Bringing about change

Programs include

Advice from

Supported by

SOUND mind body community
CARLTON RISE HIGH
LEADING WITH THE BLUES
LA TROBE UNIVERSITY
Aēsop®
The Blues Foundation acknowledges the Traditional Owners of country throughout Australia and recognises their continuing connection to land, waters and community. We pay our respects to them and their cultures, and to elders both past and present.

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The highest onset of mental illness is between the ages of 12–24 years.

Carlton Football Club (Carlton FC) is extremely proud of its continued investment to build resilience in young people for the prevention of social exclusion.

Our suite of community education initiatives under the umbrella of Resilient Young People has doubled to include two evaluated and proven programs; Leading with the Blues, the modified Sound Mind, Sound Body and Sound Community, as well as the revised Carlton Rise High.

Carlton FC, in conjunction with its partner La Trobe University, is using the platform of football to promote and foster young people’s resilience.

Sound Mind, Sound Body and Sound Community and Leading with the Blues education programs are delivered by Carlton-trained interns from La Trobe University to Grade 5 and 6 students across Melbourne’s northern corridor.

Carlton Rise High helps build a positive rapport with students and families to assist them with literacy skills and overall knowledge, subsequently improving their holistic health.

Providing a foundation for developing skills and behaviours that enable them to handle adversities during adolescence and adulthood, resilience is an important trait to instil in children and young adults as they seek to live a happy and healthy life.

Eighty three per cent of experts agreed that increasing resilience among children aged 0–12 could potentially prevent mental health issues during childhood and/or later in life.1

The highest onset of mental illness is between the ages of 12–24 years, with this onset enhancing the risk of poor physical and social health. As a result, there is an increased need to provide information on holistic health and wellbeing for young people.

Using the platform of football, Carlton FC’s #BoundByBlue collaboration with schools throughout Melbourne’s northern corridor enables young people to build resilience and leadership skills via the programs.
The challenge

With children and young people spending an abundance of time in educational environments, as well as being influenced by the adults and peers around them, these environments become crucial to building resilience.

Key facts

“Resilient young people are better able to make sense of the world around them, build strong relationships, and seek out support when they experience difficulties. Good problem-solving skills and the ability to work towards realistic goals also gives teenagers a greater feeling of control over their lives and a sense of positive self-worth.”

The challenge

young people witnessed someone being unfairly treated or discriminated against. A third of deaths among young men aged between 15-24 years are due to suicide, while twice as many young women aged 15-19 years died by suicide in 2015. People with a mental illness experience higher rates of physical illness than the rest of the population and die up to three decades earlier. A study in 2011 found that teenage girls who feel depressed are twice as likely to start binge eating while girls who engage in regular binge eating have doubled the risk of experiencing depression.

Mental health

Nearly half of all mental health problems begin before the age of 14. Nearly half of all mental health problems begin before the age of 14. In 2015, 1 in 7 school-age children has a mental health problem, like anxiety, depression and behaviour problems, but only one in four gets the help they need. One in four young Australians currently experience some form of mental illness or disorder. Nearly half of all mental health problems begin before the age of 14. A study in 2011 found that teenage girls who feel depressed are twice as likely to start binge eating while girls who engage in regular binge eating have doubled the risk of experiencing depression.

Prevalence of bullying

It’s estimated that one in seven school-age children has a mental health problem, like anxiety, depression and behaviour problems, but only one in four gets the help they need. Of the 3.8 million students in school every year, an estimated 910,000 students (almost 25 per cent) are victims of bullying by an estimated 543,000 bullying perpetrators. This translates into an estimated 45 million bullying incidents per year.

Social health

In 2015, more young Australians between 15-24 have self-harmed in their life. A third of deaths among young men aged between 15-24 years are due to suicide, while twice as many young women aged 15-19 years died by suicide in 2015.

Physical health

1 in 4 children aged 5-14 years were overweight or obese. 98% of children aged 5-14 do not eat the recommended daily serves of fruit and vegetables. Nearly half of all mental health problems begin before the age of 14. Nearly half of all mental health problems begin before the age of 14.

