

# Well-Being Newsletter

## Term Three 2021

Hello All

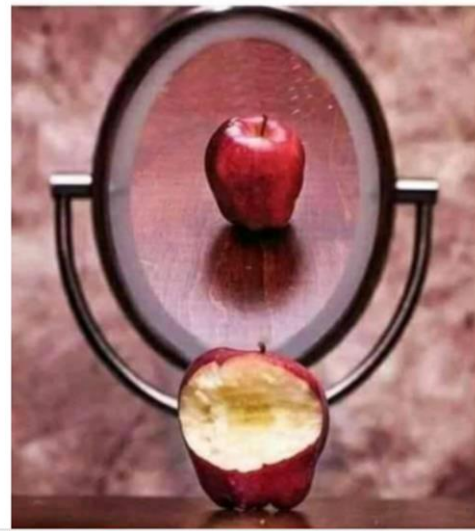
This seems like a familiar space we were in this time last year. Everyone doing their best to manage a somewhat unpredictable yet extremely predictable landscape.

We hope that at least this time around the remote learning has become easier in terms of figuring out Google Classroom and Webex. No one is suggesting for a second it ever gets easier teaching your own kids, especially while juggling other kids, work and everything else life throws at you!!

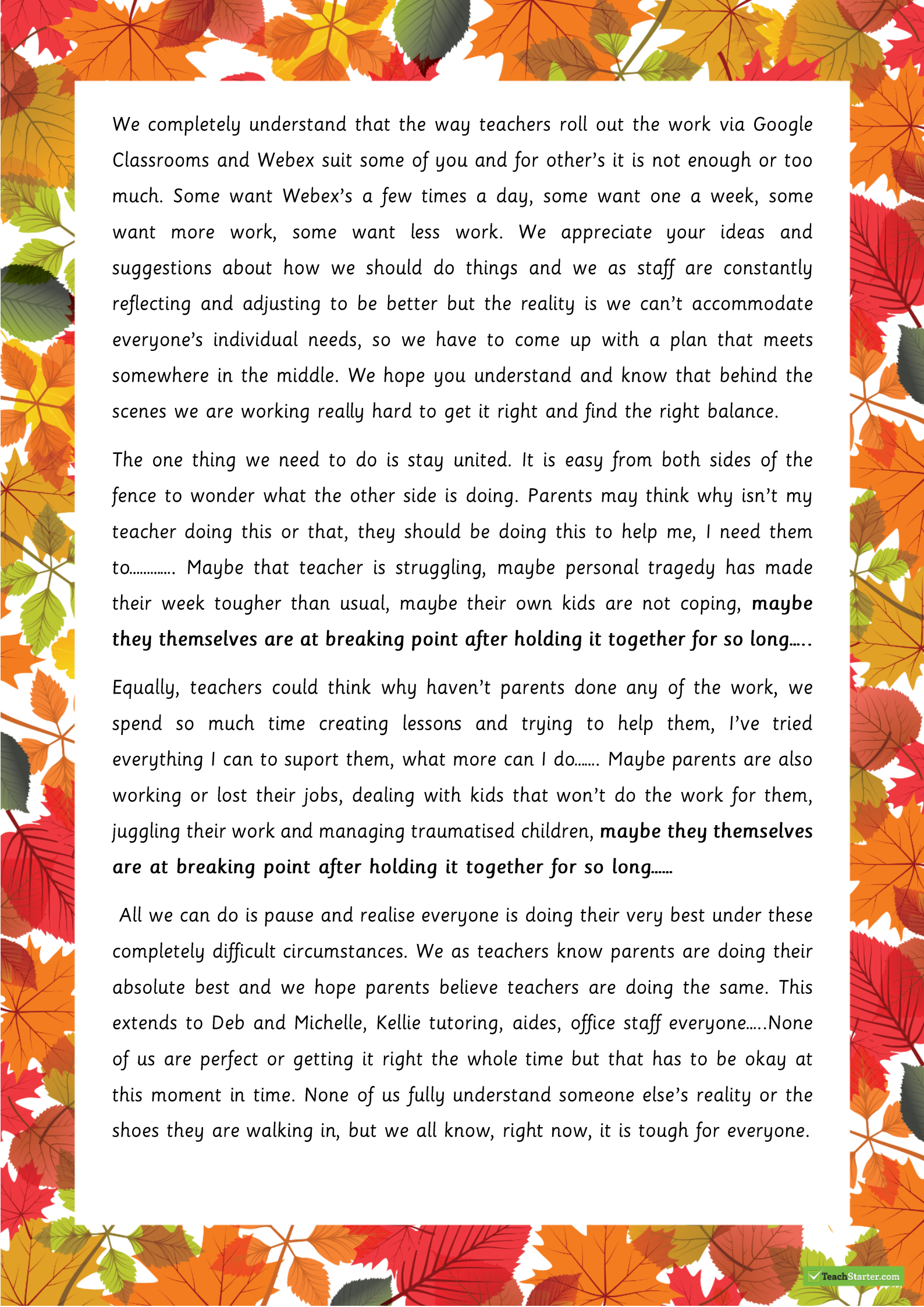
What has become apparent in our community is the fact that usually when crisis hits, it only hits a pocket and everyone else can do the heavy lifting for a while, while others heal. The Patch community is amazing at this! We are now ALL in crisis and dealing with trauma - students, parents, teachers, aides, principals, office staff.....EVERYONE. Everyone's trauma during this pandemic is real, kids, no kids, teenagers, toddlers, working, not working whatever your world looks like, what is happening for you is real and your level of ability or inability to cope with that is valid. There are no uplifting quotes or positive affirmations left to fix this.....it is just hard.

### Dates to Remember

Thought for the day - Social Media never shows the whole picture. Perfection is an illusion



We look forward to adding dates again soon...



We completely understand that the way teachers roll out the work via Google Classrooms and Webex suit some of you and for other's it is not enough or too much. Some want Webex's a few times a day, some want one a week, some want more work, some want less work. We appreciate your ideas and suggestions about how we should do things and we as staff are constantly reflecting and adjusting to be better but the reality is we can't accommodate everyone's individual needs, so we have to come up with a plan that meets somewhere in the middle. We hope you understand and know that behind the scenes we are working really hard to get it right and find the right balance.

