





## How to use TRAKZ

This resource is designed for use by youth workers, sport and rec workers, youth mental health workers, teachers and others who work closely with Indigenous young people aged approximately 10-16, mainly in a remote community setting.

The resource uses language familiar to young people in remote Indigenous communities.

The 6 Trakz stories can be used on their own or together.

*Xavier's Trakz is about men's ceremonial status and is best delivered by or with the assistance of an initiated man.*

This resource is designed to be used as a tool to address the impact of teasing in the lives of remote Indigenous youth. Teasing has been identified as a key source of stress to young people. It is a problem which causes harm to young people, their families, and their communities.

Teasing is when a person or a group of people use their power over someone else *on purpose* to make them feel upset, wild or scared. Teasing includes shaming, backstabbing, or telling stories that are not true. It can be face to face, or behind someone's back. It can also be online.

The Trakz resource contains 6 different stories about teasing. The stories are aimed to help young people identify and understand the effects of teasing, and to learn how to problem-solve and respond in ways that do not cause harm to themselves and others.

Each of the 'Trakz' show positive and negative choices young people might make when dealing with teasing. The stories and activities in the Trakz Resource are aimed at highlighting the positive strategies young people can use.

## What is TRAKZ?

## Tips for Using TRAKZ



1. First read through the Trakz cartoons and activities a couple of times before you use it with young people, so that you know what each Trak is about.
2. Then read the Trakz cartoons with young people. Or let them read the cartoons themselves.
3. Each Trak has activities to help you to guide young people to think about:
  - Types of teasing,
  - Reactions to teasing (positive and negative),
  - The impact of these reactions, and
  - Who is affected by the teasing.
4. Add examples and stories from your community.
5. You can use the activities as much or as little as you like, depending on what suits you and the young people you are with.
6. Whenever you see a situation of teasing happening between young people you work with, you can use some of the Trakz stories and strategies to remind young people how to choose a positive trak!

# The TRAKZ Stories

## KATHY'S TRAKZ

Key Learning:

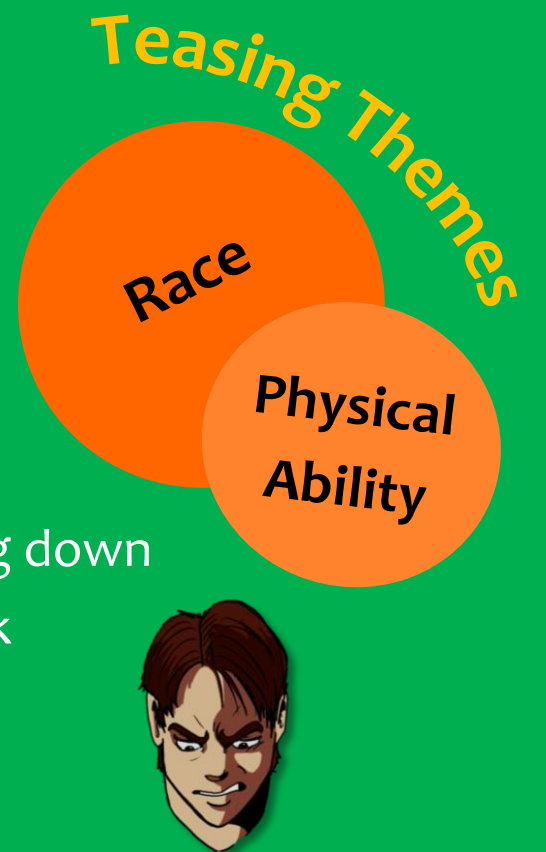
- Calming down
- Helpful Self-talk
- Goals
- Strengths



## DYLAN'S TRAKZ

Key Learning:

- Stop, Think, Do
- Tips for calming down
- Helpful Self-talk
- Strengths

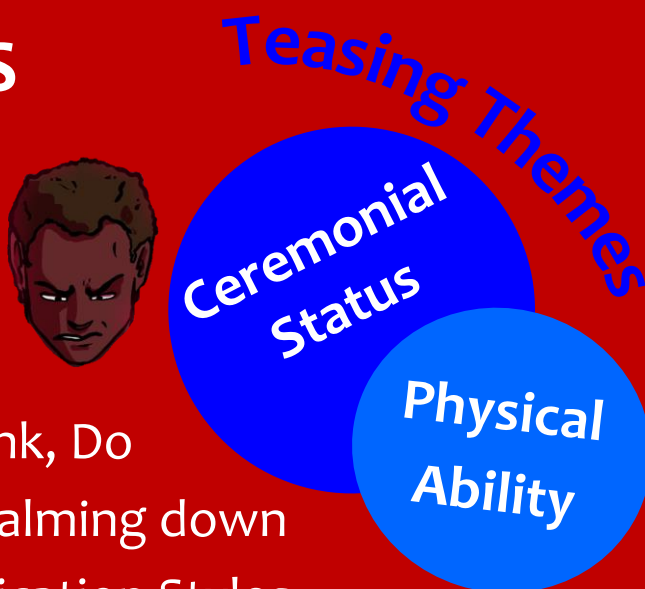


## XAVIER'S TRAKZ

Key Learning:

- Stop, Think, Do
- Tips for calming down
- Communication Styles
- Help-seeking & helpful coping
- When to step in & when to leave

Best delivered with the assistance of an initiated man.



## ABBY'S TRAKZ

Key Learning:

- Strengths
- Helpful Self-talk
- Help & support others
- Knowing when to step in & speak up



## TOM'S TRAKZ

Key Learning:

- Strengths
- Helpful coping
- Break the cycle
- Help & support others
- Empathy: take care of others



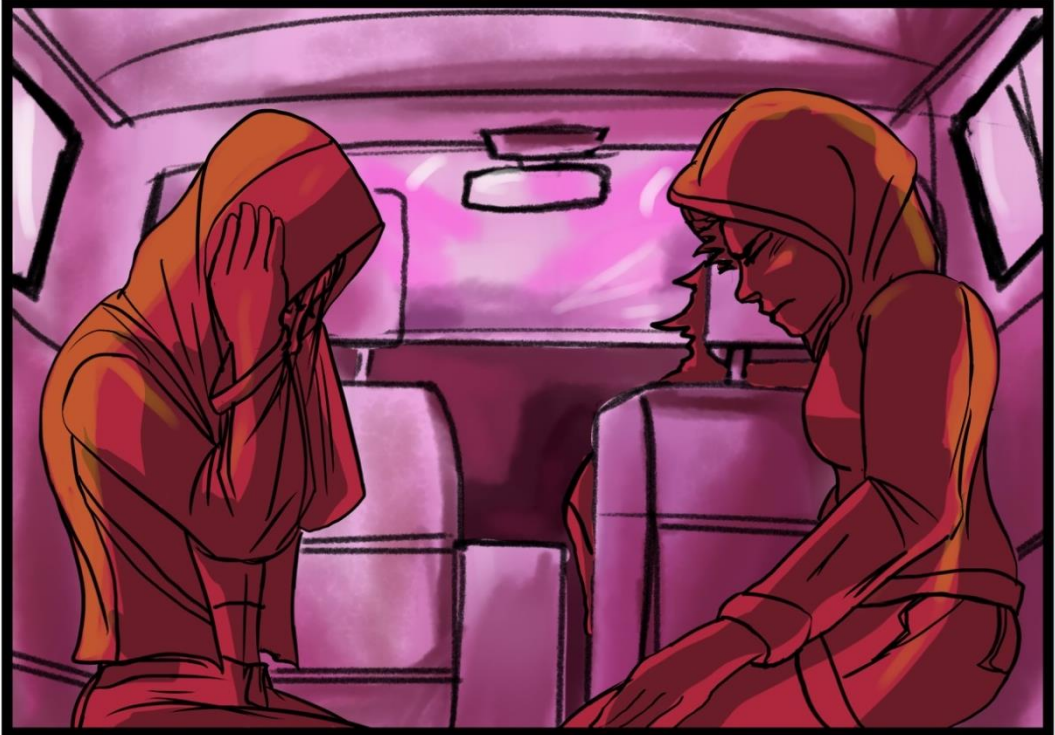
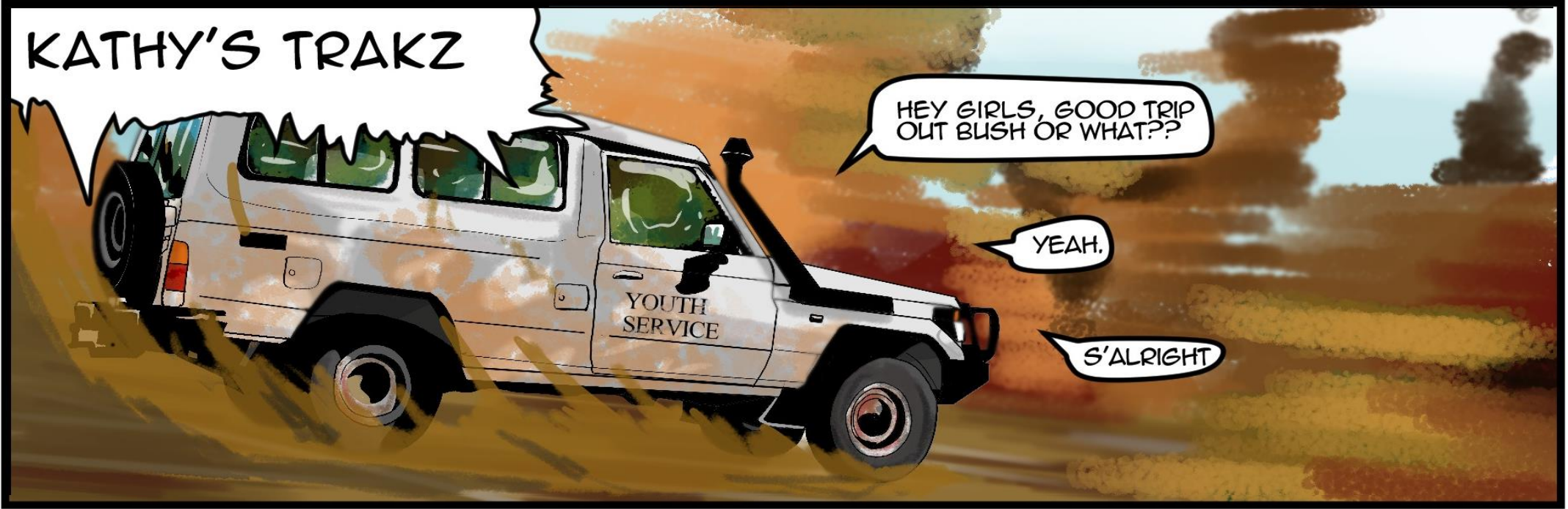
## PRISCILLA'S TRAKZ