42% to 60%

Obesity has been found in 42-60 per cent of people with mental illness.
The Adolescent Community Profile was formulated by the Office for Children and Portfolio Coordination, in the Victorian Department of Education and Early Childhood Development in 2010 and revised May 2011. This was the first resource of its type that gives a wide-ranging report on how adolescents across Victoria are faring. In the following data, adolescents have been defined as young people aged 10–17 years.

The Adolescent Community Profiles draw on data outcomes for children compiled through the Victorian Child and Adolescent Monitoring System (VCAMS). Additional data was also sourced by the Office for Children and Portfolio Coordination through, the Department of Education and Early Childhood Development, the Department of Human Services, the Department of Health, Victoria Police and the Australian Bureau of Statistics.

The Adolescent Community Profiles are structured, based on the Victorian Child and Adolescent Outcomes Framework. The following page presents examples obtained from the reports of recent administrative data and survey data for a selection of health and wellbeing adolescent indicators, for the five municipalities in the northern corridor.

City of Yarra
Yarra was ranked 1 out of 68 LGAs in terms of the psychiatric hospitalisation rate during 2009-2010.

City of Banyule
Only 15.6 per cent of adolescents in Banyule were eating the minimum recommended serves of fruit and vegetables each day.

City of Darebin
During 2009-2010, there were 7.5 psychiatric hospitalisations per 1,000 adolescents in Darebin.

Shire of Nillumbik
Only 10.3 per cent of adolescents in Nillumbik did the recommended amount of physical activity every day.

City of Whittlesea
Only 15.5 per cent of adolescents in Whittlesea were eating the minimum recommended serves of fruit and vegetables each day.
The holistic health and wellbeing of young people.
The Sound Mind, Sound Body and Sound Community education program is currently delivered to Grade 5 and 6 students in Melbourne’s northern corridor. Further alignment with the Victorian curriculum as well as feedback from teachers, resulted in the review and modification of the Sound Mind, Sound Body and Sound Community program. As such, a compilation of levels was achieved, with flexibility to suit students’ diverse learning needs.
The Sound Mind, Sound Body and Sound Community education program aims to increase the holistic health and wellbeing of young people in schools across Melbourne’s northern corridor.

The program is comprised of four sessions, conducted once a week for four weeks. Teachers choose the level that best fits their students’ learning style and needs.

**Session 1: The navy blue way**

**By the end of the session, participants will be able to:**
- Understand the Sound Mind, Sound Body and Sound Community education program
- Understand what values are and their actions that display these values (Level 1)
- Understand their strengths and how they can be used to achieve positive or negative outcomes (Level 2)
- Understand that working as a team will create better outcomes
- Correctly execute a football kicking action whilst incorporating values and leadership during the outdoor component

**Participants will explore and discuss:**
- **Values (Level 1):** Students will be given cards which consist of values and actions, requiring them to work out which behaviour displays the matching value.
- **Strengths (Level 2):** Students will compare the strengths of two characters, one positive and one negative, identifying similarities and differences.
- **Teamwork (Level 1 and 2):** Students will be required to work as a team to build the tallest tower using only blue tac and toothpicks. Facilitators will be rewarding the teams that show great communication skills and show a good understanding of values required in a team situation. This will help identify the teams who have worked collectively to build their tower.
- **Kicking (Level 1 and 2):** Students will be given the tools to correctly execute a drop punt. Once the students have practised the technique, they will move into a kicking game that will incorporate the football component with teamwork and values.

**Session 2: The mind**

**By the end of the session, participants will be able to:**
- Understand the importance of having a positive growth mindset over a negative mindset
- Understand that having a clear mind will encourage better decisions
- Understand how mindset can be improved through breathing (Level 1)
- Understand emotions and the tools we can use to help maintain a positive mindset (Level 2)
- Correctly execute a handball whilst having a positive mindset throughout the outdoor component

**Participants will explore and discuss:**
- **Breathing (Level 1):** Students will explore the benefits of focusing on their breathing to clear their mind.
- **Emotions (Level 2):** Students will explore how their emotions change throughout the day, while discussing different tools and strategies which can be used to control and manage emotions.
- **Mindset (Level 1 and 2):** Students will discuss and explore the benefits of a positive mindset, as well as the outcomes of a growth mindset over a negative mindset.
- **Handballing (Level 1 and 2):** Students will be given the tools to correctly execute a handball. Once the students have practised the technique, they will move into a handballing game that will incorporate the football component with a positive mindset.
Session 3: The body

Topics by level:
Level 1: Healthy eating and exercise
Level 2: Sugar and exercise

Description:
The purpose of this session is to help students understand the benefits of having a healthy diet as well as an active lifestyle, in order to create a positive impact on their body and the positive impact these factors have on their bodies.

