

AIN'T NO DROUGHT ABOUT IT

DROUGHT RELIEF
SCHOOL ACTION PACK



For whatever life throws at you.

**REACH
OUT.COM**

About ReachOut

REACHOUT AUSTRALIA

ReachOut is Australia's leading online mental health organisation for young people and their parents. Our practical support, tools and tips help young people deal with whatever life throws at them – and the information we offer parents makes it easier for parents to help their teenagers, too.

ReachOut has been changing the way people access help since launching as the world's first online mental health service nearly 20 years ago. Everything we create is based on the latest evidence and is designed with input from experts, and young people or their parents. This is why our digital self-help tools are trusted, relevant and easy to use.

Available for free anytime and pretty much anywhere, ReachOut is accessed by 132,000 people in Australia every month. That's more than 1.58 million people each year.

REACHOUT SCHOOLS

ReachOut Schools helps your school take a whole-of-community approach to developing student mental health and wellbeing.

ReachOut Schools provides free educational resources, digital tools and practical tips to encourage the development of positive mental health and wellbeing across schools, and to extend the impact of existing programs.

The service features easy-to-understand information on a full range of mental health and wellbeing issues. Our school resources include innovative digital apps and online games to help students learn to take control of their mental health.

Staff and parents can use ReachOut to better understand the issues young people face, and as a safe place they can recommend to students.

School professionals can also access a range of professional development webinars and information, with resources added throughout the year.

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Effects of the drought on school communities

As a school community in New South Wales or Queensland, it's likely that you'll be seeing the effects of the drought in all its forms.

Your students might be feeling the pressure of more responsibilities around the home. Families in your community may be experiencing financial hardship due to affected incomes.

HOW THIS RESOURCE CAN HELP

Whatever the impact, we know that resilience skills can help your students cope with the stress more effectively, and better equip them to confront and overcome life's challenges.

This resource will give you practical tips, strategies and activities that will empower students, foster their resilience and help them to bounce back from these challenges that can feel insurmountable.

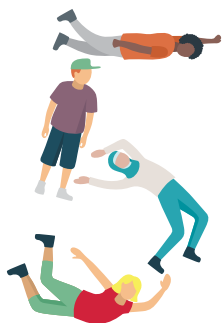
SCHOOLS CAN STRENGTHEN COMMUNITIES

Schools are integral centres of regional towns. With so many people – students, teachers and parents – spending much of their time at school, they're a unique place where the wider community can come together to support young people's wellbeing and promote their resilience.

Although you'll see the varied impact of the drought every day, your staff can lead your community in remaining positive by celebrating small successes and reminding students that 'this, too, shall pass'.



Tools to support your community



FUN FIVE-MINUTE ACTIVITIES THAT BOOST MENTAL FITNESS

Want to energise and refocus your students while giving them opportunities to develop wellbeing? Try some of our Wellbeing Fives activities. These short activities can be used at the start of a lesson, during roll call or any time you see fit. See the complete list at [ReachOut Schools](#), where you can sign up to have new activities sent to you weekly.

Wellbeing Fives: ReachOut.click/WB5



TEACHING RESOURCE: BUILDING RESILIENCE IN YOUNG PEOPLE

If you want more tools and practical classroom activities for Years 7–10, check out our teaching resource, [Building Resilience in Young People](#). Through this series of curriculum-aligned lesson outlines, your students will explore the seven essential skills of resilience: emotional awareness and self-regulation, impulse control, optimism, flexible and accurate thinking, empathy, self-efficacy, and connecting and reaching out.

Building Resilience in Young People teaching resource: ReachOut.click/BuildingResilience



INNOVATIVE, GAMIFIED MENTAL FITNESS WITH REACHOUT ORB

Teach students skills for living a positive life with the engaging, interactive digital game, [ReachOut Orb](#). It's a curriculum-mapped 'serious game' designed to help Year 9–10 students build positivity and resilience.

