group participants from schools where class time and assistance was provided to facilitate the making of entries expressed appreciation of this. More time to complete entries was also requested in order to produce higher quality entries.



“I really enjoyed thinking about it and interviewing some kids to see what they did when they were upset- to make them feel better”

“Really enjoyed the competition cos I got involved and really took it on board- so much fun making it”

(Participant 1, female, Braemar)

“More sessions in class “

(All focus group participants, Braemar)

“I really enjoyed thinking about it and interviewing some kids to see what they did when they were upset- to make them feel better”

(Participant 1, female, Kyneton Secondary)

“Had someone come in and help us made our projects- he was cool”

(Participant 4, male, Kyneton Secondary)

“Like how there were a lot of options, it was broad, there were lots of things that you could do”

(Participant 12, female, Gisborne Secondary)

Negative feedback and suggestions for the competition:

Some focus group participants expressed negative views about the competition, and many participants from Sacred Heart generally did not seem to even know of its

existence, and appeared disappointed they hadn't entered. Negative responses referred to the theme, which was felt to be too broad by some, the competition flier being a little blurry and unprofessional, and insufficient or no class time. Class time allowed by schools varied significantly, with Sacred Heart College choosing not to provide class time to work on entries, and others allowing dedicated class time and assistance. Two students from one focus group suggested next year considering an interschool sporting competition to raise the profile of mental health.

"[Theme was a] Bit broad and simple

(Participant 6, male, Braemar College)

"Need a better competition flier – i.e. things blurry, not professional"

(Participant 6, male, Macedon Grammar)

"Didn't get mentioned much at school"

(All participants, Sacred Heart)

"I didn't even know like there was a competition"

(Participant 6, female, Sacred Heart)

'It seemed like a big task at the start since we only had a bit of time to do it'

(Participant 7, male, Gisborne Secondary)

"Needed more time, I wanted to do it but felt I ran out of time, which made it hard"

(Participant 4, female, Braemar College)

"Add a sporting competition to get schools and everyone interacting together"

(Participant 7, male, Macedon Grammar)

Live4Life Website

The Live4Life website has been in operation for two years now, and alterations were made in 2012 in response to suggestions from Year 8's on how it could be improved. Qualitative feedback was sought from Year 8 focus group participants to gain an impression of the response to the Live4Life website, whether they had used it or not and why.

Focus group participants from Braemar College and Gisborne Secondary School indicated that all students had used the website as part of a class. It is not known if this was true for students at Kyneton Secondary or Macedon Grammar. Sacred Heart focus group students did not respond to the questions at all.

Why used Live4Life website?

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

- Look up information on Live4Life
- As a trusted website to look up mental health information
- For the links to other trustworthy mental health sites
- Looking up past competition entries and the logo for competition use
- To provide feedback to Live4Life coordinator

Why not used Live4Life website?

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

- Not knowing the site existed
- Not needing it
- Hard to use
- Boring
- Had trouble locating the content desired
- Concerns about confidentiality of site use and stigma of being found to be using it

End of Year Celebration Event

In October 2012 an end of year Live4Life celebration event took place at Braemar College. This year The Crew were MCs for the whole event. The purpose of this event was to celebrate the achievements of the students during 2012 who took part in Live4Life activities and to display and award prizes for successful "How 2 B Ok" competition entries. Students, school principals, year 8 teachers and some parents attended.

As part of this event, entertainment was also provided. This entertainment included performances by Poetry Slam, the band Modern Savage and the Gisborne Secondary College Drummers.

Initially, a summary of learning's from the event will be presented, followed by the highlights of this event, and recommendations for future end of year celebrations. This feedback data originates from Year 8 focus groups.

What did you learn at the End of Year Celebration Event?

Only two of the focus groups responded to the question about what they learnt at the end of year Celebration event, Sacred Heart and Gisborne Secondary College. Both focus groups indicated that they had learnt more about the competition theme – How2BOK. Additionally, those from the Gisborne Secondary College focus group indicated that they had developed a greater level of understanding of mental health issues.