Key Learning:

- Calm down
- Helpful self-talk
- Help-seeking
- Help & support others
- Empathy: take care of others









# KATHY'S TRAKZ

What is the problem?

What is the teasing about?

- a) Jealousing
- b) Half-caste teasing
- c) Teasing on facebook
- d) Teasing about ceremony
- e) Teasing about school
- f) Shame job



Do you want to share any stories about this?

What is Kathy feeling?

What could Kathy do?





## TRAK 1

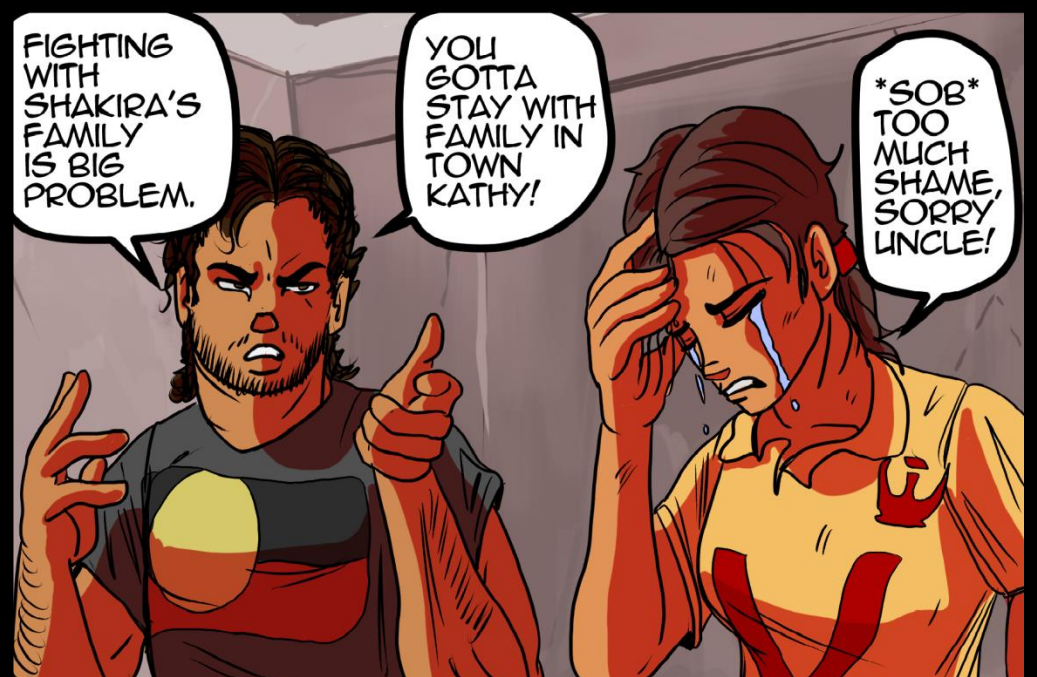


Which trak would you chose? Why?



# KATHY'S TRAKZ

## TRAK 1



Kathy got wild. She acted without thinking clearly.

What did Kathy do?

What happened because of what she did?

Did her actions affect anyone else?

How do you think they felt?

Did she make things better or worse? For who?





# KATHY'S TRAKZ

## TRAK 2



Kathy controlled her anger.  
Shakira was making trouble;  
not worth getting wild.  
Delete her message  
and move on.

What did Kathy do?

What happened because of  
what she did?

Did her actions affect anyone  
else?

How do you think they felt?

Did she make things better or  
worse? For who?





## Self-talk

Self-talk is what we say to ourselves in our mind, not out loud:  
our inner talk or inner voice.

It affects how we feel and what we do.

It can be helpful or unhelpful; it can make us feel good or bad.

In which trak did Kathy use helpful self-talk?

TRAK 1

OR

TRAK 2



How did helpful self-talk help her deal with her problem?

What strengths did she need to use helpful self-talk?

Self-boss: control  
yourself

Kind

Be real

Forgiving

Tries their best

Respectful

Fair

Brave

Talk about it

Truthful

Listening

Friendly

Strong in Culture

Confident



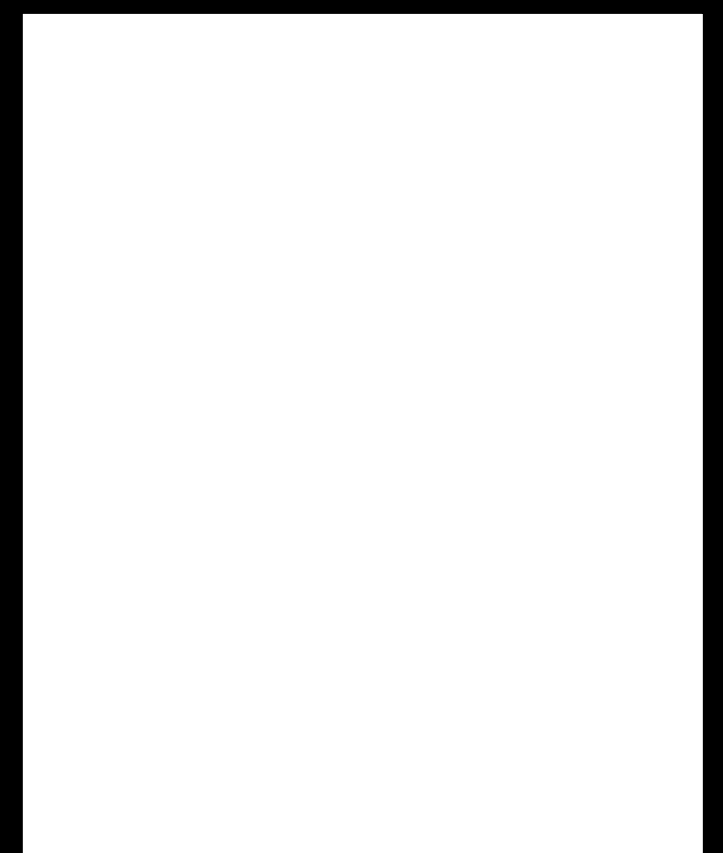
## KATHY'S TRAKZ

### Self-talk: Create your own trak!

Kathy reacted too quickly here too and ended up in a fight.



How can Kathy use self-talk to react differently?



