

Exercise your mood

Stage 5 | PDHPE

Duration: 10 weeks

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Unit description

This unit will enable students to consider current and future challenges faced by young people and examine a range of strengths and skills that will support them to manage and respond positively to these challenges. They will plan and implement strategies to improve the mental fitness of their school community in order to support their own and others' wellbeing. Students will explore social norms associated with mental health and help-seeking behaviours and the influence of peers on attitudes to help seeking. They will learn how to recognise when someone they know needs help and will have the opportunity to plan, rehearse and evaluate ways to start a conversation and encourage action to support the wellbeing of others.

Syllabus strands

- Health, Wellbeing and Relationships
- Healthy, Safe and Active Lifestyles

Big idea and Essential understanding

Starting with a big idea and an essential understanding helps to create different entry points responsive to student needs.

Big Idea - It's OK to not be OK and to ask for help?

Essential understanding - How can we enhance our own and others' mental fitness and wellbeing?

Propositions

Keep in mind the propositions as you plan HOW you will deliver the content.

Strengths-based approach

- Shifting the unit focus from mental illness (signs/symptoms/getting help) to developing the skills of all students to build and maintain mental fitness.
- Valuing students' desire and capacity to support the wellbeing of others and promote help seeking behaviour

Health literacy

- Building the skills to access and evaluate options for support for themselves and others.
- Developing skills to start a conversation with a friend who is going through a challenging time.
- Exploring initiatives to build community understanding and awareness about the importance of mental fitness and wellbeing.

Critical inquiry approach

- Investigating the contextual factors that influence help seeking.
- Encouraging students to question and challenge perceptions and attitudes about mental health and help seeking

Outcomes

- Assesses their own and others' capacity to reflect on and respond positively to challenges PD 5-1
- Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, well-being and participation in physical activity PD 5-6
- Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity PD 5-8
- Assesses and applies self-management skills to effectively manage complex situations PD 5-9

Skill Domains

Self- management skills (S)

- **Strengthening personal identity**
 - cultivating resilience
 - perseverance
- **Emotion and stress management**
 - recognising emotions
 - optimistic thinking
 - coping
- **Help-seeking**
 - recognising when help is needed
 - accessing support and support networks

Interpersonal Skills (I)

- **Social awareness**
 - contributing to their community
- **Empathy building**
 - Understanding others' views
 - Understanding of others' needs and circumstances

Learner variability

To develop an inclusive unit of work it is essential to start by considering the students you are designing the learning for and plan for all students to be included.

For this unit the student needs, strengths, goals, interests, prior learning and personal experiences that were considered included:

- interest and sensitivities in relation to this topic (e.g. prior personal experience with mental health difficulties, cultural background)
- prior knowledge and subject specific terminology
- communication skills
- literacy levels
- complex reasoning (verbal, abstract, spatial)
- executive function (attention, working memory, flexible thinking)
- self-regulation and self-direction (effort, persistence and curiosity).

Outcomes

Indicate the knowledge, understanding and skills expected to be acquired by the end of a stage as a result of effective teaching and learning

Learning goals

Indicate the essential knowledge, understanding and skills that will be acquired by all students by the end of this unit and include additional goals that build and extend on that essential learning.

Evidence of learning

describes multiple ways in which students could demonstrate their learning

PD5-1

assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-9

assesses and applies self-management skills to effectively manage complex situations.

All students will be able to:

- recognise their own personal strengths and qualities and explain how they can be called upon to respond positively to life challenges.
- apply self-management skills to enhance their own mental fitness and wellbeing (e.g. self-monitoring, reflective practice, emotion and stress management, optimistic thinking, goal setting and/or help-seeking).
- demonstrate an understanding of the importance of looking out for others and seeking help for someone who shows signs of needing support to manage challenges in their life.

Most students will be able to:

- justify which self-management skills would be most effective for them in managing challenging situations.

- Students recognise their own personal strengths and explain how they can support them respond positively to challenging situations. **(Activity 2)**
- Students identify and justify people and places they can go to for help and advice if they need support when responding to a challenging situation. **(Activity 2)**
- Students demonstrate their understanding of the concept of resilience through their description of their image and its link to resilience. **(Activity 3)**
- Students propose and analyse a range of strategies they could implement to manage a challenging situation in a positive way. **(Activity 4)**
- Students identify and evaluate practical strategies to build their own mental fitness from the sampled activities. **(Activity 6)**
- Student responses indicate an understanding of the importance of looking out for others who show signs of needing support. **(Activity 11 and 12)**

Outcomes

Indicate the knowledge, understanding and skills expected to be acquired by the end of a stage as a result of effective teaching and learning

Learning goals

Indicate the essential knowledge, understanding and skills that will be acquired by all students by the end of this unit and include additional goals that build and extend on that essential learning.

Evidence of learning

describes multiple ways in which students could demonstrate their learning

PD5-6

critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

All students will be able to:

- explain the level of influence contextual factors can have on our responses to challenging situations.

Most students will be able to:

- analyse the influence of a range of contextual factors on individual attitudes towards help seeking for their mental wellbeing.

- Students explain how responses can be different and give examples how different contextual factors may have a greater or lesser influence in situations and result in different responses. **(Activity 1)**
- Students describe how contextual factors can influence people's ability to talk openly about mental health and seek help when experiencing tough times **(Activity 11)**

PD5-8

designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.

All students will be able to:

- explain their selection of strategies for managing challenging situations, coping with exams and improving mental fitness.
- formulate a plan for supporting a friend who is going through a tough time
- curate a range of appropriate activities to be included in a mental fitness challenge.

Most students will be able to:

- implement a range of appropriate activities that can be included in a mental fitness challenge.