"That people that you least expect have depression and stuff"

(Participant 1, female, Gisborne Secondary)

"Might be family issues, social..."

(Participant 7, male, Gisborne Secondary)

"They handle it in different ways"

(Participant 12, female, Gisborne Secondary)

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

The response matrix to this question is presented below.

	Kyneton Secondary	Gisborne Secondary	Sacred Heart	Macedon Grammar	Braemar College
Entertainment	✓	✓		✓	✓
The Crew	✓	✓			
Competition Entries	✓		✓		✓
Seeing Other Schools	✓	✓	✓		✓
Food		✓	✓	✓	
Awards and Media Involvement			✓	✓	

Entertainment

Participants indicated that they enjoyed the entertainment provided in terms of music, bands, and performances from schools. It was suggested by some that more dance music might be preferable.

“Music- got people pumped up about what was going on”

(Participant 7, female, Braemar College)

“The bands were good but maybe needed to play more stuff we all could dance too”

(Participant 1, female, Kyneton Secondary)

The Crew

Participants indicated that the involvement of the crew was important to their enjoyment of the event, and they appreciated having students of a similar age presenting the event. Additionally, some participants were impressed enough to want to join the Crew the following year.

“They [the Crew] are around our age so they kind of get how to talk to us’

(Participant 14, female, Gisborne Secondary)

“Crew was really nice, what else did they do-? Interested in being in the crew.”

(All participants, Kyneton Secondary)

Competition Entries

Focus group participants suggested that the viewing of competition entries was a highlight of the celebration event, and that they not only liked the performances, but also the learning opportunities that the entries provided.

“Liked the completion entries being shown, some were really good”

(Participant 7, female, Sacred Heart)

“Really liked it- loved the competition, got me thinking”

(Participant 2, female, Kyneton Secondary)

Seeing Other Schools

Most participants indicated their enjoyment of the combined nature of the event, some through direct statements, others through disappointment that they did not get to mingle as much with other schools as hoped.

“See other schools”

(Participant 12, female, Gisborne Secondary)

Food

The food provided at the event was a hit with the student body with most focus groups bringing it up as a highlight.

“Subway is the best”

(Participant 10, female, Sacred Heart)

Awards and Media Involvement

Students appeared to get a kick out of the media being involved, and taking photos for the newspaper of those that won awards, with two focus groups bringing this up.

“That we won the competition, a few of us went to get pictures taken and we ended up in the newspaper.”

(Participant 1, male, Macedon Grammar)

Suggested improvements?

	Kyneton Secondary	Gisborne Secondary	Sacred Heart	Macedon Grammar	Braemar College
More small group activities/mixing	✓	✓	✓		✓
Seeing more competition entries		✓			✓
Larger location			✓		✓
Arvo/Whole day			✓		✓
All schools to perform			✓		✓

More small group activities/mixing opportunities

Participants raised the issue of insufficient opportunities for mixing with other schools again, and suggested that one way to increase mixing would be through small group activities.

“Would be good to chat with people about what they did at school”

(Participant 8, male, Braemar College)

“More games, in smaller groups or something- didn’t really get on with some kids, not enough mingling”

(Participant 1, female, & Participant 3, male, Kyneton Secondary)

Seeing more competition entries

Participants indicated that they enjoyed viewing the competition entries, and would like to see more of them.

“With the competition, I wanted to see more of a variety, [I] would like to see snippets of everyone’s entries, not just winners”

(Participant 13, female, Gisborne Secondary)

Afternoon/whole day event

Participants from two of the focus groups raised the timing of the event as an issue as students had trouble concentrating when they got back to school in the afternoon. It was suggested that either an afternoon event or whole day event may work more effectively.

“Hard to go back to school”

(Participant 10, female, Sacred Heart College)

“Wish it was the whole day and not just the morning, need to get into the zone, too hard when you have to go back into normal school classes”

(All participants, Braemar College)

All schools to perform

Performances by fellow school students were enjoyed, however, it was suggested that each school might put together a performance for the event.

“I think at the celebration each school could maybe perform something, GSC did stuff so did our school needed to give all schools a turn in doing some stuff on stage”

(Participant 4, female, Braemar College)

Live4Life Awards Won in 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.

