CROSSROADS

Learning Context:
MENTAL HEALTH AND WELLBEING

Theme:
SELF EFFICACY AND MENTAL FITNESS
Activity Theme 1: EMOTIONAL AWARENESS AND SELF REGULATION

→ Focus Area:
  Owning Yourself

→ Content Focus:
  Self Awareness and Self Regulation

→ Outcomes:
  2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.

→ Skills:
  Skills for managing emotions — managing anger, dealing with grief and anxiety, coping with loss, abuse, trauma.

→ Connection to other Focus Areas:
  PERSONAL IDENTITY
  • Self awareness

WHY

Emotional awareness is the ability to identify emotional experiences and self regulation is about controlling the emotional response/actions to external events. Emotional awareness and self regulations are two skills that contribute to resilience and are key in managing tough times. These skills allow a person to be comfortable with, and show their emotions (they don’t keep them inside) and express them according to the situation they are in, promoting their own and others’ wellbeing and moving forward through tough times.

Teacher Further Learning:
http://www.newyorker.com/magazine/2009/05/18/dont-2?printable=true
**HOW**

- Small group
- Individual activities
- Offline + online

**Equipment required:**

- 5x7 index cards (enough for one per student)
- 1 large pack of post-it-notes
- Emotions A-Z student worksheet
- List of emotions student worksheet
- Access to the internet and laptop/tablet/phone:
  Ted Talk — [http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet](http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet)

**WHAT**

**Part 1 What Is Emotional Awareness?**

**BRAINWRITING**

- Students use one small index card (5x7) each.
- Students are allocated 2 minutes to write down what they know about emotional awareness.
  - Invite students to place their card on the wall or designated space for display.
  - As a group, students explore the cards on display. Students use post it notes to vote for cards they agree with. Where students agree they put their post it notes on top of the card(s).
- As a whole class, discuss the top three response cards voted for.
- Provide students with a group definition.

**HOW MANY EMOTIONS CAN YOU NAME?**

- Using the Emotions A-Z student worksheet, students list as many emotions they can think of for each letter of the alphabet. After 1 minute, students’ pair up and share their lists.
- Invite students to share their ideas as a whole group.
- Provide List of emotions student worksheet to all students.

**CATCH and TAG**

- Students choose 5 emotions from the List of emotions to display using their faces with a partner. Take turns in guessing what emotion they are expressing.
- Group discussion:
  - How do we use this skill in recognising emotions on peoples’ faces?
  - What can happen when we get it wrong?
  - What can happen when we get it correct?
Part 2  Self Regulation

WHAT IS SELF REGULATION? (SELF CONTROL)

• Students write what they think self regulation is and share with a partner.
• Discuss self regulation as a group.
• Students write about a time where they didn’t use self regulation.
• Students write about a time where they did use self regulation.
• Encourage students to compare the two situations, what impacted on their ability to self regulate and the outcomes of each situation.
• As a group, watch the Ted talk ‘Joachim de Posada: Don’t eat the marshmallow!’ http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet
  - Students record three pieces of information they heard or saw during the clip.
  - As a group, discuss the clip.

SELF REGULATION IN PRACTICE

• Students work in pairs — one ‘watcher’ and one ‘mover’.
  - Students place a small object in one hand, such as a scrunched up ball of paper.
  - The ‘watcher’ is to count in their head the amount of seconds that are passing by whilst watching or tracking the object and NOT moving their head.
  - The ‘mover’ holds the paper approximately 20cm in front of the watcher’s eyes and moves the object around in front of the watcher, very slowly (to not strain the watcher’s eyes) left to right, in a figure 8 etc.
  - As soon as the ‘watcher’ moves their head, swap roles (or when 1 minute has passed).
• The student who is able to continuously watch the object for the longest period of time without moving their head is the winner.
• After students have experienced both roles discuss in small groups.
  - Who was able to use their self regulation skills the longest?
  - What did using self regulation feel like? Look like? Sound like?
  - What situations/places could the skill of self regulation be used?
  - How could self regulation be a useful skill for young people?
• Invite small groups to report back to whole group for discussion.
Emotions A-Z

Think of at least one emotion for each letter of the alphabet.

