

Response

ABILITY

Students' Resources for Teacher Education

Student Material: Case Study Two: Amy

- Aim** To explore possible mental health issues for the withdrawn or isolated school student, and formulate appropriate responses.
- Contents** This material is structured around five [Questions](#) relating to a scenario about Amy, a quiet and withdrawn school student. Under each question there are several suggested activities to aid you in exploring the issue, which you might do alone or in a group. Your lecturer may ask you to complete certain activities as part of your assessment, or in preparation for a tutorial discussion. A list of suggested [Resources](#) is provided, and you should also refer to *Risk and Resilience: A Teacher's Guide to Mental Health*, which is part of this package and is available on CD-ROM or from the Internet.
- Scenario:** You are a busy teacher at a large secondary school and Amy is a quiet student in one of your classes. She has always achieved good marks at school and works well independently. She's polite to staff and students, and rarely needs any discipline or additional attention from her teachers.
- Note: This scenario is also available on video and CD-ROM** Lately, you've noticed that Amy seldom makes eye contact or answers questions in class, and hangs back when students are working in groups. You rarely see her talking with friends, and you know little about her interests or her family situation. You wonder if Amy is just a quiet student or whether she may have some problems relating to others at school. If anything, she seems to be becoming more withdrawn. However, you don't want to make Amy feel uncomfortable by talking about your concerns, and there are so many other students who demand all your time and energy.
- Looking out of the staff room window on Friday afternoon after classes have finished, you see a group of girls clustered on the other side of the courtyard - they seem to be gathered around another student, and the body language looks unfriendly. After a few moments they move away, and you see that Amy is left sitting on her own, and looks like she's crying. When you go outside to address the situation, neither Amy nor the other girls are anywhere to be seen.

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This case study can be explored using the following five questions.

Your lecturer or tutor may ask you to complete selected questions or activities, or to read some of this material in preparation for a tutorial discussion. You can go straight to a particular question by clicking on the hyperlink on the left.

The activities suggested are not in any particular order, they are designed to stand alone, so you can move in and out of each question as you wish. Because of this flexibility you may notice some overlap and similarities between activities and themes. However, care has been taken to include a variety of activities, with reflective tasks, written exercises and role plays.

Case Study Questions:

- Question 1:** Could Amy's withdrawal and shyness be a sign of an emotional or mental health problem? What more would you need to know?
- Question 2:** How can you best respond to a shy or withdrawn student like Amy?
- Question 3:** Someone has suggested to you that Amy could be depressed. What is depression and how can a teacher respond?
- Question 4:** What can the school do as a whole to foster positive mental health in students like Amy?
- Question 5:** Apart from Amy, there may be a number of other students in your school who could benefit from support, all from different backgrounds. How might social or cultural factors influence a young person's behaviour and mental health?

Suggested Resources for Case Study Two

The main resource you will need is:

Hunter Institute of Mental Health (2001). *Risk and Resilience: A Teacher's Guide to Mental Health*, on the Response Ability CD-ROM resources, and reference materials on the Internet at www.responseability.org

Other Resources:

AusEinet: Australian Network for Promotion, Prevention and Early Intervention for Mental Health. (2001). *Mental Health Promotion, Prevention and Early Intervention: What's it all About?* [summary sheets] Internet: <http://auseinet.flinders.edu.au> and go to Publications, Summary Sheets.

Bullough and Gitlin (1995). *Becoming a Student of Teaching: Methodologies for Exploring Self and School Context*. New York and London: Garland Publishing Pages 25-27, 40-44.

Commonwealth Department of Health and Aged Care (1995). *Ways Forward - National Consultancy Report on Aboriginal and Torres Strait Islander Mental Health*. Internet: www.mentalhealth.gov.au and go to Publications & Resources

Commonwealth Department of Health and Aged Care (2000). *Promotion, prevention and early intervention for mental health: A monograph*. Internet: Go to Publications & Resources at www.mentalhealth.gov.au

Commonwealth Department of Health and Aged Care. (2000). *MindMatters: A Mental Health Promotion Resource for Secondary Schools* [kit]. Internet: www.curriculum.edu.au/mindmatters

Commonwealth Government of Australia. *Health Insite* [web site]. *Note - facts and web links about a range of mental health topics*. Internet: www.healthinsite.gov.au

Your lecturer may ask you to do certain activities in this case study, or you might like to work through them yourself or with others.