- Students demonstrate understanding of self-care strategies for managing tough times through identifying and explaining/justifying appropriate strategies for a range of situations. **(Activity 4)**
- Students demonstrate understanding of mental fitness through class discussion **(Activity 5 & 6)** journal entries/class discussion **(Activity 7)** and identifying, justifying and evaluating strategies and conversations they could have with their "team" in preparation for exams. **(Activity 8)**
- Students use conversation starters and follow up responses that are realistic and

Outcomes

Indicate the knowledge, understanding and skills expected to be acquired by the end of a stage as a result of effective teaching and learning

Learning goals

Indicate the essential knowledge, understanding and skills that will be acquired by all students by the end of this unit and include additional goals that build and extend on that essential learning.

Evidence of learning

describes multiple ways in which students could demonstrate their learning

- demonstrate conversations they could have to encourage a friend or other young person to seek help when they are going through a tough time.
- evaluate the likely effectiveness of strategies for managing exam related stress.

Some students could be able to:

- implement and evaluate a community-based initiative to improve the mental fitness of the wider community.
- propose and evaluate options for managing and responding when they feel a friend's safety and wellbeing may be at risk

- appropriate for the situation and person involved. **(Activity 12)**
- Students recognise things that are helpful and unhelpful to say and do when supporting a friend and justify their choices **(Activity 12)**
- **The finished products from the Community Mental Fitness Challenge will be the summative assessment for the unit.**

Activity 1: The mental health continuum



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Exploring life's ups and downs

- analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples
 - examine how contextual factors influence sense of self and assess the impact this has on individual health, safety, wellbeing and participation in physical activity |

Activity 1: The mental health continuum

Explain that good mental health is a state of wellbeing where you generally feel positive about life, have the energy and interest to work and study, feel connected to others, are involved in activities in your community and can 'bounce back' from changes and challenges that life throws up.

Set up a continuum on the floor of the classroom by placing the Mentally well sign on one side of the classroom and the Mentally unwell sign at either end of the classroom. Explain to students that you are going to read out a series of situations and students need to position themselves along the continuum to indicate where they think a person's mental wellbeing would be if they experienced the following:

- they lost a close friend
- their pet died
- their best friend moved to another town
- they got a great exam result
- their sporting team won the grand final

Students explain how responses can be different and give examples of the contextual factors that may influence situations and result in different responses.

Mental wellbeing continuum cards
(see resources at end of unit)



Content

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

- a family member had financial concerns
- they were worried about a friend being depressed
- their parents were going through a divorce
- they were selected in the lead role for the school play
- they had two assignments due by the end of the week
- they had a massive argument with their best friend
- they start a new relationship
- they broke up with their partner of 2 years
- they found out their partner was cheating on them
- rumours are being spread about them online
- parents won't let them attend a friend's party.

Alternatively, students can be allocated one or more cards with one of the above scenarios and place the card along the continuum. Students then identify any cards they would move and provide reasons for their decision.

Discuss:

- whether their position changed for each of the scenarios and reasons that it changed



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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

- why students placed themselves in different positions along the continuum for the same scenario
- contextual factors they considered when determining their position on the continuum (e.g. social factors, personal factors, financial factors, cultural factors, values and beliefs, societal factors)
- why the same situation may elicit a different response from different people
- the impact on someone's mental wellbeing if they were experiencing 2 or 3 of these situations at the same time.

Activity 2: Changes and challenges



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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Exploring life's ups and downs

- predict future challenges and opportunities and the skills required to manage these in a positive way
 - appraise personal strengths to design a strategy for addressing a future life challenge **S**
- examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing
 - analyse previous life challenges and describe strengths and areas for personal growth **S I**

Activity 2: Changes and challenges

Ask students to predict situations and experiences that may affect their mental health and wellbeing positively and negatively in:

- the next 2 years
- the next 5 years

Encourage them to consider challenges that they are looking forward to and those they might feel worried about. Discuss reasons for this. Encourage students to reflect on how challenges, even those they are concerned about, can provide opportunities for personal growth.

Teacher note: If students appear uncomfortable or unwilling to state that they find particular situations and experiences difficult, reframe the question in a more general way (eg ask students to predict situations and experiences that may affect young people's mental health and wellbeing positively and negatively).

Explain to students that it is normal to encounter challenging situations and experiences in our

Students recognise their own personal strengths and explain how they can support them to deal with challenging situations.

Students identify and justify support people and places they can go to for help and advice if they find themselves in a challenging situation.

No specific resources are required for this activity



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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

lives and for our mental health and wellbeing fluctuate as a result of these situations.

Brainstorm some of the factors within these situations that cause a person's mental wellbeing to fluctuate up and down the continuum. These factors could include a loss of security, their sense of self- confidence, feelings of happiness and optimism about the future, the availability and strength of their support network, feelings of isolation or disconnection, past experiences, or feelings of grief at the loss of a relationship.

In small groups, ask students to:

- brainstorm the different types of personal strengths that people may call on to cope with challenging situations.
- identify personal qualities that could help them to manage challenges and explain how these strengths could help them to deal with challenging situations effectively.
- identify who or where they may be able to turn to for support and advice if they were experiencing one of these challenging situations and provide reasons why they have selected these avenues for help.



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Teacher note: These responses could be written on mini-whiteboards or butchers paper, in their workbook, on a class google doc, recorded as an audio file, shared with another small group or written on post – it notes that are then displayed in the room.

Discussion questions and reflection:

- How can recognising our personal strengths help us to manage our wellbeing?
- Why is it important to have a range of strategies that you can use when facing challenges?
- Who are the trusted adults in their life who they could talk to about stuff that is troubling them?
- Why is having a network of friends, family and other adults who they can count on important if they are going through a tough time?
- What health services and organisations could be useful to help manage challenging times in their lives? How could they help?

Teacher note: If needed, highlight that organisations such as ReachOut, headspace, Youth Beyond Blue and Kids Helpline are youth



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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

friendly services that provide useful information, phone and online services to help and support young people in challenging times.

Activity 3: What is resilience?



