

Mental Health Month 2023

SCHOOLS PACK

WE ALL HAVE A ROLE TO PLAY



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ABOUT

This guide includes Mental Health Month lessons for each stage from Early Stage 1- Stage 6 (Yr. 11). Teachers will find 3 x 30 minute lessons for the first three weeks of Term 4. Mental Health Month activities are also provided for HSC candidates and their families.

Mental Health Month 2023 celebrates the roles we can all play in promoting positive mental health messages. Each week's lessons are designed around the role of the week.

Week 1 Role: **Incredible Individuals**

Week 2 Role: **Amazing Ally**

Week 3 Role: **School Superstar**

How to use the weekly class activities

1. Teachers can use the complete lessons provided.
2. Teachers can choose to use individual activities within the lessons.
3. Teachers will find a resource list for each weekly classroom activity.
4. Each lesson is approximately 30 minutes in duration.

Resources

The underlined resources in this guide are provided in the Schools Pack: Resources, Slides

Setting up a supportive classroom climate and learning environment

It is essential for teachers using the Mental Health Month Schools pack to consider how they will set up a supportive learning environment and a classroom climate conducive to building concepts and sharing information about mental health.

It is important that all activities used in classrooms rely on a positive and strong trust relationship between the teacher and the children in their class, as well as positive relationships with parents and carers.

Whilst the schools pack in NSW provides content and resources, teachers are best placed to decide the time and emphasis given to the material, reflective of the needs of their students.

Key strategies

1. Ensure students feel safe to discuss possibly sensitive topics and ask questions. Let students know that they are able to remove themselves from uncomfortable conversations and can seek support if required.
2. Prepare to actively discourage public disclosures and ensure supports are in place for students and they know how to access these.
3. Ensure the School Wellbeing team are informed and part of the planning and preparation for the delivery of the Mental Health Month Schools pack activities and your other Mental Health Month promotion activities.
4. Communicate with parents about your Mental Health Month activities. This helps develop a support network for students and brings the school community together for your Mental Health Month promotion activities.

WEEK 1 - INCREDIBLE INDIVIDUALS

Early Stage 1 (K)

Duration	30 minutes
Learning Intention	Students start to recognise and describe their own feelings, where they feel these in their body and practice a breathing technique which can help us manage strong feelings.
Resources	<ul style="list-style-type: none">• Expressions slide• Expressions resource made into cards• Feelings resource• Body map outline
PDHPE Curriculum Outcomes	PDe-9 Practises self-management skills in familiar and unfamiliar scenarios
General Capabilities	Personal and social capability- manage themselves, relate to others and develop empathy
Activity Description	<p>Take away message: We all experience a range of thoughts and feelings. We can feel these in our bodies. We can use breathing to feel calm.</p> <ol style="list-style-type: none">1. Teacher says: Today we're going to look at some expressions on faces and talk about feelings. Look at the <u>Expressions slide</u>.2. Teachers says: What feelings do these expressions show? We're going to talk about Feelings3. Teacher reads: Feeling words from the <u>Feelings resource</u>. Teacher selects one feeling (Eg, sad). Where might you feel this in your body? (Eg, tummy or chest). Teacher selects other feeling words, holds up and asks students where might you feel this in your body?4. Individual students point on the <u>body map</u> to where they might "feel" the feeling. Students might notice that people feel feelings in a different part of their body and that's OK.5. Teacher says: How are you feeling right now? Students choose an <u>Expression card</u> that represents that feeling. Invite students to stick on to the <u>body map</u> where they feel this feeling in their body.6. Teacher invites students to look at the <u>body map</u> and see that we can experience feelings in different ways.7. Teacher explains that when we experience a strong feeling that makes us uncomfortable, we can focus on our breathing which may help us to feel calmer. When we are not calm, our breathing is often shallow and quick. Belly breaths help us make sure that air is filling up all the way down to our stomach. Everyone places a hand on their belly to check where this is. Each student lies/sits on the mat with their hand lightly resting on their belly. Teacher invites students to close their eyes and to take a breath and feel the way your belly moves up and down. As you breathe in and out quietly, watch your hand move up and down as your belly moves up and down with each breath. Teacher can play calm music and ask children to breathe as quietly as they can. (1-2 mins) Following the activity, teacher can invite students to express how they feel now.

WEEK 1 - INCREDIBLE INDIVIDUALS

Stage 1

Duration	30 minutes
Learning Intention	Students develop an understanding of the thoughts- feelings-body connection. They recognise their own thoughts and feelings, where these are felt in the body and use a breathing technique to help manage strong feelings.
Resources	<ul style="list-style-type: none"> • Expressions slide and Expressions resource made into cards • Feelings resource • Body map outline
PDHPE Curriculum Outcomes	PD1-9 Demonstrates self-management skills in taking responsibility for their own actions
General Capabilities	Personal and social capability - manage themselves, relate to others and develop empathy
Activity Description	<p>Take away message: We experience many different thoughts and feelings. We can feel these in our bodies. We can calm ourselves when we experience strong feelings.</p> <ol style="list-style-type: none"> 1. Today we're going to look at some expressions on faces and talk about feelings. Look at the <u>Expressions slide</u>. 2. What feelings do these Expressions show? (e.g., sad, happy, excited, angry etc) 3. Our expressions show our thoughts and feelings. We're going to talk about thoughts and feelings. 4. Teacher reads individual feelings from the <u>Feelings resource</u>. Teacher asks what might your face look like if you felt this? 5. Teacher places expressions cards out and invites students to select an Expression card that matches to how they feel now. 6. Teacher says let's think about where in our body we can feel the feeling (eg happy- warm feeling in our tummy; confused, hot feeling in our head, excited our heart beating fast etc) 7. Invite students to stick their expression card onto the <u>body map</u> where they feel it. and stick it on the body map where they feel it. Students may notice people feel the same feeling in a different part of their body-that's OK (eg. fear may be in the head area for one person and in the stomach area for someone else.) 8. Teacher can ask students to consider the different feelings they may have during the day and what causes us to have different feelings during the day. 9. Teacher explains that when we experience a strong feeling that makes us uncomfortable, we can focus on our breathing which may help us to feel calmer. When we are not calm, our breathing is often shallow and quick. Belly breaths help us make sure that air is filling up all the way down to our stomach. Everyone places a hand on their belly to check where this is. Each student lies on the mat and/or rests their hands lightly resting on their belly. Teacher invites students to close their eyes and to take a breath and feel the way your belly moves up and down. As you breathe in and out quietly, watch your hand move up and down as your belly moves up and down with each breath. Teacher can play calm music and ask children to breathe as quietly as they can, (1-2 mins). Following the activity, teacher can invite students to express how they feel now.

