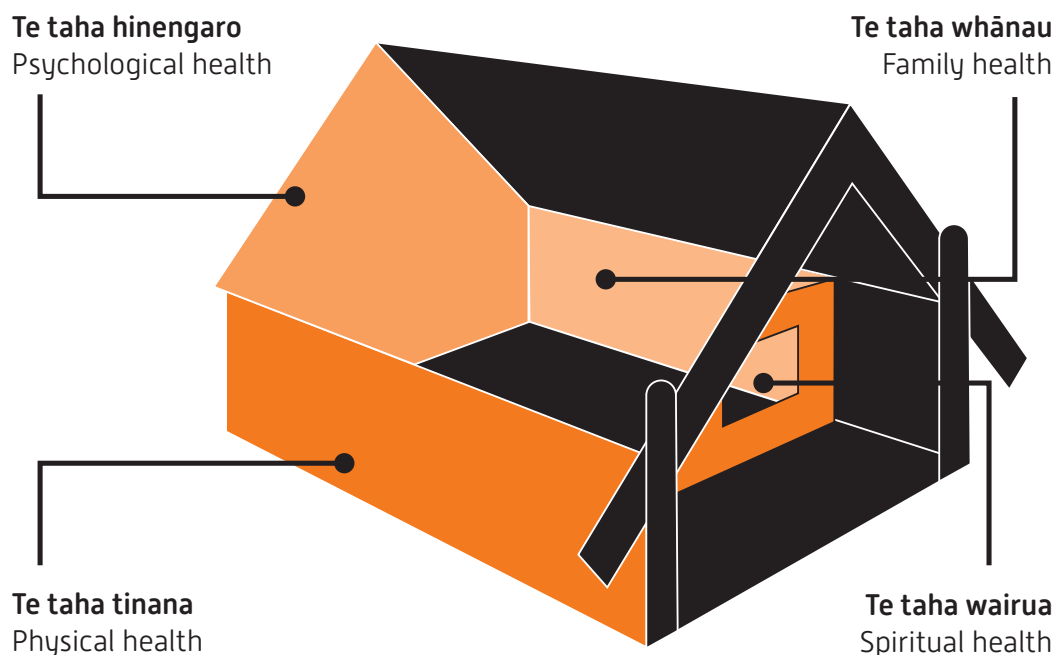


FACILITATION GUIDE

Module 3: Whānau connection

Social and family health is the third cornerstone for overall health in the Te Whare Tapa Whā model. Our whānau, that is our family, friends and work colleagues, play an important role in our overall health and wellbeing¹.



Te Whare Tapa Whā model of health

¹ Whānau can be defined in different ways, but a common meaning is the extended family, family group, or a familiar group of people.

A lack of social connection and harmony in our relationships with others can have a wider impact on our health. Sometimes there can be some good and very explainable reasons why relationships are having problems. At other times though, the problem can be caused by things that are more difficult to understand or come to terms with. It is important to recognise when our relationships are not going well or when we feel we don't have people around us we can talk to and to know what we can do about it.

We spend a large part of our day at work, so our work environment (how work is organised, the physical environment, and our working relationships) also has a big impact on our mental wellbeing. Good mental wellbeing at work comes from an environment where people feel connected, supported, happy, and respected. In order to facilitate good mental wellbeing at work, it is important that the work environment is free from harassment, bullying and discrimination. As part of feeling connected, it is also important that trust and respect are valued and that two-way communication is encouraged.

VIDEO CLIPS

Below are useful video clips on how to discuss mental health issues in a positive way:

Mental Health at Work: Supporting Someone:

www.youtube.com/watch?v=p_V2rVofA54

What's it worth?

www.youtube.com/watch?v=2w8R3r7DMwQ

Stuff we know, skills we have:

www.youtube.com/watch?v=eZhBhbvmWk

Mental health at work: Be there for your colleagues:

www.youtube.com/watch?v=PgtBd7QI5-c

EXERCISE 1: BEING CONNECTED, COMMUNICATING AND MENTAL HEALTH

The basis of feeling connected is emphatic and respectful communication. Everyone needs to be heard and understood, to be treated respectfully and supportively. People living with mental illness are no exception, and often, mental illness intensifies those needs. Most of us find some experiences or topics difficult to talk about. It may be something that is painful or makes us feel uncomfortable. That is one of the reasons why when we are asked how we are, we will often reply that we are 'fine', when that's not really the case. We can help by ensuring that there is an open communication forum both at work and at home, as well as creating positive and collegial relationships by taking the time to talk with and listen to others about the issues they are facing.

AIM: The aim of this exercise is to demonstrate that while communication can be difficult sometimes, it can also be rewarding.

TASK:

1. Split the group into pairs and have each pair sit back to back.
2. One person gets a picture of a shape or simple image, and the other gets a piece of paper and pen.
3. The person holding the picture gives verbal instructions to their partner on how to draw the shape or image they've been given (without telling them what the shape or image is).
4. After a set amount of time, have each set of partners compare their images and see which team drew the most accurate replica.
5. Discuss what worked well and what could have been improved in the communication exchange.

TIME: 20 minutes.



EXERCISE 2: WELLBEING BINGO

Developed by the Mental Health Foundation, Wellbeing Bingo² offers an opportunity to show that mental wellbeing not just about the individual, but includes the wider whānau. Playing this game will also help the group practice the Five Ways to Wellbeing².