ReachOut Orb serious game:
ReachOut.click/GetReachOutOrb



REACHOUT PARENTS: SUPPORT INFORMATION FOR YOUR PARENTS AND CARERS COMMUNITY

Time spent consulting with parents and carers may leave you with barely enough time for marking as the year comes to a close, but you still want to help. [ReachOut Parents](#) offers heaps of ready-made information, advice, tips and even personal stories that you can share with your school community to help them deal with the stress of the drought. You can print out or link parents to ReachOut Parents articles about everything from stress and study to healthy eating and communication.

ReachOut Parents: ReachOut.click/ParentsInfo

Tools to support your community



ONE-ON-ONE SUPPORT SESSIONS FOR PARENTS

Many parents and carers in your school community may benefit from our [free one-on-one support sessions](#), where parents can explore any concerns they have about their teenager and create an action plan that will produce real results. This is a great resource for your school counsellor or psychologist to offer parents whose time is limited. It's free, phone- and computer-based, and totally private.

ReachOut Parents one-on-one support sessions:
[ReachOut.click/ParentsCoaching](https://reachout.click/ParentsCoaching)



FREE POSTERS AND POSTCARDS FOR DROUGHT-AFFECTED SCHOOLS

Get a free pack of 100 postcards and 10 large (A2) posters for your school with the supportive, helpful messages from our 'Coping with stress from the drought' infographic. Just use the code DROUGHT in our online shop to claim your free pack.

Order posters and postcards:
[ReachOut.click/DroughtPosters](https://reachout.click/DroughtPosters)



FREE DIGITAL POSTERS

Get a free downloadable pack of posters with support info that will help your community deal with the stress of the drought. You can display them in classrooms, hallways and the counsellor's office, and even copy-paste them into parent newsletters, your intranet and emails to your community.

For students:

- ▶ Coping with stress from the drought
- ▶ What to do when you're really worried about someone
- ▶ How can you help people affected by the drought?

For parents:

- ▶ Where can I go for support (other than a GP)?

Download the posters now in PDF and JPEG formats: reachout-australia.myshopify.com/collections/coping-with-the-drought

RESOURCES AND ACTIVITIES FOR YOUR SCHOOL

This resource is part of ReachOut's Drought Relief School Action Pack.
Download the full pack at ReachOut.click/DRAP



RESOURCE

Ready-to-use newsletter copy for parents and community

When times are tough, it's great to see communities coming together to support one another. Schools are places where this can happen. We've developed some copy that you can share in your school newsletter or on social media pages to help out parents and carers. From advice and links, through to free one-on-one support programs, ReachOut Parents is a great place to refer families for info about raising teenagers.



REACHOUT'S TIPS FOR TALKING ABOUT TOUGH TOPICS WITH YOUR TEEN

One of the best ways you can support your teen is to let them know they can always come to you, even when it seems like you are stressed out.

Kick things off by talking with them about the drought. We're not saying you should vent to your kids about how stressed you're feeling, but it's important to have open and honest chats about how the drought may be affecting your family and the community around you.

Here are some tips for breaking the ice and raising the topic with your teenager:

- ▶ Choose the right setting.
- ▶ Start the conversation by sharing how you feel about the drought and what's happening in your community.
- ▶ Ask them open-ended questions.
- ▶ Communicate on their terms (e.g. either face-to-face, via email, or by instant messaging).
- ▶ Share with them some of the things you're doing to take care of yourself.

As tough as times may be, try to focus on the positives, even if they feel insignificant. This will help to keep your family's mood elevated.

Learn more about coping with the drought from ReachOut Parents:

ReachOut.click/CopingWithDrought

REACHOUT'S FREE ONE-ON-ONE SUPPORT SESSIONS FOR PARENTS WITH TEENS

ReachOut offers expert support and guidance to help you and your teenager navigate whatever life throws at you or them.

Locating and booking counselling services, and finding the time to travel to them, can be really tough, especially in regional and remote areas. There are heaps of hurdles in the life of a teen, and as a parent you're right there alongside them, experiencing them, too. Add in the stresses that go along with coping with a prolonged drought and you might feel over-stretched.

The expert help that is available to you, as the parent of a teenager, through ReachOut's free coaching service can go a long way in boosting your family's wellbeing. It doesn't matter if you live in a large town or on a station out the back of Bourke. All you need in order to connect with an expert coach is a phone or a computer with an internet connection.