By the end of the session, participants will be able to:
• Understand the positive benefits a healthy diet can have on their body (Level 1)
• Understand the impact of drink choices (Level 2)
• Understand the positive benefits an active lifestyle can have on their body
• Understand the relationship between what we eat, drink and how we exercise
• Correctly perform the three types of marks whilst incorporating the learnings of nutrition and exercise during the outdoor component

Participants will explore and discuss:
Healthy eating (Level 1): Students will explore the significance of healthy foods to achieve a healthy lifestyle. The topic will discuss the benefits of maintaining good eating habits and the outcomes they have on the body.
Healthy drinking (Level 2): Students will learn about the different ingredients that can be found in drinks, with a focus on protein and sugar, and the impact these have on the body.
Exercise (Level 1 and 2): Students will explore the types of exercises that classify as moderate and vigorous exercise and the importance of regular physical activity, as by through the National Physical Activity Guidelines.
Footy tennis (Level 1 and 2): Students will be given pedometers before heading outside to participate in a game of footy tennis. Students who picked unhealthy lunchbox or drink choices will be challenged to get a higher number of steps than students who picked healthier options.

Session 4: The community

Topics by level:
Level 1: Equality and belonging
Level 2: Equality and bullying

Description:
The purpose of this session is to establish an understanding of gender equality and a sense of belonging, or the impact of bullying (level dependent).

By the end of the session, participants will be able to:
• Understand the importance of healthy communities and how this relates to a sense of belonging and acceptance of an individual (Level 1)
• Understand the importance of a society with equal rights, free of any discrimination
• Understand types of discrimination and the impact of bullying (Level 2)
• Correctly execute all skills under pressure whilst incorporating belonging and equality during the outdoor component

Participants will explore and discuss:
Belonging (Level 1): Students will explore the importance of feeling a sense of belonging and how this feeling can improve their community’s social health as well as their own individual development.
Bullying (Level 2): Students will discuss different types of bullying and its impact on individuals and the community.
Gender equality (Level 1 & 2): Students will explore the importance of gender equality. Stereotypes within the community will also be discussed and students will reflect on the attitudes and expectations the community has towards both women and men.
Modified football (Level 1 & 2): Students will participate in a modified game of football during the outdoor component. Facilitators will identify the students who display an understanding of belonging and equality through their actions during the game.
### Program reach

<table>
<thead>
<tr>
<th>Students</th>
<th>1,048</th>
</tr>
</thead>
</table>

- **2%** of students are Aboriginal and Torres Strait Islander peoples.
- **74%** of students are from culturally and linguistically diverse backgrounds (CALD).

<table>
<thead>
<tr>
<th>Schools</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face hours</td>
<td>164</td>
</tr>
<tr>
<td>Classes</td>
<td>44</td>
</tr>
</tbody>
</table>

- **210** hours of training and mentoring delivered face-to-face.
- **15** trained community educators.
Sound Mind, Sound Body and Sound Community used pre- and post-program evaluation to measure outcomes, with data collected both before and after the sessions were delivered. The difference between the responses were then calculated and attributed to the program’s overall success.

In four 45-minute lessons, we achieved significant results...

- 100% of teachers would recommend the program to another school.
- 100% of teachers would participate in the program again.
- 100% of teachers noticed an increased sense of belonging among their students.
- 82% of teachers found the Sound Mind, Sound Body and Sound Community classroom sessions very effective.
- 80% of teachers deemed the Sound Mind, Sound Body and Sound Community outdoor sessions as very effective.
- 80% of teachers noticed increased teamwork among their students.
- 91% satisfaction rating given by students
- 100% of teachers would recommend the program to another school.
- 100% of teachers would participate in the program again.
- 100% of teachers noticed an increased sense of belonging among their students.

