# PDHPE Lesson Plan: Healthy Mind, Healthy Life

**Teacher’s name:** Samantha Economos  
**Stage:** 5  
**Year:** 10  
**Lesson number:** 4/10  
**Turning failures into successes**

### Knowledge and Understanding Outcomes:

- **5.1.** A student analyses how they can support their own and others’ sense of self  
- **5.6.** A student analyses attitudes, behaviours and consequences related to health issues affecting young people  
- **5.8.** A student critically analyses health information, products and services to promote health

### Skills Outcomes:

- **Communicating 5.11.** Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations  
- **Problem-solving 5.16.** Predicts potential problems, justifies and evaluates solutions

### Learn Abouts:

#### Supporting yourself (5.1)
- Reframing negative thoughts and statements and positive thinking  
- Appropriate expression of needs and feelings

#### Mental Health (5.6)
- Health-seeking behaviours  
- Reaching out: helping yourself and helping others

#### Empowering individuals and communities (5.8)
- Individual action  
- Developing personal skills

### Learn To’s:

- **5.1.** Explain how thoughts can affect feelings and behaviour, practise strategies to manage unhelpful and unrealistic ways of thinking  
- **5.1.** Examine the role and impact of stress on health and rehearse a range of positive management strategies

### Learning and Teaching Strategies

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<th>Key Teaching Points</th>
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<th>Equipment/Resources</th>
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</table>
| **Introduction:**  
(5 minutes) **Quick Starter:** Students discuss and reflect on a time within their journals: when they have attempted to do something and found it too difficult. In comparison students reflect on a time when they struggled to achieve something but worked hard and eventually experienced success. For each: “How did I feel when I was trying to achieve?” “How did I feel when I received and decided upon the overall outcome?” “What were some barriers that I had to overcome and how did I overcome these barriers?” “What did I learn within each experience?” “What mindset is reflected?” **Students are provided with “Famous Failures Fact Sheet”**  
(5 minutes) **(5 minutes)** Students brainstorm ways fear of failure can affect them; e.g. confidence to try new things, outgoing behaviours.  
(20 minutes) **Why do we fall- Motivational Video** Students reflect on video within their diaries. “Did this video motivate you in any way shape or form? Why/why not? What feelings occurred within you whilst watching? What was your favourite part of the movie that resonated most closely with you? What mindset is reflected in the video and why? Would you...” | **Quick Starter:**  
- Think of a time that you found something too difficult and gave up trying to achieve what you had set out.  
- How did you feel when you decided to stop trying?  

Feelings of guilt, shame, worthlessness and disappointment may have been felt when deciding to cease achieving a goal. These feelings could therefore have had a negative impact on ones mental health and wellbeing.  
- Think of a time when you worked hard to achieve something and did not stop until you reached your goal.  
- How did you feel when you achieved your goal?  

Feelings of strength, happiness, success, achievement and worth may have been felt when achieving a set goal. Such feelings have a positive effect on ones sense of self and mental wellbeing.  
| Reflection journals  
Famous failures fact sheet  
‘Why do we fall’- Motivational video  
Laptop, smart-board  
Michael Jordan quotes  
Goal setting template  
Tracking Mastery sheet |
use this video to encourage positive and proactive thinking? What quote did you take from the video?

https://www.youtube.com/watch?v=mgmVOuLgFB0

(10 minutes) Michael Jordan Case Study:
“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed”
“If you’re trying to achieve there will be roadblocks. I’ve had them; everybody has had them. But obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it”

Students reflect on both these quotes and answer the following questions:
“What role models do you have that encourage you to continue to strive to do better, be better, achieve and be successful regardless of adversity and obstacles that may arise? Explain how they motivate you and how you may grow up to inspire someone else with admirable qualities and traits? Discuss the importance of appropriate role models.”

(15 minutes) Setting Goals: Students create and set goals using the provided template. Students are required to set SMART goals (Specific, measurable, achievable, realistic, timely) in order for the activity to have any benefit.