So, if you're interested in accessing help, advice and practical strategies on how to support your teenager with whatever life throws at them – including the drought – check out [ReachOut Parents Coaching](https://ReachOut.Parents.Coaching).

ReachOut Parents Coaching: ReachOut.click/ParentsCoaching

More tools to help your family cope with the stress of the drought: ReachOut.click/CopingWithDrought

RESOURCE

ReachOut articles about coping with the drought

FOR YOUNG PEOPLE

TITLE	TYPE	URL
Coping with stress from the drought	ARTICLE	ReachOut.click/DroughtStress
Helping a friend who's stressed from the drought	ARTICLE	ReachOut.click/HelpAFriend
What to do when you're really worried about someone struggling with the drought	INFOGRAPHIC / POSTER	ReachOut.click/WorriedAboutSomeone
Joe's story: the future of farming	PERSONAL STORY	ReachOut.click/FutureOfFarming
Emma's story of the drought and community spirit	PERSONAL STORY	ReachOut.click/EmmasStory
How Brianna deals with stress from the drought	PERSONAL STORY	ReachOut.click/HowBriannaDeals
Drought support services	LIST	ReachOut.click/DroughtSupport
How can you help people affected by the drought?	INFOGRAPHIC / POSTER	ReachOut.click/HowYouCanHelp
How are you going? Quiz	INTERACTIVE QUIZ	ReachOut.click/HowYouGoing
Why talking helps	VIDEO	ReachOut.click/WhyTalkingHelps
10 things to do if you're feeling lonely	ARTICLE	ReachOut.click/FeelingLonely
How Bella managed depression living in a rural town	VIDEO	ReachOut.click/RuralTownDepression

RESOURCE

ReachOut articles about coping with the drought

FOR PARENTS OF TEENAGERS

TITLE	TYPE	URL
Talking to your teenager about the drought	ARTICLE	ReachOut.click/TalkingAboutDrought
Where can I go for support (other than a GP)?	INFOGRAPHIC / POSTER	ReachOut.click/WhereToGo
Coping with the stress of the drought	ARTICLE	ReachOut.click/StressOfDrought
Teach your teenager coping skills for wellbeing	ARTICLE	ReachOut.click/TeenCopingSkills
Teach your teenager to be resilient	ARTICLE	ReachOut.click/TeenResilience
What parents think about ... chatting to teens	VIDEO	ReachOut.click/ChattingToTeens
What is online peer support?	ARTICLE	ReachOut.click/WhatsPeerSupport
Stress and teenagers	ARTICLE	ReachOut.click/TeenStress
A GP's take: Supporting your teen with stress	VIDEO	ReachOut.click/StressSupport
Help your teenager with depression	ARTICLE	ReachOut.click/TeenDepression

ACTIVITY10
MIN

'How are you going?' online quiz for students

Self-awareness is one of the most important skills for young people to develop to help manage stress. It's the ability to accurately recognise emotions, thoughts and values, and to understand how they influence behaviour. This survey will help your students develop a sense of how they're currently feeling, recognise times when they may require help, and examine practical ways to manage their emotions.

RESOURCES NEEDED

- ▶ One device per person (or independent access to an internet-connected device)
- ▶ [How are you going?](#) survey web page open on each device: ReachOut.click/HowYouGoing