You will find these resources useful for the case study, or to help you prepare for tutorials or research assignments.

Suggested Resources for Case Study Two (continued)

Your lecturer may ask you to do certain activities in this case study, or you might like to work through them yourself or with others.

You will find these resources useful for the case study, or to help you prepare for tutorials or research assignments.

Davis, *et al* (2000). *Early intervention in the mental health of young people: A literature review*. South Australia: Australian Early Intervention Network for Mental Health in Young People. Internet: Go to Publications, Auseinet at <http://auseinet.flinders.edu.au>

Groundwater-Smith, Cusworth and Dobbins (1988). *Teaching Challenges and Dilemmas*. Sydney: Harcourt Brace. Pages 196-210

Kosky, *et al* (Eds). (1992). *Breaking Out: Challenges in adolescent mental health in Australia*. Canberra: Australian Govt Publishing Service. Pages 52-56. Internet: Search under 'Publications' at www.nhmrc.gov.au

Rahamin, Dupont and DuBeau (1996). Considerations in working with adolescents who are gay, lesbian or bisexual. In Bullock, Gable and Ridky (Eds) *Understanding Individual Differences*.

Sawyer, *et al* (2000). *Mental Health of Young People in Australia: The Child and adolescent component of the National Survey of Mental Health and Wellbeing*. Canberra: Commonwealth Department of Health and Aged Care, Mental Health and Special Programs Branch. Internet: www.mentalhealth.gov.au and go to Publications and Resources.

Steingart, S.K. *School Psychology Online* [web site]. Baltimore, U.S. Internet: www.schoolpsychology.net

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Question 1: Could Amy's withdrawal and shyness be a sign of an emotional or mental health problem?

Learning Goals By completing this question, you will gain an understanding of:

- the meaning of mental health, with a focus on adolescence (Activities [One](#) and [Two](#))
- the possible signs of mental health problems in young people (Activities [Three](#) and [Five](#))
- what information to gather when you are concerned about a school student's emotional wellbeing (Activity [Four](#))

Question One Activity One:

Understanding Mental Health

There are a number of myths as well as stigma associated with mental health issues. This can be based on a lack of awareness and knowledge about mental health. Before you consult the resources, construct your own definition of the following terms. What is the difference between them?

1. mental health;
2. mental health problems; and
3. mental illness.

Now examine some of the resources suggested below, and review your definitions. Was your perception of these terms accurate? If not, why? In general, do you think members of the public understand the differences between these terms? Would you say Amy has a mental health problem or illness? Why?

Suggested resources:

- *Risk and Resilience: A Teacher's Guide to Mental Health* (www.responseability.org).
- Chapter Two of the report *Mental Health of Young People in Australia* (www.mentalhealth.gov.au)
- Chapter One of the resource *Promotion, prevention and early intervention for mental health: A monograph*. (www.mentalhealth.gov.au)
- The section on *Understanding Mental Illness* in the MindMatters kit (www.curriculum.edu.au/mindmatters)

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**Question One
Activity Two:** Write a brief “adolescent-related” life history (500 words). The reading from Bullough and Gitlin may help if you're not sure where to start.

An Adolescent Life History

Include your memories of what it was like to be an adolescent and the problems you faced at this time. What difficulties did you have that might relate to mental health? Think about your “experience of school”, how school felt, and when you felt most or least valued and connected with others.

Did you ever know anyone like Amy? Write down what this person was like and imagine what it would have been like to 'walk in their shoes'. Were there any particular incidents that may have influenced your understanding of shy, withdrawn or isolated school students? Why do you think they responded to school-life in this way?

**Question One
Activity Three:** Watch the Case Study video (on VHS or CD-ROM) and list any risk factors or warning signs you see in Amy as possible indicators of her mental health.

Warning Signs and Risk Factors

Now consult the resource *Risk and Resilience: A Teacher's Guide to Mental Health* (www.responseability.org) and some of the other resources to add more detail to your list, so it becomes a general list of signs applicable to other young people too.

Discuss the following questions, in a group or as a piece of written work. What is the difference between a warning sign and a risk factor? Which warning signs or risk factors might a teacher be most likely to witness? Now that you have read a bit more, summarise the main signs or risk factors in Amy's situation.