What would happen? 9





## Thinking about Dylan...

What is the problem? What are they teasing Dylan about?

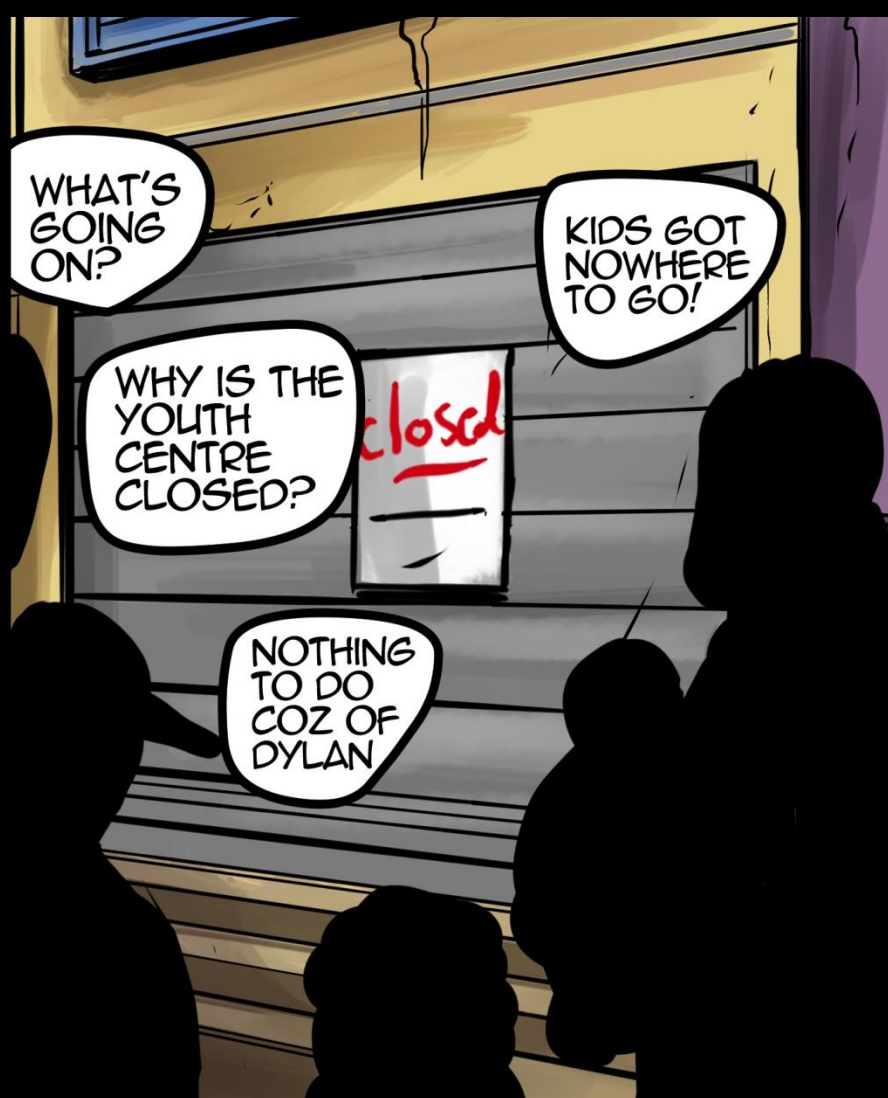
Do you know any stories to share about this?

How would Dylan be feeling?

What do you think Dylan could do?



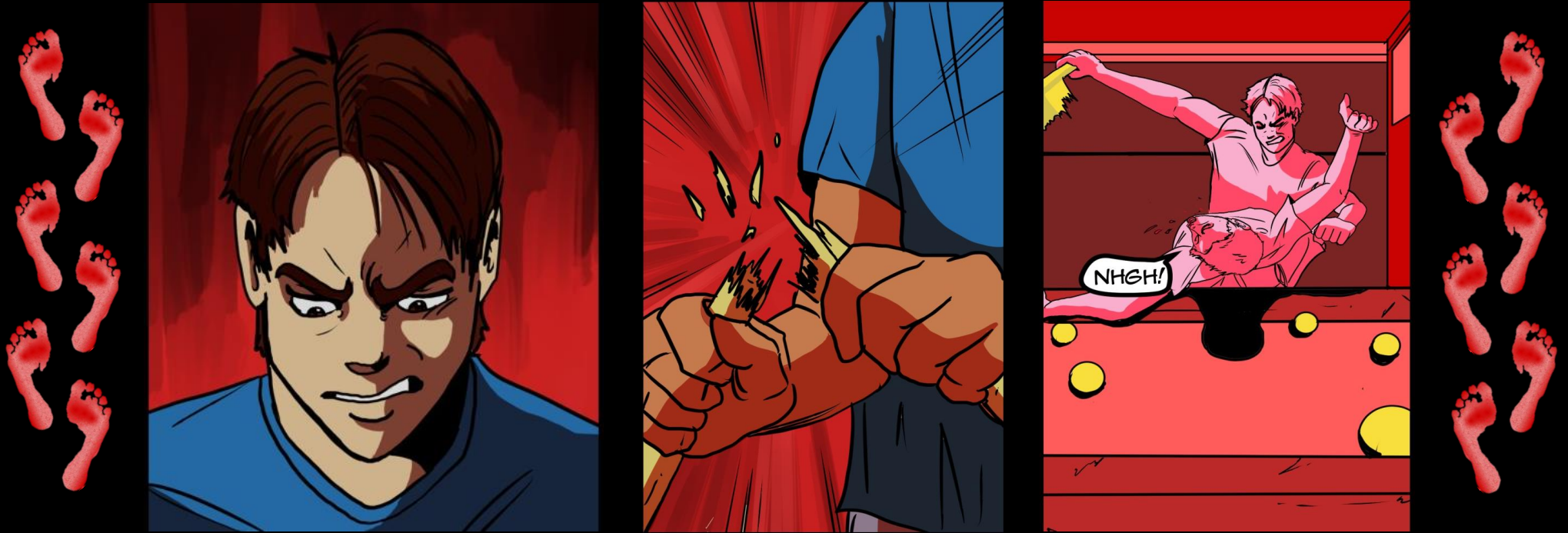
# TRAK 1





# DYLAN'S TRAKZ

What happened to Dylan here?



Dylan acted wild. He didn't think straight.

What did Dylan do?

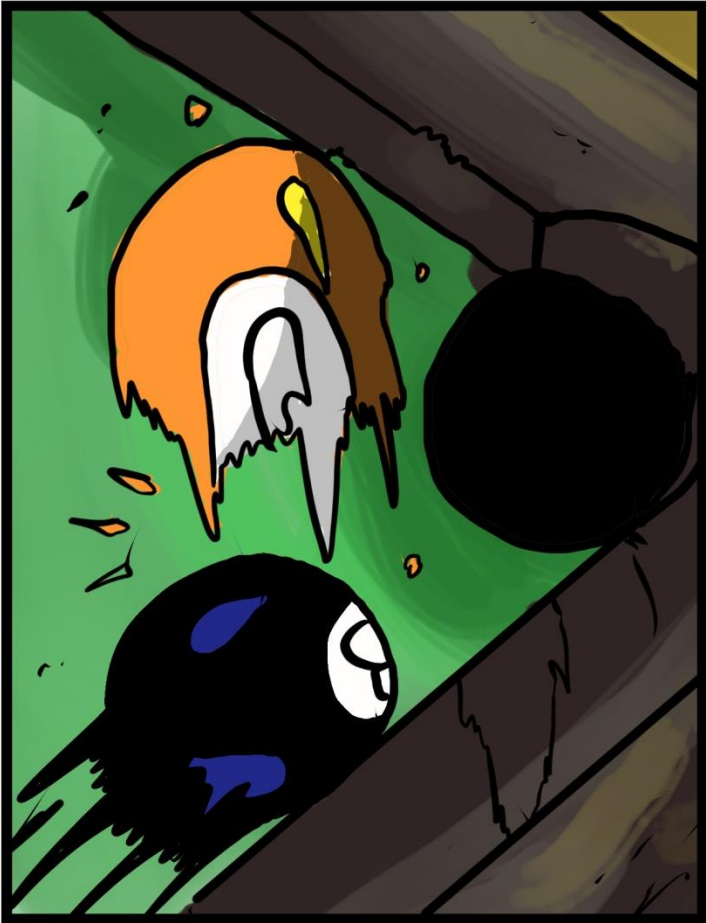
What happened because of  
what he did?

Did he make things  
better or worse?

For who?