INSTRUCTIONS

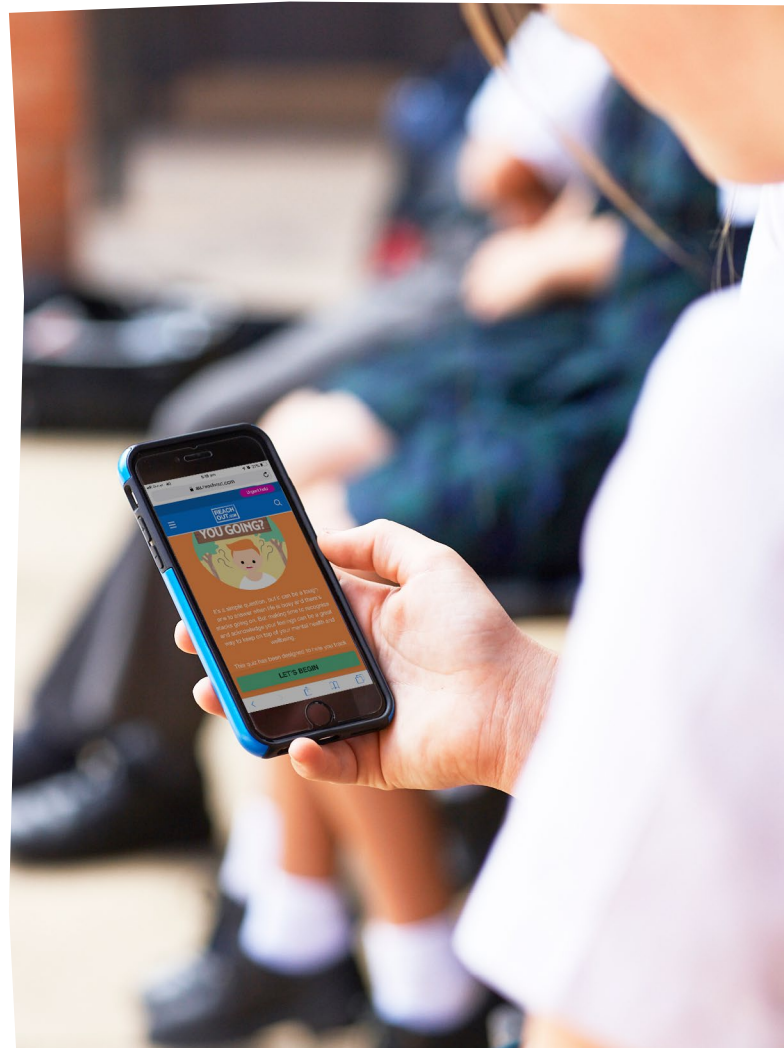
1. Ask students to access the [How are you going?](#) survey and complete it independently. Remind them that it's an anonymous survey, but that there are support options available to them if they're not feeling well.
2. After completing the survey, invite students to discuss the following questions with a partner:
 - How valuable do you think this tool is in helping young people to assess how they are feeling?
 - Discuss three sources of help you can access if you aren't feeling great.
 - Explore other practical ways you can regularly check in on and manage your emotions.

DEBRIEF

Self-awareness makes it possible for students to assess how they're going on a day-to-day basis and to determine whether they need help or support. They can then decide how to seek help – such as through friends, family, professionals, other trusted people, or online through ReachOut.com.

You or your students may discover that additional support is appropriate. For more info on what's available, check out the support services handout later in this resource.

*This activity is part of the **Study Stress and Meditations** series of [Wellbeing Fives](#).*



ACTIVITY

25
MIN

Staff professional development exercise

When you're responsible for teaching hundreds of students, it can sometimes be tough to remember all their names, let alone their unique personal characteristics and family circumstances.

By continuing to develop your knowledge of your students' personality traits and unique contextual factors, you'll not only get to know them better, but will also build better relationships with them. This exercise can help you to develop the skills to do that.

Use this short exercise at your next school or faculty staff meeting. It's aligned to 'Standard 1: Know students and how they learn' of the [Australian Teacher Professional Standards for Teachers](#).

If you're not a leader in your school but are passionate about wellbeing and have seen the impact that the current drought is having, share the resource with your deputy or principal as something they might consider using with your colleagues.

RESOURCES NEEDED

- ▶ Facilitator notes
- ▶ Discussion personas: Hannah and Tom
- ▶ Discussion questions and suggested answers

FACILITATOR NOTES

1. Introduce the topic for today's staff meeting: *How the drought is affecting student wellbeing, signs to look for, and what we can do as a staff collective.*
2. Distribute the two hypothetical student personas and encourage staff members to spend some time reading through the personas in groups.
3. After a suitable amount of time, explore with staff the discussion questions at the end of the handouts. Also see the 'Discussion questions and suggested answers' section in case you need a hand in prompting conversation. Some other points to raise and discuss include:
 - a. Anxiety: Hannah and Tom are both experiencing worry and stress, which can lead to anxiety if it's not addressed in a timely manner. Find more info about anxiety among students: [ReachOut.click/DroughtAnxiety](#)
 - b. Wellbeing: Encourage your staff to explore some ReachOut Schools articles related to wellbeing: [ReachOut.click/TeacherWellbeing](#)
4. Call for, and have someone note down, practical actions your school may implement to support students struggling to cope with the wide-ranging impacts of the drought.