The one thing we need to do is stay united. It is easy from both sides of the fence to wonder what the other side is doing. Parents may think why isn't my teacher doing this or that, they should be doing this to help me, I need them to..... Maybe that teacher is struggling, maybe personal tragedy has made their week tougher than usual, maybe their own kids are not coping, **maybe they themselves are at breaking point after holding it together for so long....**

Equally, teachers could think why haven't parents done any of the work, we spend so much time creating lessons and trying to help them, I've tried everything I can to support them, what more can I do..... Maybe parents are also working or lost their jobs, dealing with kids that won't do the work for them, juggling their work and managing traumatised children, **maybe they themselves are at breaking point after holding it together for so long.....**

All we can do is pause and realise everyone is doing their very best under these completely difficult circumstances. We as teachers know parents are doing their absolute best and we hope parents believe teachers are doing the same. This extends to Deb and Michelle, Kellie tutoring, aides, office staff everyone.....None of us are perfect or getting it right the whole time but that has to be okay at this moment in time. None of us fully understand someone else's reality or the shoes they are walking in, but we all know, right now, it is tough for everyone.



We also know this time will pass, we will one day look back and talk about the time we were in lockdown. There will be lots of memories that will make us sad attached to this time, lost events and disconnection. There will also be parts that we will look back on and think, wow, that was actually a lovely time to stop and spend time together as a family and just do the basics.

What we will keep saying to you, is do what you need to do for your own families wellbeing, whatever that looks like. We as a school fully support you in that. No one is judging you, all we ask is to just keep us in the loop so we know.

It is our job as teachers and a school to educate, so we will be setting work, checking in if we haven't seen or heard from you BUT when you tell us you can no longer cope, we WILL listen, support you and make adjustments. Please just reach out.

We are an amazing community, we will come out of the other side of this, we just need to keep swimming for a bit longer.....maybe wear some floaties!!!

Alesha x



Give it a try for a week! It will change your world. Remove the apps from your phone!

Take away the news you don't need to be constantly reminded of.

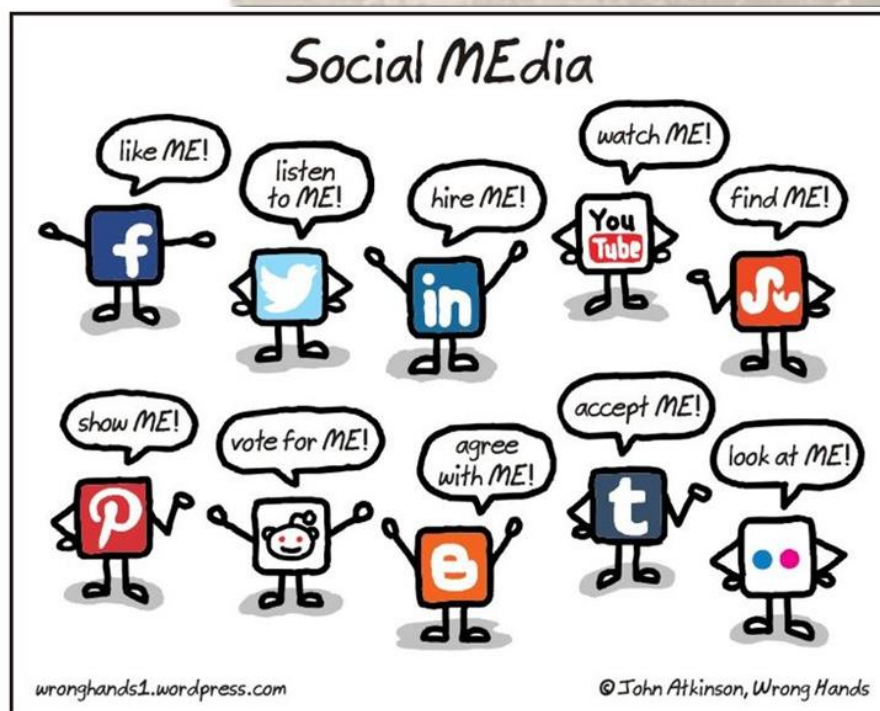
Stop yourself reading public comments that may irritate or upset you.

Look after your mental health.

# SOCIAL MEDIA DETOX

EXTREME EDITION

1.  
REFLECT ON YOUR CURRENT SOCIAL MEDIA USE
2.  
DEACTIVATE YOUR ACCOUNTS
3.  
UNINSTALL ALL SOCIAL MEDIA APPS
4.  
BLOCK ALL SOCIAL MEDIA SITES
5.  
FIND A NEW WAY TO SPEND YOUR TIME
6.  
ASK YOURSELF: WHY DO YOU WANT TO CHECK SOCIAL MEDIA?
7.  
ASK YOURSELF: WHAT IS IT LIKE WITHOUT SOCIAL MEDIA?





# WHAT TO DO WHEN I FEEL SAD

Listen to my favorite song.

Snuggle with a pet or hug a stuffie.

Read a book I love.

Watch a funny video.

Make a list of my favorite things.

Look at some funny photos.

Wrap myself in a soft blanket.

Go on a walk.

Write down my thoughts in a journal.

Call my grandparents or a friend to talk.

Draw a picture of something I like.

Go outside and soak up some "happiness" from the sun.

Take 10 deep breaths.

Take a bubble bath.

Ask for a hug.





## Gratitude Scavenger Hunt



1. Find something that makes you happy.
2. Something to give someone else to make them smile.
3. Find one thing that you love to smell.
4. Find one thing you enjoy looking at.
5. Find something that's your favorite color.
6. Find something you are thankful for in nature.
7. Find something that you can use to make a gift for someone.
8. Find something that is useful for you.

[www.simplerecipes.com](http://www.simplerecipes.com)



Thanks to  
Misty one  
of our  
awesome  
aides for  
these  
great  
ideas.

Sick of screens?

Try some of  
these ideas with  
the kids!!!

## outdoor SENSORY SCAVENGER HUNT

find something...

- |                |                      |
|----------------|----------------------|
| TO JUMP OVER   | SQUISHY              |
| TO CLIMB       | THAT SMELLS GOOD     |
| TO BALANCE ON  | TO MAKE A SOUND WITH |
| TO THROW       | HEAVY                |
| TO CRAWL UNDER | BUMPY                |
| SMOOTH         | HARD                 |
| TO ROLL        | THAT MAKES A SOUND   |
| STINKY         | POKEY                |





*Remember Kate Johnson from Spectrum Journeys, well she is now counselling and you can contact her here!*

<https://www.kjcounselling.com.au>







## accessing mental health support services: parent / carer webinar

headspace National, are presenting a webinar for parents and carers of young people to investigate mental health support services.