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Resilience – being able to bounce forward

- explore the characteristics of resilient people and the skills that enhance resilience and wellbeing

Activity 3: What is resilience?

Explain to students that the concept of resilience has been around for a little while now and has been defined by Andrew Fuller as "the happy knack of being able to bungee jump through life". Another way you can think of resilience is the ability to bounce back or bounce forward from challenges.

Spread a range of different images on the floor and ask students to select the image that best represents what being resilient means to them. Ask students to share with the class what their card means in relation to resiliency.

Teacher note: For most students this will just be a check for understanding of previously learnt content from Stage 4. If students do not have a firm understanding of resilience you may need to spend more time developing their conceptual understanding.

Students demonstrate their understanding of the concept of resilience through their description of their image and its link to resilience.

Download and print off a range of images found through a Google image search of terms such as inspiring, resilient, challenges, achievements, success, friends, support, problem solving, connections, positivity, optimism.

Activity 4: Learning new ways to handle tough times



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Resilience – being able to bounce forward

- examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing
 - explore the characteristics of resilient people and the skills that enhance resilience and wellbeing
 - examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change
- S**
- assess a range of positive management strategies to cope with stress and loss and grief, eg

Activity 4: Learn new ways to handle tough times

Explain to the class that taking the time to think about how we handle times when things don't go well or as we expect is really important.

Sometimes the things we do naturally can help, and other times they don't.

We need to build up our toolkit of strategies that we can draw on to help us feel better as part of being able to bounce back and manage how we feel during tough times. This is often referred to as "self-care".

As a class brainstorm a range of self-care strategies and self-management skills that students have used or could use to deal with challenging situation or times when they are feeling down, stressed or overwhelmed. Ask students to explain how each strategy can help you to look after your mental health and manage stress. Strategies could include:

- use art, music or journaling to express yourself
- spend time in nature

Students propose and analyse a range of strategies they could implement if they found themselves in a challenging situation and / or feel stressed and overwhelmed.

Students demonstrate understanding of self-care strategies for managing tough times through identifying and justifying appropriate strategies for a range of situations.

[Headspace fact sheets – Learn how to handle tough times to help your headspace](#)

[ReachOut Poster – 5 ways to be awesome at self-care](#)

[ReachOut article – How to be awesome at self-care](#)

[Kids Helpline – Building Resilience](#)



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

connecting to support networks, journaling, physical activity **S**

- set some small goals, and get help seeing them through
- talk kindly to yourself
- investigate websites and free apps that can help
- spend time with people who make you feel good about yourself
- meditate or participate in exercise
- talk to someone else about how you're feeling
- speak to a counsellor, either over phone, online or face to face.
- try to have fun and laugh
- list things in your life that are good
- eat and sleep well

Teacher note: If class has difficulty brainstorming a range of self-care strategies and self-management skills they could firstly be directed to explore [headspace](#) to read information and watch videos about ways to handle tough times.

During brainstorm listen for any suggested strategies that may not be helpful for someone when they are feeling down or overwhelmed. Prompt further discussion amongst students on whether they think this strategy would work and reasons they feel it would not be effective.



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Facilitate class discussion on:

- the importance of having a range of self-care strategies that you can draw on
- why different strategies can work better in different situations
- the importance of reflecting on the strategies you use to determine if they are useful and helping you to bounce back
- ways to learn what self-care strategies work best for you

Ask students to indicate which self-care strategies they would feel comfortable using and provide reasons for how they think these strategies would be effective for bouncing back from a challenge. This question could also be used as an exit ticket response to be used to collect evidence of learning for the whole class.

Alternative activity

Place large sheet of butcher's paper on wall of room with the heading "If I ever don't feel OK or I'm having a tough time I will practice self-care by ". Give each student a post it note. Have them write down one self-care strategy they feel would be helpful to look after themselves when



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

dealing with a difficult situation or going through a tough time and why it would be useful for them. Keep displayed on wall throughout remainder of unit. Allow further ideas to be added by students in future lessons.

Activity 5: Understanding mental fitness



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Maintaining our mental fitness

- explore the characteristics of resilient people and the skills that enhance resilience and wellbeing
 - examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change **S**
 - assess a range of positive management strategies to cope with stress and loss and grief eg connecting to support networks, journaling, physical activity) **S**

Activity 5: Understanding mental fitness

Explain to students that maintaining good mental health is just like maintaining our physical fitness ... if we want to maintain or improve our physical fitness we need to exercise regularly. Our mental health needs regular workouts as well. This will allow us to improve and maintain our mental fitness, so we develop a strong and healthy mind. Being mentally fit does not mean things won't go wrong. However, it will help us to;

- be prepared for whatever life throws at us without getting too worn down
- manage the challenges and obstacles that we encounter
- harness our strengths, so we can perform better and enjoy everyday life
- reduce the risk of mental illnesses like anxiety and depression (just like improving physical fitness reduces the risk of illnesses such as heart disease and diabetes)

Students demonstrate understanding of mental fitness through jigsaw group discussion

[ReachOut – fact sheets on a range of skills and strategies to build mental fitness](#)

[Reach Out – Classroom resources to promote mental fitness](#)

[ReachOut – strategies to build mental fitness](#)

[BITE BACK Learn Section](#)



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

It's really important that we make time in our busy lives to take care of our mental health as well as our physical health, regardless of our age or current state of health. There are lots of ways to build our mental fitness so our brain and emotional health is in good shape.

When we think about physical fitness there are certain skills and components that we train to get fitter such as muscular strength, cardiovascular endurance, agility, flexibility, and muscular power.

When we work on our mental fitness we can aim to improve our **mental endurance, mental strength and mental flexibility.**

Explain or ask students to predict how each of these aspects / components of mental fitness will benefit our mental health.