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**Question One
Activity Four:** Having considered the risk factors and indicators of possible mental health problems, what more would you need to know about Amy and her situation, and where would you find this information?

Gathering Information

Check that your list includes accessible information that respects Amy's rights and considers a school team approach in gathering the information.

Prepare a one page summary that lists important guidelines in gathering information concerning the mental health of a school student. For example: How will you ensure confidentiality but also make sure your analysis of the information gathered is appropriate? Could any of this information be misinterpreted? If so, how could you guard against this?

**Question One
Activity Five:** You are Amy's classroom teacher and you're a bit concerned about her withdrawn behaviour, although you haven't yet spoken with Amy about this. One afternoon you happen to meet Amy's mother in a nearby park, and she tells you she is having concerns about her daughter's emotional wellbeing.

Other behaviour

Build further on your knowledge of warning signs and gathering information, by preparing and acting out a role play of the conversation. Your focus at this stage is gathering information to see whether you think there are signs of mental health concerns, rather than trying to offer suggestions or solutions. In preparing your role play, consider the following questions:

Are there signs or risk factors which a friend or family member may be more aware of, than a teacher? What elements of Amy's behaviour might you discuss with her mother to determine if she is in need of support? What would you say? How might she respond?

You may find the resource by Groundwater-Smith *et al* helpful. You might also like to review warning signs and risk factors for mental health problems, in *Risk and Resilience: A Teacher's Guide to Mental Health* (www.responseability.org).

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Question 2: How can you best respond to a shy or withdrawn school student like Amy?

Learning Goals

By completing this question, you will gain an understanding of:

- how teachers and schools can assist shy or withdrawn students (Activities [One](#), [Two](#) and [Five](#))
- the most appropriate teacher response to a withdrawn school student (Activity [Two](#))
- how to overcome barriers which might prevent a troubled student from seeking help (Activities [Three](#) and [Four](#))
- involving others in promoting mental health (Activities [Two](#), [Four](#) and [Five](#))

Question Two Activity One:

Sometimes confusing terms are used in discussions about mental and emotional wellbeing. Construct a definition of each of the following terms. You could work in a group or individually to do this.

Understanding Mental Health

The most useful resources include Chapters Four and Five of the document by Davis *et al* (*Early Intervention in the Mental Health of Young People*, available at <http://auseinet.flinders.edu.au>) and Chapter Three of *Promotion, prevention and early intervention for mental health: A monograph* (available at www.mentalhealth.gov.au).

You may also like to look at the summary sheets in the series *Mental Health Promotion, Prevention and Early Intervention: What's it all about?* which are available on the internet at <http://auseinet.flinders.edu.au>.

Construct definitions of:

1. mental health promotion
2. prevention of mental health problems
3. early intervention in mental health
4. universal interventions
5. selective interventions
6. indicated interventions

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**Question Two
Activity Two:** Prepare and act out two short role plays:

**Responding to
a Withdrawn
Student**

1. A discussion between yourself, as Amy's teacher, and Amy.

You are concerned about Amy's emotional and social wellbeing. What would you say to her? How would you ask if she is okay? You might like to refer to *Risk and Resilience: A Teacher's Guide to Mental Health* for some ideas (www.responseability.org).

2. A discussion between yourself and another teacher.

Another teacher asks if Amy is okay. How much should you say? You go on to talk about what you can both do in your classrooms to ensure that Amy is supported and connected with others.

**Question Two
Activity Three:**

**Barriers to
Seeking Help**

Sometimes troubled young people - and older people too - find it hard to reach out for help, for many reasons. It is important to promote help-seeking behaviour in young people, to help prevent mental health problems.

Write a brief letter from Amy to her teacher. In it, describe some of the reasons which may have prevented her from discussing her mental health with anyone.

To do this, reflect on your own experiences as an adolescent, thinking back to what issues you may have faced at that time.

You might also look at Chapter Six from the report on the *Mental Health of Young People*, available at www.mentalhealth.gov.au and some of the material from *Enhancing Resilience 2* in the MindMatters kit (www.curriculum.edu.au/mindmatters).