WEEK 1 - INCREDIBLE INDIVIDUALS

Stage 2

Duration	30 minutes
Learning Intention	Students develop an understanding of the thoughts- feelings-body connection, how we express our thoughts and feelings and use a basic breathing technique to use when experiencing strong feelings.
Resources	<ul style="list-style-type: none"> • Expressions slide and Expression resource made into cards • Feelings resource printed onto cards • 'I could' resource printed onto cards
PDHPE Curriculum Outcomes	PD2-9 Demonstrates self-management skills to respond to their own and others' actions
General Capabilities	Personal and social capability - manage themselves, relate to others and develop empathy
Activity Description	<p>Take away message: We experience many different thoughts and feelings. We can feel these in our bodies. We can calm ourselves when we experience strong feelings.</p> <ol style="list-style-type: none"> 1. Today we're going to look at some expressions on faces and talk about feelings. Look at the Expressions slide. 2. What feelings do these Expressions show? 3. Look at the Feelings resource 4. How do you feel now? Students select an Expression from the Expression cards and write the feeling on the reverse side. Students attach their expression card to where they feel the feeling on the body map. Some people will feel it in a different part of their body-it's OK to show different feelings on different parts of the body (e.g. fear may be in the head area for one person and in the stomach area for someone else.) 5. Teacher explains that our feelings change depending on the situations and experiences we have during the day. Let's look at what we can do when we have different feelings. Teacher reads out from the I could options. Teacher writes I feel.... I could on the board and demonstrates completing sentences using Feeling cards and I could cards to make a sentence, I feel....I could..... (e.g. I feel nervous. I could take a few deep breaths.) 6. Invite students to select a feeling card and an I could card to make sentences on the board (e.g., I feel confused I could ask the teacher). Talk about the different sentences and whether there are new ideas students have learned to try next time they feel like this. 7. Teacher explains that when we experience a strong feeling that makes us uncomfortable, we can focus on our breathing which may help us to feel calmer. When we are not calm, our breathing is often shallow and quick. Belly breaths help us make sure that air is filling up all the way down to our stomach. Everyone places a hand on their belly to check where this is. Each student lies on the mat and/or rests their hands lightly resting on their belly. Teacher invites students to close their eyes and to take a breath and feel the way your belly moves up and down. As you breathe in and out quietly, watch your hand move up and down as your belly moves up and down with each breath. Teacher can play calm music and ask children to breathe as quietly as they can, (1-2 mins). Following the activity, teacher can invite students to express how they feel now.

WEEK 1 - INCREDIBLE INDIVIDUALS

Stage 3

Duration	30 minutes
Learning Intention	Students develop an understanding of the thoughts- feelings-body connection, how we express our thoughts and feelings and use a basic breathing technique to use when experiencing strong feelings.
Resources	<ul style="list-style-type: none"> • Expressions slide and Expressions resource printed onto cards • Feelings resource • Physical signs resource • Primary Schools scenarios resource
PDHPE Curriculum Outcomes	PD3-9 Applies and adapts self-management skills to respond to personal and group situations
General Capabilities	Personal and social capability - manage themselves, relate to others and develop empathy. Literacy -make meaning, express thoughts and emotions
Activity Description	<p>Take away message: We experience many different thoughts and feelings. We can feel these in our bodies. We can calm ourselves when we experience strong feelings.</p> <ol style="list-style-type: none"> 1.Today we're going to look at some expressions on faces and talk about feelings. Look at the <u>Expressions slide</u>. What feelings do these Expressions show? Teacher places <u>Expression cards</u> out on the table, students select one that matches how they feel today. View the <u>Feelings resource</u>. 2.Students work in pairs or groups to name the feeling that their <u>Expression card</u> shows and write the feelings on the backs of the cards. There are blank cards to creating original Expression cards. 3.If someone felt this feeling, where might they feel it in their body? (For example some people may feel sad in their tummy, some people in their chest, some people may feel sad in their tummy and chest or somewhere else.) 4.View the <u>Physical signs resource</u>. Students write the physical sign that matches the expression on the back of the card. 5.Teacher reads out one or two of the <u>Primary School scenarios</u> and asks students if this was you, How do you feel? What physical sign might you have: (for example heart beating faster, tears in your eyes, red in the face, fast breathing). 6.Teacher explains that when we experience a strong feeling that makes us uncomfortable, we can focus on our breathing which may help us to feel calmer. When we are not calm, our breathing is often shallow and quick. Belly breaths help us make sure that air is filling up all the way down to our stomach. Everyone places a hand on their belly to check where this is. Each student lies on the mat and/or rests their hands lightly resting on their belly. Teacher invites students to close their eyes and to take a breath and feel the way your belly moves up and down. As you breathe in and out quietly, watch your hand move up and down as your belly moves up and down with each breath. Teacher can play calm music and ask children to breathe as quietly as they can, (1-2 mins). Following the activity, teacher can invite students to express how they feel now.

WEEK 1 - INCREDIBLE INDIVIDUALS

Stage 4

Duration	30 minutes
Learning Intention	Students focus on understanding feelings, enhancing empathy and respect for others and the importance of help seeking.
Resources	<ul style="list-style-type: none"> • Expressions slide, Feelings resource, Physical signs of feelings resource, Feelings wheel resource printed onto paper • Paper, textas, coloured pencils • How can you tell someone needs help resource, Questions you can ask resource
PDHPE Curriculum Outcomes	PD4-9 demonstrates self-management skills to effectively manage complex situations
General Capabilities	Personal and social capability - manage themselves, relate to others and develop empathy. Literacy -make meaning, express thoughts and emotions
Activity Description	<p>Take away message: We all experience a range of feelings and how they make us feel in our body. It's good to understand when we need help and use strategies to reach out for help.</p> <ol style="list-style-type: none"> 1. First, we're going to look at some expressions on faces and talk about the feelings they are showing. Look at the Expressions slide. What feelings do these Expressions show? 2. View Feelings and Physical signs of feelings resource. Teacher selects a few feelings to discuss- eg, sad, angry, happy. Where do we feel these feelings in our bodies? Teacher explains- today we're going to each make a Feelings wheel. Teacher hands out the Feelings wheel templates. Students choose 6 different feelings from the Feelings resource. 3. Students select colours to represent their chosen feelings, using both the feeling and physical signs to help them, then label the feelings within the wheel. Teacher can note that people choose different colours to represent feelings. Why do you think this is? 4. MHM gives us an opportunity to recognise signs (in ourselves) or others that may show they are struggling and explore the ways we can reach out for help. 5. Teacher says: There may or may not be indications that someone is struggling with managing strong feelings. If there were outward signs what might these be? Invite student answers, (Eg, we/they may be withdrawn, not talking, absent from school, not messaging, look sad). Teacher shows the How can you tell someone needs help resource. 6. Teacher says, So now we've looked at what the behaviour might be of someone who is struggling, let's consider ways individuals can reach out for help. Teacher shows the Questions you can ask resource to start the discussion. Who are the people around us we could ask? (Eg, Teacher, parents, relative, friend, elder, school counsellor, Wellbeing staff etc) 7. Teacher explains that mindfulness and breathing techniques may help us manage strong feelings and stress by helping us to calm down and be 'present'- not thinking about the past or worrying about the future, but instead focusing on our breath. We're going to try a breathing activity called Opposites. Teacher invites students to close their eyes or if preferred soften their gaze, look down etc and take deep releasing breath. This activity will take about 2 minutes. Focus on your breathing, the breath moving naturally in and out. Now start to feel a sense of heaviness and connection to the ground through your feet. Your limbs are heavy as if made of wood or iron. Feel your body relaxing into the earth. Take a deep releasing breath. Now move to the opposite feeling. Your limbs are made of wispy clouds. You're floating freely in the air. Take a deep releasing breath. How do you feel having tried out the two opposites?