1. Building mental strength will help us focus on positives in ourselves and in our lives
2. Increasing mental flexibility improves our ability to problem solve, think about things differently and adapt more easily to changes.
3. Developing mental endurance will help us hang in there and continue to persist and persevere when things are difficult because



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

we remain optimistic and have a sense of meaning and purpose in life

There are various skills and activities we can use to train these different components of our mental fitness. Ask students to brainstorm what ways they think someone could develop their mental flexibility, strength or endurance.

Responses could include;

Mental strength

- focus on the positives
- practicing gratitude
- being able to forgive
- positive self-talk
- focus on your strengths

Mental flexibility

- ability to problem solve, make decisions, think differently
- practicing mindfulness
- developing problem solving skills
- ability to bounce back
- ability to chill out



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

- having a positive attitude towards change and challenges

Mental endurance

- hanging in there for the long haul, persistence when it gets tough
- building resilience
- feeling connected to others
- having a sense of optimism and hope
- having a sense of meaning and purpose in our life.

Direct students to the Learn section on [Black Dog Institutes' BITE BACK website](#) Allocate one of the twelve areas to each pair or small group and ask them to make a summary of their allocated area by investigating the following:

1. What it means
2. How it helps improve mental fitness
3. 2 – 3 things you can do to develop it.

Once groups have completed their investigations set up a jigsaw or speed dating activity so each group can share their findings with other students and deepen their knowledge of various ways to build their mental fitness.

Activity 6: Training your mind



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Maintaining our mental fitness

- explore the characteristics of resilient people and the skills that enhance resilience and wellbeing
 - assess a range of positive management strategies to cope with stress and loss and grief, eg connecting to support networks, journaling, physical activity **S**

Activity 6: Training your mind

(The following stations can be set up during a practical lesson or could be run during the theory lessons as an active break. It is important to provide opportunities for students to experience a range of activities that can be used for mental fitness training.)

Mental fitness training strategies stations

Mindfulness and meditation

Explain to the class that mindfulness is the practice of focusing our awareness by paying attention to just one thing, usually either your breathing or the sensations experienced within your body.

Practising mindfulness is like going to the gym for the mind. Mindfulness exercises literally strengthen the brain's grey matter in the pre-frontal cortex and hippocampus, two key areas of the brain that help us learn. By strengthening these areas we are better able to focus, pay attention and reduce our stress and worries. The more we practise the stronger we become - just like going to the gym. We don't just go to the

Students identify and evaluate practical strategies to build their own mental fitness from the sampled activities.

[Smiling Mind app](#)

[Smiling Mind Educator lessons for Secondary Year Levels 10-12.](#)

[Daily yoga or similar app or Yoga for beginners' playlist on YouTube](#)



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

gym to enjoy the benefits of fitness for the half hour we're there, we go to the gym as part of a long term goal to continue to develop our strength, endurance, power etc and that's the same approach we need to be taking when training our mind through mindfulness. Becoming mindful takes practice, just like any new skills. Dedicating 5-10 minutes a day to being mindful will help you better learn to be mindful and you will see a difference in the way your mind functions and the way you cope with stressors and challenges.

Explain that Mindfulness practice can be divided into two types; formal and informal practice.

Formal practice is mindfulness meditation where you sit, usually with your eyes closed, and focus attention on your breathing or the sensations experienced within your body.

With Informal practice you bring the same focused attention to everyday situations. This involves bringing your full and non-judgemental attention to the activity you're undertaking at a particular moment - it might be washing the dishes, brushing your teeth, eating a meal, reading, exercising or just taking a walk.



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Download the [Smiling Mind app](#) and look in “All Programs” to navigate to one of the mindfulness sessions from the 16-18 year olds program.

Set up the session as per the directions on page 14 in the **Smiling Mind Educator lessons for Secondary Year Levels 10-12**.

Teacher note: As many students may have limited exposure to mindfulness it is important that they are informed that it is fairly normal for their minds to wander or be distracted and they are made aware that their ability to engage in mindfulness will improve with regular practice. A range of responses may be evident from students when they begin to practice mindfulness. These responses could include fidgeting or moving in their seat, giggling, keeping their eyes open and looking at what others are doing, sitting quietly and listening with eyes open or fully immersing themselves in the mindfulness practice.

It is recommended by the developers of the Smiling Mind app that mindfulness should not be compulsory or imposed on students who do not want to practice it.



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Yoga routine

Download the [Daily Yoga or similar free app](#) from iTunes or Android. Start off with a beginner routine or [Yoga for beginners' playlist](#). Play the video routine and ask students to follow along.

Connecting with nature

Direct students to the **Connecting with nature** session in the [Smiling Mind App](#) under the section **Find 10 minutes for your mind** program section. Ask students to complete the How do you feel? Ratings and then complete the activity on the following screen where they go outside and collect things from the natural environment.

Organise a bush walk or walk through the local park or reserve

For this strategy rather than collecting items from nature, students are simply immersing themselves in nature. Ensure that this time is device-free and encourage students to connect and chat with each other as they are walking.

Ask students to rate each station activity in terms of enjoyment, benefits for their own mental fitness and likelihood they would use the strategy as part of their mental fitness training.

Activity 7: Taking on the mental fitness challenge



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

Consider the instruction and supports needed to actively include all students in the learning. *Keep in mind the propositions as you plan HOW you deliver the content.*



Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Maintaining our mental fitness

- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
 - propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness **S M**

Activity 7: Taking on the mental fitness challenge

Encourage students to sign up for the [BITE BACK Mental Fitness Challenge](#). Consisting of six activities that can be completed weekly, students can work on the Challenge across six weeks or through to the end of term. For each weekly challenge ask students to keep a journal, blog or forum entry of:

- what they liked about the activity
- what they found challenging about the activity
- what new skills or understandings they learnt
- how they could build this element of mental fitness into their daily routine
- suggestions about how other young people could build this element of mental fitness into their daily routine.

