



# **BIG TALKS** for little people

Phillip T Slee (Ph.D) Grace Skrzypiec (Ph.D) John Mannion  
Chris McDermott Shane Pill (Ph.D)



# Introducing

## Big Talks for Little People

---

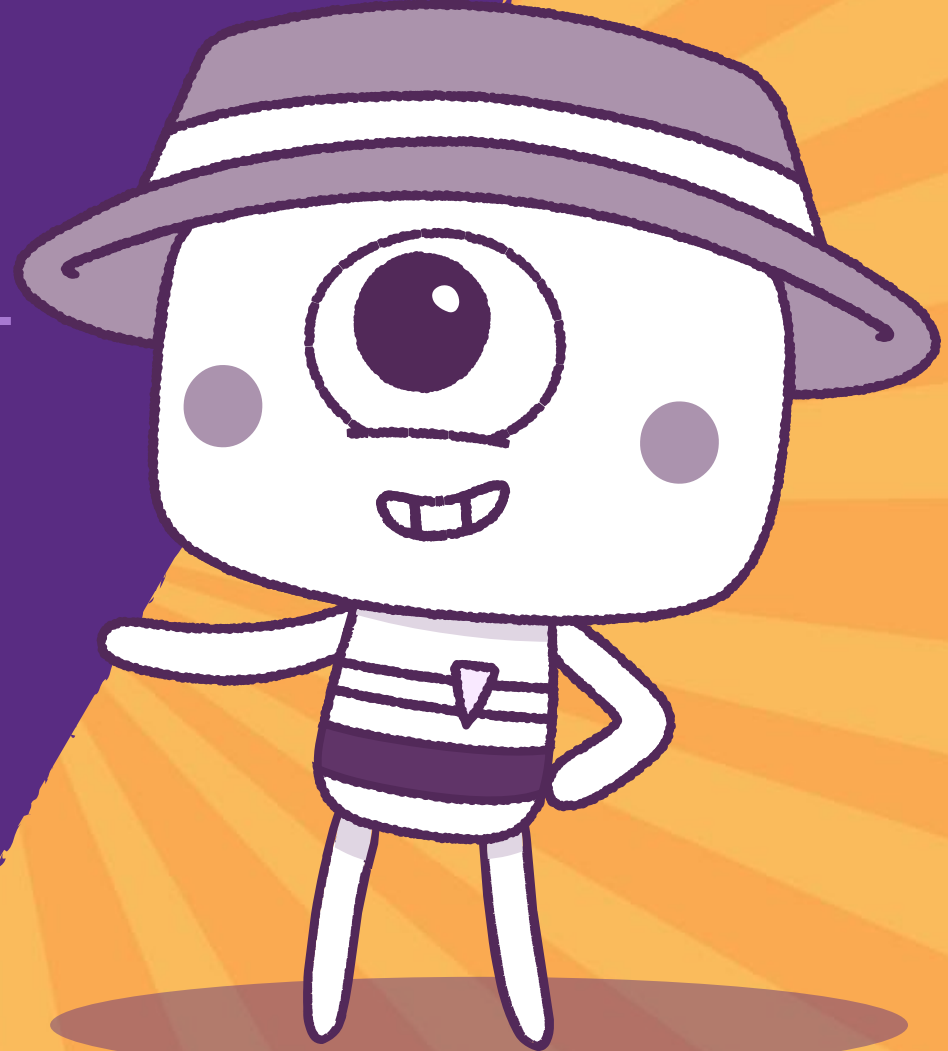
Today's aims:

1.

Understand the purpose and structure of this module.

2.

Provide relevant links and further reading material.



# A note about the document

---

This document is considered a “**Professional Development**” document.

It also provides **information** about the modules.

Please read the document to understand your tasks and responsibilities in the program.



# Key People & Contact Details

---

## Phillip Slee (Ph.d)

- *College of Education, Psychology & Social Work  
Flinders University, Adelaide.*
- [Phillip.slee@flinders.edu.au](mailto:Phillip.slee@flinders.edu.au)
- Work (08) 8201 3243
- Mobile 0439 828 634

## Grace Skrzypiec

- [grace.skrzypiec@flinders.edu.au](mailto:grace.skrzypiec@flinders.edu.au)

## Shane Pill

- [shane.pill@flinders.edu.au](mailto:shane.pill@flinders.edu.au)



**Flinders  
University**

# Key Collaborators

---

Below are some of our key collaborators. We thank you for all of your hard work!