A   J   S
B   K   T
C   L   U
D   M   V
E   N   W
F   O   X
G   P   Y
H   Q   Z
I   R

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# List of emotions

Use the list of emotions below to discuss with a partner your answers to the questions listed on the graffiti sheets.

| A | Abandoned / Annoyed  
|   | Absent / Affectionate  
|   | Anxious / Abused  
|   | Accepted / Afraid  
|   | Appreciated / Apathetic  
|   | Astonished / Accused  
|   | Alarmed / Attractive  
|   | Averse / Adequate  
|   | Ambivalent / Adaptable  
|   | Angry / Adoring  
|   | B | Bad / Bewildered  
|   | Bored / Bitter / Brave  
|   | Blasé / Burdened  
|   | Beaten / Blissful  
|   | Burned out  
|   | Beautiful / Bold  
|   | Betrayed  
| C | Clever / Cranky  
|   | Cagey / Comfortable  
|   | Creative / Callous  
|   | Cruel / Compliant  
|   | Calm / Concerned  
|   | Curious / Confident  
|   | Cut off / Carefree  
|   | Conned / Cynical  
|   | Cornered / Cowardly  
| D | Daring / Dismayed  
|   | Daunting / Destructive  
|   | Dissatisfied / Deceitful  
|   | Determined / Distracted  
|   | Defeated / Distressed  
|   | Disturbed / Delighted  
|   | Diminished / Divided  
|   | Dependent / Dirty  
|   | Depressed  
|   | Disappointed / Dubious  
|   | Disconnected / Dull  
|   | Desperate / Discontented / Dumb  
| E | Eager / Enchanted  
|   | Exhausted / Easy going  
|   | Energetic / Exhilarated  
|   | Ecstatic / Enthusiastic  
|   | Explosive / Envious  
|   | Elated / Euphoric  
|   | Embarrassed / Exasperated / Empty  
|   | Excited  
| F | Foolish / Frightened  
|   | False / Frantic / Frigid  
|   | Fantastic / Free  
|   | Fatigued / Fresh  
|   | Frustrated / Fawning  
|   | Friendship / Funny / Flustered / Friendly  
| G | Generous / Gorgeous  
|   | Gullible / Gentle  
|   | Grateful / Gutless  
|   | Glad / Greedy / Gutted  
|   | Glowing / Grieving  
|   | Good / Guilty  
| H | Happy / Hollow  
|   | Hostile / Hassled  
|   | Homesick / Humble  
|   | Hateful / Honoured  
|   | Hurt / Helpful / Hopeful  
|   | Hyper / Helpless  
|   | Hopeless / Hysterical  
|   | High / Horrible  
| I | Idiotic / Inattentive  
|   | Insecure / Ignored  
|   | Incompetent  
|   | Inseparably / Immobile  
|   | Incurious / Impaired  
|   | Impatient / Intimidated  
|   | Imposed upon  
|   | Inflated / Impressed  
|   | Inferior / Involved  
|   | Impulsive / Inuried  
|   | Inadequate  
|   | Isolated  
| J | Jaded / Joyous  
|   | Jumpy / Jealous  
|   | Jubilant / Jinxed  
|   | Judgmental  
| K | Keen / Kind  
| L | Likeable / Lovable  
|   | Logical / Loving  
|   | Lazy / Lonely / Low  
|   | Left out / Like a loser  
|   | Loyal / Lethargic  
|   | Lousy  
| M | Mad / Mixed up  
|   | Manic / Merry  
|   | Motivated  
|   | Manipulated  
|   | Miserable / Mystified  
|   | Maternal  
|   | Misunderstood  
| N | Nasty / Nervous  
|   | Nostalgic / Needy  
|   | Numb / Negative  
|   | Nice  
| O | Oblivious / Opposed  
|   | Overwhelmed  
|   | Obsessed / Optimistic  
|   | Owed / Odd / Outraged  
|   | Offended  
|   | Overlooked  
| P | Pain / Persecuted  
|   | Panicked / Petrified  
|   | Preoccupied / Paralyzed  
|   | Pissed off / Pressured  
|   | Passionate / Playful  
|   | Pushy / Pathetic  
|   | Pleasant / Put out  
|   | Peaceful / Possessive  
|   | Puzzled / Peeved  
|   | Powerless / Powerful  
| Q | Quirky / Quiet  
|   | Quaint  
| R | Rational / Relaxed  
|   | Restrained / Ravenous  
|   | Relieved / Revengeful  
|   | Reborn / Remorseful  
|   | Revolting / Reckless  
|   | Repulsive / Romantic  
|   | Refreshed / Reserved  
|   | Rueful / Rejected  
|   | Restless  
| S | Sad / Settled  
|   | Squashed / Safe  
|   | Shallow / Sapped  
|   | Shame / Stunned  
|   | Satisfied / Shocked  
|   | Strained / Stupid  
|   | Scared / Shy / Sulky  
|   | Screwed up / Silly  
|   | Self-confident  
|   | Sluggish / Stumped  
|   | Sure / Selfish / Sorry  
|   | Surprised / Sensitive  
|   | Spiritual / Suspicious  
| T | Taunted / Thrilled  
|   | Touchy / Teased  
|   | Trapped / Turned off  
|   | Tense / Torn  
|   | Threatened / Touchy  
| U | Uncouth / Unsafe  
|   | Upset / Undervalued  
|   | Unsociable / Uptight  
|   | Uneasy / Unwanted  
|   | Used / Unprotected  
|   | Uprooted / Useless  
| V | Vain / Vicious  
|   | Vivacious / Valued  
|   | Violent / Vulnerable  
| W | Wanted / Wilful  
|   | Worthless / Warped  
|   | Wishy-washy / Worthy  
|   | Weak / Wonderful  
|   | Wronged / Wicked  
|   | Worried  
| Z | Zany  

