





support for educators

to help young people exploring their identity

Secondary school can be a time of self-discovery, learning and change.

This is a time when many young people start exploring their identity – it can include culture and ethnicity, beliefs and values, gender and sexuality, and more. It can be a stressful and confusing time as they learn more about themselves. Young people can feel isolated. They can feel that nobody understands what they're going through.

Sometimes these stressors can feel overwhelming. It's important that young people know that they don't have to wait to ask for help – that now is a good time to talk.

Having the support of educators can make a huge difference to a young person's life and their emotional wellbeing. As an educator this means knowing when someone is struggling emotionally, and what to do to support them.

This is where the headspace NIP in the bud framework can be a useful tool for educators when offering support to young people exploring their identity. The NIP framework helps you to **Notice** changes in mood and behaviour, **Inquire** sensitively and competently and **Provide** information to help young people access the right support.



Notice

The first step is to notice changes in a young person's behaviour. Remember that some changes can be developmentally appropriate.

As part of your assessment, consider individual factors like their temperament, sociability or disability. The way they regulate their emotions can also be influenced by their cultural, family and personal experiences, and trauma.

If they seem distressed, try to gauge how long they may have been this way. Look for signs and symptoms of emerging mental health problems to identify students who may need additional support.

Signs to look out for:

- Noticeable changes in behaviour e.g. feelings of anger, sadness, lack of focus
- No longer enjoying things that interest them
- Easily irritated and having problems with friends e.g. withdrawal, acting out.



Inquire

This is the opportunity to gather important information to assess the need for additional support or action. Create a safe space for the young person to release their emotions. Listening with empathy and compassion can be just as valuable as offering solutions.

There's no perfect way to start a conversation about mental health. It can help to do some research first and find a time and place where everyone involved is feeling safe to talk about it.

When asking, it can help to be specific about the things you've noticed. And remember, you're asking to understand, so it's important that you don't make assumptions. Understanding the young person's experience can leave you in a better place to respond in a way that helps.

Some ways to try having this conversation might be:

- "Hey, I've noticed you seem to have a lot on your mind at the moment. I'd like to hear how it's been for you."
- "I haven't seen you with the friends you usually hang out with. How have things been going?"

Things to remember:

1. Nonjudgmental, active listening
2. Appropriate space, time, person
3. Be aware of body language and positioning
4. Acknowledge their experience
5. Reflect and clarify the details
6. Offer reassurance and promote hope
7. Normalise experience without minimising
8. Validate and promote help seeking (see provide)



Provide

It's about having a two-way conversation with that young person to help them decide what they might need at that time, and you as the educator helping them plan the steps of how to access it. Responding in a way that shows you can make an impact.

Based on what comes out of your conversation, you'll have a direction for what further support you may need.

Questions you could ask:

- "It sounds like home is a bit stressful at the moment. Would you like to have a go with me at figuring out some ways to take some of that stress away?"
- "I know of a great service that has lots of experience with this – how would you feel about us checking out their website together?"
- "Would you like me to help you figure out ways that you think would help you?"



For more information on how to support your young person using the NIP it in the bud framework, visit headspace.org.au/nipitinthebud





support for educators

helping young people face uncertainty

Planning what happens in the future can be challenging for young people.

The future can be both exciting and daunting for young people. The uncertainty about the future, both personal and globally, can cause stress and anxiety. Young people may face pressure to make decisions about what they do after they finish school. What will be their first job, what uni or TAFE should they choose, what if their plans don't align with the expectations of their family?

Sometimes these stressors can feel overwhelming. It's important that young people know that they don't have to wait to ask for help — that now is a good time to talk.

Having the support of educators can make a huge difference to a young person's life and their emotional wellbeing. As an educator, this means knowing when someone is struggling emotionally, and what to do to support them.

This is where the headspace NIP it in the bud framework can be a useful tool for educators when offering support to young people navigating their future. The NIP framework helps you to **Notice** changes in mood and behaviour, **Inquire** sensitively and competently, and **Provide** information to help young people access the right support.