## DYLAN'S TRAKZ

Dylan was  
hurt and wild.  
Too serious that  
mob, it's only a game.

What did Dylan do?

What happened because of what he did?

Did he make things better or worse?  
For who?

What strengths did Dylan use  
to do this?

Which trak  
would you  
choose? Why?





## DYLAN'S TRAKZ



Dylan got wild about the teasing.



**STOP**  
**CALM DOWN:**  
**THINK STRAIGHT.**

How can Dylan calm down to think straight?

Here are some ideas:

### ***SQUEEZE***

Squeeze your hands together,  
hold it, and then let go.

Shake it out.

### **Walk Away**

Take time out.

Drink some water.

### **Ice 2 Water**

Scrunch up your muscles  
tough as ice. Hold it. Relax  
your muscles like ice melting  
to flowing water.

### **5 Deep Breaths**

Breathe in slowly, filling your  
lungs with as much air as you  
can. Breathe out. Repeat.





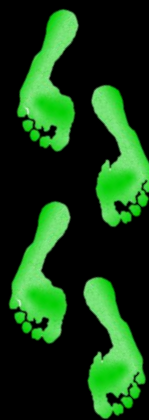
**CALM DOWN**



**What would  
you do?**



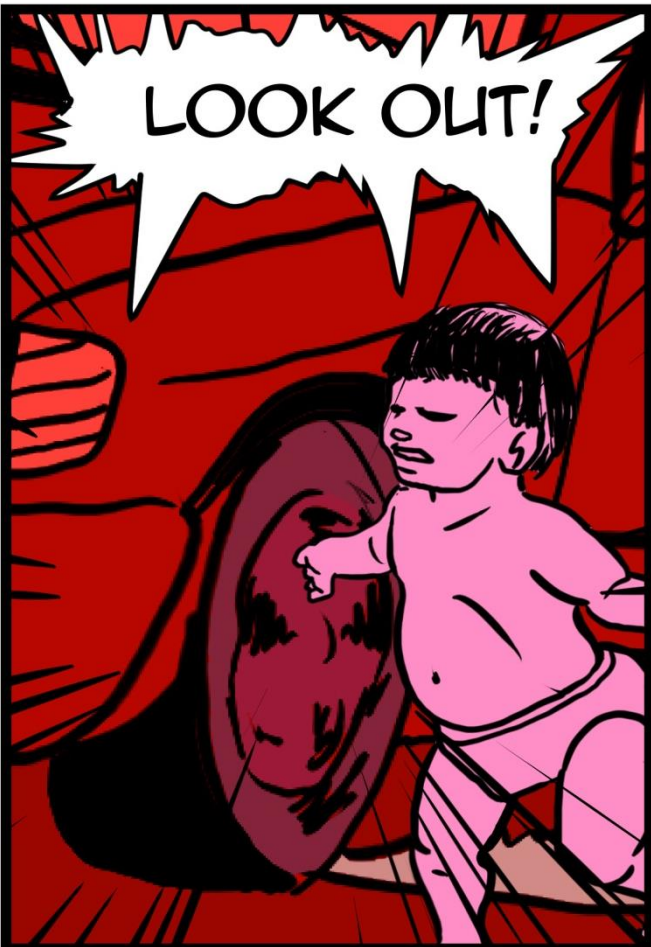
**Walk Away**



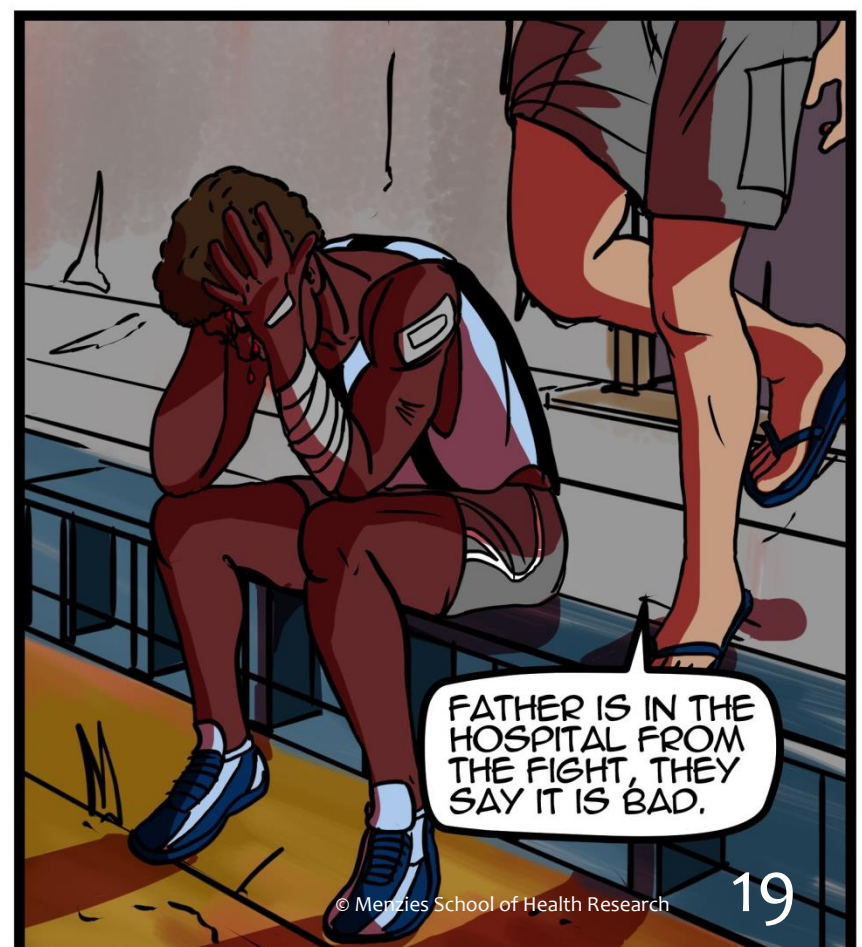














# Trak 3







**XAVIER'S  
TRAKZ**

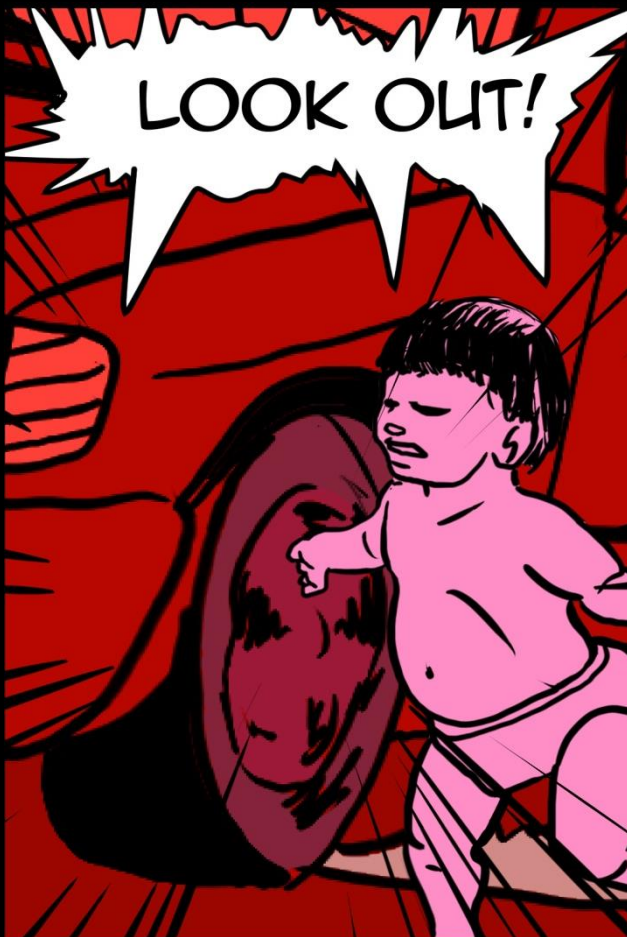
**What is  
going on?**



**How might Xavier  
feel?**

**What might  
he do?**





Why did Xavier go spinning?

What happened then?

Did he make things better or worse?

For who?

Xavier got too upset, he acted without thinking.

## XAVIER'S TRAKZ Trak 1



# XAVIER'S TRAKZ



## Trak 2

Xavier's cousin got wild.  
He tried to help, but he  
teased back.

Why didn't this help?  
What else could he do?





## Trak 3



Xavier realised he was about to act wild. He needs to STOP and CALM DOWN.



How can Xavier calm down to think straight?