There are a range of signs that a young person might be experiencing high levels of stress.

They include:

- ▶ tiredness and lack of motivation
- ▶ irritability and anger that are uncharacteristic
- ▶ forgetfulness
- ▶ excessive worry and anxiety
- ▶ withdrawal from social circles and activities the young person usually enjoys.

Stress can show up differently for everyone, so if you notice a change in a student that's out of character, it might be good to check in with them.

For more information, see:

[ReachOut.click/StressOfDrought](#)

ACTIVITY

Staff professional development exercise

Discussion personas

HANNAH

Age: 15

Location: Darling Downs, QLD

Education: Currently studying in Year 9

Work: Unemployed

Technology: iPhone X, Instagram, Snapchat, Spotify

Interests: Equestrian, online shopping

ABOUT HANNAH

Hannah lives with her mum, dad and younger brother on a property that's about a 30-minute drive north-west of Toowoomba. She's bright, bubbly and has lots of friends who she chats with most nights on Instagram.

Hannah is a member of the local equestrian club and has represented her school a number of times at state meets. This has meant her family has travelled quite a lot over the past few years. She does well at school and is regarded as a mature student by the teaching staff. Her English teacher says that Hannah is a pleasure to teach and has great interpersonal skills, which can sometimes mean she gets a little too chatty in class.

LATELY

The family's cattle farm has been hit hard by the drought. Hannah's father, a third-generation farmer, has had to buy in feed for some time now and is starting to truck in water at a cost of more than \$700 a load, as all the dams have dried up. With significantly lower livestock sales, there has been very little income for the family. Hannah is feeling increasingly stressed and is worried about her dad, as he hasn't been himself lately. She worries that her hobbies, and the fact that she goes to a private school in Toowoomba, are putting a financial strain on the family.

Hannah has stopped wanting to take part in local equestrian events and has told her parents that she's lost interest in the sport. She is noticeably quieter and isn't volunteering for activities like she used to do. She isn't the same chatty, sociable person in class that she was a couple of months ago.

After a number of teachers expressed concerns, Hannah told her year adviser one lunchtime that she's really worried about her dad. She doesn't know how to talk to him and feels kind of responsible.

CONSIDER AND DISCUSS IN GROUPS

1. What noticeable changes in Hannah's behaviour might be of concern?
2. What impacts might Hannah's feelings of responsibility have on her wellbeing and her relationships at school?
3. How can individual teachers, wellbeing staff and others at school support Hannah during this tough time?
4. How can teachers support Hannah and her family as they cope with the impacts of the drought?
5. How can the school engage the family and discuss Hannah's wellbeing, considering the family's current circumstances?



ACTIVITY

Staff professional development exercise

Discussion personas

TOM

Age: 16

Location: Narrabri, NSW

Education: Currently studying in Year 10

Work: Casual at IGA

Technology: Samsung, Snapchat, YouTube, Soundcloud

Interests: Rugby league, hanging out with mates, PS4

ABOUT TOM

Tom lives at home with his mum in Narrabri. His older brother, James, recently moved out of home to go to uni in Newcastle. Tom has a couple of good mates that he likes hanging out and playing footy with, but he's missing having his brother around. Tom and James had a really good relationship. They used to chat all the time when they went fishing at their local spot.

Tom's parents separated a number of years ago. His dad now lives in Coonabarabran, which is only about an hour away. He visits Tom infrequently, though, as he travels a lot for his job and has a new partner. Tom is frustrated by his dad's absence and lack of communication, and gets angry when he thinks about him.

Tom likes living in Narrabri because it's close to his friends and he can walk to where he works. He thinks he will probably have to leave the town when he finishes school, though, to have a chance of getting a good job in the future. But he's worried about leaving his mum now that his brother's gone.