Notice

The first step is to notice changes in a young person's behaviour. Remember that some changes can be developmentally appropriate.

As part of your assessment, consider individual factors like their temperament, sociability or disability. The way they regulate their emotions can also be influenced by their cultural, family and personal experiences, and trauma.

If they seem distressed, try to gauge how long they may have been this way. Look for signs and symptoms of emerging mental health problems to identify students who may need additional support.

Signs to look out for:

- Irritability or nervousness when talking about their future
- Active avoidance of the topic
- Difficulty making decisions about their future or finding a job
- Noticeable changes in behaviour e.g. feelings of anger, sadness, lack of focus
- No longer enjoying things that interest them
- Easily irritated and having problems with friends e.g. withdrawal, acting out
- Changes in eating or sleeping
- Turning to alcohol or drugs to cope with feelings
- Unusually stressed or worried.



Inquire

This is the opportunity to find out what's going on. It's important to gather information to assess the need for additional support or action. Create a safe space for the young person to release their emotions. Listening with empathy and compassion can be just as valuable as offering solutions.

There's no perfect way to start a conversation about mental health. It can help to do some research first and find a time and place where everyone involved is feeling safe to talk about it.

When asking, it can help to be specific about the things you've noticed. And remember, you're asking to understand, so it's important that you don't make assumptions. Understanding the young person's experience can leave you in a better place to respond in a way that helps.

Some ways to try having this conversation might be:

- "Hey, I've noticed you seem to have a lot on your mind at the moment. I'd like to hear how it's been for you."
- "I haven't seen you with the friends you usually hang out with. How have things been going?"

Things to remember:

1. Non-judgmental, active listening
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6. Offer reassurance and promote hope
7. Normalise experience without minimising
8. Validate and promote help seeking (see next step: Provide)



Provide

It's about having a two-way conversation with that young person to help them decide what they might need at that time, and you as the educator helping them plan the steps of how to access it. Responding in a way that shows you can make an impact.

They could benefit from talking to a mental health clinician, accessing headspace work & study support, reading online resources or joining a group chat to find other young people dealing with similar worries.

Based on what comes out of your conversation, you'll have a direction for what further support you may need.

Questions you could ask:

- "It sounds like thinking about future study is a bit stressful at the moment. Would you like to have a go with me at figuring out how you could approach it?"
- "Would you like me to help you figure out ways — like learning some coping skills — that you think would help you?"
- "I know of a great service that has lots of experience with this — how would you feel about us checking out their website together?"



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support for educators



to help young people navigate relationships

Secondary school can be a challenging time for young people making social connections.

There are many different types of relationships — those with classmates, friends and family members, to ones with romantic partners. These interactions and the way young people treat each other can greatly impact their mental health and the mental health of those around them. Relationships can bring joy, but they can also bring challenges and stress that can negatively impact a young person's emotional and social wellbeing.

Sometimes these stressors can feel overwhelming. It's important that young people know that they don't have to wait to ask for help — that now is a good time to talk.

Having the support of educators can make a huge difference to a young person's life and their emotional wellbeing. As an educator, this means recognising when someone is struggling emotionally, and what to do to support them.

This is where the headspace NIP it in the bud framework can be a useful tool for educators when offering support to young people navigating relationships. The NIP framework helps you to **Notice** changes in mood and behaviour, **Inquire** sensitively and competently, and **Provide** information to help young people access the right support.



Notice

The first step is to notice changes in a young person's behaviour. Remember that some changes can be developmentally appropriate.

As part of your assessment, consider individual factors like their temperament, sociability or disability. The way they regulate their emotions can also be influenced by their cultural, family and personal experiences, and trauma.

If they seem distressed, try to gauge how long they may have been this way. Look for signs and symptoms of emerging mental health problems to identify students who may need additional support.