WEEK 1 - INCREDIBLE INDIVIDUALS

Stage 5

Duration	30 minutes
Learning Intention	Students focus on understanding feelings, enhancing empathy and respect for others and the importance of help seeking.
Resources	<ul style="list-style-type: none"> • Expression slide • Thoughts, Feelings slides/resources • Gratitude card template resource printed A4 for class.
PDHPE Curriculum Outcomes	PD5-9 Assesses and applies self-management skills to effectively manage complex situations
General Capabilities	<p>Personal and Social capability - manage themselves, relate to others and develop empathy, develop and maintain positive relationships</p> <p>Literacy - make meaning, express thoughts and emotions</p>
Activity Description	<p>Take away message: There are useful tools which can help us manage thoughts and feelings we find challenging including positive self-talk, gratitude and mindfulness.</p> <ol style="list-style-type: none"> 1. Today we're going to start by looking at some different facial expressions. Teacher shows the Expressions slide. What feelings do these Expressions show? 2. How are you feeling right now? Invite students to look at the slide and think about the expression that matches how they feel now. 3. View the Feelings, Thoughts slides/resources. Teacher invites a discussion about how our thoughts influence our feelings. Discuss how do our thoughts influence our feelings? If you change your current Thought, can you change the Feeling and your facial expression and vice versa? (eg, thought I have so much to do, feeling worried, nervous expression to thought I'll make a study plan on the calendar, take a few releasing breaths, feeling less stressed, relieved expression) 4. Teacher invites a discussion on self-talk. We know self-talk, the internal dialogue we have with ourselves, goes on all the time. It can be positive or negative. Our self-talk expresses our beliefs, values and attitudes about ourselves and our world. Self-talk is an important part of our mental health. Pay attention to what you are saying to yourself. If it's often negative, what are ways we can turn negative self-talk into positive self-talk? Two ways to change our self-talk is to think about what you'd say to a friend in a similar situation and think about what we can do to change what you're feeling bad about. An example might be "I'm hopeless. I'll never be able to do this." Changing this to, "is there anything I can do that will help me with this?" and "Who can I ask for help?" 5. Another way to help us encourage our positive self-talk is thinking about what we are grateful for in our lives. Gratitude cards are a tool to help us when we want to reframe our thinking and change negative to positive self-talk. 6. Teacher distributes Gratitude A4 templates to students, (pairs or groups). Students take turns reading gratitude examples out and students either talk about their answers or write them down. 7. Teacher explains that mindfulness and breathing techniques may help us manage strong feelings and stress by helping us to calm down and be present- not thinking about the past or worrying about the future, but instead focusing on our breath. We're going to try a breathing activity called Opposites for about 2 minutes. Teacher invites students to close their eyes and take a deep releasing breath. Now, feel a sense of heaviness and connection to the ground through your feet. Your limbs are heavy as if made of wood or iron. Feel your body relaxing into the earth. Take a deep releasing breath. Now move to the opposite feeling. Your limbs are made of wispy clouds. You're floating freely in the air. Take a deep releasing breath. How do you feel having tried out the two opposites?

WEEK 1 - INCREDIBLE INDIVIDUALS

Stage 6

Duration	30 minutes
Learning Intention	Students focus on understanding feelings, enhancing empathy and respect for others and the importance of help seeking.
Resources	<ul style="list-style-type: none"> Expressions slide Be You Mental Health Continuum (click on resource to go to Be You website) What can I do for myself/Who can help me slide and resource Looking After My Mental Health resource printed for the class
Life Ready Outcomes	Support for self and others- recognising when help is needed, asking for and accepting help from others, supporting others
Activity Description	<p>Take away message: There are useful tools which can help us manage thoughts and feelings we find challenging including positive self-talk, gratitude and mindfulness.</p> <ol style="list-style-type: none"> 1. Teacher asks: Today we're going to look at some expressions on faces and talk about feelings. Look at the Expressions slide. What feelings do these Expressions show? 2. How are you feeling right now? 3. Teacher invites a discussion about how we think and talk about physical and mental health-If someone has a broken arm, what do we say? If a person has depression. What do we say? How do we feel? Do we speak about these illnesses differently? Why? What is stigma? Stigma is viewing someone with mental ill health negatively. Stigma can cause people struggling with their mental health to suffer discrimination and can stop them getting the help they need. Seeing the person first and not labelling them and speaking up when you hear negative comments about mental ill health reduces stigma. 4. Teacher draws or uses Be You Mental Health Continuum resource using the Be You Mental Health Continuum labels: <div style="text-align: center; margin: 10px 0;"> Flourishing Going OK Struggling Severely impacting everyday activities </div>  5. Teacher invites students to consider where they are (on the continuum) right now. Our Mental Health is constantly changing. Invite a discussion about what affects our mental health on a day to day basis? (exams, arguments with friends and family, a bad mark, negative self-talk, social media overload, the News etc) 6. What can we do when we're at struggling and overwhelmed? Teacher shows What can I do for myself/Who can help me slide and resource. Invite discussion about the options. 7. Teacher hands out Looking After My Mental Health resource. Students reflect on the strategies on the template. Do they use any of these? Which are the most helpful? Are there new ones here they would like to try? Invite discussion. 8. Teacher explains that mindfulness and breathing techniques may help us manage strong feelings and stress by helping us to calm down and be present- not thinking about the past or worrying about the future, but instead focusing on our breath. We're going to try a breathing activity called Opposites for about 2 minutes. Teacher invites students to close their eyes or soften their gaze downwards and take a deep, releasing breath. Now, take 5 quiet natural breaths and focus just on breathing in and breathing out. Just focus on the breath. Start to imagine feeling a sense of heaviness and connection to the ground through your feet. Feel that your limbs are heavy as if made of wood or iron. Feel your body relaxing into the earth. Take a deep releasing breath. Now move to the opposite feeling. Your limbs are made of wispy clouds. You're floating freely in the air. Take a deep releasing breath. How do you feel having tried out the two opposites?