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<thead>
<tr>
<th>SMART Goal-Setting:</th>
<th>Backward Mapping sheet</th>
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<tbody>
<tr>
<td><strong>Specific:</strong> to themselves as an individual and aren’t too broad.</td>
<td><strong>Common barriers:</strong> lack of resources or money, feelings of worthlessness, feelings of impossibility, low confidence.</td>
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<td><strong>Measurable:</strong> have some way of measuring progress towards the goal and a target to when the goal is achieved.</td>
<td><strong>Why do we fall:</strong> This is an individual task and therefore your answers may be different to your peers. There will be different interpretations of the video clip. Common feelings: Motivation, determination, a want to achieve something, a want to do better and be better, pride, and admiration. Mindset in the video reflects a growth mindset in which every individual has the vision to continuously be better and improve based on hard work and determination.</td>
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<td><strong>Achievable:</strong> The goal is achievable for the person attempting.</td>
<td><strong>Michael Jordan Case Study:</strong> Even extremely successful, world-class humans in their fields experience and see failures as important opportunities to learn and better their abilities.</td>
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<td><strong>Realistic:</strong> Goals need to be realistic. This includes the goal itself, the suggested time frame and the strategies to achieving the goal.</td>
<td><strong>SMART Goal-Setting:</strong></td>
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<td><strong>Timely:</strong> A timeframe needs to be set in order to motivate individuals to reach small goals in their journey to achieving their main goal. Timeframe again needs to be realistic.</td>
<td><strong>Specific:</strong> to themselves as an individual and aren’t too broad.</td>
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<td><strong>Note:</strong> Goals will be different for every person.</td>
<td><strong>Measurable:</strong> have some way of measuring progress towards the goal and a target to when the goal is achieved.</td>
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<tr>
<td>-It is important to look at mistakes in a positive light. For every mistake you make you can learn a lesson and better your abilities, skills and understanding for the next time you complete a similar task. It is important not to look at mistakes as a negative thing, in which you make a judgement about your self-worth and ability to achieve.</td>
<td><strong>Achievable:</strong> The goal is achievable for the person attempting.</td>
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<td><strong>Realistic:</strong> Goals need to be realistic. This includes the goal itself, the suggested time frame and the strategies to achieving the goal.</td>
<td><strong>Timely:</strong> A timeframe needs to be set in order to motivate individuals to reach small goals in their journey to achieving their main goal. Timeframe again needs to be realistic.</td>
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Backward Mapping and Tracking Mastery sheet:
Students complete the “Backward Mapping” and “Tracking Mastery” sheets from ReachOut. This activity requires students to positively reflect on mistakes made or potential mistakes that could occur. Students acknowledge how such mistakes could be used to experience growth and improvement and learn a lesson. As well as reflecting on potential mistakes these scaffolds act as another resource for students to set goals for improvement and achievement.

Conclusion: (5 minutes) Students ‘Think-Pair-Share’ one goal they are determined to reach. Students explain the steps to achieving that goal, any challenges they may come across along the way and ways that they will be able to overcome these challenges and grow as a person. Students pick a buddy whom will check up on them each week to see where they are at with achieving their goal, holding them accountable for their development and commitment to being better.
### Knowledge and Understanding Outcomes:

**5.1.** A student analyses how they can support their own and others’ sense of self

**5.3.** A student analyses factors that contribute to positive, inclusive, and satisfying relationships

**5.6.** A student analyses attitudes, behaviours and consequences related to health issues affecting young people

**5.8.** A student critically analyses health information, products and services to promote health

### Skills Outcomes:

**Communicating 5.11.** Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

**Interacting 5.13.** Adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives

### Learn Abouts:

**Supporting yourself (5.1)**
- Reframing negative thoughts and statements and positive thinking

**Supporting others (5.1)**
- Valuing difference and diversity
- Recognising and challenging inequities
- Use of inclusive and exclusive language
- Identifying positive and negative behaviours that impact on others

**Affirming Diversity (5.3)**
- Empathy and understanding
- Appreciating diversity as normal
- Valuing individual differences and perspectives

**Mental Health (5.6)**
- Understanding mental health
- Help-seeking behaviours
- Reaching out: helping yourself and helping others

**Factors influencing access to information and services by young people (5.8)**
- Young people’s rights to health care, knowledge of services available, what services offer and how they can be assessed
- Skills to access health information

### Learn To’s:

**5.1.** Explain how thoughts can affect feelings and behaviour, practise strategies to manage unhelpful and unrealistic ways of thinking

**5.1.** Examine the role and impact of stress on health and rehearse a range of positive management strategies

**5.1.** Explore attitudes to, and the importance of peer support for students with particular needs

**5.3.** Clarify personal values and challenge negative community values and images relating to diversity

**5.6.** Challenge negative community perceptions of mental health and identify reasons why these have developed

**5.7.** Identify inequities that exist in the local community and propose actions to address them

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### Learning and Teaching Strategies

**How are they going to learn about it?**

**What is the order of learning?**

**Introduction:**

(8 minutes) **Quick Starter:** Students brainstorm how differences and diversity can have an affect on ones mental health.