Information presented will cover:

- Strengthen your understanding of mental health and wellbeing
- The conversational approach to mental health and well-being
- Mental health support services that are available in the community
- Practical strategies and resources to support mental health
- Build an awareness of local, state and national support services available to young people

All those who register will receive a digital information pack, after the webinar, that includes key messages as well as links to resources & support services.

**When:** Wednesday 8<sup>th</sup>

September at 7:00pm

**Where:** online via zoom

**How do I register?**

Click here to register via Eventbrite.

or copy the following URL into your web browser: <https://bit.ly/3mgU0oI>

After you have registered you will receive an email confirmation from Eventbrite which will include the Zoom meeting link to access the webinar. Please note this webinar will not be recorded.

**Contact**

For more information email:  
[programsupport@headspace.org.au](mailto:programsupport@headspace.org.au)

headspace National Youth Mental Health Foundation is funded by the Australian Government Department of Health

*Thanks Deb H for sending this through.*



Thanks Louella

(Will's mum) for some of these great ideas throughout the WB newsletter, including the yoga and what to do when you feel sad.

# 6 Simple Ways To Help Kids Manage Emotions

www.thepathway2success.com



## LISTEN

Ask about their feelings and help them feel heard



## CO-REGULATE

Practice calming strategies right alongside them



## GIVE SPACE

Allow time and space for them to get back on track



## DISTRACT

Talk about favorite hobbies to give mental separation for a few minutes



## DRAW or WRITE

Draw or write to express feelings, thoughts, and needs



## PROBLEM-SOLVE

Come up with solutions for the challenge together

Clipart by Kate Hadfield & Sarah Pecorino



*As you know at The Patch we use the Berry Street Educational Model to underpin everything we do. As a staff we were fortunate enough to be trained by Tom Brunzell He has written an article that you may find interesting and helpful. Thank you to Anne for sending this through.*

## **Battling Lockdown Fatigue: Three Strategies to Bolster our Resilience**

**by Dr Tom Brunzell,**

**Director of Education, Berry Street Victoria**

All parents have come to know the feeling well—the nervous stomach and in-take of breath each morning when checking the news. One day it's relief that no news is good news; the next may bring alert to significant disruption in our community's rhythms and routines. None of us anticipated that we still be contending with these disruptions, and understandably, we are all tired of the hypervigilance and the need to stay aware of our communities' collective health and wellbeing.

In our research and practice, we share this message with parents, teachers, and allied education professionals: Unpredictability equals risk. It's a theory that has arisen from our teams which helps us understand that when we perceive the world as unpredictable, the unpredictability itself feels risky to us. Thus, we will do things to mitigate the risks to our routines and to our safety for the care and education of our children. Sometimes we make healthy choices to account for this risk (e.g., checking-in with each member of our family, preparing healthy food) and sometimes, we choose some less-healthy choices to make it through the day (e.g., going straight for the carbs!).

Working together, parents and teachers have the necessary and ambitious task to maintain a resilient mindset to bolster our children through the ongoing disruptions to the world they inhabit and particularly to classroom learning. The research clearly suggests that resilient children are flexible when managing everyday speedbumps and can meet their own needs in developmentally healthy ways. We can understand why the continuing challenges to our



collective flexibility and the seemingly unending need to make healthy choices are tiring us out.

So, what can we do to renew ourselves to keep taking the next step—one step at a time?

Here are three strategies for adults to enact in support of the children we parent, educate and support. When parents and teachers work together and consistently model these strategies for children, our evidence suggests two things happen: Children begin taking on these resilient mindsets for themselves; and adult wellbeing also increases. While many of us are running on reserves, this is promising practice. It can be energising to know that these strategies serve dual purposes.

#### Strategy One: Increase Co-Regulation

Co-regulation occurs when adults behave in deliberate ways to soothe the heightened central nervous systems of children. The sympathetic nervous system is activated when we perceive threat and uncertainty in order to mobilise the body's resources for survival, and when we soothe this system, we activate the parasympathetic nervous system which allows our bodies to rest and de-escalate. It's helpful to consider that we hold our stress non-verbally, stored within the body. We all feel it as we check the news each morning and sigh with empathy for communities that are doing it tough.

Successful co-regulation of children can be most effective through non-verbal positioning when children are heightened. Instead of standing over children in times of need, lower your own body's position to be eye-to-eye with them. Even better (if you have the flexibility) crouch lower than the child's eye level to look up at them when soothing or supporting. We also suggest side-by-side, shoulder to shoulder interactions to avoid eye-contact in a less confrontational way.

The best strategy for co-regulation? Move forward to together. Walking to the park, taking care of the family pet, or riding in the car. All of these examples of side-by-side interactions co-regulate both child and adult; and can allow for open dialogue to begin.

#### Strategy Two: Increase Micro-Moments of Relationship

A healthy relationship between a child and adult is often thought of a big thing, as in, strong continuous attachment over time. While this is certainly true, we find it useful to narrow our focus all the way down to micro-moments of interaction. These micro-moments occur when children look up to parents and teachers for the silent nod of approval or a compassionate

smile. They also occur in the ways we request children to manage their own tasks and chores or take responsibility for a momentary rupture.

We can make micro-moments count, and these moments have some big payoffs. The momentary release of positive neurochemicals (e.g., oxytocin, dopamine, serotonin) fortify the body's ability to manage stressors which can allow children to see adults as safe haven for their times of need and secure base to explore the world. Everyone can use more micro-moments of positive relational interaction. By considering healthy relationship building as a series of small, everyday moves, it can feel more possible to manage the relational ruptures that occur for all of us from time to time.

### Strategy Three: Maintain Focus on What's Working Well

The direct and vicarious impacts of stressors we face can certainly put us in a deficit-mindset. Understandable to be sure. Our negativity bias is strong and undeniable because, again, that's kept us alive to manage significant threats in our evolutionary past.

When we encounter situations we do not want to see, our brains catastrophise as a natural survival mechanism by activating us to think, "Yikes! What is wrong here?" Therefore, it takes conscious effort to take a breath, reframe our assessment of a child's struggle and ask the opposite question: "What's working well?"