- 15% increase in student understanding of their ability to use their own strengths to achieve positive outcomes.
- 10% increase in student understanding of what to do (how to cope) when they are feeling down.
- 66% increase in the number of students who could identify how much physical activity they needed to meet the National Physical Activity Guidelines.
- 14% increase in student knowledge of their values and how to live them.
What the teachers are saying

“The program was good fun, it couldn’t be better.”

Antonine College

“What the students are saying

“All the facilitators were kind, caring and polite.”

St Mary’s Primary School

“Make it longer!” (Student)

“We are really pleased we got involved this year. We plan on having our Year 5 and 6 students involved in it again and again due to how well run the program was. Thank you!”

St Damian’s primary School

“The key impact that I have noticed with the program is that students in Year 6 continue to follow the key principles of the program, when they head up to secondary school.”

Antonine College

“The students and staff begin conversations around topics they may not have spoken about before. It makes the students aware of their actions and aligns with our school values.”

Al Siraat College

“Overall the group (Carlton) were well organised and worked well together to engage all students. Our students enjoyed the program and found it very beneficial as part of our start up program and introduction to the new school year.”

Epping Primary School

“Having the Carlton players there for the last session both inside and outside was a fantastic finish to a very worthwhile program. Thank you for our involvement. All staff speak positively about the program.”

St Mary’s Primary School

“The benefits of having Sound Mind, Sound Body and Sound Community delivered at our school is that it reinforces the messages that the school delivers to the students in regards to always having a positive mindset, healthy eating and a healthy body.”

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Al Siraat College
Working with families from culturally and linguistically diverse (CALD) backgrounds.
Carlton Rise High

At Carlton we believe that creating a sense of belonging within our football club, as well as in the broader community, plays a pivotal role in inclusion. Carlton Rise High focuses on families who are predominantly of culturally and linguistically diverse (CALD) backgrounds.

“Carlton Primary School has a long and close association with the Carlton Football Club and has worked on a number of joint projects in recent years. We are thrilled with its support of us as a school, and of our students and families. The Club has generously supported us through our mentoring program, which plays an important role for its participants, building self-confidence, teaching life skills, and supporting genuine connection.”

Julie Large
Principal
Carlton Primary School

The Carlton Rise High program strives to:

Build a rapport
with students and families from the
local community.

Program includes:

One-on-one mentoring

Literacy
  • Classroom reading

Carlton FC education programs:
  • Sound Mind, Sound Body and Sound Community
  • Leading with the Blues

Stationary packs
  • Assist with homework

Game-day experience
  • Guard of honour
  • Family involvement

Assist students in improving their literacy skills.

Increase students’ knowledge in improving their holistic health and wellbeing.

“Carlton Primary School has a long and close association with the Carlton Football Club and has worked on a number of joint projects in recent years. We are thrilled with its support of us as a school, and of our students and families. The Club has generously supported us through our mentoring program, which plays an important role for its participants, building self-confidence, teaching life skills, and supporting genuine connection.”

Julie Large
Principal
Carlton Primary School
Mentoring program
Once a week in the school year (for at least one year).

Purpose:
To create a trusting relationship with a student to increase their attendance at school and provide a role model figure in the life of the student.

Description:
The mentoring program involves a staff member or player from the Carlton Football Club meeting with a young student from Carlton Primary School (CPS), identified by the teachers at CPS. The program aims to pair them together to form a strong bond via a weekly session involving various indoor and outdoor activities.

Classroom reading program
Once a week for an entire term (10-14 weeks dependent on the term).

Purpose:
To improve the literacy skills of students at Carlton Primary School and create a beneficial rapport between students and Carlton FC staff members, including players.

Description:
Carlton FC staff members and players enter the classroom and help students improve their reading skills, by listening to them read and in turn reading to them. This also includes teaching comprehension and providing feedback.

Building blocks that help children cope with life’s ups and downs:

Belief in their ability to do things for themselves and achieve their goals.

Trust that the world is safe and there are caring people to help them.

Feeling good about themselves and feeling valued for who they are by their parents and carers.