<https://breakthroughfoundation.org.au/>



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



<https://www.happyhaven.sa.edu.au/>

# The Development of the Child Mental Health Module

---

## 2020

- Literature review.
- Interviews with 9 key educators e.g. counsellors, teachers, to identify the content of the lessons.
- Review of wellbeing programs.
- Finalization of Professional development.
- Development of online questionnaire.
- Development of the animations.

## 2021

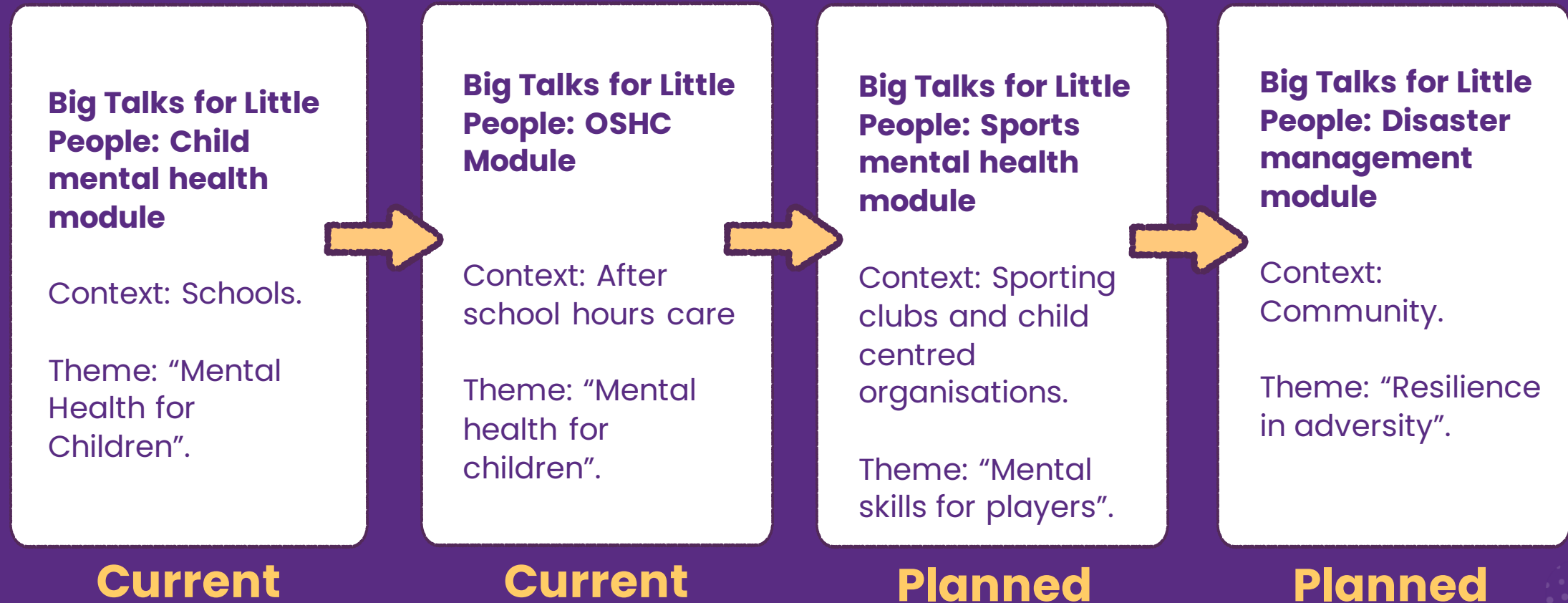
- Trial of the animations and lesson content with a small group of teachers.
- 2021 (January) – Finalization of the digital platform.
- PD for cooperating schools.
- Delivery of the module in pilot schools.
- Interviews and focus groups with teachers/students.
- Evaluation of pre-post test data.
- Report writing from Phase 1.
- Revising the digital platform to include new animations, teacher information sheets, power point lessons and PD for extended rollout in 2022.

## 2022

- Evaluated the second trial of the primary school module in schools across South Australia.
- Evaluated the trial of the module in 10 OSHC centres.