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Question Two Activity Four:

Prepare an outline of a school plan to encourage positive mental health and foster school students' willingness to seek help. In constructing this plan you should consider:

Promoting Help- Seeking Behaviour

1. The most appropriate school and community members to be involved
2. How the school might gain commitment and ownership among the staff
3. Training of staff
4. Ongoing evaluation and revision of the plan
5. Classroom and school activities which would promote help seeking behaviour among students

You may find it helpful to use *School Matters* from the MindMatters kit (www.curriculum.edu.au/mindmatters).

Question Two Activity Five:

Involving others in Mental Health Promotion

One way to assist shy or withdrawn students like Amy, as well as young people who may have different concerns, is to create a school which supports health and wellbeing, and promotes the resilience of everyone in the community. To discuss how the school can contribute to promoting mental health, your school has decided to organise a meeting which will include members of the school and larger community. The participants will discuss how to create a positive atmosphere in the school and how to ensure that students who do have problems receive appropriate support.

Prepare an invitation list and a rough outline for the meeting, with a few lines describing each agenda item. You will need to invite appropriate people or services within and outside the school community and you may like to invite some of them to speak at the meeting.

Helpful resources will include the *Community Matters* and *School Matters* sections of MindMatters (www.curriculum.edu.au/mindmatters) and perhaps the resource *Risk and Resilience: A Teachers Guide to Mental Health* (www.responseability.org).

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Question 3:

Someone has suggested to you that Amy could be depressed. What is depression and how can a teacher respond?

Learning Goals By completing this question, you will gain an understanding of:

- possible signs or symptoms of depression (Activities [One](#) and [Two](#))
- possible causes of depression (Activities [Three](#) and [Four](#))
- how to assist a school student who may be depressed (Activities [Two](#) and [Five](#))

Question Three Activity One:

Understanding Depression

Write a list of all the words or ideas, positive or negative, that you associate with "depression" or with people who are depressed. Compare this to a list that has been prepared by another class member or group and note any significant differences.

Now consult some of the resources, and make a list of short definitions and descriptions of depression from at least three different sources. You might consider looking in the *Understanding Mental Illnesses* module of MindMatters (www.curriculum.edu.au/mindmatters) and on some of the websites listed in the resource section.

By comparing your two lists, see whether you can identify any common misconceptions about depression. Is there a difference between 'being depressed' and having clinical depression? Do you think there are different types or degrees of depression? Do you think depression is an illness, or just a feeling?

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Question Three

Activity Two:

Recognising and Responding

By consulting at least three different sources, preferably from those suggested in the Resource List, compile a list of the major signs and symptoms of depression. Include at least three examples of each of the following: feelings, thoughts, behaviour, physical symptoms.

Compare these with Amy and her situation. Do you think she could be depressed? Why?

If Amy is depressed, who could help? Make a list of people and professionals you might speak with in responding to Amy's situation. What would you want to discuss with each of these people?

Question Three

Activity Three:

Causes of Depression

Prepare a list of factors you think might cause Amy, or another young person, to be more prone to depression.

After consulting some of the materials suggested in the Resource List, review your list, and add to it using a different colour.

Did your first list provide a good overview of possible factors? If there were significant gaps, why might this be so? For example, did you have misconceptions about depression, or was there a lack of detailed knowledge or awareness?

Do you think members of the general public, such as parents, would be aware of all these factors?

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Question

Three

Activity Four:

Causes of Depression

It emerges that Amy has been depressed. She is now working with the school counsellor, and feeling a bit better. Another teacher is also aware of Amy's situation and catches up with you one day to talk about how you can both support Amy in her school work.

Then your colleague says: 'I just can't understand why Amy should be depressed! She has everything going for her ... what could have brought this on?'

Prepare and act out a role play between you and the other teacher in which you explain and discuss possible causes of depression in general. You could consult the *Understanding Mental Illnesses* section of the MindMatters Kit (www.curriculum.edu.au/mindmatters), as well as some other resources.

Question

Three

Activity Five:

Responding to a Depressed student

Amy comes to see you, as her classroom teacher, and says that she feels depressed and wants your help. Observation by you and by other teachers leads you to agree that Amy is in need of extra support. Prepare and act out two short role plays:

1. the conversation between you and Amy

In preparing this role play, consider the importance of good listening skills and open-ended questions, which will encourage Amy to talk openly with you. Provide a lead-in to the next role play by encouraging Amy to talk with the school counsellor.