**Note:** Make sure that mental health issues aren’t characterised as normal for specific groups. Avoid placing a negative connotation around diverse groups.

Students reflect, write down, create a podcast, draw a picture or write a poem about ways in which they are an individual and are different. Students reflect on how these characteristics provide them with positive and...

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### Key Teaching Points

**What do I want them to learn and understand?**

**Quick Starter**

An example of how differences can have an affect on ones mental health includes: females are more prone to body-image issues and low self-esteem throughout their adolescent years. This can have a major detrimental impact on their mental health and wellbeing.

Although exhibiting diversity can increase the risk factors to poor mental health it should be noted that this does not mean that every person from specific backgrounds will experience poor mental health issues. A negative connotation...

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### Equipment/Resources

**Reflection journals**

**Laptop/tablet per group**

**Question sheets for each group**
desirable attributes that aid them in becoming a valued person and member of society.

Body:

(15 minutes) Brainstorm: Students brainstorm ‘stigmas’, expectations and beliefs that currently surround mental health, vilification and social norms. Inadvertent and intentional discrimination will both be addressed and discussed. Students are allowed to use their laptops or tablets if they have access to add to their knowledge around ‘stigmas’.

(35 minutes) Jigsaw Research Task: Students are split into groups of three (10 groups of 3) and provided with a diverse group to research: women, men, adolescents’, ATSI, LGBTIQ. Students investigate and explore credible resources within their group and answer the provided discussion questions. Each student in the group will have a specific role (this role will rotate), and will be responsible for learning as they will be expected to teach their peers what they have learnt.

should not be placed around certain sub-groups as being ‘crazy’, ‘loony’ or mentally unwell. Everyone is different from the person sitting next to them and each person has different risk factors that are relative to them. Just as everyone has risk factors, each individual has strengths and desirable attributes.

Brainstorm: An example of a current ‘stigma’ that surrounds mental health could include: “Admitting that you are not coping and seeking help for mental health is shameful and should be hidden from the wider community.” “People who are mentally unwell are crazy and fragile.”

Inadvertent discrimination: The way we act and things we do which we may not be aware of yet are treating a group of people as inferior. Unconscious prejudices; for example not asking an African American person for help.

Intentional discrimination: Peoples actions that are deliberately motivated by their attitudes and beliefs, for example: treating someone differently for who they are.

Conclusion: (2 minutes) Students are informed of what will occur next lesson. Students will be peer-teaching students who researched different sub-groups in order to benefit and broaden their knowledge and understanding of a range of diverse community members.

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Teacher’ s name/s: Samantha Economos

Strand/s:  
1. Self and Relationships  
3. Individual and Community Health

Stage: 5 Year: 10

Lesson number:  6/10

Difference and Diversity

Knowledge and Understanding Outcomes:  
5.1. A student analyses how they can support their own and others’ sense of self  
5.3. A student analyses factors that contribute to positive, inclusive and satisfying relationships  
5.6. A student analyses attitudes, behaviours and consequences related to health issues affecting young people  
5.8. A student critically analyses health information, products and services to promote health

Skills Outcomes:  
Communicating 5.11. Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations  
Interacting 5.13. Adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives

Learn Abouts:  
Supporting yourself (5.1)  
- Reframing negative thoughts and statements and positive thinking  
Supporting others (5.1)  
- Valuing difference and diversity  
- Recognising and challenging inequities  
- Use of inclusive and exclusive language  
- Identifying positive and negative behaviours that impact on others  
Affirming Diversity (5.3)  
- Empathy and understanding

Learn To’s:  
5.1. Explain how thoughts can affect feelings and behaviour, practise strategies to manage unhelpful and unrealistic ways of thinking  
5.1. Examine the role and impact of stress on health and rehearse a range of positive management strategies  
5.1. Explore attitudes to, and the importance of peer support for students with particular needs  
5.3. Clarify personal values and challenge negative community values and images relating to diversity  
5.3. Design an advocacy strategy  
5.6. Challenge negative community perceptions of mental
### Mental Health (5.6)
- Understanding mental health
- Help-seeking behaviours
- Reaching out: helping yourself and helping others

### Factors influencing access to information and services by young people (5.8)
- Young people’s rights to health care, knowledge of services available, what services offer and how they can be assessed
- Skills to access health information

### Learning and Teaching Strategies

**Introduction:**

(5 minutes) Students are provided with their new groups and one group at a time are allowed into the classroom to set up tables for their group. Students recap on what they were doing within the last lesson.