Check student journals or run a quick class discussion about the week's challenge activities at the beginning of each lesson as a check-in and

Students' journal reflections could be used to ascertain level of understanding of mental fitness concepts.

[BITE BACK Mental Fitness Challenge](#)

[BITE BACK Mental Fitness Challenge Youth Educator Resource](#)



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

to gauge students understanding and engagement.

Activity 8: Promoting the mental fitness of others



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Maintaining our mental fitness

- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
 - propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness **S M**

Activity 8: Promoting the mental fitness of others

Show students a selection of the most relevant [headcoach](#) videos or have students select a particular video from those that have been published by headspace. Explore the *Get more tips* section that accompanies the videos.

Ask students to record the advice given by their chosen athlete / different athletes about how they “train their minds”. Share responses with the class.

Ask the class to imagine they have been appointed as the “headcoach” for a team of students who were preparing for “exam season”. Have students work together in small groups to design their mental fitness “training plan” for their team in the lead up to exams, including the advice they would include in their “half-time pep talk” to the team if they were worried about one or more of their exams or they have not performed as well as they hoped in their previous exams.

Students demonstrate understanding of mental fitness through identifying, justifying and evaluating strategies and conversations they could have with their “team” in preparation for exams.

[Headspace's headcoach videos](#)

[Testing times kit from RUOK?](#)



Content

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Mix students from different groups and ask them to share the ideas their group included in their “training plan” and “half time pep talk” and justify how their choices will help students prepare for exams and manage the stress they may be feeling. Peers provide feedback on how effective they believe the “training plan” and “pep talk” would be in managing the stress associated with exams and building mental fitness.

Activity 9: Design your own Community Mental Fitness Challenge



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Taking action to promote mental fitness training in your school community

- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
 - propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness **S M**

Activity 9: Design your own Community Mental Fitness Challenge

Students design a 10 day (2 week) mental fitness challenge and promotion campaign for their school community.

In small groups students design a series of 10 different daily activities or tasks that can be performed in 10 minutes or less to help train an individual's mental fitness. They can either design their own tasks and activities or curate a series of activities from those available online (e.g. activities from Bite Back's 6 week's Mental Fitness Challenge, activities found on [ReachOut's online tools and apps](#), Smiling mind meditations, yoga videos, 10 minute high intensity interval training (HIIT) routines, [gratitude activities](#), various physical activities). The activities included in the challenge should meet the following criteria;

- be able to be performed in 10 minutes or less
- be appropriate ways to encourage flexible thinking, boost happiness, manage stress and promote mental endurance, mental flexibility and mental strength

The finished products from the Community Mental Fitness Challenge will be the summative assessment for the unit.

[ReachOut's online tools and apps](#)

[Gratitude Journal app](#)

[Headspace tips to keep good mental health](#)

[Other sample challenge calendars](#)

See Handouts section at the end of this unit for some examples of how the mental fitness challenge tasks can be presented.



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

- involve a range of physical and non-physical activities
- be suitable for a wide variety of people in the broad community, including young people.

The 10 tasks should be presented in a table that could be designed as a poster to be displayed around the school. Examples are provided in the handouts section at the end of the unit.

Feedback rounds - Each group shares their mental fitness challenge activities with another group by summarising:

- how well their mental fitness challenge meets the above criteria
- why they feel the activities they have selected are appropriate for the local community and, in particular, young people as a way of building their mental fitness.

The other group assesses the mental fitness challenges proposed using the criteria above to identify positive aspects of the proposed challenges and suggest possible changes to more effectively cater for a variety of people in the community.

Activity 10: Promoting your challenge to the community



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Taking action to promote mental fitness training in your school community

- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
 - propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness **S M**

Activity 10: Promoting your challenge to the community

Explain to class that we want to take our Mental Fitness Challenge to the community and to do so we need to harness the power and reach of social media. To promote the mental fitness challenge to the broader school community groups now need to design a social media campaign that comprises a series of at least 10 posts to promote each of the daily mental fitness challenges via social media channels that are used by the school and local community. Each of the 10 posts designed for the social media campaign must include the following;

- Text that outlines the mental fitness activity to be performed for the day.
- An image that catches peoples' attention in their timeline or newsfeed eg a hand drawn image, original photograph or a stock image
- Relevant hashtags to promote the challenge and the importance of mental fitness
- A link to video or document that provides further details of the activity, if appropriate.

The finished products from the Community Mental Fitness Challenge will be the summative assessment for the unit.

No specific resources are required for this activity



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Here's some examples of social media posts for inspiration (note: these examples do not meet all the criteria listed above).



Teachers may choose to give students the task of promoting and implementing the activities they have designed in order to share these challenges



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

with the broader school community. This could be done through the school newsletter, bulletin boards or through the school's social media channels such as Instagram, Facebook or Twitter.

Activity 11: Looking out for others



Content

Consider the sequence and emphasis to be given to particular areas of content.



Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Asking the question – are you OK?

- predict future challenges and opportunities and the skills required to manage these in a positive way
 - recognise early warning signs of challenging and unsafe situations, eg physical, emotional and social indicators, external signs, controlling behaviour **S**
- Analyse situations where external influences may have an impact on their ability to make safe and healthy choices (**ACPPS092**)
 - explore community perceptions around mental health and discuss the influence they have on their own

Activity 11: Looking out for others

(The following activities are adapted from the RUOK? Classroom toolbox Years 9-10)

Ask students to bring in a picture, photo, video or drawing that depicts an emotion of someone who's not feeling ok.

Ask students to discuss the following questions with a partner:

- Why did you choose this picture?
- What feelings does the picture display?
- What do you think might contribute to someone feeling this way?
- Do you think it would be easy to recognise when someone is feeling this way? Why / why not?
- Do people sometimes try and hide the fact that they are not feeling OK? Why / why not?
- Why people's attitudes towards problems with physical and mental health are often different?

Students describe how contextual factors can influence people's ability to talk openly about mental health and seek help when experiencing tough times.