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Activity Theme 2: OPTIMISM

→ Focus Area:
   Owning Yourself

→ Content Focus:
   Self Awareness and Self Regulation

→ Outcomes:
   5.3 Apply skills and strategies to achieve a positive outcome in a range of different contexts.

→ Skills:
   Skills for managing stress — time management, positive thinking, relaxation techniques, seeking help.

WHY
Learning the skills of optimism can help protect against depression and anxiety. It involves learning to think positively about the future — even when things go wrong. Learning the skills of optimism includes the skills to look objectively at a situation, make a conscious and realistic decision and to focus on the good when headed through challenging situations.

HOW
• Small group
• Individual activities
• Offline + online

Equipment required:
• Picture cards — A4 cards each displaying an image. Images should vary and come from images from media sources including magazines, newspapers, Twitter, Pinterest, Instagram or through Creative Commons licenses.
• Butchers paper (enough for 1 between 3 students)
• Pens/pencils
• Camera/ tablet/ phone
• Internet access
WHAT

WHAT IS OPTIMISM?

- Spread the media images around the space or across the classroom floor.
- Students choose a card they see as representing optimism or being optimistic.
- As a group, discuss what is optimism. Invite students to explain how they see optimism and why they made the image selection they did.
- Explain to students that learning the skills of optimism can help protect against depression and anxiety. It involves learning to think positively about the future — even when things go wrong. Learning the skills of optimism includes the skills to look objectively at a situation, make a conscious and realistic decision and to focus on the good when headed through challenging situations.
- Ask students:
  - When do you feel most optimistic?
  - What helps you to think more positively when you don’t feel optimistic?

HUNTING FOR OPTIMISM

- Students work in small groups (3 per group) for 2 minutes. In groups, students create two lists of positive things or thoughts that make them happy.
  - Things that make me happy…at school.
  - Things that make me happy…at home/outside of school.
- Students merge with another group and share their lists. Groups record their list on butcher’s paper for both school and at home.
- Ask students, where can we go for help when we are not feeling optimistic? Guide the discussion so that students consider a mixture of online and offline places to go for help and include a discussion about the local school context and what/who are the supports available. This will vary across schools but some examples are listed below.
- Create a whole group list of where to go for help. Students record this list or a are provided with a copy of this list for future reference.

Where/who can I go to for help?