Signs to look out for:

- Noticeable changes in behaviour with others e.g. feelings of anger, sadness, lack of focus
- Impact of particular relationships on behaviour and/or emotions, especially during or after an interaction with that particular person or group
- Negative impact to mental health or wellbeing after relationship breakdown
- Easily irritated and having problems with friends e.g. withdrawal, acting out
- No longer enjoying things that interest them
- Changes in eating or sleeping
- Turning to alcohol or drugs to cope with feelings
- Unusually stressed or worried.



Inquire

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There's no perfect way to start a conversation about mental health. It can help to do some research first and find a time and place where everyone involved is feeling safe to talk about it.

When asking, it can help to be specific about the things you've noticed. And remember, you're asking to understand, so it's important that you don't make assumptions. Understanding the young person's experience can leave you in a better place to respond in a way that helps.

Some ways to try having this conversation might be:

- "Hey, I've noticed you seem to have a lot on your mind at the moment. I'd like to hear how it's been for you."
- "I haven't seen you with the friends you usually hang out with. How have things been going?"

Things to remember:

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Provide

It's about having a two-way conversation with that young person to help them decide what they might need at that time, and you as the educator helping them plan the steps of how to access it. Responding in a way that shows you can make an impact.

Based on what comes out of your conversation, you'll have a direction for what further support you may need.

Questions you could ask:

- "It sounds like your relationship with X is a bit stressful at the moment. Would you like to have a go with me at figuring out some ways to talk to X or manage your relationship with them?"
- "Would you like me to help you to figure out some coping skills?"
- "I know of a great service that has lots of experience with this — how would you feel about us checking out their website together?"



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support for educators

to help young people on social media

Secondary school can be a challenging time for young people affected by social media.

Social media has become an integral part of the daily lives of many young people. Its constant presence can have a profound impact on mental health and wellbeing. On one hand, social media provides a platform for young people to connect with others, share interests and express themselves creatively. On the other, it can also negatively impact their mental health and wellbeing, causing feelings of anxiety, depression, and insecurity.

Sometimes these stressors can feel overwhelming. It's important that young people know that they don't have to wait to ask for help — that now is a good time to talk.

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As part of your assessment, consider individual factors like their temperament, sociability or disability. The way they regulate their emotions can also be influenced by their cultural, family and personal experiences, and trauma.

If they seem distressed, try to gauge how long they may have been this way. Look for signs and symptoms of emerging mental health problems to identify students who may need additional support.

Signs to look out for:

- Unable to switch off from social media, distracting attention from other things
- Pressure to stay relevant and up-to-date
- Comparing their lives with those of others on social media
- Attempts to monetise their social media content
- Negative effects from cyberbullying
- Noticeable changes in behaviour e.g. feelings of anger, sadness, lack of focus
- Unusually stressed or worried.



Inquire

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There's no perfect way to start a conversation about mental health. It can help to do some research first and find a time and place where everyone involved is feeling safe to talk about it.

When asking, it can help to be specific about the things you've noticed. And remember, you're asking to understand, so it's important that you don't make assumptions. Understanding the young person's experience can leave you in a better place to respond in a way that helps.

Some ways to try having this conversation might be:

- "Hey, I've noticed you seem to have a lot on your mind at the moment. I'd like to hear how it's been for you."
- "I haven't seen you with the friends you usually hang out with. How have things been going?"

Things to remember:

1. Nonjudgmental, active listening
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Provide

It's about having a two-way conversation with that young person to help them decide what they might need at that time, and you as the educator helping them plan the steps of how to access it. Responding in a way that shows you can make an impact.

Based on what comes out of your conversation, you'll have a direction for what further support you may need.

While suggesting they take a break from social media may sound like good advice, a young person may not feel like that's an option. They may be open to finding a balance or reducing their time. There are many smaller steps they can take like turning off notifications or unfollowing accounts that make them feel bad.

Questions you could ask:

- "It sounds like being on social media is a bit stressful at the moment? Would you like to have a go with me at figuring out how you could approach it?"
- "Would you like me to help you figure out ways — like learning some coping skills — that you think would help you?"
- "I know of a great service that has lots of experience with this — how would you feel about us checking out their website together?"



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