Student responses indicate an understanding of the importance of talking to someone and looking out for others who show signs of needing support.

[RUOK? Classroom toolbox Years 9-12](#)

RUOK? Fact Sheet: Signs that could mean a friend isn't ok can be found in – Classroom toolbox Years 9-12 - Lesson 1 Fact sheet



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

and others' health, safety and wellbeing

Ask students to identify what signs they might see that tell them their friend may not be travelling well and give reasons why this behaviour might be a sign that someone needs help and support.

Signs might include:

- Not showing up for an organised meeting, event or activity
- Missing school after having a bad day
- Ignoring texts and phone calls
- Posting concerning comments or images on social media
- Looking unhealthy or unusually tired
- Making lots of negative comments about themselves, their abilities or their body shape.
- Not hanging out with friends as much
- Often feeling down or flat
- Getting angry or aggressive very easily
- Having trouble dealing with day to day problems and activities
- Drinking a lot of alcohol or using drugs
- Hurting themselves



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Compare ideas with those in **Fact Sheet: Signs that could mean a friend isn't ok.**

Discuss:

- How you can tell the difference between the person having a bad day or two and when it is more serious and they may need help?
- Whether some of these signs would make them more concerned for their friend than others? Why/ Why not?
- How long you would wait before talking to a friend after noticing signs that they are not OK?
- Whether your level of concern would change if your friend was displaying more than one sign that they are not OK?

Teacher note: It is important to emphasise that this is not intended to be a list of signs that need to be checked off when trying to decide if someone is OK or not. The signs that a person is doing well may look different from person to person. Students should be encouraged to “trust their gut” and look out for when the person’s behaviour or mood seems different than usual. If someone’s been showing a few or all of the signs of a low mood for two weeks or more, it



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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

could mean that they aren't ok and need support.

Explain to the class that many young people who are not feeling OK put off seeking help or reaching out to others. The latest data from *headspace* and research from the second Australian Child and Adolescent Survey of Mental Health and Wellbeing shows that:

- 26% of young people 12-25 would not tell anyone about a personal mental health issue.
- 52% of young people that identified as having a mental health problem in the last 12 months would be embarrassed to discuss the problem with anyone
- 49% were afraid of what others would think.
- 22% were unlikely to speak to their family doctor
- 57% of young people with a mental health problem wanted to handle it themselves or with family / friends
- 62% of young people with a mental health problem thought it would get better by itself

In small groups discuss;



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

- why talking to someone and reaching out for help when doing it tough might be daunting for some people
- why people often wait longer to speak up and seek help for their mental health than they would if there was a problem with their physical health
- reasons it is important to get help and support as early as possible
- reasons that friends can often be the first to notice that someone is not ok.
- whether this data is likely to be different for males and females, and if different possible reasons for these differences

Feedback ideas discussed in small groups to a whole class discussion.

Activity 12: Supporting others



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Asking the question – are you OK?

- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
 - formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing **S I**
 - demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, eg

Activity 12: Supporting others

Explain to the class that many young people have said that it is much easier to talk about how they are feeling when someone creates an opportunity for them to talk by asking them how they are going. This is because it is easier to share how you are feeling when someone else has started the conversation. A friend asking how you going also shows that they care and want to help.

Acknowledge that starting a conversation with someone you are concerned about can be hard. Facilitate class discussion about reasons why this conversation can be challenging.

Responses could include;

- concerned you will say the wrong thing
- worried you might make the situation worse
- you might not know what to say or do once they have told you what is going on
- worried that the person will become dependent on you
- not wanting to make assumptions that might make the person angry or upset

Students use conversation starters and follow up responses that are realistic and appropriate for the situation and person involved.

Students recognise things that are helpful and unhelpful to say and do when supporting a friend and justify their choices.

Student responses indicate an understanding of the importance of talking to someone and looking out for others who show signs of needing support.

[RUOK 4 steps animation](#)

[RUOK website – How to ask information](#)

[Check-in app](#)

[Videos – How to talk about it / Good things to say](#)

Observer feedback sheet

(see resources at end of unit)

[How to ask school mate video](#)

Copy of role play scenarios for each group

(see resources at end of unit)



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

posting offensive material online, bullying, harassment **S I**

- it can feel awkward, uncomfortable or distressing to talk about people's personal problems and see them upset

Highlight that it is easier to have the conversation if you plan about where and when you will say something and have a script in your head for what you will say to find out what is going on.

Watch the RUOK? [Animation of the 4 step process for asking RUOK?](#)

After watching this animation, direct students to the [RUOK? website](#) and ask them to explore the advice that is provided on how to get ready, how to ask and how to continue or follow up the conversation.

Teachers may also allow students to explore the [Check-in app](#) which takes you through various steps involved in checking in with a friend such as where you might check in, what you might say and how you might support a friend. It also gives suggestions on what to do if a friend denies there is a problem or you say something silly and has links to where further support can be accessed.

Another alternative activity is watching [Videos – How to talk about it / Good things to say](#) to get

[Comic Life](#)



Content

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

ideas on how to talk about concerns, good things to say and what to do when talking gets tricky.

Have students work in small groups to come up with at least 4 specific examples of what they could say or do to;

- start a conversation when they are concerned about them
- listen and encourage them to talk about what is happening, especially if they say they are fine
- encourage action
- check in.

Groups should record their suggestions and share ideas with each other. Place sheets of butchers paper on walls around room with the headings “*Start the conversation*” Listen and encourage them to talk”, “*Encourage action*” and “*Check back in*” and have representatives from each group write at least 1 idea from group on each sheet. Keep sheets displayed on wall throughout the remainder of the unit.

Hand out copies of **observer feedback sheet** to students. Explain they will use the sheet to identify helpful things that someone can say or do when talking to a friend they are concerned about.