<table>
<thead>
<tr>
<th>At home/outside of school</th>
<th>In school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Carer/ Elder</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Sibling or extended family</td>
<td>Year Advisor</td>
</tr>
<tr>
<td>Friends</td>
<td>Head Teacher Welfare/Wellbeing</td>
</tr>
<tr>
<td>Sports Coach</td>
<td>School Learning &amp; Support Officer</td>
</tr>
<tr>
<td>ReachOut.com</td>
<td>Aboriginal Education Officer</td>
</tr>
<tr>
<td>headspace</td>
<td>Community Liaison Officer</td>
</tr>
<tr>
<td>Youth beyond blue</td>
<td>Chaplain/Pastoral Care Team</td>
</tr>
<tr>
<td>ReachOut.com</td>
<td></td>
</tr>
<tr>
<td>headspace</td>
<td></td>
</tr>
<tr>
<td>Youth beyond blue</td>
<td></td>
</tr>
</tbody>
</table>
• Using a camera/phone or tablet, students take on a mission to hunt out optimism at school.
  - In the same groups of 3 as activity b, students are to head on a scavenger hunt to take photos of the objects and things that make them feel positive/happy or bring a smile to their face at school. This activity does not include images of people. Students should be encouraged to focus on and take photos of objects not people.

→ Note:

Remind students that permission must be sought before taking photos where people are included in background or forefront of the image. If permission is not gained, these people should not be photographed. For this reason this activity focuses on images of objects not people.

• Students share photos with the group.
  a. Offline — print photos and display on an ‘optimism wall’ in the school or classroom.
  b. Online — To share images online students should be previously educated about the positive and safe use of social media, see http://www.cybersmart.gov.au for Cyber Safety information and lesson content. It is recommended students share photos using an established school blog or social media platform such as Twitter or Instagram. A suggestion would be to use the hashtag (#) #optimism or a specific school/class based hashtag.

→ Note:

For further information and advice on using Twitter in the classroom, check out http://au.professionals.reachout.com/twitter-in-the-classroom

JOURNAL — THINKING OF THE POSITIVES

• Using a paper journal, online journal, or an App such as Life Charge (http://au.reachout.com/life-charge), students keep a journal of positive things they experience, think about or hope for across a week.

• After a week or more, students share with the group how their journal made them feel.

• As a whole group, discuss — How can students transfer these positive feeling skills to other parts of their life?
Activity Theme 3:  
SELF CONFIDENCE + POSITIVE SELF TALK

→ Focus Area:  
Owning Yourself

→ Content Focus:  
Self Awareness and Self Regulation

→ Outcomes:  
6.1 Build positive thinking, self-belief and a sense of empowerment by evaluating the contribution of personal strengths and achievements on the meaningful futures of self and others.

→ Skills:  
Skills for increasing personal confidence and abilities to assume control, take responsibility, make a difference, or bring about change - building accurate self-concept and self-confidence, creating self-awareness skills, including awareness of rights, influences, values, attitudes, strengths, and weaknesses, setting goals, self-evaluation and self-monitoring skills, resilience techniques, seeking help.

→ Connection to other Focus Areas:  
PERSONAL IDENTITY  
• Own identity  
• Post school preparation

RELATIONSHIPS  
• Valuing the rights of self and others

WHY
Learning the skills of optimism can help protect against depression and anxiety. It involves learning to think positively about the future – even when things go wrong. Learning the skills of optimism includes the skills to look objectively at a situation, make a conscious and realistic decision and to focus on the good when headed through challenging situations.
**How**

- Small group
- Individual activities
- Offline + online

**Equipment required:**

- Butchers paper (One sheet per group of 3 students)
- Pens/pencils for writing on graffiti sheets
- Desktop/Laptop/Tablets with software/apps for creating Microsoft Word, PowerPoint or Adobe Photoshop documents
- Picture cards - A4 cards each displaying an image. Images should vary and come from images from media sources including magazines, newspapers, Twitter, Pinterest, Instagram or through Creative Commons licenses.
- Laptop/Desktop/Tablet/Phone with access to internet
- Online sources of information (or printed out if unable to access online)
  - [http://au.reachout.com/all-about-confidence](http://au.reachout.com/all-about-confidence)