Here are some ideas:

### *SQUEEZE*

Squeeze your hands together,  
hold it, and then let go.  
Shake it out.

### **Walk Away**

Time out.

Drink some water.

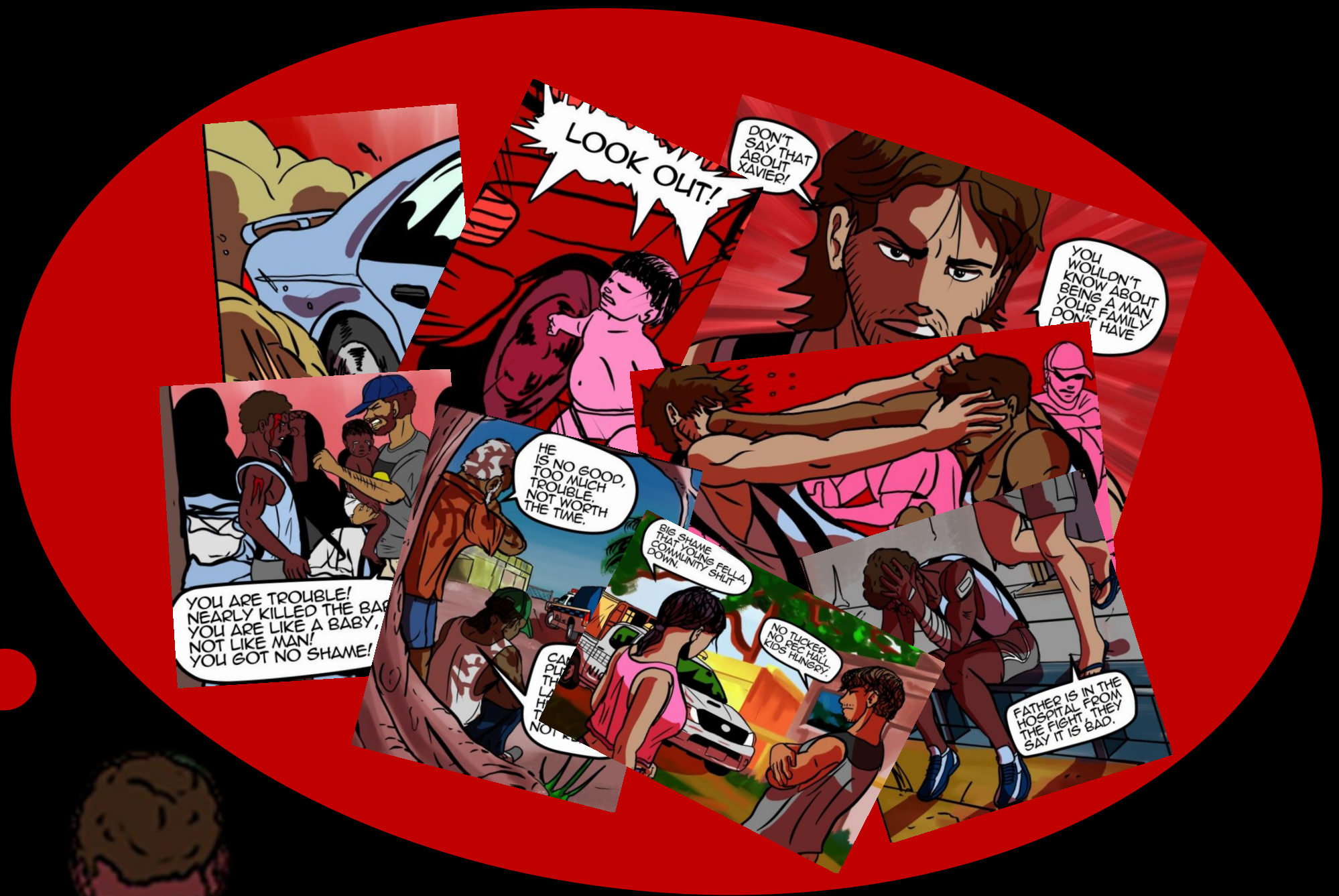
### **Balloon Belly**

Breathe in slowly, like  
blowing up a balloon in your  
belly with as much air as you  
can. Hold. Breathe out.

### **Hands in Pockets**

Put your hands in your  
pockets. Breath in, filling your  
lungs with as much air as you  
can. Breathe out slowly. 24





# Trak 3



# Is it worth it?

# What would you do?





## Trak 3

Xavier calmed down, thought about what might happen if he acted wild.

What did he do?

How did that help?

How was this trak better for him, his family and community?



Feeling wild? Talk to someone; ask for help.

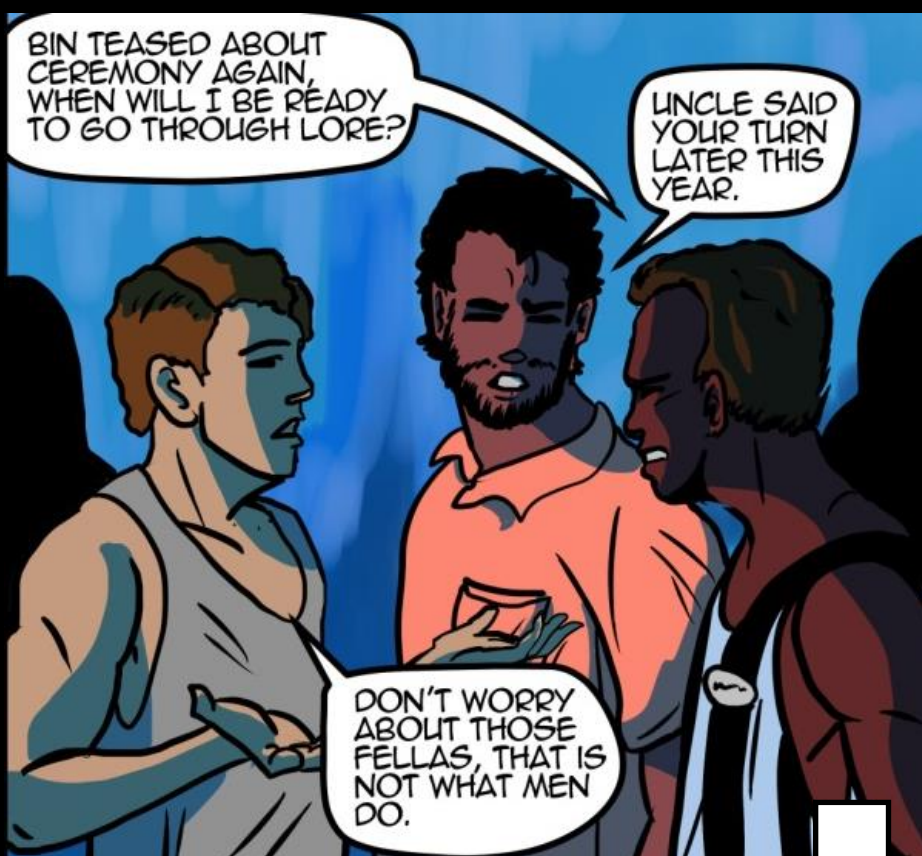


# Watch your style:

## Straight Talk or Aggro Talk

The way we talk to other people can make things better or worse: can make or break connections.