Content

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Watch the [How to ask a school mate](#) video from RUOK? that depicts a conversation between two friends where one is worried about the other.

Students are to use **observer feedback sheet** to tick anything listed that they observe or hear. (Students may need to watch video a second time).

After watching video, have students discuss in small groups what they felt the friend said that was helpful, ways that she encouraged action and what she did to show Ben support and empathy.

Divide students into groups of 3 or 4 and provide each group with the following **role play scenarios**;

Beckie is in Year 10. She recently moved schools and has found it hard to make new friends. Her parents have both been working long hours, meaning she has to do lots around the house to help. This has made it hard to keep up with school work and assignments. Beckie is feeling overwhelmed and isolated. One of her old friends rings her to check in as Beckie hasn't posted on Instagram or Facebook in a while.

Kevin is fighting lots with his parents. He is starting to skip school, spends hours playing



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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

computer games each night and is seeing his friends less often. One or two of his friends go around to his house to check in.

Teacher note: Names used in scenarios should be changed if there are students in the class with the same names.

Ask groups to select one scenario and then work together to develop ideas for how they would start a conversation with the character in their chosen scenario, encourage them to talk about what is going on and help them think about ways they might be able to improve their situation. Students should be encouraged to use ideas recorded on butcher's paper from previous activity.

Students can then practice having this conversation by role playing the scenario in their small group and giving each other feedback on how the conversation went.

Role-plays should involve 1 person playing Kevin or Beckie, 1 or 2 people playing the role of friends who are concerned about them and 1 or 2 people being an observer (depending on the number of people who play the role of a friend). The observer should use the **Observer feedback sheet** to record things they see and hear the friends do during the



Content

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Teaching, learning and assessment

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

conversation and give feedback at the conclusion of the role-play.

Facilitate class discussion to debrief the role – plays. Questions to discuss could include;

- how it felt to have a conversation with a friend when you were worried about them
- what things people said that were helpful and made it easier to open up
- were there any parts of or moments in the conversation that were harder and what made them hard
- how easy it was to listen rather than try to “solve” the situation
- why listening is more important than needing to have answers or solutions
- what you can say or do when you get “stuck” or when the person feels there is not a problem
- when you think you would need to seek further help for a friend
- where you could go for help if you were still concerned about a friend after this conversation



Content

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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

Alternative activity: Students could create the conversation using [Comic Life software](#) or other animation software.

If time permits get groups to act out the role play conversations and vote on which approaches they think were the most effective in getting the other person to open up about how they were feeling.

Teacher Note:

Key points to highlight in debriefing the role-plays include;

- talking with someone when you are worried about them can be challenging for both adults and people your age
- everyone is different and what may work for one person, may not be as helpful for another
- helping a friend does not mean that they need to have all the answers or solutions. The most important thing is to listen and give the person the opportunity to talk
- if the person does not want to talk about what is going on, be patient and respect that. Try not to pressure them – instead let them know that you are happy to listen when they want to talk, or suggest other people



Content

Consider the sequence and emphasis to be given to particular areas of content.



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Evidence of learning

Consider different ways for students to demonstrate their learning.



Resources

- look to offer suggestions and encourage action rather than tell them what to do
- if you are really worried about a friend's safety or unsure of what to do next, it is important to talk with a trusted adult (eg parent, teacher, school counsellor), or seek advice from a professional person or organisation. There are many mental health services for young people that can be accessed either via a phone call or online such as ReachOut, Kids Helpline, Headspace, Youth beyondblue
- If you think immediate action is needed, you should call emergency services (triple zero – 000), a mental health crisis service, or go to the local hospital emergency department.
- the importance of looking after yourself and practising self care when supporting a friend or family member.

In closing the unit, remind students that our mental health is an important dimension of our overall health and wellbeing and just like our physical health we should spend time regularly looking after it so we can stay well and get the most out of life.

Evaluation

After teaching this unit, answer the following questions:

Question	Answer
Did all students demonstrate an understanding of the key concepts?	
What concepts within the unit will I need to revisit to ensure understanding?	
When will I/ can I revisit these concepts?	
Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?	
Which activities and tasks were most engaging and effective?	
Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?	

Revisions for next year

Handouts and resources

Mental health continuum: Activity 1

Mentally well

Mentally unwell

they lost a close friend	they were selected in the lead role for the school play
their pet died	they had two assignments due by the end of the week
their best friend moved to another town	they had a massive argument with their best friend

they got a great exam result	they start a new relationship
their sporting team won the grand final	they broke up with their partner of 2 years
a family member had financial concerns	they found out their partner was cheating on them

they were worried about a friend being depressed	rumours are being spread about them online
their parents were going through a divorce	parents won't let them attend a friend's party

Examples of mental health challenges

Meaningful May



ACTION CALENDAR: MEANINGFUL MAY 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
 1 Take the AfH pledge: to create more happiness in the world	2 Do something meaningful for someone you really care about	3 Share photos of 3 things you find meaningful or memorable today	4 Take interest in people who are older, younger or different to you	5 Get outside. Look at the sky & feel connected to the natural world	6 Choose one of your life goals and take a step towards it	
7 What are your most important values? Use them today	8 Go on a kindness mission. Give your time to help others today	9 Tell someone about why your favourite music means a lot to you	10 Pay special attention today to the people you cherish most	11 Find out about the values and traditions of another culture	12 Do something to help a project or charity you care about	13 Visit a location that you find inspiring and meaningful
14 Find a way to craft your work activity to give it more meaning	15 Recall three things you've done that you are really proud of	16 Look for opportunities to be a good citizen of the world today	17 Share an inspiring quote with someone that matters to you	18 Gaze up at the stars and see that we are part of something bigger	19 Connect with people who matter to you (face-to-face if possible)	20 Today do something that makes your soul sing
21 Think about how your actions make a difference in the world	22 Ask a loved one or colleague what matters most to them in life	23 Support a cause that stands for something you believe in	24 Reflect on what makes you feel really valued and appreciated	25 Notice all the amazing wonders in the world around you today	26 Find out how to get involved in a group in your local community	27 Do something special today and revisit it in your memory tonight
28 Link today's choices and decisions to your purpose in life	29 Today do something to care for the planet	30 Tell someone about 3 events in your life that were really meaningful	31 What do you want to change in the world? Do something today	<p>"Act as if what you do makes a difference. It does" - William James </p>		