**What**

- As a whole group, discuss self talk and self confidence.
- Online research — Using the ReachOut.com website, students explore the difference between positive and negative self talk.
  - Students record 5 things they have learnt as a result of reading the articles.
- If unable to access the internet, these fact sheets can be printed off prior to the lesson.
  - Reachout.com links
    - [http://au.reachout.com/all-about-confidence](http://au.reachout.com/all-about-confidence)

**Positive vs negative self talk**

- As a whole group, revise the difference between positive and negative self talk.
- Students list a variety of situations where they might use, or have used, self talk. Students note on this list whether each is an example of a positive or negative self talk.
- Invite students to share their lists in groups of 3.
- Using the butchers paper, each group records their top situations where they have/or could have used self talk (2 for positive self talk and 2 for negative self talk). Each group displays their butchers paper on the walls and completes a graffiti walk by exploring each groups’ paper around the room.
- As a whole group, discuss ideas on how to combat negative self talk.
SELF TALK/CONFIDENCE MEMES

• **Picture this** — Place the picture cards around the classroom floor.

• Students stand in a circle surrounding the picture cards. Students pick up a card they think best fits their answer to the following questions:
  - What image/card best describes how you feel when your self confidence is high?
  - What image/card best describes positive self talk?

• Using the information summarised from ReachOut.com in Activity B about Positive Self Talk and Self Confidence, students create two MEME posters on Positive Self Talk. These posters could be created in Microsoft Word/ PowerPoint or Adobe Photoshop.

• Print and display the MEME posters around the school to spread the word about using Positive Self Talk.

→ **Note:**

A MEME is an activity, concept, catchphrase or media piece which spreads from person to person via the internet. Each MEME is a picture with a short phrase. Social media is the most common form of sharing MEMES, but they do create excellent format to create a poster for use in classrooms to remind students of ways to develop and use positive self talk.
Activity Theme 4: MINDFULNESS AND MOOD REGULATION

→ Focus Area:
   Owning Yourself

→ Content Focus:
   Positive wellbeing

→ Outcomes:
   5.3 Apply skills and strategies to achieve a positive outcome in a range of different contexts.

→ Skills:
   Skills for managing emotions — managing anger, dealing with grief and anxiety, coping with loss, abuse, trauma.

→ Connection to other Focus Areas:
   RELATIONSHIPS
   • Developing and maintaining respectful relationships

WHY

Mindfulness is a strategy for focusing attention on the present and has been shown through research to aid in managing anxiety and depression, improving sleep and providing people with strategies for getting through tough times and achieving positive outcomes.

HOW

• Small group activities
• Individual activities
• Online
• Offline
• Outside/inside classroom
**Equipment required:**

- *What is mindfulness* student worksheet
- Download Smiling Mind program (12-15 years or 16-22 years program depending on the age group of student cohort)
- Laptop/Tablet/Phone and speakers to play the Mindfulness program
- Headphones for each student to use the BiteBack website

**WHAT**

**WHAT IS MINDFULNESS?**

- Students complete Mindfulness 101 from the Smiling Mind program as a whole group ([http://smilingmind.com.au](http://smilingmind.com.au))

> *Smiling Mind is a unique web and app-based program developed by a team of psychologists with expertise in youth and adolescent therapy, Mindfulness Meditation and web-based wellness programs. Smiling Mind is a free tool that will assist in improving the lives of young Australians, and is available online or as a smartphone app — See more at: [http://smilingmind.com.au/blog/#!/category/background/what-is-smiling-mind](http://smilingmind.com.au/blog/#!/category/background/what-is-smiling-mind)*

- As a whole group, discuss:
  - What is mindfulness?
  - Where might students find it useful to practice mindfulness? (e.g. during exams/assessments, to regulate mood, when feeling overwhelmed or down)

> **Note:**

This program can be introduced in multiple ways at school including daily mindfulness. Teachers can also encourage students to load the free app on to their phone/tablet for personal use outside of Crossroads. During this activity it is important for the teacher to remind students of where to go for help (as discussed in Theme 2: Optimism activities).