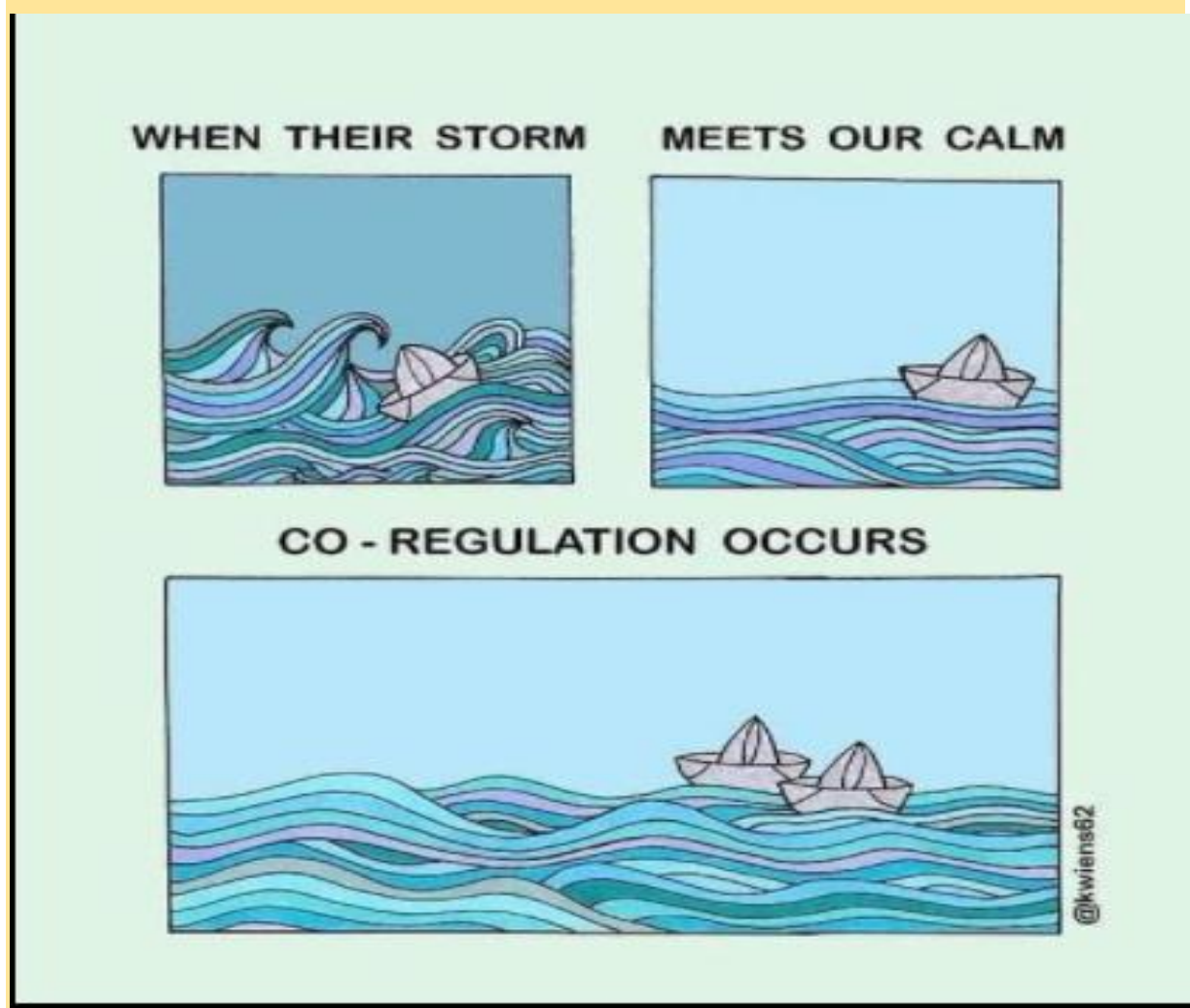
All children have strengths that adults must identify, articulate and help children practice. Even when a child shows stubborn persistence, it's still persistence that we can recognise as a strength—even if it's being overused in a particular moment. If we can reframe our assessment to spot these strengths, we can begin to recreate the conditions of success for children and fortify their internalised self-talk. Many children struggle because they catastrophise and quickly forget that they do have strengths that can serve as resources and effective strategies to meet their own needs in healthy ways.

By considering these three strategies: increasing co-regulation, increasing micro-moments of relationship, and maintaining focus on what's working well, we can increase our children's abilities to manage speedbumps with more flexibility, in addition to building trust and credibility with them so that they can eventually manage their everyday concerns on their own.

*Dr Tom Brunzell (MST, EdM, PhD) has experience as a teacher, school leader, researcher and education advisor. Currently he is the Director of Education at Berry Street and Honorary Fellow at the University of Melbourne Graduate School of Education. Tom presents*



internationally on topics of transforming school culture, student engagement, trauma-aware practice, wellbeing and positive psychology, and effective school leadership. His research at the University of Melbourne investigates trauma-informed wellbeing classroom strategies; and both the negative impacts of secondary traumatic stress and the positive impacts of wellbeing on teachers and leaders working towards educational equity in their communities.



Thanks to Anne for the great visual.

### **Berry Street have some fabulous resources available....**

To compliment what Tom suggests in the article one helpful tool that we sent out last year was the Rhythm Template. Basically setting up a daily timetable of what you will do with your children in a day. During lockdown we can sometimes find time just disappearing and it can feel like we have achieved little, even

though we have done so much. The Rhythm Template helps to do just that, keep a rhythm. Make space for a break, play, food..... Don't let school tasks go on and on, stop at a certain time and say that's it for the day. We need light and shade, change and playfulness, it seems crazy to think that having a 'daily schedule' will help with that BUT without it we can easily let days become a blur.

Please find below the link to the full Rhythm Template, it includes a blank template for you to create what works for you.