WEEK 2 - AMAZING ALLY

Early Stage 1 (K)

Duration	30 minutes
Learning Intention	Students begin to explore their connection with their friends and classmates and how this is influenced by their feelings.
Resources	<ul style="list-style-type: none"> • Expressions slide • Hand mirrors/class mirrors • Face outline resource, printed for class • Coloured pencils, textas, straws, tape
PDHPE Curriculum Outcomes	PDe-9 Practises self-management skills in familiar and unfamiliar scenario
General Capabilities	Personal and social capability-manage themselves, relate to others and develop empathy Literacy- make meaning, express thoughts and emotions.
Activity Description	<p>Take away message: We all experience feelings in different ways- other people may be feeling something different to me.</p> <ol style="list-style-type: none"> 1.Today we're going to talk more about our Feelings. 2.Review the <u>Expressions slide</u>. Teacher asks students what feelings the expressions show-(for example, surprised, angry confused etc.) 3.Students look into a hand mirror or class mirror. Can you make your face show that you are happy, sad, angry, surprised, etc? 4.Teacher asks, if your face has a sad expression how does it make you feel? Can you feel sadness in your body? Where is it? (for example- tummy, chest). Teacher asks about other feelings- excited, happy, pleased, annoyed-do you feel these feelings in your body anywhere? (for example- tummy, head, chest, face etc) 5.Guessing game. Students take turns show an expression of a feeling to their partner, Can their partner guess the Feeling? Try other expressions and take turns guessing. 6.Draw your face with an expression that shows how you are feeling now on the <u>face outline</u>. Cut out, attach a straw with tape, like a mask that you can hold in front of your face. 7.Swap the "mask faces" to see how different expressions feel. 8.Teacher asks how can you tell how people are feeling? (Eg, look at their face, how they are sitting, walking, ask them etc). How can you help if you notice a friend is feeling sad / angry / happy? (Eg, talk to them, listen to them, include them etc) 9.Teacher explains that focussing on breathing may help us to be calmer when we experience strong feelings. We're going to try a 1-2 minute breathing activity. Invite students to close their eyes or soften their gaze downwards and start by breathing quietly in through their nose and out through their mouth a few times. Now invite them to stretch out their hand like a star, (teacher demonstrating the technique as they go.) Have the pointer finger of the other hand ready to trace your 'star' hand. Start at the bottom of your thumb. Breathe in through your nose, now slowly slide your finger up the thumb. Then as they breathe out through their mouth, have them slide their finder down the other side of their thumb. Now breathing in again through the nose, they move their pointer finger up the other pointer finger, then breathe out through their mouth and slide their finger down the other side. And so on till they have reached their little finger.

WEEK 2 - AMAZING ALLY

Stage 1

Duration	30 minutes
Learning Intention	Students begin to explore the thoughts and feelings of themselves and others.
Resources	<ul style="list-style-type: none"> • Expressions slide • Feelings resource • Face outlines • Textas, coloured pencils
PDHPE Curriculum Outcomes	PD1-9 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations
General Capabilities	Personal and social capability- manage themselves, relate to others and develop empathy Literacy-make meaning, express thoughts and emotions.
Activity Description	<p>Take away message: We all experience feelings in different ways- other people may be feeling something different to me.</p> <ol style="list-style-type: none"> 1. Teacher explains today we're going to look at some expressions on faces and talk about feelings. Review the Expressions slide. 2. Teacher says, let's try out a few of these expressions- can you make your face look sad, happy etc 3. Students sit opposite each other (pairs). Students take turns trying out an expression and their partner guesses what it is 4. Teacher asks, if your face has a sad expression how does it make you feel? Where can you feel it in your body? What action does your body feel like doing when you have that feeling, (walking slowly, head down, jumping up and down, smiling etc) 5. Students try other expressions, where they feel it and body actions and take turns guessing the feelings. 6. Draw your expression-how you feel today-on a face outline. 7. Look at Feelings resource. Students write the feeling that matches, onto their drawing. Create a display for the labelled Expression drawings. 8. Teacher asks how can you tell how your friend is feeling? (For example, look at their face, how they are sitting, walking, ask them etc). Do our feelings change during the day and what makes our feelings change? How does it help to think about how other people feel? 9. Teacher explains that focusing on breathing may help us to be calmer when we experience strong feelings. We're going to try a 1-2 minute breathing activity. Invite students to start by breathing quietly in through their nose and out through their mouth a few times. Now invite them to stretch out their hand like a star, (teacher demonstrating the technique as they go.) Have the pointer finger of the other hand ready to trace your 'star' hand. Start at the bottom of your thumb. Breathe in through your nose, now slowly slide your finger up the thumb. Then as they breathe out through their mouth, have them slide their finger down the other side of their thumb. Now breathing in again through the nose, they move their pointer finger up the other pointer finger, then breathe out through their mouth and slide their finger down the other side. And so on till they have reached their little finger.

WEEK 2 - AMAZING ALLY

Stage 2

Duration	30 minutes
Learning Intention	Students learn keys skills of effective mental health allies
Resources	<ul style="list-style-type: none"> • Ally slide, Ask, Listen, Validate slides and resource • posters/butcher paper
PDHPE Curriculum Outcomes	PD2-9 demonstrates self-management skills in taking responsibility for their own actions
General Capabilities	Personal and social capability- manage themselves, relate to others and develop empathy Literacy- make meaning, express thoughts and emotions
Activity Description	<p>Take away message: We can be allies (friends, supporters, helpers) to each other. We can learn more about other people and how they feel by being effective listeners and learn strategies which help us all when we experience feelings which we find uncomfortable.</p> <ol style="list-style-type: none"> 1. Teacher explains: Today we're going to be talking about what it takes to be a mental health ally. That means we notice how our friends are feeling and support each other. 2. Have you heard the word "ally" before? It means friend, supporter, helper 3. View the Ally slide/resource 4. Look at Ask, Listen, Validate slides and resources 5. We're going to focus on Listening today. View the Listen slide/resource. 6. Discuss- How do we know when someone is really listening to us? 7. (e.g., they nod, ask a question about what we're saying, repeat what we're saying to check, look at us, aren't distracted etc) 8. Students make suggestions and teachers writes Listening tips on board/poster 9. Teacher demonstrates good listening skills by listening carefully to a student invited to talk about their hobby/sport. 10. With Listening tips and slide up as prompts, students practise listening in pairs- Student A tells Student B about their hobby, sport etc. 3-5 mins. Student B practises being a good listener. After 3-5 mins, swap. 11. Class discussion: How did know if your partner demonstrated good listening skills. (For example, they asked me a question, they nodded, they kept eye contact, they checked what I said). How did it make you feel that they were listening to you? Why is listening important? 12. Display the Ask Listen Validate resources in the classroom. Teacher invites students to practice being good mental health allies this week by practicing really listening. 13. Teacher explains that focussing on breathing may help us to be calmer when we experience strong feelings. We're going to try a 2-3 minute breathing activity. Invite students to start by breathing quietly in through their nose and out through their mouth a few times. Now invite them to stretch out their hand like a star, (teacher demonstrating the technique as they go.) Have the pointer finger of the other hand ready to trace your 'star' hand. Start at the bottom of your thumb. Breathe in through your nose, now slowly slide your finger up the thumb. Then as they breathe out through their mouth, have them slide their finder down the other side of their thumb. Now breathing in again through the nose, they move their pointer finger up the other pointer finger, then breathe out through their mouth and slide their finger down the other side. And so on till they have reached their little finger.