**MENTAL FITNESS**

- Students are provided with post it notes. Students take two minutes to record their answers on the post it notes to the following questions:
  - What is mental fitness?
  - List ideas on how to stay mentally fit.
- Students place their ideas on mental fitness on a designated space, for example a wall, board, graffiti sheet or online space using a virtual post it note app. As a group, decide upon a definition of mental fitness.
• Introduce students to WorkOut. Students head to http://www.workoutapp.com.au/overall and sign up to start their mental fitness program.

This online app will be explored through the next two Activity Themes. For teacher background information on WorkOut prior to the lesson, access http://au.professionals.reachout.com/workout. Teachers are encouraged to complete the missions articulated in this resource to develop a strong understanding of what is involved in WorkOut.

USING WorkOut

• Students complete MISSION: Handling Pressure (Take a breather).
What is Mindfulness?


1. What is Mindfulness?

   ________________________________________________________________

2. List three benefits of Mindfulness:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. List two activities suggested by BiteBack that can build your mindfulness:

   ________________________________________________________________
   ________________________________________________________________

Choose one of these to complete and report back on to your class on:

Name of the activity: ________________________________________________

Write a brief summary: ______________________________________________
   ________________________________________________________________
   ________________________________________________________________

What is the activity’s:

Strengths: _________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Weaknesses: ________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Would you recommend the activity to a friend? Why/Why not? Rate the activity out of 5 and write a short review (2-3 sentences).

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Activity Theme 5: ENGAGEMENT + ACCOMPLISHMENT

→ Focus Area: Engagement + Accomplishment

→ Content Focus: Positive wellbeing

→ Outcomes:
6.1 Build positive thinking, self-belief and a sense of empowerment by evaluating the contribution of personal strengths and achievements on the meaningful futures of self and others.

→ Skills:
Decision-making and problem solving skills — information gathering skills, evaluating consequences of actions for self and others, determining alternative solutions to problems, analysis skills regarding the influence of values and of attitudes about self and others on motivation and behaviour.

→ Connection to other Focus Areas:
PERSONAL IDENTITY
• Post school preparation

MENTAL HEALTH & WELLBEING
• Personal future
• Responding to changes and challenges

WHY
Knowing and using personal strengths enhances our self belief and engagement with activities and life in general. If we know what our strengths are we can use them to get through tough times as well as work towards accomplishing great success.
HOW

- Small group
- Individual activities
- Online
- Offline

Equipment required:

- Paddle pop sticks (1 per student)
- Glass jar (to place sticks in)
- Laptop/Tablet/Phone
- Online access to
  - http://www.viacharacter.org/Survey/Account/Register
- Y chart worksheet

WHAT

MINDFULNESS

- Guide students through the Mindfulness 102 session as a whole group
- Students complete the Mindfulness Quiz on the BiteBack website: http://www.biteback.org.au/mental-fitness/mindfulness/
- In pairs, students reflect on the question: How could mindfulness relate to achievement?

WHAT IS ENGAGEMENT?

- As a whole group, brainstorm the meaning of the term engagement.

  → Teacher Tip:

  To encourage open group discussion and invite all students to have an equal chance of sharing their opinion through this brainstorm, use the paddle pop stick strategy. Record students’ names on a paddle pop stick each and place in a jar. Through the discussion remove a student’s name from the jar and invite them to share their idea.

WHAT IS ACHIEVEMENT/ACCOMPLISHMENT?

- Invite students in pairs or small groups to identify their personal meaning of achievement and accomplishment. Share an example of a personal achievement or accomplishment to support their meaning.
- As a whole group, discuss personal and group meanings of achievement and accomplishment. Were there differences within the group regarding the definition or meaning or achievement and accomplishment?
Additional questions to encourage group discussion include:
- List popular personalities and significant others who have displayed achievement/accomplishment in their chosen field.
- What does achievement/accomplishment look like? Feel like? Sound like for this person? Students complete the Y chart activity sheet

KNOWING YOUR STRENGTHS


WORKING ON YOUR STRENGTHS FOR GREATER ACHIEVEMENT AND ENGAGEMENT

  - MISSION: Handling Pressure (Like it. Do it)
  - MISSION: Taking Control (Seeing Possibilities)
  - MISSION: Taking Control (Low Hurdles &/or High Hurdles)
- Encourage students to explore more of WorkOut when they make time for their mental fitness at home, on the weekend or during breaks at school.