#### Our plan for the day

<b>By 9.00am</b>	Get up and going	<ul style="list-style-type: none"><li>• Wake up</li><li>• Eat breakfast</li><li>• Get dressed and brush teeth</li><li>• Make bed</li></ul>
<b>9.00 – 10.00</b>	Exercise time	<ul style="list-style-type: none"><li>• Go for a walk or ride a scooter/bike</li><li>• Kick or throw a ball</li><li>• Jump on trampoline or skip rope</li><li>• Do some stretching or yoga</li></ul>
<b>10.00 – 12.00</b>	Learning time	<ul style="list-style-type: none"><li>• Do some educational activities together</li><li>• Include some 'brain breaks' i.e. listening to one song while doing a dance, doing 'heads, shoulders, knees and toes' or play 'Simon says'</li></ul>
<b>12.00 – 12.30</b>	Lunch	<ul style="list-style-type: none"><li>• Get kids to help set the table</li><li>• Sit down and eat lunch with them</li></ul>
<b>12.30 - 1.00</b>	Helping out	<ul style="list-style-type: none"><li>• Chores and jobs to help around the house or garden – fold washing, tidy toys, rake leaves, empty dishwasher etc</li></ul>

<https://drive.google.com/file/d/12hBNaU8FTpb1Sa7gBRDn4cDI--L9Dket/view?usp=sharing>



# SUN SALUTATION FOR KIDS

## Look up at the sky

Stand tall with your legs hip width apart, feet facing forward, arms alongside your body. Inhale deeply, look up and reach your arms to the sky. Say, "Hello, sun in the sky!"



## Pretend to be a jellyfish

Exhale, bend your upper body, reach for your toes and pretend your arms are jellyfish tentacles. Say, "Hello, jellyfish in the sea!"



## Pretend to be a sand castle

Place your palms flat on the ground, inhale and step your right foot back. Keep your back flat and your chest open, pretending to be a sand castle. Say, "Hello, sand castle on the beach!"



## Pretend to be a dolphin

Exhale and step your left foot back to create an upside-down V. Straighten your legs, relax your neck and look down between your legs. Imagine being a dolphin gliding through the waves. Take 5 deep breaths. Say, "Hello, dolphin in the waves!"



## Pretend to be a crab

As you inhale, shift forward, drop your knees, and come to an all-fours position. Imagine you are a crab scuttling across the sand. Say, "Hello, crab on the sand!"



## Pretend to be an urchin

As you exhale, sit on your heels, keeping palms flat in front of you, rest your head on the mat. Bring your arms back alongside your body and imagine being an urchin floating. Say, "Hello, urchin resting on a rock!"



Reverse the steps back to standing. Then repeat the sequence on the left side.

*printable yoga poster*



# Parents and carers: be kind to yourself

This is an unpredictable and an uncertain time for everyone. With schools closed many parents and carers are struggling to cope for long periods at home with the children and young people in their care.

It's the same as what they tell you on planes. You need to put on your own oxygen mask before you can help others. It's a huge struggle to care for children if we neglect to look after ourselves. While you may think: 'easier said than done' – it really does make a difference.

Here are 4 steps you can follow to help you be kind to yourself.

## 1. Regulate

Stay calm when you are feeling emotionally out-of-sorts.

Think about what helps you to be calm and healthy. Can you build some of these things into your day? They might be quick things like sitting down for breakfast each morning, or longer things like watching a show you like after the kids are in bed. A regular [household routine](#) helps.

Some examples of things that are known to make us feel better are: getting outside and taking a walk or doing some other exercise, having a regular cuppa and snack break, watering pot plants, doing a crossword puzzle, ringing a friend, listening to music (and singing along), cooking, day dreaming, playing with a pet or sharing some silly messages and other fun things on social media.

If you build these activities into your day in a planned way, it gives you a break from monotonous tasks and provides something to look forward to. Even a few minutes of something pleasurable, a few times a day, can help build your tolerance for the challenging situation you're in.

## 2. Relate

Connect with another person to feel better.

One of the most effective ways to look after ourselves is to connect with other adults. So, reach out to others however you can – by phone, social media or video calls (FaceTime, WhatsApp, Skype etc.).



Share your ideas and questions about how you can support and manage the kids in these new circumstances. Talk about how you can look after yourself and each other. If you have a worker who supports your family, don't be afraid to let them know when you're struggling – just talking it through can be reassuring. No-one expects you to breeze through this situation without some tough times.

### 3. Reason

Use logical thinking.

It's helpful to limit the time you expose yourself to news and current events. We need to stay informed, but it is important to avoid becoming overloaded and overwhelmed by negative news.

Acknowledge your feelings and adjust your expectations, it's OK to not have all the answers. If you are feeling particularly worried or anxious try and stop what you're doing. Go to another room (even to the bathroom) and take some deep breaths. If possible, now is the time do something to regulate yourself.

Understand that the kids living with you will be looking to you to see how you're coping. If you show them that you're staying calm, they will be more likely to mirror that approach.

If your kids normally go to school, you can't recreate school and be a perfect teacher. But you can do fun activities with your kids that will help them learn. Contact your kids' school for guidance and reassurance if needed. ABC Education has a [great website](#) with resources for primary and secondary school children

### 4. Remember

Looking after yourself is not a luxury – it's essential.

By looking after yourself you're staying healthy and well – so you can have a better time with the kids.

Be kind to yourself and do the best you can. You might need to take it hour-by-hour, but this period of isolation is only temporary and will end. And every day is a new day.

For further resources from Berry Street please follow the link below.

<https://www.berrystreet.org.au/learning-and-resources/covid-19-resources>

*Beyond Blue is a practical and reliable service. It is worth a call or to chat to them online if everything is becoming all too much. They do listen and they do care and follow up.*



Click on the link for a great article on Working from Home as a parent or carer and ways to cope.

[https://drive.google.com/file/d/1dbH6xtFIOHfL\\_LOWGMUh4qPHA5YP3lBR/view?usp=sharing](https://drive.google.com/file/d/1dbH6xtFIOHfL_LOWGMUh4qPHA5YP3lBR/view?usp=sharing)

Thanks to  
Jess Holden  
for sending  
through this  
great  
resource.

**If you're in Australia, reach out to us, we'll offer you support**



**Call 1300 22 4636** 24 hours / 7 days a week



**Chat online** 11am - 12am AEST / 7 days a week



**Email us** Get a reply in 24 hours



**Online forums** 24 hours / 7 days a week



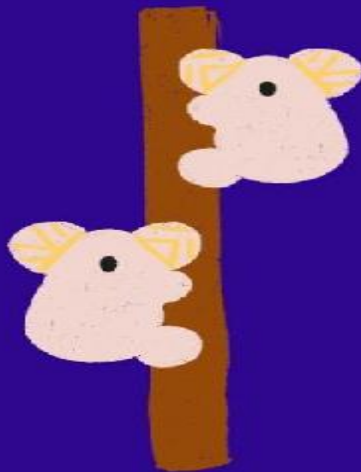
Thank you so much to Emmy, Tyresse's mum for these beautiful cards.