LATELY

Tom's mum has been really stressed at work because of all the redundancies and is worried that she might be next. Because everyone knows everyone in Narrabri, Tom feels like he can't talk to his friends about the situation at home. He doesn't want word getting out around town. He also feels like he needs to contribute more to help his mum pay the bills that never seem to end.

Because of feeling stressed out about all this, Tom has lost interest in school. He has been asking around about jobs, either local or out on one of the big farms further west. His teachers have phoned his mum because he hasn't been handing in assignments. This only adds to her worries. When she raised the issue with Tom, he got angry and said that school was pointless anyway.

CONSIDER AND DISCUSS IN GROUPS

1. What effect is the drought having on Tom and his mum?
2. How might increased stress and anxiety affect Tom's mental wellbeing?
3. How can individual teachers, wellbeing staff and others at school support Tom during this tough time?
4. Attempt to identify a number of students at your school who might be experiencing similar challenges. What can we do to assist them?



ACTIVITY

Staff professional development exercise

Discussion questions and suggested answers

HANNAH**WHAT NOTICEABLE CHANGES IN HANNAH'S BEHAVIOUR MIGHT BE OF CONCERN?**

Hannah is starting to become more withdrawn and isn't displaying her usual positive behaviours, such as being involved in activities that she usually enjoys. Her comment to her year adviser shows that she is starting to worry and stress about the situation she and her family now find themselves in.

WHAT IMPACTS MIGHT HANNAH'S FEELINGS OF RESPONSIBILITY HAVE ON HER WELLBEING AND HER RELATIONSHIPS AT SCHOOL?

Hannah may continue to withdraw from her social group, have issues with paying attention in class, and become increasingly anxious, agitated and frustrated with little challenges that she may encounter. She may be experiencing some of the challenges associated with anxiety and depression. Her friends may not understand why she's no longer interested in chatting each night or at lunch. Out of frustration, Hannah's long-term friends may decide to drop her from their social group. The resulting disconnection can further impact on Hannah.

HOW CAN INDIVIDUAL TEACHERS, WELLBEING STAFF AND OTHERS AT SCHOOL SUPPORT HANNAH DURING THIS TOUGH TIME?

It's always important to show students that they matter. This can be done formally, such as when Hannah's year adviser had a chat with her. Or, some simple words of encouragement or affirmation can be helpful, as can listening. Making time simply to listen to what Hannah has to say and to acknowledge her stress and worries will help her feel more supported.

HOW CAN TEACHERS SUPPORT HANNAH AND HER FAMILY AS THEY COPE WITH THE IMPACTS OF THE DROUGHT?

Communication is important. The year adviser or individual staff may want to call Hannah's parents at home to celebrate her small successes, such as her excellent teamwork or a great piece of submitted work. It's also important to share issues and concerns with parents. Just as it's important to listen to students, it can be really beneficial to listen to their parents and try to understand any concerns that they may have. By both listening and being available, we can show as a staff collective that we are supportive. It may also be helpful to refer Hannah's parents to ReachOut Parents for more info, links and other resources so they can be informed and equipped to take action at home.

HOW CAN THE SCHOOL ENGAGE THE FAMILY AND DISCUSS HANNAH'S WELLBEING, CONSIDERING THE FAMILY'S CURRENT CIRCUMSTANCES?

It's important to acknowledge the challenges that Hannah's family must be currently facing. Remaining positive is also beneficial. By seeking to 'team up' to help Hannah on both the school and home fronts, you can develop a healthy working relationship that puts Hannah first. You could also talk with the school's business manager if financial stress is a concern, which it may likely be in this circumstance.

ACTIVITY

Staff professional development exercise

Discussion questions and suggested answers

TOM**WHAT EFFECT IS THE DROUGHT HAVING ON TOM AND HIS MUM?**

Although they may not be directly impacted by the drought, Tom and his mum are feeling its secondary effects, such as the related economic downturn, which is decreasing employment opportunities or forcing more companies to lay people off in Tom's community.

HOW MIGHT INCREASED STRESS AND ANXIETY AFFECT TOM'S MENTAL WELLBEING?