### Straight Talk

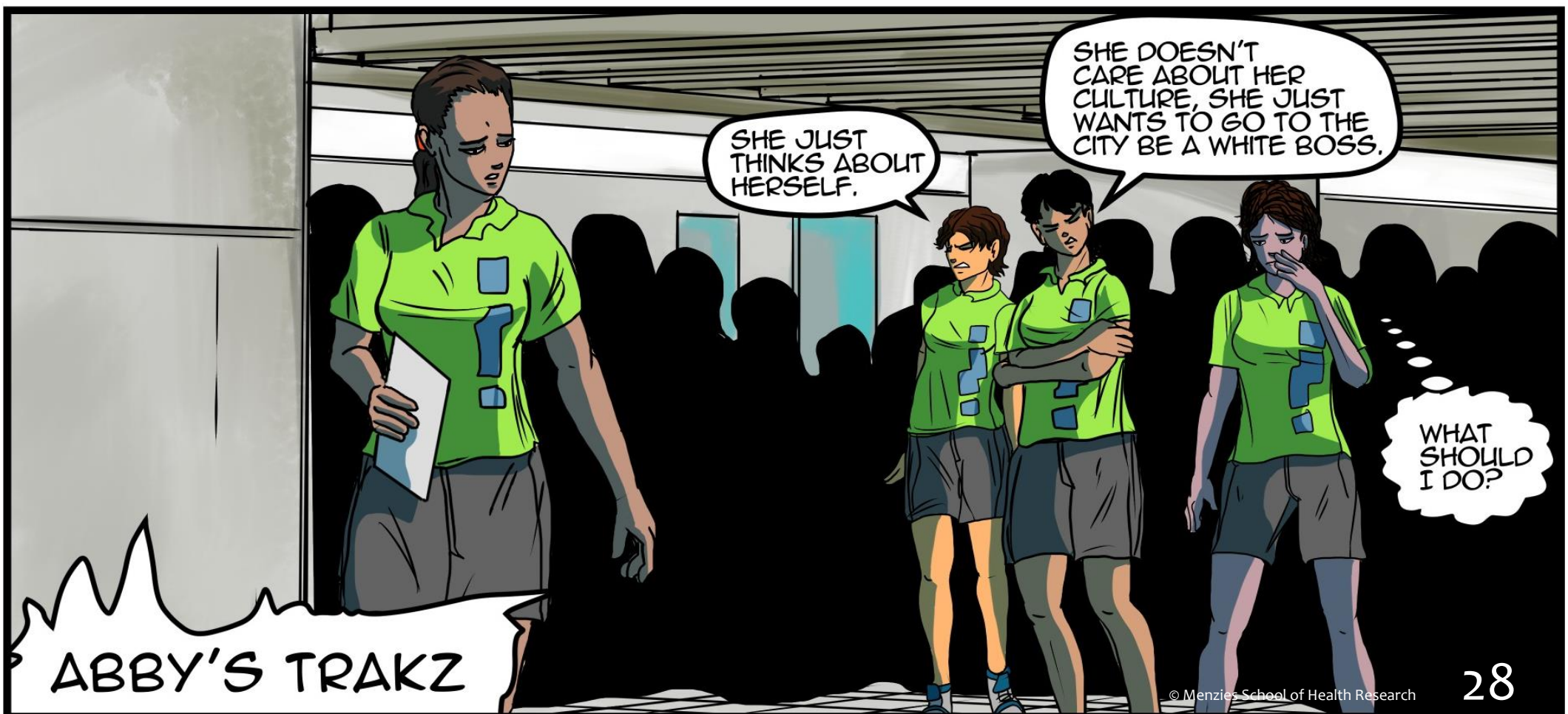


### Aggro Talk



# How would you want to be talked to?







# ABBY'S TRAKZ

What is going on in this story?

Do you want to share any stories about this?



How do you think Tara is feeling?

Why do you think those other girls tease her?



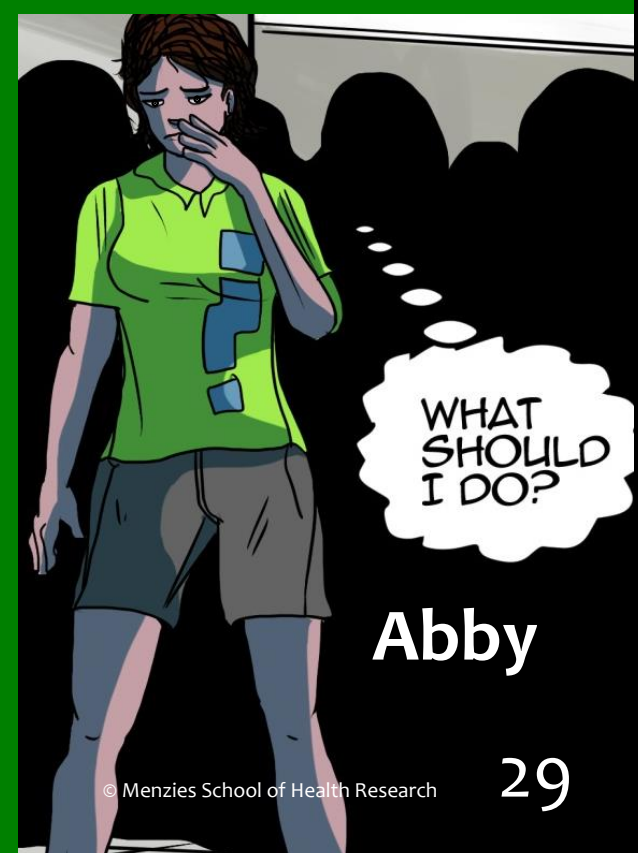
Abby has seen the other girls tease Tara for a long time.

How do you think Abby is feeling?

What do you think she is worried about?

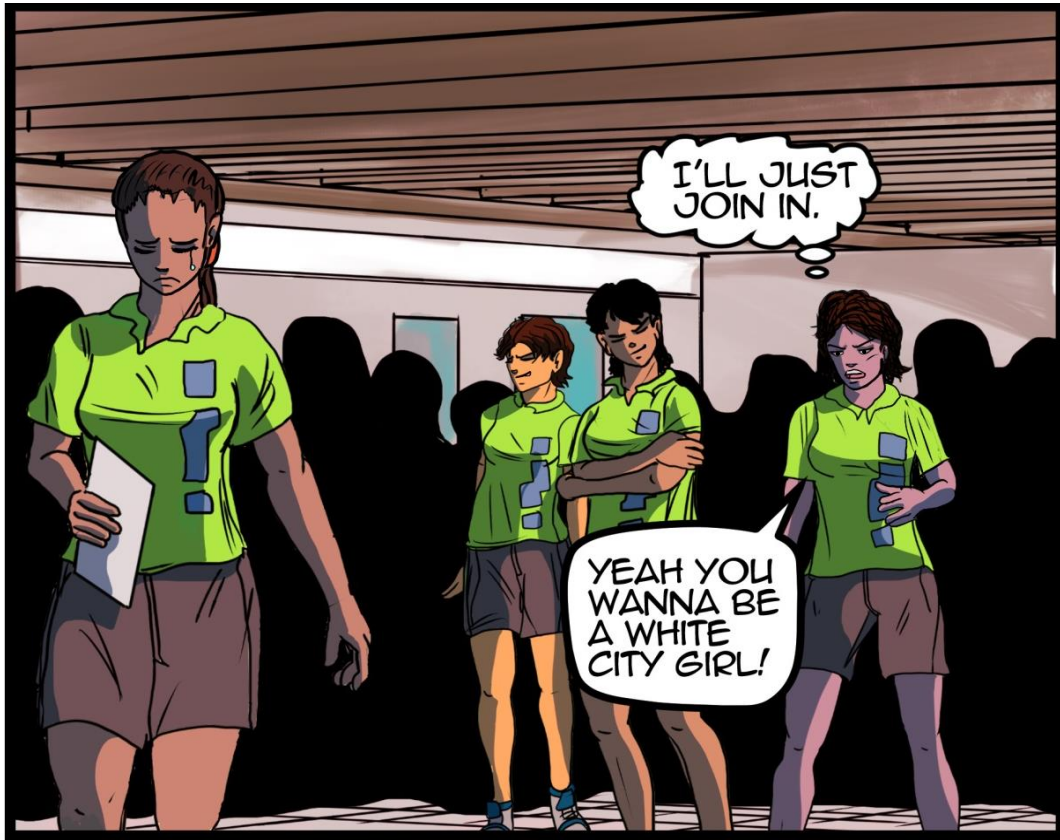
What could Abby do?

Next, let's see what Abby might do.





## TRAK 1



## TRAK 2



Which trak would you choose? Why?



## TRAK 1



## ABBY'S TRAKZ

Abby is too worried to go against the other girls. What does she do?

What happens to Tara because of that?

How is Tara feeling?

Tara stops trying at school, sport, youth work and learning culture. Why is this not good for her or the community?





## TRAK 2



### ABBY'S TRAKZ

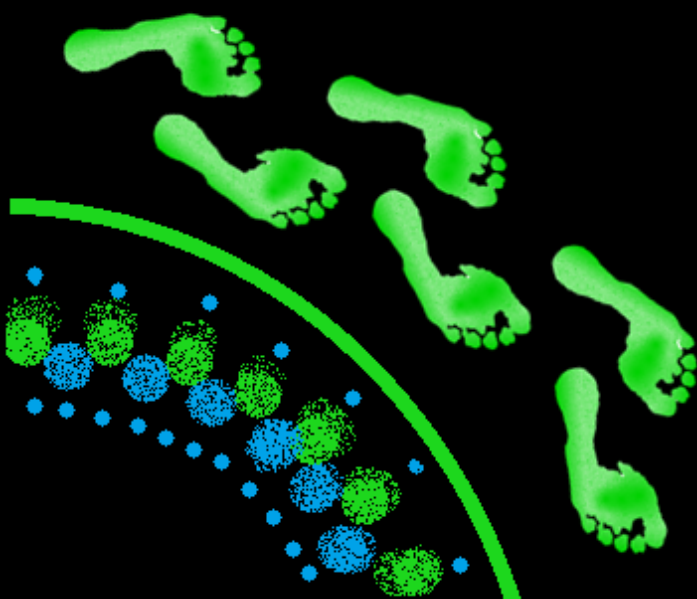
Abby sees the teasing is hurting Tara. What does she do?