## Printable Affirmation Cards

This set of 8 cards come as a single sheet that allows you to print in your own home.

Imagine the impact it could have if children could wire their minds early in life to know they are loved, they are smart, they are strong. By using these cards, children affirm their own strengths and internalize the knowledge of how powerful they are.

Lockdowns have been rough for young and old and we hope that having something empowering that you can say out loud each day may help.



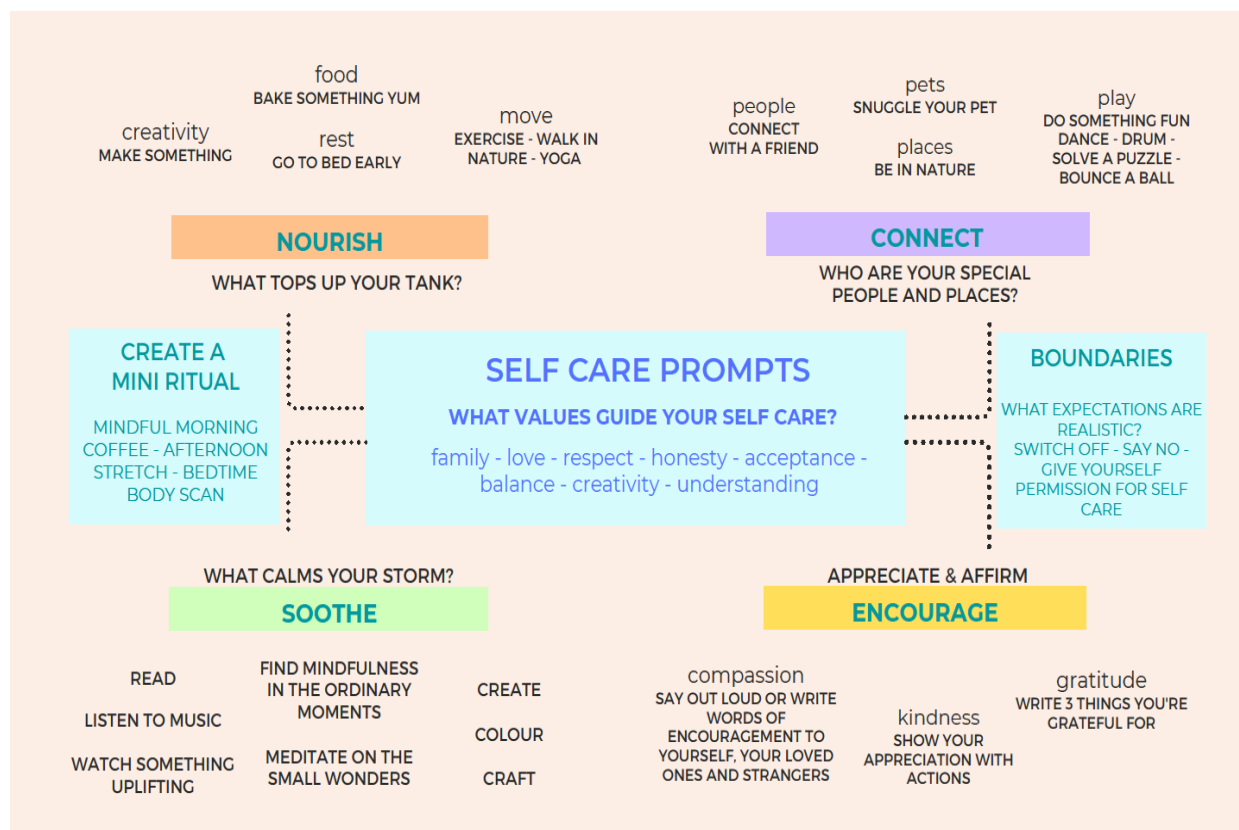
Printable affirmation cards provided  
by local business and school mum  
Wurruck Yambo.  
[Wurruckyambo.com](http://Wurruckyambo.com)

Digitized artwork by local illustrator  
and school mum Andrea Innocent  
<https://www.andreainnocent.com/>



Check out the  
websites listed  
above! We have  
some amazing  
women in our  
community!

Please find the full size version to print at the end of the newsletter.



Many thanks to Emma Taylor Health and Ned's mum who creating this fabulous tool for us to use. Please click on the link to find the printable full size version.

<https://drive.google.com/file/d/1RoIJ4KRwgC2WLC1I-90BCeg9Qqzmi97f/view?usp=sharing>

A huge thank you to everyone  
that has contributed to this  
newsletter this term. Your time is  
very much appreciated. xo



# RU OK? DAY™

9 September 2021

Never before has it been more important to ask this question. We know none of us are really ok, BUT having someone ask you is sometimes all it takes for someone else to know that you care. Next Thursday, is R U OK day. Challenge yourself to ask the question to someone you may not have heard from in a while, or someone in your community that might just need to be asked.



**1. Ask**



**2. Listen**



**3. Encourage action**



**4. Check in**

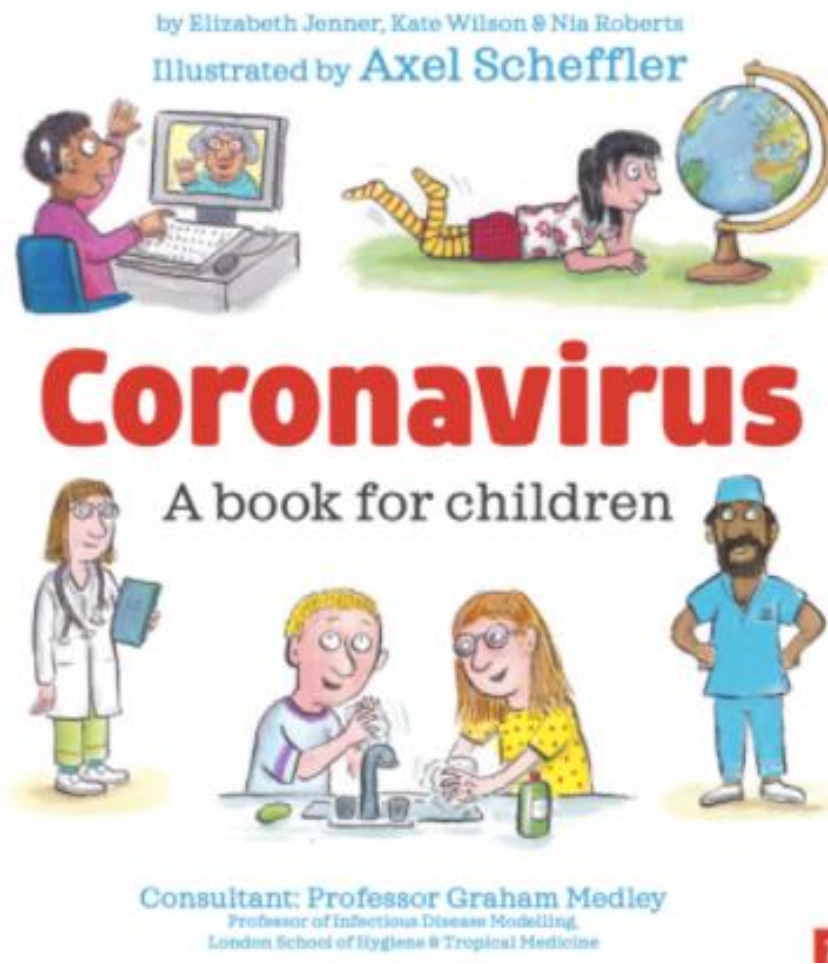
Head over to the R U ok? Website for more information.