Goals Achieved from 2011 Report Recommendations:

Networking

Networking opportunities have continued to be made available to students, school and community staff within 2012, with considerable effort being put in by Pauline during the first half of 2012 in the gap between Sarah left Live4Life and before Jacqui was assigned to the role. Together Pauline and Jacqui have ensured the continuation of these partnerships and the continuation of this strong network.

SenseAbility Sessions

During 2012 many efforts were made by Live4Life staff to increase the effectiveness of *SenseAbility* sessions through making them more educational, and more embedded in the curriculum. Talks were held between teachers and Educators prior to the rollout of *SenseAbility* sessions in 2012 to try to make respective roles clearer. Following the provision of assistance with its delivery and integration into the curriculum for the past two years, in 2013 Live4Life will be handing over entire delivery of *SenseAbility* training to school staff and stepping back from this project.

Youth Mental Health First Aid Training

In regards to YMHFA training recommendations, as many as were possible within budgeting limitations have been taken on. YMHFA training was made available to yet more secondary school staff in 2012, separate parent courses were run, and training was kept free of charge for all participants. Additional to this, training was run for staff at two medical practices in the catchment area.

Refresher courses, and/or opportunities for further practice of skills were not possible within budget limitations, but remain possibilities for the future if further funding became available.

Live4Life Competition

The Live4Life Competition continued in 2012, and received a positive response from participants. Following from student recommendations last year, the judging process was more transparent in 2012 and was based on clear guidelines which are available from the Macedon Ranges Shire on request. This year the entries were shortlisted by the Year 10 Crew, and chosen by the Year 9 Crew. In response to recommendations, the Macedon Ranges Shire contributed to the prize pool in 2012 so that more entrants received prizes this year. The Crew made the prize presentations at the end of year Celebration Event and major prize winners were given the opportunity to talk about their entries. Only one group took this opportunity.

Collaboration

Efforts were made during 2012 to continue collaboration opportunities with students, parents, school and community staff. The year 8 “Crew” assisted in more decision making for Live4Life activities than ever before to keep activities as relevant as possible to the student body, and contribute to their sense of ownership and therefore desire to be involved. As recommended, evaluation of all key stakeholders continued in 2012 in order to continue to tap into the needs of the target population.

Consideration of Live4Life Expansion

Several different suggestions for Live4Life’s future were put forward for consideration and comment at a ThinkTank meeting in March 2012, and each of these suggestions are still being considered by the Macedon Ranges Shire. Participating were approximately 12 individuals from a range of industries and with a variety of expertise. These included among others a representative from a Live4Life school, Cobaw Community Health, a representative from the private business sector, a clinical psychologist, Live4Life team members, and other Macedon Ranges Shire staff. The expansion of Live4Life is a complex issue, and investigation into possibilities is recommended for 2013.

Summary

Live4Life Launch

- ◆ Enjoyed Aspects of Launch
 - Social aspects
 - Travelling to another school/ Different environment
 - Theatre group activity
 - Educational aspects
 - Food
- ◆ Opportunities for Improvements
 - More mixing
 - More interactive
 - More entertainment
 - Improve gift bags

Youth Mental Health First Aid Training

YMHFA training was completed by 104 participants comprising:

- ◆ Parents
- ◆ Teachers
- ◆ Youth staff
- ◆ Medical Centre Staff

YMHFA Effectiveness Questionnaire Quantitative Results:

- ◆ Knowledge of depression, anxiety, disordered eating, substance misuse, and psychosis all improved dramatically from pre- to post- YMHFA course.
- ◆ Confidence in helping a young person in a mental health crisis improved
- ◆ Free courses recommended

YMHFA Effectiveness Questionnaire Qualitative Results:

- ◆ What was achieved by attending YMHFA training?
 - Increased confidence and skills to assist adolescents with mental health issues
 - Better understanding of local services
 - A desire to raise awareness in others about mental health issues in adolescence and how to assist
 - An understanding of the role of a teacher with an adolescent with mental health issues (teachers only)
 - Reduced stigma of mental illness
- ◆ Where YMHFA training might be useful
 - Supporting own children and partners
 - Assisting in paid and unpaid work with adolescents
 - Supporting extended family members, own friends and children of friends
 - Ability to manage and cope with a mental health crisis if encountered
- ◆ Suggested improvements to the course:
 - Increased availability
 - Greater depth of delivery
 - Reduced session length
- ◆ Email testimonials

SenseAbility Program

Students:

- ◆ What were the Key Messages?
 - Aim to be healthy mentally, socially, physically, emotionally, and spiritually
 - How to help myself and friends
 - The link between thoughts, feelings, and actions
 - Look at problems from different perspectives
 - To be assertive and safe

- ◆ What did you like about these sessions?
 - Learning content
 - Interactive games and activities
 - Opportunities to express themselves in class
 - Rewards for participating
 - Educators

- ◆ What didn't you like or could have been done better?
 - Slide shows were boring
 - The link between Live4Life and *SenseAbility* was unclear or unrecognised

Live4Life Competition

- ◆ Theme 'How2BOK' determined by The Crew
- ◆ Common Themes in responses:
 - Needed more time
 - Disliked theme
 - Liked theme
 - School time and assistance needed
 - Better advertising

Live4Life Website

- ◆ Why used website:
 - Trusted
 - Look up Live4Life information
 - Competition
 - Provide feedback

- ◆ Why not used website:
 - Didn't know existed
 - Didn't need it
 - Hard to use/boring
 - Concerns about confidentiality of site use

End of Year Celebration Event

- ◆ **What was Learnt at the Celebration event:**
 - More about How2BOK competition theme
 - Greater understanding of mental health issues
- ◆ **Enjoyed Aspects of Launch**
 - Entertainment
 - The Crew
 - Competition entries
 - Seeing other schools
 - Food
 - Awards and media involvement
- ◆ **Opportunities for Improvements**
 - More small group activities/mixing
 - Seeing more competition entries
 - Larger location
 - Afternoon/whole day event
 - All schools to perform

Live4Life Awards Won in 2012

- ◆ Youth Mental Health First Aid (YMHFA) Australia award

Goals Achieved from 2011 Report Recommendations

- ◆ Networking
- ◆ *SenseAbility* Sessions
- ◆ Youth Mental Health First Aid Training
- ◆ Live4Life Competition
- ◆ Collaboration
- ◆ Consideration of Live4Life Expansion

Recommendations

Networking

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

Youth Mental Health First Aid

- ◆ Given the ongoing positive response to this 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.
- ◆ Consider offering it to volunteers who are involved in local youth activities such as scouts, sporting groups, artistic groups etc.
- ◆ Continue to offer it free of charge for parents and volunteers who work with young people 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
- ◆ All YMHFA participants should be alerted to the existence of the ASIST program if they wish to learn how to manage a person at acute risk of suicide
- ◆ If this program is not currently available in the Macedon Ranges Shire, the possibility of engaging some staff in the train the trainer program so that the ASIST program could be delivered could be investigated.
- ◆ I would recommend running this program at a cost to participants and market it at the end of the YMHFA training for those who feel they want to learn more about suicide
- ◆ There is a new YMHFA program for young people themselves to take part in **Teen Mental Health First Aid**– I would recommend that serious consideration be given to providing this training for all Crew members to prepare them adequately if they are approached by students for mental health assistance given the increasing visibility of their role. This would require funding for the train the trainer scheme for this to be possible.

SenseAbility

- ◆ Two years of assistance has now been provided to teachers in Live4Life schools to deliver the *SenseAbility* program, there has been a mixed response to this program, and it is a significant drain on resources.
- ◆ It is time that the Macedon Ranges Shire stood back from delivery of the *SenseAbility* program and passed this back to the schools to continue with delivery themselves if they wish.