# The “Big Talks for Little People” Project Overview

Here are the current and planned modules for the “Big Talks for Little People” project.



# Core SEL Competencies

---

## **Self-awareness**

e.g. Accurately assessing one's feelings.

## **Self-management**

e.g. Regulating one's emotions to handle stress.

## **Social awareness**

e.g. Being able to take the perspective of and empathize with others.

## **Relationship skills**

e.g. Enjoying healthy and rewarding relationships.

## **Responsible decision making**

e.g. Considering social norms.

(Weare, 2015)



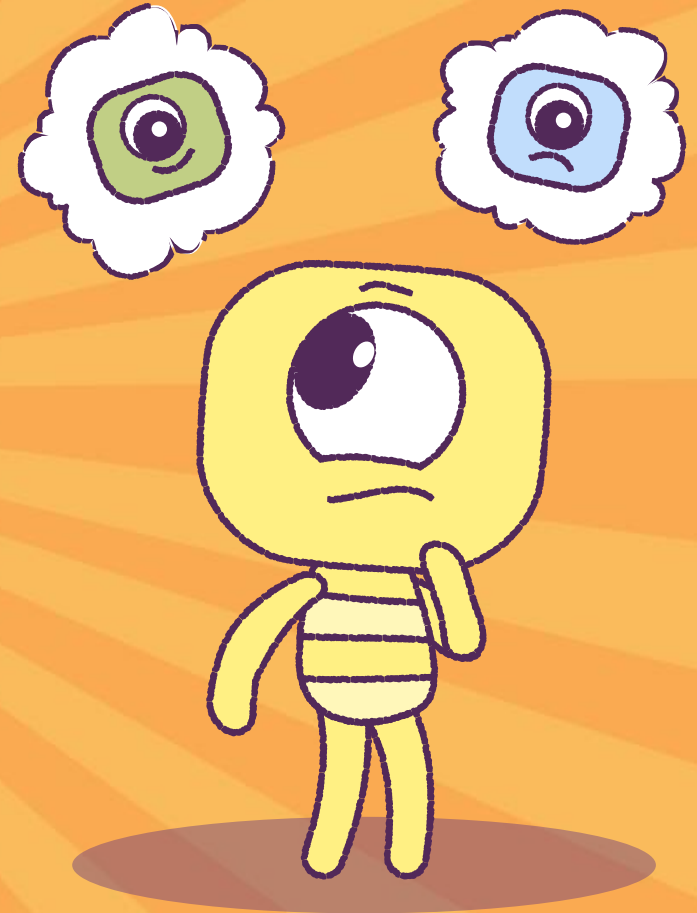


# The Child Mental Health Module

---

Kids can struggle with a range of issues as they grow up. About 1 in 7 children and adolescents aged 4–17 have recently experienced a mental disorder in Australia. Some of the common mental health-related issues they experience include:

- **Relationship problems** – For example family, peers. [Link 1.](#)
- **Eating or body-image issues** – [Link 1.](#) [Link 2.](#)
- **Bullying** – Including Cyberbullying. [Link 1.](#) [Link 2.](#)
- **Abuse** – Physical, emotional or sexual. [Link 1.](#)
- **Feeling sad or depressed** – [Link 1.](#)
- **Worry or anxiety** – [Link 1.](#)
- **Self-harm or suicide** – [Link 1.](#) [Link 2.](#)



# Framework

---

Big Talks for Little People: A Framework for Prevention & Intervention. Note the acronym **P.E.A.C.E.**

**P**

**Prepare** – And consider the issue of mental health.

**E**

**Educate** – And develop an understanding of the issue.

**A**

**Action** – Develop an action plan for intervention and prevention.

**C**

**Coping** – Identify the strategies needed to cope.

**E**

**Evaluate** – Develop strategies for assessing the evidence-base.



# Program Content Design

The program content is designed for a digital platform so that it can also be downloaded, and includes:

- **Six** discreet lessons/content/power points for teacher or facilitation.
- Teacher/facilitator information sheets e.g. resilience, trauma informed teaching.
- An **animation(s)** for each lesson.