Optimism that things generally turn out well.

Ability to manage their feelings, thoughts and behaviours.
Educating and inspiring future leaders.
Leading with the Blues

Leading with the Blues is a community education program which is currently delivered to Grade 5 and 6 students in Melbourne’s northern corridor. The program aims to support students in learning and acquiring leadership skill sets to empower them to build resilience, while setting goals for the future.

Using the platform of football, Leading with the Blues provides the opportunity for students to practice maintaining positive values, setting goals, supporting one another, taking responsibility, while also developing their leadership abilities.

The Leading with the Blues education program incorporates key factors identified by clinician Andrew Fuller, to help build resilience of students. These factors include:

- A sense of belonging
- Feeling empowered enough to make decisions
- Feeling that people have high expectations of you
- Feeling engaged at school

The Leading with the Blues community education program is comprised of three sessions, conducted once a week for three weeks.

The topics for each session are:

Session 1:
Learning leadership

Session 2:
Leadership and resilience

Session 3:
Kicking goals
The Leading with the Blues education program aims to inspire future leaders and educate students about positive leadership, helping them to understand how to build resilience and set goals. The following provides an overview of the content delivered during the three sessions.

**Session 1: Learning leadership**

**Description:**
The purpose of this topic is to assist students in understanding that anyone can be a leader or demonstrate positive leadership through their actions—leadership does not require a formal title or position of authority.

By the end of the session, participants will be able to:
- Identify that a leader is about the person and not the title
- Identify positive leadership characteristics and understand what these mean and how they can apply these in their own actions and lives
- Correctly execute a handball and demonstrate leadership traits

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**Session 2: Leadership and resilience**

**Description:**
The purpose of this topic is to enable students to understand that having positive leadership skills can help build resilience, and building resilience can create positive leaders.

By the end of the session, participants will be able to:
- Identify that a leader is about the person not the title
- Identify positive leadership characteristics and understand what these mean and how they can apply these in their own actions and lives
- Perform a handball correctly and demonstrate leadership traits during football skill development

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**Session 3: Kicking goals**

**Description:**
The purpose of this topic is to help students understand that utilizing positive leadership skills can help you achieve goals to create a sense of accomplishment.

By the end of the session, participants will be able to:
- Understand the concept of setting goals and how this can help them become a positive leader
- Understand what steps are taken to achieve goals
Leading with the Blues

**Program reach**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Face-to-face hours</th>
<th>Classes</th>
<th>Co-facilitation model</th>
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<tbody>
<tr>
<td>9</td>
<td>99</td>
<td>31</td>
<td>105</td>
</tr>
</tbody>
</table>

**Students** 667

105 hours of training delivered face-to-face.

15 trained community educators.
Leading with the Blues connected students in pre- and post-program evaluation to measure outcomes, with data collected before and after the sessions were delivered. The difference between the responses were then calculated and attributed to the program’s overall success. Pre- and post-evaluations indicate students increased their knowledge of resilience by 25 per cent, with 20 per cent of students increasing their understanding on how to use resilience to overcome a challenge.

At the conclusion of the Leading with the Blues program, student confidence and satisfaction levels in all topics increased. There was a 13 per cent increase in students’ confidence in their own ability to set and achieve long-term goals. We saw an overall satisfaction rating of 92 per cent from the students.
Resilient Young People

Program delivery and review

Four Quarters
Delivery, Review and Analysis
Resilient Young People education programs are split into four quarters to divide each phase of review and analysis. This is conducted by the Community, Diversity and Inclusion Department with support from the La Trobe University community outreach team.

First Quarter
Build on program content using collated information collected throughout previous year.
Educate facilitators on content delivered.
Confirm booking requests with schools.

Second Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Third Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.
Begin collating information from Quarter 2 schools.

Fourth Quarter
Collation and analysis of all participant, school and facilitator feedback.
Review of participant pre- and post-assessment.
Review program content.
Production of annual report.
Begin booking schools for following school year.

Target Group
Grade 5 and 6 primary school students in the northern corridor.

Resilient Young People Program delivery and review

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Educate facilitators on content delivered.
Confirm booking requests with schools.