→ Teacher note:
This is also an opportune moment to remind students of where to get help for themselves or a friend at school and out of school time
Y chart

What does accomplishment...

Complete the questions below

1. Describe a time when you felt achievement/accomplishment.
   
   
   
2. What can you learn from failure?
   
   
   
3. How can you increase the number of times you achieve?
   
   
   
Activity Theme 6: IMPORTANCE OF SLEEP + BENEFITS OF PHYSICAL ACTIVITY

→ Focus Area:
   Engagement + Accomplishment

→ Content Focus:
   Positive wellbeing

→ Outcomes:
   2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.

→ Skills:
   Skills for managing stress — time management, positive thinking, relaxation techniques, seeking help.

→ Connection to other Focus Areas:
   MENTAL HEALTH & WELLBEING
   • Responding to changes and challenges

WHY

Sleep and exercise are vital in boosting our wellbeing. Research shows that adolescents need at least 7 - 9 hours of sleep a night. Getting into a good sleeping routine is the best way to make sure individuals get the hours we need on a regular basis. Getting regular and good sleep as well as balancing our lives with regular physical activity assists in improving concentration levels, increasing energy and improving memory.

HOW

• Small group
• Individual activities
• Online
• Offline
Equipment required:
• Laptop/Tablet/Phone
• Online access to
  - The importance of sleep: what’s in it for you? https://www.youtube.com/watch?v=6QAHeHocoZU
  - How to sleep better https://www.youtube.com/watch?v=3eLfn7Ewx_s
  - Recharge sleep app http://au.reachout.com/recharge-sleep-app
• Recharging my batteries! worksheet

WHAT

MINDFULNESS Session
• Complete Mindfulness 103 session as a whole group.
• Students reflect on the question — Is there is a connection with mindfulness and sleep? Yes/No? Why/Why not?

WHY IS SLEEP IMPORTANT?
• Students watch the clip — The importance of sleep: what’s in it for you? https://www.youtube.com/watch?v=6QAHeHocoZU
• While watching the clip, students record three things they have learnt and share with a partner.
• Discuss the clip and what has been learnt as a whole group.

→ Teacher Note:
  Use the paddle pop sticks in a jar (outlined in Activity Theme: 5) to encourage all students to share their knowledge.

CIRCLE CHAT: BENEFITS OF SLEEP AND HOW TO GET MORE SLEEP
• Students watch - How to sleep better clip — https://www.youtube.com/watch?v=3eLfn7Ewx_s and record key points.
• Whilst standing in two concentric circles facing each other, students are allocated 30 seconds to share with their partner:
  - one thing they learnt about ways to improve their sleep
  - one piece of interesting information about sleep they didn’t know before the clip.
• After 30 seconds, students switch. The inside circle remain stationary and the outside circle moves one step to their right to meet their next partner.
• Continue sharing until each student has spoken with at least 4 different students.
WORKING ON YOUR SLEEP + PHYSICAL ACTIVITY

• Students log in to WorkOut http://www.workoutapp.com.au/overall to complete:
  - MISSION: MUSCLES-Handling Pressure (Body Clocking Part 1)
  - MISSION: MUSCLES-Handling Pressure (Body Clocking Part 2)

→ Teacher note:
  For further information on sleep access http://au.reachout.com/getting-into-a-sleeping-routine

• Encourage students to explore more of WorkOut when they make time for their mental fitness at home, on the weekend or during breaks at school. This is also an opportune moment to remind students of where to get help for themselves or a friend at school and out of school time.

RECHARGE

• In pairs, students explore the Recharge app using the Recharging my batteries! worksheet. http://au.reachout.com/recharge-sleep-app
Recharging my batteries

Head to: http://au.reachout.com/recharge-sleep-app
and answer the following questions:

1. What is recharge and who is it suitable for?

2. What behaviour is it focused on improving?

3. The App has been made with Young Men in mind — However, do you think both males and females could use the App? Why/Why not?

4. What is required in order to download the App?

5. If you didn’t have a phone/tablet or felt the App didn’t sound like you, what alternative activities could you participate in to assist in improving your sleep and energy? (use further information gathered in the last activity through the YouTube clips watched.)