<https://www.ruok.org.au/join-r-u-ok-day>

## *Free downloadable books.*

You can find other free downloadable books related to COVID at

<https://www.dpvhealth.org.au/news-events/news-posts/coronavirus-books-for-children/>



Written in consultation with an infectious diseases specialist and illustrated by Axel Scheffler of The Gruffalo, this nonfiction picture book offers children information about transmission, symptoms and the possibility of a cure, reassuring readers that doctors and scientists are working on developing a vaccine.

Download book via link below:

<https://drive.google.com/file/d/1CtavHzxYKWbZBFTaV2gGvd7SjPRLU6Yp/view?usp=sharing>



# My Hero is You

how kids can  
fight COVID-19!



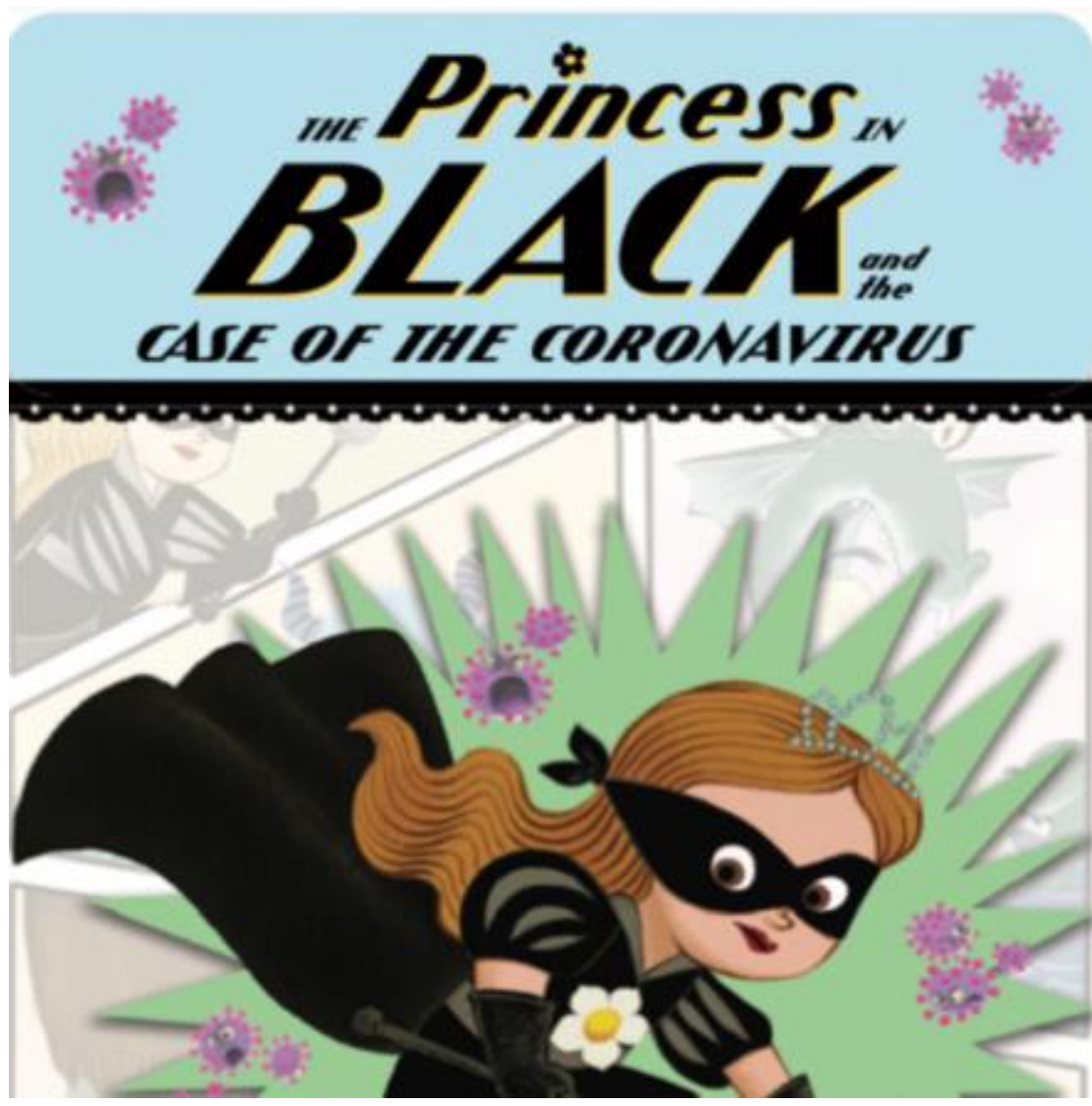
**IASC**  
Inter-Agency Standing Committee

"My Hero is You", a story developed for and by children around the world, offers a way for children and parents to together think about the questions the pandemic raises. Designed to be read by a parent, caregiver or teacher alongside a child or a small group of children, the story was shaped by more than 1,700 children, parents, caregivers and teachers from around the world who took the time to share how they are coping with the impact of COVID-19.