# Programs that Work

---

This program is modelled on programs which work well. Successful programs tend to:

- Have a sound theoretical basis.
- Address strong risk factors.
- Involve long term treatments.
- Work intensively with those identified as “at-risk”.
- Are multi-modal and multi-contextual.
- Focus on improving social competency.
- Are developmentally appropriate.
- Have the capacity for delivery with fidelity.

(Nickersen & Martin, 2008)



# Module Content

---

To assist students/young people develop practical skills for promoting mental health:

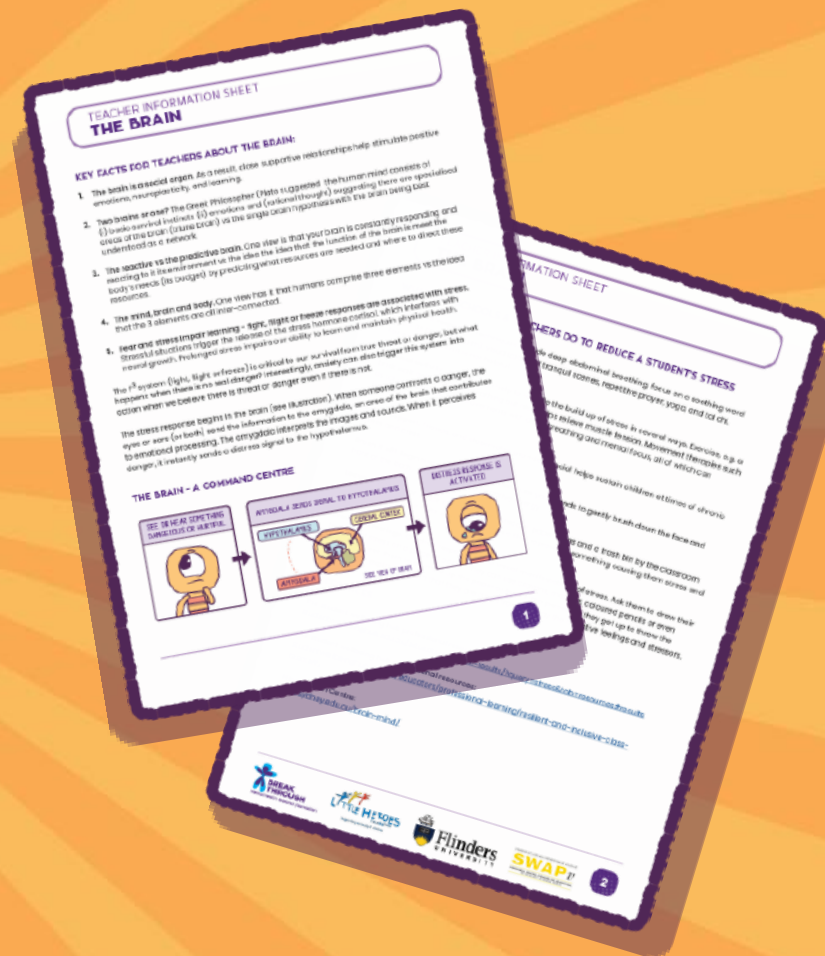
- 1. Communication** – Group work skills, pre-test assessment.
- 2. Understanding & managing** your emotions and feelings.
- 3. Personal wellbeing & relationships** – Making & keeping friends, bullying.
- 4. Resilience and optimism** – How I think, feel and behave.
- 5. Self-concept** – What kind of person am I – developing a positive self brand.
- 6. Conflict** – Managing conflict well – post assessment.



# Teacher Information Sheets

This resource provides teacher information sheets. Some of the content in the sheets include:

- Trauma informed practice.
- Anxiety.
- Bullying.
- Self efficacy.
- Teacher wellbeing.
- SEL.
- The brain.
- Restorative justice.
- Interoception.





# How to register to access the website for “Big Talks”

---

1. To register, you need to use:  
<http://bigtalkslittlepeople.com/register/>
2. The website is: <http://bigtalkslittlepeople.com>
3. Fill in the details (you can use anything except for an email address in the username field.)
4. Click “register”.
5. Approve the Terms & Conditions.
6. Check your inbox to confirm your email & account.

At this point, you should be able to log in.