ACTION FOR HAPPINESS

www.actionforhappiness.org

Find out more about the Ten Keys to Happier Living, including books, guides, posters and more here: www.actionforhappiness.org/10-keys

Self-care September



ACTION CALENDAR: SELF-CARE SEPTEMBER 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
 		<p>"Treat yourself as you would treat a good friend" - Dr Kristin Neff</p>					
<p>3 Free up time in your diary by cancelling any unnecessary plans</p>	<p>4 Forgive yourself when things go wrong. We all make mistakes</p>	<p>5 Notice what you are feeling today, without any judgment</p>	<p>6 Avoid saying 'I ought to' or 'I should' to yourself</p>	<p>7 Remember it's ok not to be ok. We all have difficult days</p>	<p>1 Recognise that self-care isn't selfish. It's essential</p>	<p>2 Talk to yourself like you would to someone you love</p>	
<p>10 Give yourself permission to say No to requests from others</p>	<p>11 Find a new way to use one of your strengths or talents today</p>	<p>12 Aim to be good enough, rather than perfect</p>	<p>13 Find a caring, calming phrase to say to yourself when feeling low</p>	<p>14 Be willing to share how you feel and ask for help when needed</p>	<p>8 Plan a fun or relaxing activity this weekend and make time for it</p>	<p>9 Remind yourself that you are loved and worthy of love</p>	
<p>17 Notice the things you do well today, however small</p>	<p>18 Don't compare what you feel inside to how others appear outside</p>	<p>19 Leave positive messages where you will see them regularly</p>	<p>20 Accept your mistakes as a way of helping you make progress</p>	<p>21 You matter. Remember that you are enough, just as you are</p>	<p>15 Stop the glorification of 'busy'. It's good to take a break</p>	<p>16 Make time today to do something you really enjoy</p>	
<p>24 Look at photos from a time with happy memories</p>	<p>25 Write down three things you appreciate about yourself today</p>	<p>26 Think of a previous mistake you're glad you made and why</p>	<p>27 Release yourself from inner demands and self-criticism</p>	<p>28 Ask a trusted friend to say what they like about you</p>	<p>22 Get active outside and give your mind & body a natural boost</p>	<p>23 No plans day - make time to slow down and be kind to yourself</p>	
					<p>29 Take your time. Find space to just breathe and be still</p>	<p>30 Let go of other people's expectations of you today</p>	

ACTION FOR HAPPINESS



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Find out more about the Ten Keys to Happier Living, including books, guides, posters and more here: www.actionforhappiness.org/10-keys

28 Day Wellness Challenge



28 Day Challenge

Week 1

DAY 1 Meditate for 20 minutes	DAY 2 Go for a short walk	DAY 3 Take a relaxing bubble bath	DAY 4 Watch a comedy on tv	DAY 5 Try a beginners yoga session	DAY 6 Colour a page in a colouring book	DAY 7 Cook something new	1 - 10 <input type="checkbox"/>
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Week 2

DAY 8 Read a book uninterrupted for 1 hour	DAY 9 Get some exercise (jogging, walking)	DAY 10 Don't mention the word anxiety	DAY 11 Visit a relative or a friend	DAY 12 Try a mindfulness audio session	DAY 13 Do a crossword puzzle	DAY 14 Ensure you get your 5 a day	1 - 10 <input type="checkbox"/>
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Week 3

DAY 15 Meditate for 30 minutes	DAY 16 Hoover the whole house	DAY 17 Do something you enjoy	DAY 18 Sing along to your favourite album	DAY 19 Try a more difficult yoga session	DAY 20 Write a letter to your future self	DAY 21 Go somewhere for breakfast	1 - 10 <input type="checkbox"/>
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Week 4

DAY 22 Read a book uninterrupted for 1 hour	DAY 23 Go outside for at least 30 minutes	DAY 24 Treat yourself to something nice	DAY 25 Get in touch with an old friend	DAY 26 Practice breathing exercises	DAY 27 Play a board or card game	DAY 28 Bake a cake or make a dessert	1 - 10 <input type="checkbox"/>
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ROLE-PLAY OBSERVER – FEEDBACK SHEET

Your role as the observer is to listen and watch the role-play and give feedback to the person / people who is / are trying to help.

Remember it can be difficult to know what to say and do when starting a conversation with a friend that you are concerned about, so look to focus on the things they do well during the role-play.

WHAT TO DO

BEFORE the role-play starts:

Read through the list of things that can be helpful to say or do when you are concerned about a friend and trying to support them.

DURING the role-play

Watch and listen to the things that the person / people who is trying to help says.

TICK anything that is listed that you observe or hear.

They:

Tick

listen without making judgements

use open ended questions (they cannot be answered with “yes” or “no” so help find out what is going on)

let them know they are there to help

encourage their friend to get help

sound calm and relaxed when talking

let the person say as much or as little as they want without interrupting or pressuring them

ask their friend what would help or what they would like to do

offer to help them find a solution

They:

Tick

say things that show they want to help

offer suggestions rather than telling their friend what to do

make a time to check back in

Don't expect to put a tick next to everything on the list – not all these things need to be said in one conversation. And don't worry if you miss some things that are said – it is a hard job to hear everything.

Once the role-play finishes;

What were TWO things you observed the person / people that offering help do well?

1.

2.

What is ONE suggestion you have about something it would have been good to say or do during the role play? Provide a specific question or comment they could have made. Give reasons for why you think this would have helped.