(35 minutes) Peer teaching: Each student from their group will join with four other people who have covered a different sub-group (6 groups of 5) and teach them what they have learnt and the overall developed understanding gained. Students should use the provided discussion sheets to facilitate the peer-teaching experience and ensure all content and understandings are covered. Peers are encouraged to ask questions of each other in order to expand the learning of everyone within the class. The teacher will act as a facilitator of conversation between the students and acknowledge any areas of confusion or a lack in knowledge. Teacher will provide students with extension questions where necessary and probe to encourage them to explore further and become inquisitive thinkers and learners.

(10 minutes) In their original groups students come up with strategies and initiatives to counteract negative mental health outcomes and stigmas attached to their researched group e.g. inclusive language, campaigns.

(10 minutes) Beginning of assessment task:
In pairs develop a positive mental health campaign and idea for a positive mental health advertisement campaign. Students are provided with their assessment task due in week 7 and begin brainstorming ideas. If there is any confusion or if students are unable to sort out their own partners, the teacher will facilitate this, answering any question students may have.

### Key Teaching Points

**What do I want them to learn and understand?**

Checks for understanding/refocusing the students on the task: “How can our differences and diversity have an affect on our mental health? Protective and risk factors should be provided.” “What is one thing each group learnt that was interesting during the previous lesson?”

Peer teaching: Teacher will act as a facilitator of conversation between the students, acknowledging any areas of confusion or a lack in knowledge. Teacher will provide students with extension questions where necessary and probe to encourage them to explore further and become inquisitive thinkers and learners.

Example: Encouraging inclusive language: Setting goals to abolish words and sentences that hold a negative connotation towards a specific group. Having school policies and disciplinary procedures behind such language could be one way to counteract negative health outcomes and thought processes, e.g. “The Invisible Discriminator”

### Equipment/Resources

- Reflection journals
- Laptop/ tablet per group
- Question sheets for each group
- Assessment Task sheet and marking rubric
- *Digital advocacy campaign resources
- *Storyboarding template
- *Taking action to reduce stigma
- *(Handed out as support resources to accompany assessment task

### Conclusion:

Students will have decided on their partner, theme and begin brain-storming ideas for their campaign. Students are asked to bring in a photograph of a person they feel is exhibiting signs of being mentally unwell for discussion in the next lesson.
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### Knowledge and Understanding Outcomes:

5.1. A student analyses how they can support their own and others’ sense of self
5.3. A student analyses factors that contribute to positive, inclusive and satisfying relationships
5.6. A student analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7. A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours
5.8. A student critically analyses health information, products and services to promote health

### Skills Outcomes:

**Communicating 5.11.** Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

**Problem-solving 5.16.** Predicts potential problems, justifies and evaluates solutions

### Learn Abouts:

**Supporting yourself (5.1)**
- Appropriate expression of needs and feelings

**Supporting others (5.1)**
- Valuing difference and diversity
- Recognising and challenging inequities
- Supporting others to find their own solutions
- Identifying positive and negative behaviours that impact on others

**Affirming Diversity (5.3)**
- Empathy and understanding
- Respect and trust
- Appreciating diversity as normal
- Valuing individual differences and perspectives

**Mental Health (5.6)**
- Understanding mental health
- Maintaining connections
- Help-seeking behaviours
- Reaching out: helping others and helping yourself

**Empowering individuals and communities (5.7)**
- Developing personal skills

**Factors influencing access to information and services by young people (5.8)**
- Young people’s rights to health care, knowledge of services available, what services offer and how they can be accessed
- Skills to access health information, products and services
- Availability of health information, products and services
- Embarrassment in disclosing health concerns

### Learning and Teaching Strategies

**How are they going to learn about it?**

**What is the order of learning?**

**Introduction:**

(10 minutes) Re-acknowledge the support services researched throughout the unit already. Students ‘think-pair-share’ their “mentally unwell” photograph and