If there are issues, please email [Phillip.slee@flinders.edu.au](mailto:Phillip.slee@flinders.edu.au)



# Surveys – Teachers/Educators

---

Please visit: [www.caper.com.au](http://www.caper.com.au)

## If you are a teacher

You will need to complete an online implementation pre-survey at the beginning of the module. You will also need to complete an online implementation post-survey at the end of the module. When you visit the Caper website, click on the **“Implementation Index”** button.

## If you are an educator (OSHC)

You will need to complete an online implementation pre-survey before starting the module. You will also need to complete an online implementation post-survey at the end of the module. When you visit the Caper website, click on the **“OSHC Educators”** button to do this.

This implementation survey will provide feedback regarding the effective implementation of the program, enabling us to edit the program accordingly.





# Surveys – Children/Students

---

Please visit: [www.caper.com.au](http://www.caper.com.au)

## OSHC Children

OSHC Children will have a printout pre-survey. This pre-survey must be completed before the module begins. A post-survey must also be completed at the end of the module. This printout will be available to download on the relevant OSHC page. (i.e. The Session 1 page will have the pre-survey file).

## Students

School students will have an online pre-survey to complete before working on module content. They will need to click the “Child Health Module” button on the Caper website. They will also need to complete a post-survey at the end of the module.

**Important** – Keep a record of each student’s ID for the post-survey.



# Surveys – Information

---

- The pre-survey and post-survey will help us evaluate the effectiveness of the program.
- Student's answers are confidential.
- Surveys to be completed by each student by their password. (Student initial and date of birth).
- May take up to 15-20 minutes to complete.
- Ethics – this initiative has Ethics approval.
- The “Big Talks”...is delivered as part of the curriculum.
- If a student does not wish to complete either surveys their name will be removed from the evaluation.



# Overall Lesson / Session Structure

---

Generally, lessons are a bit like this:

- Students will review what they learnt the previous week.
- Students will watch an animation. (Or more than one animation if available).
- Students will discuss topics related to the animation(s).
- Students will participate in a class activity. (Or more than one activity if available).

**SPECIAL NOTE:** Students also need to complete a pre-survey at the start of the program, and a post-survey at the end of the program. Details about these surveys are noted in the Lesson/Session plans.



# Lesson 1 Aims / Session 1 Aims

---

## Pre-survey & Establishing Groups

1. Have students complete a pre-survey about their well-being.
2. Understand group work, roles in the groupwork, and decide on group rules.

**NOTE:** There are minor differences between programs. (i.e. Schools may have a different set of activities than OSHC). Please download your relevant program for all accurate details.



# Lesson 2 Aims / Session 2 Aims

---

## Emotions

1. Discover more about recognising different types of emotions.
2. Discover emotion management strategies.

**NOTE:** There are minor differences between programs. (i.e. Schools may have a different set of activities than OSHC). Please download your relevant program for all accurate details.



# Lesson 3 Aims / Session 3 Aims

---

## Emotions

1. Understand social exclusion.
2. Explore friendships and relationships.
3. Understanding bullying.

**NOTE:** There are minor differences between programs. (i.e. Schools may have a different set of activities than OSHC). Please download your relevant program for all accurate details.





# Lesson 4 Aims / Session 4 Aims

---

## Resilience

1.

Understand resilience.

2.

Learn coping strategies.

**NOTE:** There are minor differences between programs. (i.e. Schools may have a different set of activities than OSHC). Please download your relevant program for all accurate details.



# Lesson 5 Aims / Session 5 Aims

---

## Self Concept

1.

Understand self-concept.

2.

Learn about being proud, and responsible.

**NOTE:** There are minor differences between programs. (i.e. Schools may have a different set of activities than OSHC). Please download your relevant program for all accurate details.





# Lesson 6 Aims / Session 6 Aims

---

## Conflict Management

1. Understand conflict management.

2. Learn coping strategies related to conflict management.

3. Complete a post-survey.

**NOTE:** There are minor differences between programs. (i.e. Schools may have a different set of activities than OSHC). Please download your relevant program for all accurate details.



# Implementing Big Talks

---

There are 3 elements critical to the effectiveness of the program.