The project was developed by the Inter-Agency Standing Committee Reference Group on Mental Health and Psychosocial Support in Emergency Settings, and supported by global, regional and country based experts, in addition to parents, caregivers, teachers and children in 104 countries.

**Download free book here:**

[https://drive.google.com/file/d/1wNDVI6N6ET\\_5egY1qKF2TXU-rp3lMStd/view?usp=sharing](https://drive.google.com/file/d/1wNDVI6N6ET_5egY1qKF2TXU-rp3lMStd/view?usp=sharing)



Written by Shannon Hale and Dean Hale, *The Princess in Black and the Case of the Coronavirus* is about Princess Magnolia who enlists children to help with a problem she cannot defeat alone: here, of course, that problem is coronavirus. *The Princess in Black* shows a deft use of humour to introduce children to complex ideas in a familiar and friendly manner.

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[Download free book here:](#)

[https://drive.google.com/file/d/1PXhaF\\_QCOgieeAUKCAXqmDtpkUnXMh2/view?usp=sharing](https://drive.google.com/file/d/1PXhaF_QCOgieeAUKCAXqmDtpkUnXMh2/view?usp=sharing)





## Serpent Earth Health

### About Angel

Serpents represent our human experience through transformation, as we walk with our feet connected to the earth, so does the belly of a snake.

Snakes hold a great mystery, traditionally seen as a creature representing darkness and shadow, these are the places where healing is crying out to be seen, but often gets overlooked and pushed into the light, where all the healing and wisdom of the shadow is bypassed.

As a degree qualified Naturopath, I want to use my training in the science and tradition of healing through herbal medicine, food as medicine, nutritionals and more, to not just get to the root of a problem and fix it, but to understand what the problem wanted from you in such a way that it caused distress to get attention.

I want to reveal the wisdom in your healing.



### Its not just about Healing

Like a snake that sheds its skin, Serpent Earth Health is a place to support you to outgrow your unique health challenges, arising from the body, mind & spirit. Here, your story will be heard & together we can lift your well-being into a healthier you.

Our bodies will take us through incredible journeys that embody dark and difficult times. At Serpent Earth we aim not to simply rush through these paths, but to understand them, respect and learn from them.

Here it is not just about the healing, but it is always about the incredible growth, and evolution of self, that comes with each difficult path, as we shed our old skin and surrender to health.

*Thank you to Angel for gifting teachers some sessions with her, your kid gesture is very much appreciated. Check out Angels services at: <https://www.serpentearthhealth.com.au/>*

## Other helpful Contacts

### **If you or anyone you know needs help:**

- [Lifeline](#) on 13 11 14
- [Beyond Blue](#) on 1300 224 636
- [MensLine Australia](#) on 1300 789 978
- [Suicide Call Back Service](#) on 1300 659 467
- [Kids Helpline](#) on 1800 551 800
- [Headspace](#) on 1800 650 890
- [QLife](#) on 1800 184 527
- [Relationships Australia](#) on 1300 364 277
- [ReachOut Australia](#)

## For Men

### No To Violence: Male Family Violence Prevention Association

Peak body for individuals and organisations who want to contribute to male family violence prevention.

03 9487 4500

[www.ntv.org.au](http://www.ntv.org.au)

### Men's Referral Service

Anonymous and confidential telephone service provided by men for men. It offers a central point of contact for men who want to stop violent or abusive behaviour towards their family members.

1300 766 491 (Mon-Fri 8am-10pm, Sat-Sun 10am-4pm)

### MensLine Australia

Professional telephone and online support, information and referral service for men, specialising in family and relationship concerns.

1300 789 978

[www.mensline.org.au](http://www.mensline.org.au)



## **For Women**

### **Women's Safety After Separation**

Information for women facing separation, particularly where there is violence and abuse.

[ncsmc.org.au/wsas/welcome.htm](https://ncsmc.org.au/wsas/welcome.htm)

**WIRE (Women's Information and Referral Exchange) is a Victoria-wide free generalist**  
information, support and referral service run by women for women.

1300 134 130 (9am – 5pm)

[wire.org.au](https://wire.org.au)

### **Women's Health Victoria**

Free, confidential and statewide health service offering information, support, a library and referral options for women. Run from the Royal Women's Hospital.

[thewomens.org.au/WomensHealthInformationCentre](https://thewomens.org.au/WomensHealthInformationCentre)

### **Centres Against Sexual Assault (CASAs)**

Centres offer 24 hour crisis support to recent victims of sexual assault, as well as counselling, legal and medical support and information.

[www.casa.org.au](https://www.casa.org.au)

1800 806 292 (all callers are automatically transferred to their local CASA within Victoria)

(Eastern CASA is in East Ringwood – 9870 7330)

### **Adults Surviving Child Abuse (ASCA)**

Counselling support line, information, support, referral for survivors, supporters and health professionals.

1300 657 380 (7 days, 9am-5pm)

## **For Children and Young People**

### **DHS Child Protection Crisis Line**

131 278 (24 hours/7 days) – statewide

### **Australian Childhood Foundation**

[www.childhood.org.au](https://www.childhood.org.au)

1800 176 453 or 03 9874 3922

**Parentline Victoria**

[www.parentline.vic.gov.au](http://www.parentline.vic.gov.au)

132 289 (8am-midnight, 7 days)

**Kids Helpline**

<https://kidshelpline.com.au/>

1800 551 800 (24 hours/7 days)

**Australian Childhood Foundation**

Works to protect the rights and ensure the safety of children. Provides trauma counselling, professional training, advocacy, research and parent support.

[www.childhood.org.au](http://www.childhood.org.au)

**For LGBTIQ**

**QLife Australia (formerly Switchboard Victoria)**

Australia's first nationally-oriented counselling and referral service for people of diverse sex, genders and sexualities. Provides nationwide early intervention, peer supported telephone and web-based services to support LGBTIQ people of all ages.

[www.qlife.org.au](http://www qlife.org.au)

1800 184 527 (3pm-midnight, 7 days)

**Gay and Lesbian Health Victoria (GLHV)**

GLHV is a lesbian, gay, bisexual, transgender and intersex (LGBTI) health and wellbeing policy and resource unit.

[www.glhv.org.au/](http://www.glhv.org.au/)

03 9479 8760





**I AM  
DEADLY**



**I AM  
KIND**



**I AM  
STRONG**



**I AM  
PROUD**



**I AM  
LOVED**



**I AM  
SMART**



**I AM  
GREAT**



**I AM  
BRAVE**