Second Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Third Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Fourth Quarter
Collation and analysis of all participant, school and facilitator feedback.
Review of participant pre- and post-assessment.
Review program content.
Production of annual report.
Begin booking schools for following school year.

Target Group
Grade 5 and 6 primary school students in the northern corridor.

Resilient Young People Program delivery and review

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First Quarter
Build on program content using collated information collected throughout previous year.
Educate facilitators on content delivered.
Confirm booking requests with schools.

Second Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Third Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Fourth Quarter
Collation and analysis of all participant, school and facilitator feedback.
Review of participant pre- and post-assessment.
Review program content.
Production of annual report.
Begin booking schools for following school year.

Target Group
Grade 5 and 6 primary school students in the northern corridor.

Resilient Young People Program delivery and review

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First Quarter
Build on program content using collated information collected throughout previous year.
Educate facilitators on content delivered.
Confirm booking requests with schools.

Second Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Third Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Fourth Quarter
Collation and analysis of all participant, school and facilitator feedback.
Review of participant pre- and post-assessment.
Review program content.
Production of annual report.
Begin booking schools for following school year.

Target Group
Grade 5 and 6 primary school students in the northern corridor.

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Resilient Young People education programs are split into four quarters to divide each phase of review and analysis. This is conducted by the Community, Diversity and Inclusion Department with support from the La Trobe University community outreach team.

First Quarter
Build on program content using collated information collected throughout previous year.
Educate facilitators on content delivered.
Confirm booking requests with schools.

Second Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Third Quarter
Deliver program in schools.
Collect formative feedback through weekly evaluations by the participants, the schools and the facilitators.
Collect summative feedback at conclusion of program from participants, schools and facilitators.

Fourth Quarter
Collation and analysis of all participant, school and facilitator feedback.
Review of participant pre- and post-assessment.
Review program content.
Production of annual report.
Begin booking schools for following school year.

Target Group
Grade 5 and 6 primary school students in the northern corridor.
The following is an evidenced based and best practice education and evaluation methodology.

**Co-facilitator recruitment**
- Job advertisement
  - Through La Trobe University.
- Screening
  - By community diversity and inclusion department.
- Orientation and induction
  - By community diversity and inclusion department.

**Program framework**

**Co-facilitator induction and training process**
- Context training
  - Content training
  - Dry run
  - Wet run
- Ongoing mentoring and coaching
  - By community diversity and inclusion educators.

**The programs**
Programs are implemented in a mixture of classroom and outdoor settings.

**Evaluation, quality assurance and continuous improvement**
- Community, Diversity and Inclusion Team
  - Key findings inform program design and content moderation review meetings.
- Consultants
  - Consultation with La Trobe University and other service providers.

**Program review**
- Participants
  - Pre- and post-assessments.
- Teachers
  - Feedback form and interview post program.
- Facilitators

- Resilient Young People
- Program framework
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La Trobe University involvement and relationship
The exclusive partnership between Carlton Football Club and La Trobe University focuses on conducting collaborative research in sport science, providing La Trobe students with a range of unique experiences to improve their employability, supporting the professional development of Carlton’s employees, and delivering school and community outreach programs.

Recruitment stages
The La Trobe University educators that will assist in the co-facilitation of the Resilient Young People programs are a selection of the highest achieving third-year students studying a Bachelor of Business (Sports Management).

1. Screening
Interviews conducted by Community, Diversity and Inclusion Department.

2. Orientation/Induction
Orientation to Carlton FC staff and facilities. Expectations and values workshop. Induction into Sound Mind, Sound Body and Sound Community education program.

3. Blues Foundation
Job advertisement
Advertised through La Trobe University. Applications directed to Carlton FC.
Co-facilitator guidance and quality assurance process

Recruited co-facilitators are required to attend a variety of training sessions to fully equip themselves with the correct skills and content knowledge of the Resilient Young People programs.

Successful completion of the process involves assessment of skills, knowledge and quality to enable the co-facilitator to be a ‘Community Educator’ for the education programs.

**One. Context training**
- Comprehensive training equipping the community outreach team with a precise skillset required when delivering the program.
- Introduction to health and wellbeing in the community.
- Understanding of how to facilitate the education program.