2. a follow up conversation between you and the school counsellor

For this role play, consider what you might want to say to the counsellor, and what you might want to ask. Amy has been unable to come for this first chat, but knows you are talking to the counsellor on her behalf. She would like to come and talk to the school counsellor another day, but at this stage she is a little unsure of herself.

You might like to refer to the resource *Risk and Resilience: A Teacher's Guide to Mental Health* for some ideas (www.responseability.org).

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Question 4: What can the school do as a whole to foster positive mental health in school students like Amy?

Learning Goals By completing this question, you will gain an understanding of:

- the teacher's role in a whole school approach to mental health (Activity [One](#))
- how schools can encourage positive mental health (Activities [Two](#) and [Three](#))
- how school bullying can impact upon mental health (Activity [Four](#))
- how schools can maintain a focus on positive mental health (Activity [Five](#))

Question Four Activity One:

You have been asked by the principal to prepare a leaflet that can be given out to the staff that summarises the role of the teacher in a whole school approach to mental health.

Understanding the Teacher's Role

Where does the individual teacher fit within this whole school response?

How can the individual teacher demonstrate his or her support for this approach?

You will find the *School Matters* and *Community Matters* sections of MindMatters the most useful resource for this question (www.curriculum.edu.au/mindmatters). Try to be creative in designing your leaflet, considering the best way to interest other teachers in this issue.

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Question Four Activity Two:

Develop an activity you can do in the classroom that will assist young people to become more resilient and prevent mental health problems.

Promoting Resilience

As part of your activity, ask the school students to provide you with their own input on how you, as their classroom teacher, can help to promote good mental health and emotional wellbeing.

You might like to draw on ideas in the *Enhancing Resilience* and *Community Matters* modules of MindMatters, but you should develop a new activity, rather than using one directly taken from the kit (www.curriculum.edu.au/mindmatters).

Question Four Activity Three:

The School Environment

Consider these photographs, of a classroom and a school corridor. School buildings and furniture can often create what appear to be unfriendly and impersonal places.

Make a list of things schools can do to overcome this and create an environment which promotes positive mental health. In particular, you should consider in your response:

- the relationships encouraged between staff, students and families (in class, playground, and after school activities)
- the student welfare policy
- awareness, acceptance, and response to mental health issues.

You may find it helpful to use *School Matters* from the MindMatters kit (www.curriculum.edu.au/mindmatters).

Photographs are from the webpage entitled "Mixed Messages" <http://www.umsl.edu/~jwalter/PhotoEssay1/MixMesg.html>

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**Question Four
Activity Four:
Bullying and
Mental Health**

Reflective Task: Think about your own school days for a moment: were you ever bullied, or did you see or participate in bullying? What did you think about bullies and bullying?

Examples		Consequences
Bashing	B U L L Y I N G	Belittled
Undermined		Unnerved
Ignored		Isolated

Writing: Individually or in a group brainstorm, write down what feelings a person who is bullied might experience. Write down what feelings a person who is acting as a bully might experience. Could one or both of these people have, or develop, a mental health problem? If so, what type of problem(s) might be involved?

Creative Task: Define bullying - use each letter in the word bullying to list words that describe examples of bullying and its consequences, as in the diagram. Now develop some activities you could do with young people to encourage a culture which does not tolerate bullying.

For these tasks you might like to draw on the *Dealing with Bullying and Harassment* section of the MindMatters kit (www.curriculum.edu.au/mindmatters).

**Question Four
Activity Five:**

**Looking
Ahead**

You and a colleague are discussing the benefits which have begun to appear in the school, since it adopted a whole school approach to promoting mental health. This has included initiatives against bullying, school-wide discipline policies, and introduction of some relevant elements in the school curriculum. Your colleague says: *It does seem to be coming together quite well, but what can we do to make sure this whole approach continues? I mean, it's so easy for things like this to get lost as time goes on.*

Conduct a role play between yourself and the other teacher, in which you discuss this issue further. You may find the *School Matters* module of the MindMatters kit helpful (www.curriculum.edu.au/mindmatters), but you will also need to consider what you think a school might be able to do, in order to maintain a positive initiative over time. Some ideas to consider might include involving students, changing school culture, or providing ongoing professional development for teachers. You should give some thought to who might be accountable for ensuring that the program continues, and how it might be promoted in an ongoing way.

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Question 5:

Apart from Amy, there may be a number of other students in your school who could benefit from support, all from different backgrounds. How might social or cultural factors influence a young person's behaviour and mental health?