How might Tara feel now?

How might Abby feel?

What happened because of Abby's actions?





# We all have strengths



It would have been hard to stand up for Tara.

What strengths did Abby use?

Self-boss: control yourself

Being real

Forgiveness

Kindness

Tried her best

Respect

Fairness

Bravery

Talking about it

Listening

Good Friend

Being Truthful

Strong in Culture

Confidence

Learning



## We all have strengths



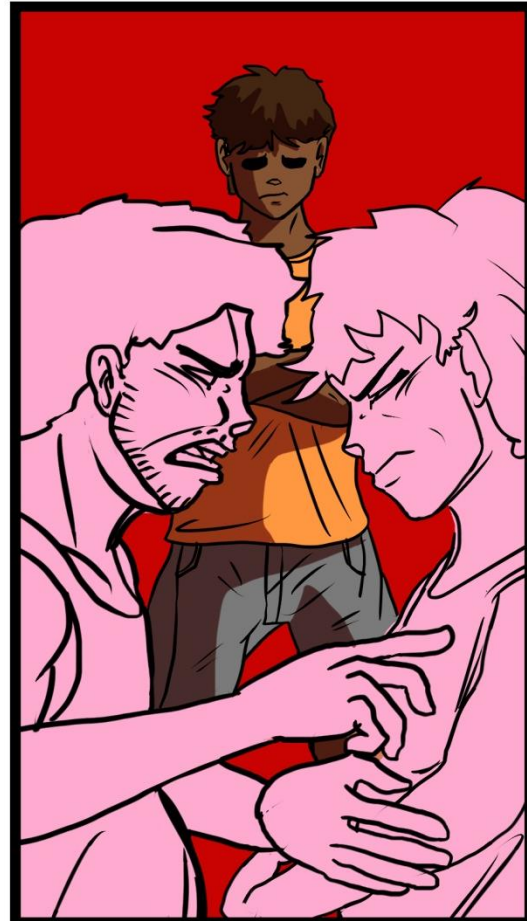
Abby did tease Tara in the past. Tara is now friends with Abby though, and let her join in.

What strengths did Tara use?

Self-boss: control yourself  
Kindness  
Being real  
Forgiveness  
Tried her best  
Talking about it  
Listening  
Being Truthful  
Confidence  
Strong in Culture  
Good Friend  
Fairness  
Bravery  
Respect  
Learning



# TOM'S TRAKZ



Declan had a life of family fighting.





# TOM'S TRAKZ

What is the problem?



What do we know about Declan?

How might Declan feel?

Why is Declan teasing Tom?



How might Tom feel?

Tom knows about Declan and his family.

**What could Tom do?**



# TRAK 1



# TRAK 2



Years later





# TOM'S TRAKZ

## TRAK 1



Tom feels wild, he thinks Declan is rubbish one and teases back.



What did Tom do?

What happened then?

How does Declan feel?

Did Tom make things better or worse?



# TOM'S TRAKZ

## TRAK 2



Tom feels wild, but he remembers Declan's family fighting made it hard for him. He looked after Declan.



What did Tom do?

What happened then?

How would Declan feel now?

How would Tom feel?

Did Tom make things better or worse?

**Which trak would you choose? Why?**



## TOM'S TRAKZ

What  
strengths  
did Tom  
use?

Kind  
Self-boss: control  
yourself  
Forgiving  
Tries their best  
Talk about it  
Truthful  
Friendly  
Strong in Culture  
Learning  
Respectful  
Confident  
Fair  
Be real  
Listening

## Break the Cycle

What was the cycle of actions  
happening in Declan's family?  
How did Declan break the cycle?  
How did Tom help?









# PRISCILLA'S TRAKZ

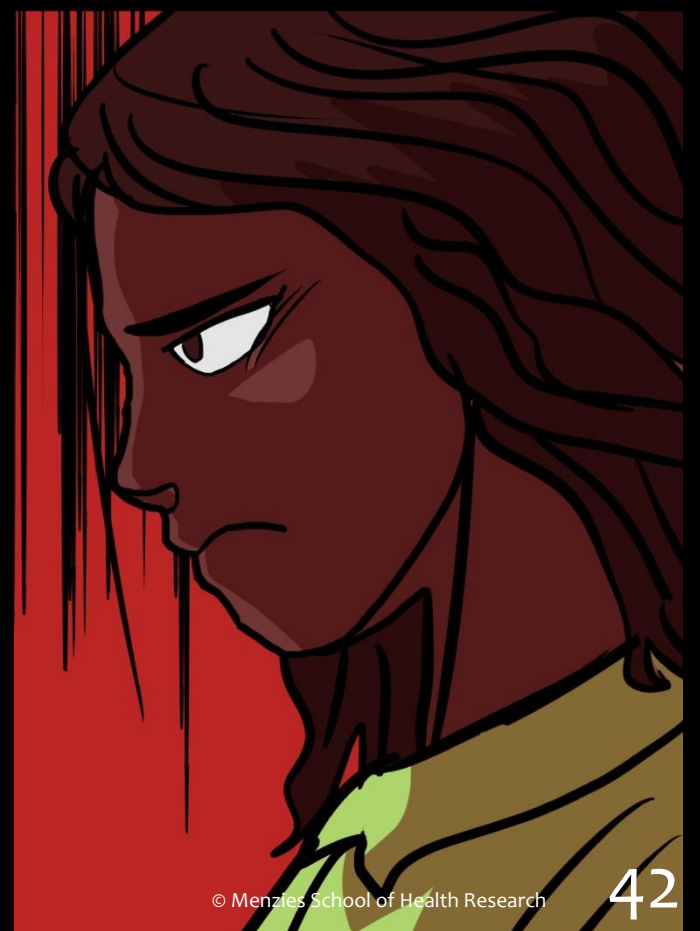


What is the problem?

Do you know any stories you want to share about this?

What do you think Priscilla is feeling?

What could she do?

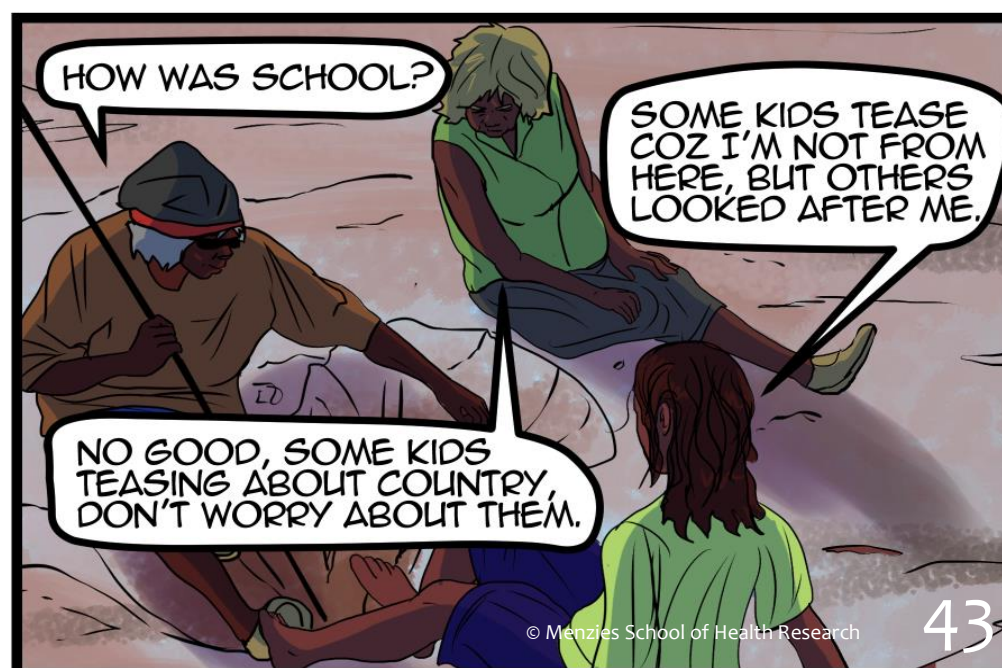




## TRAK 1



## TRAK 2





## TRAK 1



How did Priscilla feel?