Large Scale Events

- ◆ Provision of large scale interschool educational events such as the Launch Day and the Celebration Event tend to make the most positive impact on students.
- ◆ Consider running four large scale events each year, one each term, each with one key mental health message.
- ◆ School principals could be asked to suggest possible topics/key messages for each event that are currently relevant, possibly at a meeting so that they could all agree on four topics.
- ◆ I would recommend a similar format to the Launch and Celebration events where a combination of public speakers, small group activities, gift bags, and entertainment is provided
- ◆ Students consistently request more interschool interaction at these events, the logistics of this could be discussed with school principals.
- ◆ I acknowledge that this would require further resources in the following areas:
 - Staffing
 - Equipment
 - Entertainment
 - Merchandise
 - Printing

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.
- ◆ If possible more competition entries need to be made available for viewing by students, this could be achieved by incorporating discussion of entries into small group activities at the Celebration day, or perhaps by loading entries onto the Live4Life Website.

Live4Life Website

- ◆ Consider involving the Crew's help to raise the profile of the Live4Life website, make it more friendly, accessible, and relevant to students.

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. What things did you enjoy about the Live4Life launch at the start of the year?
2. How do you think the Live4Life launch could have been improved?

Competition:

1. What did you think about the live4Life 'How 2 B ok' Competition?

Sensibility/Live4Life Education Sessions:

1. What did you learn in the Live4Life education sessions?
2. What did you like about these sessions?
3. What didn't you like or do you think could have been done better?

Live4Life Website:

1. Have you used the Live4Life website this year? Why/Why not?

End of year celebration:

1. What did you learn at the end of year Celebration?
2. What were your favourite parts of the end of year Celebration?
3. What parts weren't so great or would you change for another time?

Appendix B: YMHFA Effectiveness Questionnaires



**Youth Mental Health First Aid Course
Pre Course Survey 2012**

Please state your child's school and the year level _____

I am attending this course because _____

What level of knowledge do you feel you have about the mental health services available to young people in the Macedon Ranges Shire?

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What level of knowledge do you consider you have about mental health and young people in the following areas:

Depression

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Anxiety

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eating Disorders

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Substance Misuse

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Psychosis

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If a young person was in a mental health crisis (e.g. Having a panic attack or thinking of suicide) how confident do you feel about helping that young person?

Not at all confident	A little	Quite confident	Very confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Youth Mental Health First Aid Course Post- course survey 2012

Please state the school your child is at and the year level:

1. What level of knowledge did you feel you had about the mental health services available to young people in the Macedon Ranges Shire prior to completing the YMHFA training?

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What level of knowledge do you feel you now have about the mental health services available to young people in the Macedon Ranges Shire after completing the YMHFA training?

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What level of knowledge do you consider you now have about mental health and young people in the following areas:

Mental Health and illness in Australian Young People

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Depression

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Anxiety

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eating Disorders

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Substance Misuse

None	A little	Some	A lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Psychosis

None

A little

Some

A lot

4. If a young person was in a mental health crisis (eg. Having a panic attack or thinking of suicide) how confident do you feel about helping that young person?

Not at all confident

A little

Quite confident

Very confident

5. What do you think you have achieved by attending this course?

6. Where do you feel your YMHFA training will come in handy?

7. Do you have suggestion on how we could improve the course?

8. If this course had a fee to pay to attend, how much would you be prepared to pay?

\$10-\$40

\$41-\$70

\$71-\$90

\$91-\$110

should be free

9. How did you find out about the course?

Thank you for your feedback and attending the course. You may be contacted next year in a follow-up evaluation. Please contact Pauline Neil or Charmaine Vanderbeek if you do not want to participate.

Congratulations you are now a Youth Mental Health First Aider!

Good luck using your Youth Mental Health First Aid

Appendix C: *SenseAbility* Survey Completed by Students



This survey was conducted by teachers at each of the five Live4Life schools canvassing input from a sample of 203 Year 7 and 8 students who took part in the *SenseAbility* program in 2012.

Dear Students,

I would really appreciate if you could give me your thoughts about the *SenseAbility* program.

1. What were the key messages from the program?
2. What did you like about the program?
3. What did you dislike about the program?
4. Any suggestion to make it better?

Thanks very much,
[signed off by educator from group]