### Key Teaching Points

**What do I want them to learn and understand?**

Mentally unwell photographs: As this is a subjective task, many students will have different ideas around what a mentally unwell person will look like, this might be based around their personal

### Equipment/Resources

**What will I need?**

Mentally unwell photographs
Laptops/ tablets
<table>
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<tr>
<th><strong>Body:</strong></th>
<th><strong>Conclusion:</strong> (5 minutes)</th>
</tr>
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<tr>
<td><strong>(35 minutes) Personal Stories:</strong> Black Dog Institute: Students look at personal stories and reflections on the Black Dog Institute page in pairs (if students do not have access to a tablet or computer stories to be printed out and dispersed to those students). Students answer reflection questions <em>(Appendix)</em> on personal stories (1-2) <em>(Appendix)</em> that really stand out to them. <strong>Questions:</strong> How was the individual feeling before diagnosis? Was there anything that triggered their depression? What were the signs and symptoms that friends, families, peers etc. should look out for? <em>(Use the ‘Body Outline Worksheet’ to complete this <em>(Appendix)</em>.</em> Were there reasons why they did not seek help earlier? Anything else that stood out to you? What support did the individual have? How did they overcome their poor mental wellbeing? Positive realisations the individual had? Did their mindset change? Any interesting comments and concerns that were raised about mental health? Hopes for the future? As a group discuss what you could do as their friend to support them as they go through this experience. How could you help them out? What could you do to make things a little easier for them? <em>(The understanding acquired from personal stories can be used to provide students with further ideas on their campaign and provide a deeper insight into their target audience).</em>*</td>
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<tr>
<td>Students are provided with the “How to ask R U OK?” document <em>(Appendix)</em> from the ‘R U OK? Toolkit’ to help inform their ability to start a conversation and provide support. <strong>(10 minutes) Trusted Support Networks:</strong> Students draw people within their reflection journals that are trusted people whom they would go to with their issues. Students branch off from the drawing in a mind-map fashion explaining why they would go to that person for support and the desirable attributes that make them trustworthy and knowledgeable. Students share their choice of trusted people and the traits that they see as desirable <em>(students use pre-existing knowledge of desirable relationship qualities from past units)</em>.</td>
<td>Re-establish the expectations and learning goal. Offer any assistance to students who are struggling with certain aspects of information. Checks for understanding e.g. “Pose- Pause- Pounce- Bounce” to allow higher and lower learners to contribute. Encourage students to continue to build their repertoire of supportive skills and collection of support services available.</td>
</tr>
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<td><strong>Experience, societies expectations and information they have already been exposed to.</strong> Note: It is important to understand that people who aren’t mentally unwell may look it and people who are mentally unwell may be extremely good at hiding it. Everybody is different and reacts in different ways, just as people react to the cold or flu differently. Being able to distinguish between someone who is mentally unwell and someone who is simply having a bad day is hard. <strong>Personal Stories:</strong> Students explore: o Triggers of depression o Signs and symptoms o Reasons for not seeking help o Support networks o Overcoming poor mental wellbeing o Positive realisations o Individuals mindsets o Hopes individuals have for the future o Ways they could support a friend who is going through something similar. <strong>Note:</strong> The understanding acquired from personal stories can be used to provide students with further ideas on their campaign and provide a deeper insight into their target audience. <strong>Trusted Support Networks:</strong> Students explore: Desirable attributes: supportive, active listener, informative, caring, considerate, reliable and kind. <strong>Trusted Support:</strong> Close friends, family members, teachers, scout leaders, legitimate help sites e.g. Beyondblue, Black Dog Institute, coaches, doctors and colleagues. <strong>Note:</strong> It isn’t the amount of friendships and relationships a person has, but rather the quality of the relationships.</td>
<td><strong>Black Dog Institute</strong> <strong>Personal Stories webpage</strong> <strong>Reflection questions ‘How to ask R U OK?’ document</strong> <strong>HeadStrong Activity Sheet: Supporting somebody who may be experiencing a mood disorder</strong></td>
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</table>
Note: If possible it would be beneficial to introduce and take students to visit support services e.g. local youth centre, headspace centre. As an alternative, external support providers could be brought into the school for a year 10 assembly to make the learning real for the students, allow them to learn from someone else and break down barriers students may have developed by facilitating a personal link and knowledge of how to access this support service.