WEEK 2 - AMAZING ALLY

Stage 3

Duration	30 minutes
Learning Intention	Students learn keys skills of effective mental health allies.
Resources	<ul style="list-style-type: none"> • Ally slide, Ask, Listen, Validate slides and resource • primary school scenario resource
PDHPE Curriculum Outcomes	PD3-9 Applies and adapts self-management skills to respond to personal and group situations
General Capabilities	<p>Personal and social capability- manage themselves, relate to others and develop empathy, establish and maintain positive relationships, collaborate.</p> <p>Literacy- participate in activities in school and in their lives in constructive and meaningful ways.</p>
Activity Description	<p>Take away message: We can be allies (friends, supporters, helpers) to each other. We can learn more about other people and how they feel by being effective listeners and learn strategies which help us all when we experience feelings which we find uncomfortable.</p> <ol style="list-style-type: none"> 1. Teacher explains–Today we're going to be talking about what it takes to be a mental health ally. That means we notice how our friends are feeling and support each other. 2. Teacher asks Have you heard the word "ally" before? It means friend, supporter, helper 3. Teacher invites students to look at the Ally slide/resource. Look at the Ask, Listen, Validate slides. We know how to ask questions; we know what listening means. Let's look at what the word validate means. It means showing you care and understand the feelings of the person who is telling you how they feel. 4. Teacher uses the Ask, Listen, Validate resource to brainstorm extra strategies and create Ask, Listen, Validate posters for the classroom. 5. Teacher says we're going to practice using Ask, Listen, Validate. Listen to this scenario- Your friend seems sad. They are quieter than usual and seem a bit upset. 6. Using the slides and posters as prompts, students think of 2 questions they could Ask, 2 ways to show they are Listening, 2 ways to Validate. Teacher writes these up on the board. 7. Teacher asks a few volunteer students to be the 'friend' and be the 'ally' in the scenario. Teacher could discuss reasons the friend could be upset (Eg,their pet is sick, they forgot their lunch, it's raining and they wanted to play soccer outside today etc.) Discuss as the activity unfolds, gently encouraging children not to jump into solution mode but to use Ask, Listen, Validate strategies. 8. Teacher asks students to reflect on why they think the strategies they suggest will help the person in the scenario. 9. Students practise using the 2 Ask Listen Validate strategies on the board- Student A tells Student B about their hobby/sport etc for 2-3 mins. Student B uses Ask, Listen, Validate. Swap roles. 10. Teacher invites students to reflect on the activity. "Was it easy to use the ask, listen and validate strategies? Were there any parts that were challenging?" 11. Teacher explains that focussing on breathing may help us to be calmer when we experience strong feelings. We're going to try a 2-3 minute breathing activity. Invite students to start by breathing quietly in through their nose and out through their mouth a few times. Now invite them to stretch out their hand like a star, (teacher demonstrating the technique as they go.) Have the pointer finger of the other hand ready to trace your 'star' hand. Start at the bottom of your thumb. Breathe in through your nose, now slowly slide your finger up the thumb. Then as they breathe out through their mouth, have them slide their finder down the other side of their thumb. Now breathing in again through the nose, they move their pointer finger up the other pointer finger, then breathe out through their mouth and slide their finger down the other side. And so on till they have reached their little finger. How do you feel now?

WEEK 2 - AMAZING ALLY

Stage 4

Duration	30 minutes
Learning Intention	Students focus on the feelings of others, building empathy and important ally skills- Asking, Listening and Validating.
Resources	<ul style="list-style-type: none"> • How can you tell if someone needs help resource • Looking after mental health resource printed for class • Ally slide, Ask, listen, Validate slides • Ask, Listen, Validate resource • High school scenarios
PDHPE Curriculum Outcomes	PD4-9 Demonstrates self-management skills to effectively manage complex situations
General Capabilities	Personal and social capability- Manage themselves, Relate to others and develop empathy, establish and maintain positive relationships, collaborate Literacy- make meaning, express thoughts and emotions
Activity Description	<p>Take away message-We can be allies (friends, supporters, helpers) to each other. Breathing activities can help us all when we experience feelings which we find uncomfortable.</p> <ol style="list-style-type: none"> 1. Teacher explains- today for MHM we're going to think about how to be mental health allies to each other. 2. <u>What is a mental health ally?</u> It's being a friend/ supporter/ helper to others. 3. How we can you tell when someone isn't coping well and may need help? Use <u>How can you tell when someone needs help resource</u>. 4. Discuss what might their face show, what might they say, what might they do? (Eg; be moody, look sad, low school attendance etc) 5. In last week's activity we looked at what to do if we are struggling with our feelings. We looked at the slide and resource, <u>Looking after my mental health</u>. Today's focus is how we help others as good mental health allies. Invite students to use the <u>Looking after my mental health</u> slide and resource again this time to discuss how the different strategies might help someone else who is struggling with different feelings. Discuss which strategies might help someone who is stressed or anxious or sad or angry. Why do you think (chosen strategy eg talk to a friend) could help someone struggling with (chosen feeling, eg, sadness)? 6. Look at Ally slide; <u>Ask-Listen-Validate slides/resources</u> 7. Teacher reads a scenario from the <u>high school scenarios resource</u>. For example, May says she's afraid she's going to get a bad mark for an assignment and she's so worried about it. 8. Using the slides and resources, students think of 2 questions they could Ask, 2 ways to show they are Listening, 2 ways to Validate in this scenario. Teacher writes these up on the board. 9. Teacher asks for volunteer students to be the 'friend' and be the 'ally' in the scenario, using the suggested Ask, Listen, Validate suggestions. Reflect how these strategies could help someone. Teacher thanks students and invites students to try out allyship strategies during the week. 10. Teacher explains that focussing on breathing may help us to be calmer when we experience strong feelings. We're going to try a 2-3 minute breathing activity. Teacher invites students to take a deep, releasing breath and to close their eyes or soften their gaze and look downwards. Quietly, take a long slow breath in through your nose, out through your mouth. You might like to visualise or imagine a colour that makes you feel calm and happy. Continue breathing while holding that colour in mind. What does that colour represent to you? With each inhale, imagine the desired colour slowly washing over your body from head to toe. Continue breathing as you visualise the colour filling your whole body, including your fingertips and toes. Now you might want to imagine, at any unwanted emotions draining out of your body with each exhale and replace them with your chosen colour at each inhale. Continue for 2-3 mins. How do you feel now?