1. **Connect:** with the people around you. With family, friends, colleagues and neighbours – your whānau.
2. **Keep Learning:** try something new. Rediscover an old interest. Take on a new responsibility at work.
3. **Be Active:** go for a walk or run. Step outside. Garden. Play a game.
4. **Give:** do something nice for a team mate. Thank someone. Volunteer your time.
5. **Take Notice:** remark on the unusual. Notice the changing seasons. Savour the moment.

AIM: The aim of this exercise is to develop supportive relationships and to enhance cooperation and communication. The aim is also to encourage people to share their ideas with each other about how they practice the Five Ways to Wellbeing in their daily activities.

TASK: This game is a little different to the usual bingo. In this version, a bingo card is created with the Mental Health Foundation’s Five Ways to Wellbeing printed on it [see below].

The players write their own activities on counters that are then used to try and fill the Bingo Card. Instead of reading numbers, the caller calls out one of the Five Ways (such as connect with workmates, friends and family) and the team or the individual player must match an activity they have written down to that square. Examples of what people might like to write include:

- > Walk to work – write this on a **BE ACTIVE** card.
- > Volunteered at a school or coached a sports team – write this on the **GIVE** card.
- > Listened to the birds – write this on the **TAKE NOTICE** card.
- > Learnt the new IT system – write this on the **KEEP LEARNING** card.

This means people are thinking about the activities they do that support their wellbeing, linking them to the Five Ways, and noticing if there are activities they are missing. It is up to the teams to decide if the activity fits – they may find they have several. To win, the player must call out ‘Bingo’ when they have a row finished, and tell the caller and the room what their different Five Ways activities are.

TIME: 30 minutes.



² Mental Health Foundation [2012] Five Ways to Wellbeing at Work Toolkit. www.mentalhealth.org.nz/assets/5-ways-toolkit/Five-Ways-to-Wellbeing-at-Worknew.pdf

EXERCISE 3: ALL RIGHT? INITIATIVE

All Right? is a Healthy Christchurch initiative led by the Canterbury District Health Board and the Mental Health Foundation of New Zealand. The campaign was launched in February 2013 to support Cantabrians as the region recovered from the earthquakes. At the heart of the campaign is the whakatauki:

“Ehara taku toa i te toa takitahi, engari he toa takitini ke.”

“My strength does not come from me alone, but also from others.”

AIM: The aim of this exercise is to find ways to start a conversation about mental health. In particular, if you notice a family member, friend or work colleague is struggling with their mental health, how do you approach them?

TASK: In pairs, take it in turns to practice the following steps:

1. **Talk about mental wellbeing.** Make talking about wellbeing an everyday thing. Keeping the *kōrero* alive and open in your workplace positively affects mental wellbeing.
2. **Understand what supportive is needed.** To find out how you can support, listen non-judgmentally. Acknowledge the person’s feelings and don’t take them personally. Let them know you’re asking because you’re concerned about them. Their views will help to understand what the problem is and how to solve it.
3. **Work together for shared success.** Work together to find solutions that work for both you and your team member, keeping the *mana* of everyone intact. Focus on strengths and abilities brought to the workplace and what resources you can both bring to *tautoko* (support) wellbeing and achieve shared goals.
4. Discuss what worked well in the conversation and what could be improved.

TIME: 30 minutes.

EXERCISE 4: SPEAK UP. STAND TOGETHER. STOP BULLYING

Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. It can affect people both physically and mentally, and can lead to increased stress levels, decreased emotional wellbeing, reduced coping strategies, lower work performance, and disruptive workplaces³. Bullying can affect everyone; those who are bullied, those who bully, and those who witness bullying. While we often think about bullying as an individual or interpersonal issue, research shows that broader environmental factors – such as poor organisational culture and a lack of leadership – are in fact the main drivers⁴.

Bullying is defined as an ongoing unreasonable behaviour which is unwelcome and is often intended to humiliate or undermine the recipient⁵. Bullying behaviour can take many different forms and can be difficult to detect when occurring subtly. The worst forms of bullying are intimidation, belittling remarks, staff being ignored and excluded, and being set up to fail. An environment in which bullying behaviours are tolerated harbours fear and anxiety, and diminishes the mental wellbeing of recipients. Other people are impacted by the negatively-charged emotions and it can affect the entire organisation. In order to maintain a positive emotional culture, and avoid the negative emotional consequences, it is necessary to be alert to bullying behaviours, and act to eliminate them immediately.

AIM: The aim of this exercise is to encourage the participants to develop an action plan that will help to create a positive and healthy working environment where bullying is not tolerated.

TASK: In small groups, discuss how you and your colleagues will action the following key elements to reduce the level of bullying in the workplace:

TIME: 30 minutes.

³ WorkSafe New Zealand, [2014] [worksafe.govt.nz/the-toolshed/tools/bullying-prevention-toolbox/](https://www.worksafe.govt.nz/the-toolshed/tools/bullying-prevention-toolbox/)

⁴ Magee, C., Gordon, R., Robinson, L., Reis, S., Caputi, P., & Oades, L. (2015). Distinct workplace bullying experiences and sleep quality: A person-centred approach. *Personality and Individual Differences*, 87, 200-205.

⁵ WorkSafe New Zealand, [2017], Preventing and Responding to Bullying at Work.



Description	Action
> Identify problem areas	
> Create a safe reporting system	
> Educate and raise awareness	
> Effectively communicate policies and practices	
> Create a campaign for zero tolerance on bullying and/or harassment	
> Develop ways to increase respectful behaviours, diversity and inclusion	