Teacher’s name/s: Samantha Economos  
Stage: 5 Year: 10  
Lesson number: 8/10  
Positive mental health strategies

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<td>5.1. Examine the role and impact of stress on health and rehearse a range of positive management strategies, e.g. yoga, relaxation, physical activity, listening to music</td>
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<td>5.3. Design an advocacy strategy</td>
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<td>5.8. Locate health and support services in the local area that promote and maintain the health and wellbeing of young people</td>
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<td>5.8. Discuss strategies that encourage young people to access appropriate health services</td>
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<tr>
<td><strong>Note:</strong> Student are allowed into the classroom in small groups to move the tables off to the side and to the back of the classroom, leaving the middle of the classroom completely free.</td>
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<tr>
<td><strong>(15 minutes) Friday Fives: Superman Cape Support (Appendix).</strong> This activity</td>
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<tr>
<td>- Everybody copes differently and has different wellbeing strategies. It is important to note what works for one person may or may not work for another. Students need a vast range of ways to support themselves in maintaining positive mental health outcomes.</td>
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<tr>
<td>- Examples of what students may share: Playing</td>
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<tr>
<td>Butchers Paper x 1 sheet for each student</td>
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<tr>
<td>Sticky Tape</td>
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encourages students to learn from each other and share wellbeing strategies with each other. Students learn new ways to look after their mental health. Each student tapes a piece of butchers’ paper to their back like a cape and is given a texta. Students walk around the room talking to different people from the class (one-on-one). Students share tips on how they get through hard times. Once they have finished their conversation students take it in turns to write one coping strategy or activity their partner does to maintain positive mental wellbeing and happiness. Once this is done students repeat the process however cannot write down something that is already on the cape.

**Body:**

**(40 minutes) Exploration:** Students explore positive mental health strategies and initiatives within the class (encouraged to bring PE uniform), inclusive of:

- Smiling Mind: Mindfulness Activities
- Power Up (Biteback.org.au)
- In the Zone (Biteback.org.au)
- Mental Fitness (Biteback.org.au)
- Acts of Kindness
- Balanced app.
- 1 Giant Mind app.
- Recharge Sleep app.
- ReachOut Breathe app.
- ReachOut Worry Time app.
- Mind Teasers
- Positive affirmations
- Mental Health support groups
- Physical activity
- Yoga, meditation and pilates
- Team-building activities

Note: Throughout the unit after physical education classes students are required to note their change in mood and emotions. Students discuss and evaluate the use of different physical activity pursuits to increase their positive psychology, mental wellbeing and sense of self; with the aid of the ‘Exercise your mood chart: HeadStrong Support (Appendix)’. Students are encouraged but not required to record their exercise patterns and mood for a week physical activity regime. Completed sheets should be glued into students’ reflection journals.

music, exercising, baking, and talking to a friend. Students explore the below apps. and choose a few activities they would like to become involved in.

** Exploration:**

Note: Pending on the make-up of the class different classes may want to be involved in different programs or initiatives. It would be beneficial to provide the students with the choice in previous lessons so to be able to adequately prepare.

Students will be involved in activities and strategies that they could potentially use to encourage positive mental health. Students reflect on each activity they are involved in within their reflection journals and discuss whether or not it was suitable for them in achieving the desired result.

Questions for reflection include:

“Did this strategy benefit me? If so, how?”
“Would I use this strategy in my everyday pursuits?”
“What was my mood like before being involved in the activity? Did it change, if so, how?”
“Do you think this program and strategy could be implemented into schools? Why and how?”
“What overall benefits were observed?”

Discuss **Martin Seligman’s PERMA framework for wellbeing** with the students in order to aid their reflections. How does each activity foster:

**P- Positive emotions:** Do the activities allow you to focus on positive things and the good stuff in life? Does it foster positive emotions?

**E- Engagement:** Are you immersed and absorbed in the activity? Is this activity allowing me to think clearly, openly and increasing my motivation?

**R- Relationships:** Are positive relationships being fostered through this activity?

**M- Meaning:** Does this activity make you feel as though you belong? Is it fostering a sense of self? Does it make me feel as though I have a sense of purpose?

**A- Achievement:** Am I achieving something or working towards a set goal? What is being achieved?
Conclusion: Students begin to build a personal library of positive mental health strategies they can use within their everyday lives to benefit their mental wellbeing and overall life experiences.