WEEK 2 - AMAZING ALLY

Stage 5

Duration	25-30 minutes
Learning Intention	Students focus on the Ally skills Ask, Listen and Validate and practice a mindful breathing technique.
Resources	<ul style="list-style-type: none"> • Ally slide, Ask, Listen, Validate slides and resource • How can you tell when someone needs help resource • High school scenarios • Ally Safety resource
PDHPE Curriculum Outcomes	P5-9 assesses and applies self-management skills to effectively manage complex situations
General Capabilities	Personal and social capability- manage themselves, relate to others and develop empathy, establish and maintain positive relationships, collaborate
Activity Description	<p>Take away message-We can be effective mental health allies to each other. Breathing activities can help us all when we experience strong feelings.</p> <ol style="list-style-type: none"> 1. Teacher explains- today for MHM we're going to think about how to be mental health allies to each other. 2. Look at the Ally slide/resource. What is a mental health ally? It's being a friend/ supporter/ helper to others. 3. Teacher asks, how can we tell when someone isn't coping well and may need our help? Use How can you tell if someone needs help resource. Invite students to suggest what their facial expression may show, what might they say, what might they do? (Eg, be moody, look sad, low school attendance etc) 4. Teacher suggests, asks and invites discussion, "Is it always easy to know how a person is feeling?" "Which feelings might be easier / harder to see when trying to identify if someone needs help?" Is it the same for everyone? 5. Look at Ally slide; Ask-Listen-Validate slides/resources 6. Teacher reads a scenario from the high school scenarios resource. (Eg, <i>Paul seems distant, is not talking much and does not seem like their usual self.</i>) 7. Using the slides and resources as prompts, students think of 2 questions they could Ask, 2 ways to show they are Listening, 2 ways to Validate for this scenario. Teacher writes these up on the board. 8. Teacher asks a few volunteer students to be the 'friend' and be the 'ally' in the scenario and practice using the Ask, Listen, Validate suggestions. Teacher invites students to reflect on the activity by asking, How would these help someone who was struggling with their feelings? Thank students for their contributions. Teacher shows the Ally Safety resource. Invite discussion on when we would use these suggested statements when talking to someone for whom we were really concerned. Think about an appropriate place to approach them, situations where you need support as a mental health ally to help another person. Considering your own mental health and mood is important. 9. Teacher reiterates that when we are really worried for someone's safety it's OK to ask for support and we should ask for support. List who we can go to for support (Eg, parents, other adults, school personnel, Triple 000 etc). 10. Teacher explains that focussing on breathing may help us to be calmer when we experience strong feelings. We're going to try a 2-3 minute breathing activity. Teacher invites students to take a deep, releasing breath and to close their eyes or soften their gaze and look downwards. Quietly, take a long slow breath in through your nose, out through your mouth. You might like to visualise or imagine a colour that makes you feel calm and happy. Continue breathing while holding that colour in mind. What does that colour represent to you? With each inhale, imagine the desired colour slowly washing over your body from head to toe. Continue breathing as you visualise the colour filling your whole body, including your fingertips and toes. Now you might want to imagine, at any unwanted emotions draining out of your body with each exhale and replace them with your chosen colour at each inhale. Continue for 2-3 mins. How do you feel now

WEEK 2 - AMAZING ALLY

Stage 6

Duration	30 minutes
Learning Intention	Students learn key skills in being effective mental health allies (Ask, Listen, Validate) and practice a mindful breathing technique that can help manage strong feelings.
Resources	<ul style="list-style-type: none"> • Ally slide, Ask slide, Listen slide, Validate slide • Ask, Listen, Validate resource • How can you tell when someone needs help resource • High school scenarios • Ally Safety resource
Life Ready Outcomes	Support for self and others- recognising when help is needed, asking for and accepting help from others, supporting others
Activity Description	<p>Take away message-We can be allies (friends, supporters, helpers) to each other. Breathing activities can help us all when we experience feelings which we find uncomfortable.</p> <ol style="list-style-type: none"> 1.Today we're going to consider how to be effective mental health allies for each other. Look at Ally slide/resource 2.What is a mental health ally? It's being a friend/ supporter/ helper to others. 3.Teacher asks students, how do we know when someone needs help? Use How can you tell when someone needs help resource. 4.Discuss what their face might show, what might they say, what might they do? Invite students to suggest what their facial expression may show, what might they say, what might they do? (Eg, be moody, look sad, low school attendance etc) 5.Teacher suggests, asks and invites discussion, "<i>Is it always easy to know how a person is feeling?</i>" "<i>Which feelings might be easier / harder to see when trying to identify if someone needs help?</i>" <i>Is it the same for everyone?</i> 6.Look at Ally slide; Ask-Listen-Validate slides 7.Teacher reads a scenario from the high school scenarios resource. For example, <i>Cheryl seems distant, is not talking much and does not seem like their usual self.</i> 8.Using the slides and resources as prompts, students think of 2 questions they could Ask, 2 ways to show they are Listening, 2 ways to Validate for this scenario. Teacher writes these up on the board. 9.Teacher asks a few volunteer students to be the 'friend' and be the 'ally' in the scenario and practice using the Ask, Listen, Validate suggestions. Teacher invites students to reflect on the activity by asking, How would these help someone who was struggling with their feelings? 10.Teacher shows the Ally Safety slide. Invite discussion on when we would use these suggested statements when talking to someone for whom we were really concerned. Teacher reiterates when we are really worried for someone's safety it's OK to ask for support and we should ask for support. List who we can go to for support (parents, other adults, school personnel, Triple 000 etc). 11.Teacher explains that breathing activities can help us manage strong feelings and reduce stress. We're going to do a 2-3 minute breathing activity. Teacher invites students to take a deep, releasing breath and to close their eyes or soften their gaze and look downwards. Quietly, take a long slow breath in through your nose, out through your mouth. You might like to visualise or imagine a colour that makes you feel calm and happy. Continue breathing while holding that colour in mind. What does that colour represent to you? With each inhale, imagine the desired colour slowly washing over your body from head to toe. Continue breathing as you visualise the colour filling your whole body, including your fingertips and toes. Now you might want to imagine, at any unwanted emotions draining out of your body with each exhale and replace them with your chosen colour at each inhale. Continue for 2-3 mins. How do you feel now?

WEEK 3 - SCHOOL SUPERSTAR

Early Stage 1 (K)

Duration	20-25 minutes
Learning Intention	Students begin to understand we all have feelings and that sometimes we have strong feelings we need help to manage.
Resources	<ul style="list-style-type: none"> • Expressions slide • We Care area items - for example, hand puppet, bean bag to sit in, stuffed toys, paper flowers etc
PDHPE Curriculum Outcomes	PDe-9 Practises self-management skills in familiar and unfamiliar scenarios
General Capabilities	Personal and Social capability-manage themselves, relate to others and develop empathy Participate in activities in school and in their lives in constructive and meaningful ways
Activity Description	<p>Take away message-We can care for people who need help with how they are feeling.</p> <ol style="list-style-type: none"> 1. Today, we're going to use what we've learned about feelings to help others. Review the <u>Expressions slide</u>. Talk about the different feelings behind the expressions, some are happy and some are not. Who sometimes feels happy? Who sometimes feels sad? What might have happened to someone who feels sad, or angry or upset. 2. Teacher draws student's attention to the "mask faces" made last week showing different expressions. What are some feelings we might have that we need help with sometimes (eg, sad, angry, frustrated, lonely etc) 3. Discuss-How might we help our friends who may need help with how they are feeling? (E.g. ask them to play a game, talk to them etc) 4. Teacher says we can make a We Care area for our classroom where students can go and select an item to help themselves or a classmate who is not feeling OK. Teacher invites students to suggest items for the We Care area. Teachers shows some We Care items to students- discuss how could we use each item to help someone who has these feelings? 5. Teacher invites students to also think about which adults can help when someone feels angry, sad, upset, scared etc. Invite students to answer (Eg, parent, teacher, aunt, uncle, Principal, other teacher etc) Teacher uses an example: If you were worried about a friend....what could you say to an adult (Eg, a teacher or a parent). Write a sample script on the whiteboard- I'm worried about Kirby. They seem very sad/quiet/angry, what could we do to help them? Invite students to try practising this question. 6. Teacher explains that focussing on breathing may help us to calm ourselves when we experience strong feelings. We're going to try a 1-2 minute breathing activity. Teacher invites students to quietly take a long slow breath in through your nose, out through your mouth. Choose a shape in your mind like a square, triangle or star. Trace the shape with your finger while you are breathing in and out. Trace up one side of the shape while you breathe in and continue tracing as you exhale. Continue for 1-2 mins. How did that breathing activity make you feel?