What did she do?

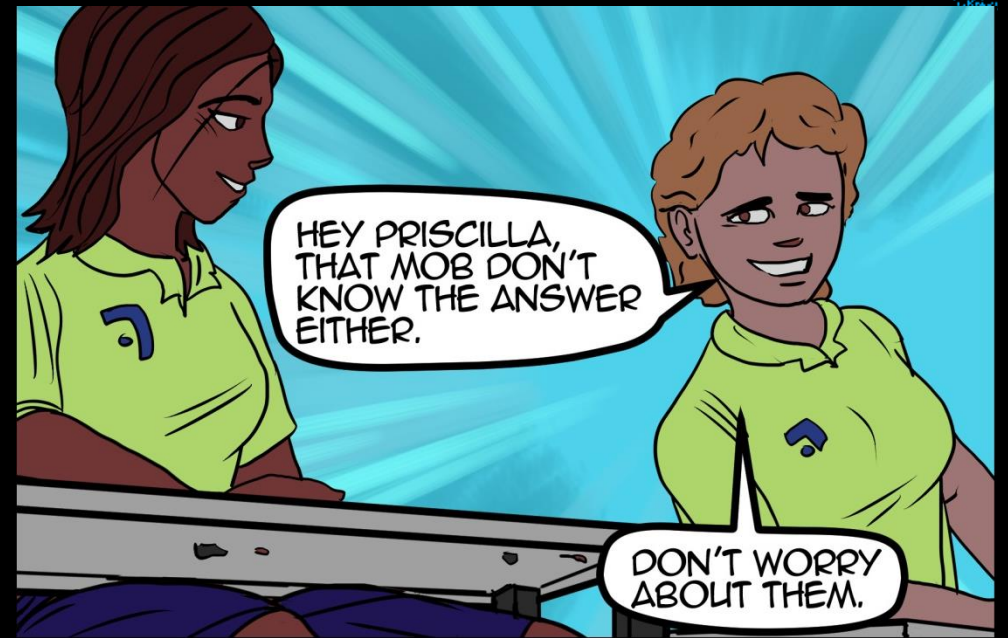
What happened then?

How does her grandmother feel?

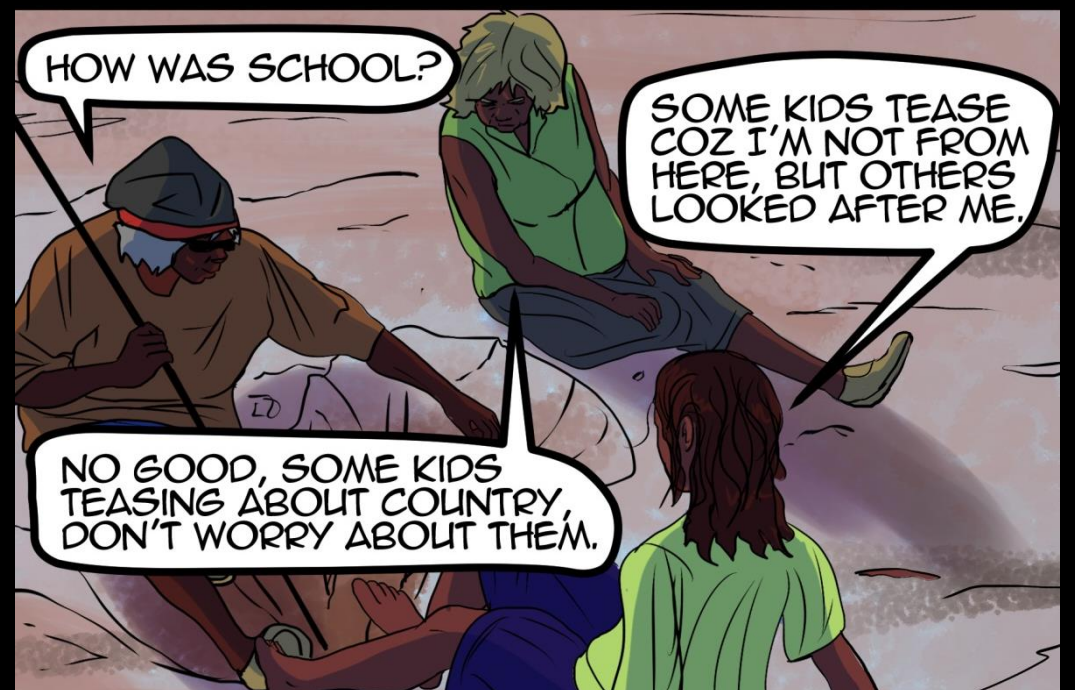
Did she make things better or worse? For who?



## TRAK 2



**Priscilla felt wild, but she is proud of her language and country no matter what anyone says.**



**Her family and friends keep her strong.**



**What did Priscilla do?**

**What happened then?**

**How does her grandmother feel?**

**Did she make things better or worse? For who?**

**Which trak would you choose? Why?**



How would you feel if you were being teased in a new community?



What could you do to support people from other communities?



Create an artwork showing connections between people, even if they have different countries and languages.



# Meet the team

The Trakz Resource was produced using funding from the NT PHN National Suicide Prevention Strategy. The aim was to create a youth-focused resource aimed at promoting relevant responses to teasing and as a suicide prevention tool for use with young people. The development of the Trakz Resource was guided by an Advisory Group, who worked together with Menzies School of Health researchers Linél Franck and Pauline Cook from the Centre for Child Development and Education.

The Advisory Group is made up of representatives and young community-based leaders from the youth sector. Their biographies can be read below.

## Philamena McKenzie

Philamena is a 21 year old Burarra woman from Maningrida who works in youth services delivering programs that support wellbeing, health, education and leadership for remote Indigenous youth. She also mentors youth workers, and runs youth events as an events planner. Philamena established the youth leadership committee at GYS to enable leadership opportunities and young people's participation in all aspects of youth program planning and implementation. She also led youth initiatives, such as a 2016 youth forum of young Top End Indigenous youth workers to discuss suicide prevention and cultural healing strategies for young people. Philamena was a finalist in the 2017 Northern Territory young achievers awards.



## Rodriguez Wilson

20 year old Rodriguez Wilson (aka Pin Pin) is a Family and Youth Support Worker for Gunbalanya Family and Youth Services with Top End Association for Mental Health (TEAMhealth). Rodriguez's father is a traditional owner at Peppimenarti NT, however he has spent most of his upbringing at Gunbalanya, in his mother's country. Rodriguez is known for his public advocacy for the needs of young people at risk in remote Indigenous communities. Through his own work at Gunbalanya, he seeks to support young people and their families who are at risk of, or affected by mental illness, as well as leading by example as a role model and mentor to Gunbalanya youth.



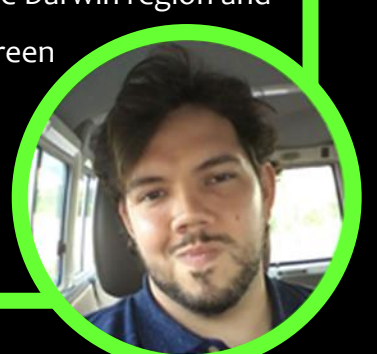
## Yarran Cavalier

Yarran has been working with Indigenous Communities for over 25 years in a number of capacities, including Arts & Musical development, Aged Care, Child Care, Ranger Program/ Land Management and developing Youth programs. For the last five years he has been coordinating the Professional Development and Mentoring Program for Youth workers across the NT under the auspice of Relationships Australia. He is dedicated to helping improve the lives of Indigenous people on remote communities through working with elders and enabling a strength based, trauma informed approach in the development of youth services.



## Project Artist: Jonathon Saunders

Jonathon is an illustrator and 2D animator. While Darwin-born, he is a member of the Woppaburra indigenous people, from the Kanomie clan of Keppel Island in Queensland. With a Bachelor of Visual Arts with honours, he joined the Arnhem Northern Kimberly Aboriginal Corporation. Here he assists Indigenous art centres and arts workers. He creates a self-published webcomic, Astounding Tales of Hero Fiction, which was selected in 2016 for development under Screen Territory's Illuminator masterclass. Jonathon is experimenting with 2D animation with Toon Boom Harmony and TV Paint. He also exhibits in the Darwin region and interstate. In 2016 Jonathon undertook a Screen Australia internship at Fox Studio Australia working on Ridley Scott's Alien Covenant.



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