**Fidelity:** To what extent was the program delivered as intended?

**Dosage:** How many of the 6 lessons/sessions were delivered and how much of the content was covered?

**Quality:** The engagement of students & teachers with the program.

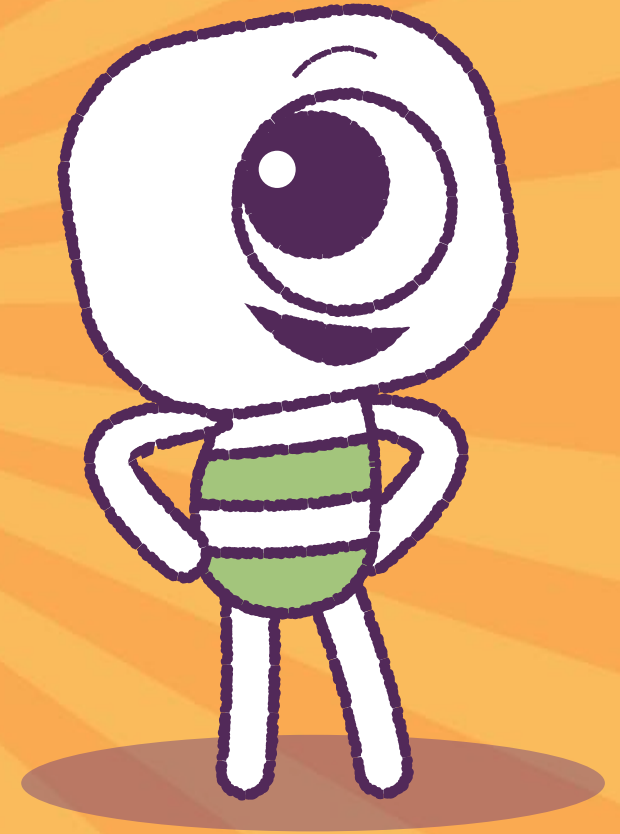


# “Big Talks” Elements of an Effective Intervention Program

---

“If we keep on doing what we have been doing, we will keep on getting what we have been getting.”  
(Wandersman et al., 2008).

- A structured curriculum – lesson plans.
- Teaching new skills.
- Teach skills in active ways – roleplays, debates.
- A whole school/community approach.
- Provide PD for teachers.
- Focus on relationships.
- School leadership – “a champion”.



# Follow Up Points

---

## Teachers

Please test the online surveys for yourself, and for your students, before starting the lessons.

## Educators

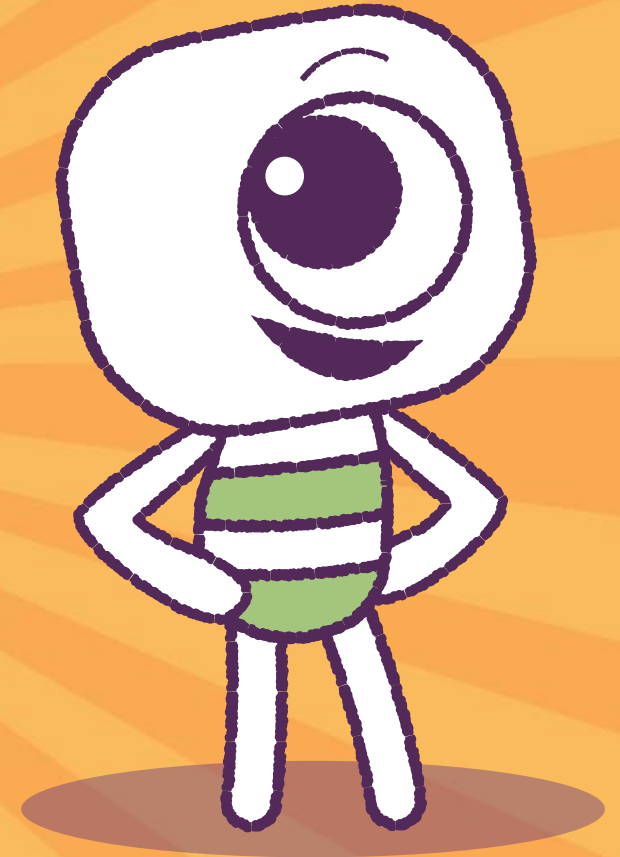
Please test the online surveys for yourself, and download & test-print the printed students surveys, before starting the lessons.



**Do not go where  
the path may lead,  
go instead where  
there is no path  
and leave a trail.**

Ralph Waldo Emerson

These programs are whole of school/centre new and evidence based.



Thank you for  
participating.