WEEK 3 - SCHOOL SUPERSTAR

Stage 1

Duration	25-30 minutes
Aim	Students begin to explore how our thoughts affect our feelings, body and actions.
Learning Intention	Students focus on the feelings of others and how understanding how others feel helps us to build positive relationships.
Resources	<ul style="list-style-type: none"> • Expressions slide; Expressions resource printed onto cards • Expression drawings from last week • Tree of Support slide and printed onto a poster
PDHPE Curriculum Outcomes	PD1-9 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations
General Capabilities	Personal and social capability-Manage themselves, Relate to others and develop empathy Literacy- Make meaning, express thoughts and emotions
Activity Description	<p>Take away message-There are people in our community who can help us when we have strong feelings.</p> <ol style="list-style-type: none"> 1.Today, we're going to think some more about Feelings. 2.Review the <u>Expressions slide</u>. Some show happy feelings and some show sad feelings. Who sometimes feels happy? Who sometimes feels sad? Annoyed? Excited? 3.Teacher holds up individual <u>Expression cards</u>, (for example sad, confused, nervous, annoyed) 4.Students look at the Expression drawings from last week. Ask what might have happened to make someone feel this way? (for example, I made a mistake, I had an argument with my friend, I lost something important to me etc) 5.Who can help us if we need help with how we are feeling? 6.Look at the <u>Tree of Support slide</u>. Brainstorm who we know that could help us-Branches-My Family (e.g.parent, grandparent), My Friends (e.g.names or class name), My School (e.g. teacher, school counsellor) , Things I can do for others (e.g.talk to them, play with them, listen to them), Things I can do myself (e.g. breathe in and out 5x, do a puzzle), Things I need help with (e.g.writing, learning something new). 7.Teacher explains that focussing on breathing may help us to calm ourselves when we experience strong feelings. We're going to try a 1-2 minute breathing activity. Teacher invites students to quietly close their eyes or cast their gaze down and take a long slow breath in through your nose, out through your mouth. Choose a shape in your mind like a square, triangle or star. Trace the shape with your finger while you are breathing in and out. Trace up one side of the shape while you breathe in and continue tracing as you exhale. Continue for 1-2 mins. How do you feel now?

WEEK 3 - SCHOOL SUPERSTAR

Stage 2

Duration	30 minutes
Learning Intention	Students learn how to promote being a good mental health ally to others in their school community.
Resources	<ul style="list-style-type: none"> • Ally slide, Listen, Ask, Validate slides and resources • Poster paper, textas etc
PDHPE Curriculum Outcomes	PD2-9 demonstrates self-management skills in taking responsibility for their own actions.
General Capabilities	Personal and social capability-Manage themselves, Relate to others and develop empathy Literacy- Make meaning, express thoughts and emotions
Activity Description	<p>Take away message-We all have a role to play to promote the importance of being good mental health allies in our school community.</p> <ol style="list-style-type: none"> 1. Teacher explains, last week we talked about being a good mental health ally. We looked at the word ally meaning friend, supporter, helper View the Ally slide 2. Can anyone remember from last week what the word validate means? It means showing you care and understand the feelings your friend or classmate is telling you. 3. Let's review Ask, Listen, Validate. Review the Ask, Listen, Validate slides/resources: what questions can we use to reach out to someone who needs help? Listen slide/resource: how do we show someone we are listening to them? Validate slide/resource: how do we let someone know we are here for them and we understand them? 4. Teacher asks, How can using the Ask, Listen, Validate strategies help a person who is struggling with their feelings? (Eg, it might make them feel they are not alone, it might make them feel heard, it may encourage them to ask for help). 5. If you were going to help a friend by using the Ask, Listen, Validate strategies, where in the school would be appropriate to do that? (Eg, quiet places the library, quiet spot in the playground etc) 6. Today we're going to make Ask, Listen and Validate posters to put up around the school to promote these important conversations to everyone. 7. Divide class into six groups to make 2x Ask posters, 2x Listen posters, 2x Validate posters. Review the Ask, Listen, Validate slides and resources for examples of strategies. Invite the groups to choose one strategy each (Eg, the 2 Ask groups to choose one Ask strategy each). Students design and create their posters. Each group can show and talk about their poster. Note-teacher could create slides of the posters by taking a photo of them and uploading into a PowerPoint for a presentation to school assembly before putting up the posters around the school. 8. Teacher explains that focussing on breathing may help us to calm ourselves when we experience strong feelings. We're going to try a 2 minute breathing activity. Teacher invites students to quietly close their eyes or cast their gaze down and take a long slow breath in through your nose, out through your mouth. Choose a shape in your mind like a square, triangle or star. Trace the shape with your finger while you are breathing in and out. Trace up one side of the shape while you breathe in and continue tracing as you exhale. Continue for 2 mins. How do you feel now?

WEEK 3 - SCHOOL SUPERSTAR

Stage 3

Duration	30 minutes
Learning Intention	Students develop an understanding of who in their family, school and community can help when we are struggling and promote help seeking to others.
Resources	<ul style="list-style-type: none"> • What I can do/Who can help slide and resource • Tree of Support slide and template printed/traced onto A3/ posters (one for each class in the school K-5) • 7 x Poster paper/A3 with headings: My School, My Community, My Friends, My Family, Things I can do myself, Things I can do for others, Things I need help with • Markers
PDHPE Curriculum Outcomes	PD3-9 Applies and adapts self-management skills to respond to personal and group situations
General Capabilities	Personal and Social capabilities-develop resilience and resolve conflict, collaborate, develop leadership skills Literacy- participate in activities in school and in their lives in constructive and meaningful ways
Activity Description	<p>Take away message-Students participate in promoting help seeking to their school community. This includes both what students can do to help themselves and who in their community can help as we all have a role to play.</p> <ol style="list-style-type: none"> 1. Teacher explains- today we're going to consider the ways to help ourselves and the people around us who can help us when we need it. Look at the <u>What I can do/Who can help slide and resource</u>. Discuss the ideas. 2. View the <u>Tree of Support slide/resource</u>. Teacher reads through the branch headings and says let's brainstorm all our ideas for the My School branch. We'll write all the strategies from the What I can do/Who can help slide and resource that match the 'My school' branch on a poster/ A3 page. Ask students for any further ideas for this category. 3. Teacher hands out the 6 other branch heading posters. We're going to sort the ideas into the other 'branch' categories: My Community, My Friends, My Family, Things I can do myself, Things I can do for others, Things I need help with. Students in groups/tables add the ideas from the What I can do/Who can help slide and resource that belong best on their poster/A3 page. 4. Teacher says now we have information, we are going to create Tree of Support posters for each class in the school. 5. Teacher hands out Tree of Support A3/posters to pairs/groups with a class name on each. Teacher says look at the class you are creating the poster for-is it K, is it Yr 4? Would you choose different ideas, strategies, people depending on the age of the students in the class? (For example Would Things I can do for others be different for K and for Yr 4? How? Ask students for examples (K- I could get something from the We care corner for my friend; Yr. 4 I can use the Ask, Listen, Validate strategies when I notice a friend is struggling). 6. Groups/pairs select one or two strategies from the "branch" posters (brainstorm ideas) for the Tree of Support they are making for the class they have been allocated. Groups/pairs write explanations about why the strategies they selected are suitable for that class and then practice showing and explaining their Trees of Support. 7. Teacher arranges a time for pairs/groups to take and explain their poster to the allocated class. 8. Teacher explains that focussing on breathing may help us to calm ourselves when we experience strong feelings. We're going to try a 2 minute breathing activity. Teacher invites students to quietly close their eyes or cast their gaze down and take a long slow breath in through your nose, out through your mouth. Choose a shape in your mind like a square, triangle or star. Trace the shape with your finger while you are breathing in and out. Trace up one side of the shape while you breathe in and continue tracing as you exhale. Continue for 2 mins. How do you feel now?