Learning Goals

By completing this question, you will gain an understanding of:

- possible reasons for the ostracism of some students within the school culture (Activity [One](#))
- how cultural factors might influence the behaviour and mental health of school students (Activities [Two](#) and [Three](#))
- some of the issues young people face when they experience same sex attraction (Activity [Four](#) and [Five](#))
- how schools can create safe and inclusive environments for students who may be ostracised (Activity [Five](#))

Question Five Activity One:

Remember back to your secondary schooling. Construct a list of the groups of students you remember and the names they were given (eg. "geeks").

A 'Hard' Culture

Describe the attributes of these groups. Which groups were ostracised and why?

If Amy was one of your fellow students would she have been ostracised, and why?

Consider pages 52-56 from Kosky *et al*, in *Breaking Out: Challenges in Adolescent Health in Australia*. Write down how the elements of the 'hard culture' they describe may result in the ostracism of some school students. (See <http://www.health.gov.au/hfs/nhmrc/publications/synopses/mh1syn.htm>).

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**Question Five
Activity Two:** Write down a list of the behaviours that you associate with a shy and withdrawn person.

Shy Behaviour Beside each behaviour, write down what that person might be feeling, which may contribute to these behaviours.

Some cultures have different expectations of behaviour in boys and girls. In Aboriginal culture, for example, it may not be considered appropriate to make extensive eye contact.

If the following school students were shy or withdrawn, in what ways might their behaviour be different from what we see in Amy?

1. a boy of roughly the same age and background as Amy
2. an Aboriginal and Torres Strait Islander boy
3. a girl from a Middle Eastern, Islamic background

**Question Five
Activity Three:** For each of the following groups, list things which might make them more vulnerable to mental health or emotional problems, and things which might make them more resilient.

**Mental Health
needs of
people from
various
Groups**

1. Aboriginal and Torres Strait Islander people
2. People living in a community where there are few other families from their own ethnic or cultural background
3. Refugees or asylum seekers
4. People living in a rural or remote setting

You may like to refer to Chapter Six of the resource *Promotion, prevention and early intervention for mental health: A monograph* (www.mentalhealth.gov.au).

Select one cultural group and find out what you can about their definition and concept of health and mental health. Does it differ from definitions you are familiar with? You may wish to look at the document *Ways Forward* about Aboriginal Mental Health (www.mentalhealth.gov.au).

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Question Five Activity Four:

Same Sex Attraction

Amy confides in you one day, telling you that she thinks she may be more attracted to girls than to boys, but doesn't know for sure. She is conscious of being 'different' and worries about how her friends and family would react if they knew.

Prepare and act out a role play between yourself and Amy, in which you have this conversation. Reflect on how you would feel if a school student told you this. Would you feel any differently if it was a male student? You will need to take into account what issues young people face when they experience same sex attraction, and who might be able to offer Amy support if she wants it.

The resource by Rahamin *et al* may help you, but you may wish to look for some other resources as well. You could try the Internet, brochures from local health services, or gay and lesbian support groups. In addition, consider some of the material in the *Community Matters* module from MindMatters (www.curriculum.edu.au/mindmatters).

Question Five Activity Five:

A Whole School Approach to supporting Students

Amy has been experiencing same sex attraction and was confused about her sexuality and concerned about being 'different'. She is now working with the school counsellor and is much more positive about her feelings and her sexuality. However, you have started to think about what the school can do as a whole to support students who have similar issues.

Your school is reviewing its plans and policies regarding supporting the health and wellbeing of students. This will be discussed at an upcoming staff meeting, and you decide to jot down some notes in preparation for the meeting. Write down some ideas about each of the following issues:

- how the behaviour of peers and teachers can affect the mental health of students experiencing same-sex attraction, or others who may be ostracised
- how can the school and teachers educate students to be more tolerant of all people, including those who may be same-sex attracted
- what can be done to ensure an inclusive classroom
- what can be done to ensure a safe school environment as a whole

Are there any other issues you might need to consider if you were thinking about the needs of other people who might be ostracised? For example, Aboriginal and Torres Strait Islanders, people from a minority ethnic background, students with a disability? You will find the *Community Matters* module of the MindMatters kit helpful for this activity (www.curriculum.edu.au/mindmatters).

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