Similar to Hannah, Tom is troubled by feelings of worry, stress and responsibility. Although healthy in small doses, these feelings – if left unchecked – can develop into anxiety, which can be debilitating for young people like Tom. Ruminating on past events and worrying about the future can be emotionally draining and decrease Tom's self-efficacy.

HOW CAN INDIVIDUAL TEACHERS, WELLBEING STAFF AND OTHERS AT SCHOOL SUPPORT TOM DURING THIS TOUGH TIME?

By establishing and supporting a positive teacher–student relationship, staff members can show Tom that they genuinely care about him and his wellbeing. A great way to approach this situation is to always be open to having a conversation without forcing it. Also effective are positive affirmations of Tom's successes, however small. If Tom seems to want to talk about bigger issues that staff don't feel able to address comfortably or confidently, it's wise to refer him to the school counsellor or to encourage him to see a doctor. It's important when making such a recommendation to highlight that there's no shame in talking to a professional about feelings, just like with any other health concern.

ATTEMPT TO IDENTIFY A NUMBER OF STUDENTS AT YOUR SCHOOL WHO MIGHT BE EXPERIENCING SIMILAR CHALLENGES. WHAT CAN WE DO TO ASSIST THEM?

Although every student's experience is unique, there are some issues that young people commonly face in relation to coping with the current drought, including stress, worry and anxiety about the future.

There are some excellent articles on [ReachOut Schools](#) about referral and support for young people struggling with a range of challenges: [ReachOut.click/ReferralAndSupport](#)

As a teacher, the best thing you can do is to show students that you care. Maintain open communication lines with parents. Spend a little time at the start or end of class getting to know each of your students better. Our fun, short and engaging [Wellbeing Fives](#) are a great way to do that: [ReachOut.click/WB5DR](#)

Support services for drought-affected communities

Drought can make you feel stressed, worried and uncertain about the future. This is especially true if you or someone you love is living or working in a rural area affected by drought. Luckily, there are a bunch of support services available to help.

MEDICARE

Better access to mental health services program

People who live in rural and remote areas can now access all ten Medicare-supported psychology consultations over the phone or via video call. In the past, you had to trek into town (or even further) for at least three out of ten consultations. While you'll still need to head to your GP to access your Mental Health Care Plan, this change will make it heaps easier to get the help you need.

health.gov.au/mentalhealth-betteraccess

HEAD TO HEALTH

An Australian Government website that helps you find the information, resources and services that most suit your mental health needs.

headtohealth.gov.au/

VIRTUAL PSYCHOLOGIST

This service offers 24/7 psychological support to drought-affected farmers in remote areas via SMS, email, phone, online chat and, where required, face-to-face counselling on farming properties.

SMS: 0488 807 266

Call: 0404032249

Email: admin@virtualpsychologist.com.au
virtualpsychologist.com.au

ARE YOU BOGGED MATE?

This website helps country blokes talk about mental health and suicide while spreading awareness about depression in the bush.

areyouboggledmate.com.au

IFARMWELL

A website designed by Aussie farmers that provides practical tips for coping with difficult circumstances, thoughts and feelings.

ifarmwell.com.au

EHEADSPACE

eHeadspace is a free and confidential online and telephone service for young people. (Both operate from 9 am to 1 am, 7 days per week.) They'll put you in touch with qualified and experienced youth mental health professionals who can give you helpful advice.

Call: 1800 650 890

eheadspace.org.au

BEYONDBLUE SUPPORT SERVICE

24/7 confidential telephone support, counselling and referrals from trained mental health professionals.

Call: 1300 224 636

beyondblue.org.au

KIDS HELPLINE

The Kids Helpline is a 24/7 confidential support and counselling service specifically for kids aged five to 25 years. Counselling can be provided online or over the phone.

Call: 1800 551 800

kidshelpline.com.au

LIFELINE

Call Lifeline's 24/7, confidential crisis support service to speak to trained volunteers if you're in a crisis or thinking about suicide. The Lifeline website provides online crisis support from 8 pm to midnight, 7 days per week.

Call: 13 11 14

lifeline.org.au