**Two. Content training**
- Facilitated by the Community, Diversity and Inclusion Department.
- Comprehensive training of the Sound Mind, Sound Body and Sound Community education program.

**Three. Dry run**
- Opportunity for facilitators to practice skills and test content knowledge in a supportive environment.
- An assessor from the Community, Diversity and Inclusion Department provides coaching and mentoring.

**Four. Wet run**
- Assessors observe initial sessions and provide further coaching and mentoring.

**Benefits of induction**

- Recruited facilitators are trained to become community educators.
- Co-facilitators are successfully able to meet key deliverables of the education program.
- Assessment and review processes collaborates all stakeholders of the program.
Evaluation methodology

Over the course of the year, feedback will be collated with the assistance of the participants of the program, schools, facilitators and co-facilitators. Feedback and assessments completed by participants, schools and facilitators will be collated and used to establish the Resilient Young People annual review.

Evaluation cycle

Participants
To complete pre-and-post program assessments to identify the effectiveness of the program.

To provide formative feedback on the content delivered, activities conducted and any areas of improvement.

Teachers
To complete a feedback form at the conclusion of each session.

To complete summative feedback questions.

Consultations
With La Trobe University and other service providers.

To undertake pre- and post-program self-assessments.

To meet with People, Community, Diversity and Inclusion Department facilitating fortnightly debrief sessions.

Co-facilitators
To review the effectiveness of the program with the Carlton FC People, Community, Diversity and Inclusion Department.

Consultations
With Carlton FC.

To take key findings to program design and content moderation review meetings.

Evaluation methodology

Your commitment

Your commitment to corporate responsibility and sustainability with tomorrow’s leaders.

Someone who is resilient and has positive mental health and wellbeing shows the following characteristics:

- The ability to learn from their experiences and grow.
- A capability to manage their own emotions and express empathy for others.
- Good problem-solving and problem-solving skills.
- The ability to set realistic but rewarding goals and actively work towards them.

These characteristics mean that a child is better able to make sense of the world around them, connect with people, and even seek out support when they experience difficulties. Good problem-solving skills and the ability to work towards realistic goals also gives children a feeling of control over their lives and a sense of positive self-worth.

Contribute to programs which provide a platform for young people to support each other, practice positive values, set goals and develop their leadership abilities.

Be part of a program which builds sustainable relationships with local families and students to improve students’ literacy, learning, wellbeing and community connections. Contribute to an education program that can help increase the holistic health and wellbeing of young people.

Acknowledging that mental health is a serious issue for young people and the provision of education is one way to prevent harm in the future.

Assisting in the education and sustainability of communities and environments that promote a healthy lifestyle.

Playing your role in ‘primary prevention strategies’ by using school communities as a platform for education about holistic health and wellbeing.

Advocating for improved nutrition by providing multiple opportunities for improving health outcomes for young people.

Identifying the needs of earlier prevention that will minimise additional health effects of mental illness in a young person’s life, now and into the future.

Be part of allowing young people the opportunity to be mentally strong, socially connected and physically healthy to achieve better learning outcomes, benefit from life experiences and have stronger relationships with family members, school staff and peers.

Promote a platform for young people to transition positively from childhood into adulthood through successfully engaging in education for the future, and making a meaningful contribution to society.
Outcomes

Improving literacy skills, community connections and wellbeing.

Creating
a sense of belonging with the broader community and playing a role in social inclusion.

Equipping
young people with the practical tools to promote individual and community health and wellbeing.

Recognition
of commitment displayed on the Blues Foundation and Carlton Football Club websites, and by schools.

Increasing
awareness of health and wellbeing in young people throughout the northern corridor.

Leveraging
Schools are leveraging the learning outcomes of the program into other aspects of the school curriculum.

Enabling
school communities to build resilience through health and wellbeing – social impact investment.
References


4 DHHS (Department of Health and Human Services) 2016, Victoria’s Mental Health Services Annual Report 2015-16, State of Victoria, Department of Health and Human Services, Melbourne.


10 Orygen Youth Health (Orygen, The National Centre of Excellence in Youth Mental Health) 2016, Physical Challenge: Wider health impact for young people with mental illness, Physical Health Policy Writing Group, Melbourne.