WEEK 3 - SCHOOL SUPERSTAR

Stage 4

Duration	30 minutes
Learning Intention	Students focus on how they feel about help seeking, why help seeking is important, and how they can promote help seeking behaviour.
Resources	<ul style="list-style-type: none"> Opinions statements written on whiteboard: Always , Usually, Sometimes, Rarely, Never What can I do/Who can help slide and resource; Mental Health First Aid kit A3 print outs x5, My First Aid kit A4 printed for class.
PDHPE Curriculum Outcomes	PD4-9 Demonstrates self-management skills to effectively manage complex situations
General Capabilities	<p>Personal and social capability-manage themselves, relate to others and develop empathy, establish and maintain positive relationships</p> <p>Literacy-access, understand and evaluate information, participate in activities in school and in their lives in constructive and meaningful ways</p>
Activity Description	<p>Take away message-We all have a role to play in encouraging help seeking for mental health issues in the same way we do for physical issues.</p> <ol style="list-style-type: none"> Teacher explains that today for MHM, we are going to look at help-seeking and consider how we can seek help. What does help seeking mean? Think about how we seek help when we have a physical illness? Is this different to how we seek help when we are struggling with our feelings? We're going to do a quiz about help seeking and how we feel about it. There's no wrong or right answer, the quiz helps us think about our current beliefs about help seeking. Teachers writes five opinion statements on the whiteboard: Always , Usually, Sometimes, Rarely, Never. Teacher reads statements one at a time. Students note down their response to each. <ol style="list-style-type: none"> I have trust and faith in most people I often expect the worst outcome to happen I worry about things quite a lot I am good at asking for help when I need it I know people, resources and places to go for help when I (or someone else) is struggling. Ideas for generating discussion: teacher could ask: <ol style="list-style-type: none"> What factors did you consider when selecting your answers? What things can make it hard to ask for help? What do people say or do that makes it easier to go to them for help? What qualities are you looking for in the adults and places you go to for help? Teacher explains that were going to think about what we can do ourselves and who we can reach out to for support when we need it. Show the <u>What can I do/ Who can help me slide and resource</u>. Teacher says we have First Aid kits to help someone who is physically injured. Mental Health first aid kits would be useful for when we or someone we know needs help with their mental health. Today we're going to think about what we would need in a Mental Health First Aid Kit. Teacher distributes the five First Aid kit print outs to each group/table. Teacher goes through each first aid kit heading so students can think about what each first aid kit might have in it: Physical (example-go for a run), Intellectual (example-read a book), Social(example-talk to someone), Emotional (example download a meditation app), Spiritual (example walk in nature, go to church, mosque, synagogue etc). Invite students to use the <u>What can I do/ Who can help me slide and resource</u> and write in the strategies/activities that belongs in their allocated First Aid kit. Display the 5 Mental Health First Aid kits in the room. Provide each student with an A4 <u>My Mental Health First Aid kit</u> template. Students select strategies from each of the 5 first aid kits and write them in their own personal kit. Discuss choices with partner/ table. Teacher explains that focussing on breathing may help us to calm ourselves when we experience strong feelings. We're going to try a 2 minute breathing activity. Teacher invites students to quietly close their eyes or cast their gaze down and take a long slow breath in through your nose, out through your mouth. Choose a shape in your mind like a square, triangle or star. Trace the shape with your finger while you are breathing in and out. Trace up one side of the shape while you breathe in and continue tracing as you exhale. Continue for 2 mins. How do you feel now?

WEEK 3 - SCHOOL SUPERSTAR

Stage 5

Duration	30 minutes
Aim	Students are introduced to concepts around mental health stigma, explore their own biases
Learning Intention	Lots of things affect how people feel and behave. We don't always know why someone feels or acts the way they do. Mental Health stigma is the way we think about and treat people because they have difficulties with their mental health.
Resources	<ul style="list-style-type: none"> Opinion statements, Strongly agree, Agree, Neutral, Disagree, Strongly Disagree What I can do/ Who can help slide and resource, butchers paper, Be You Mental Health Continuum, (click on resource to go to Be You website) Tree of Support slide/ resource template printed/traced onto A3/poster paper/butchers paper
PDHPE Curriculum Outcomes	PD5-9 Assesses and applies self-management skills to effectively manage complex situations
General Capabilities	Personal and social capability-relate to others and develop empathy, collaborate, develop leadership skills Literacy-access, make meaning, express thoughts and emotions, participate in activities in school and in their lives in constructive and meaningful ways.
Activity Description	<p>Take way message-We all have a role to play in supporting and encouraging people to seek help for mental health issues by providing others with information and strategies.</p> <ol style="list-style-type: none"> Teacher explains that today for MHM, we are going to consider what we believe about physical and mental health. There's no wrong or right answer in this activity because it's about our current beliefs. Our current beliefs can change depending on what we know and learn. Teachers places five opinion phrases on the whiteboard: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree. Teacher reads statements one at a time. Students note down write their response. <ol style="list-style-type: none"> Fitness relates to being fit and healthy. Fitness relates to only physical fitness. It is important to work on both our physical and mental fitness It is easier to work on physical fitness than mental fitness It is easier to work on physical fitness than mental fitness. Teacher asks students to explain the reasons for their opinion on each statement. If we wanted to work on our physical fitness, what could we do? (Teacher may note-it seems easy to list these) If we wanted to work on our mental fitness, what could we do? (Teacher may note-it seems less easy to list these) Teacher shows Be You Mental Health Continuum. Just like our physical health moves up and down a continuum so can our mental health. Invite students to discuss what can affect our mental health day to day? (eg study, exams, friendships, family issues, lack of sleep etc) Teacher invites students to consider how we support ourselves and get support for ourselves and others? Review the What I can do/ Who can help slide and resource. Teacher shows the Tree of Support slide/resource. We're going to create a Tree of support for each Year 7 homeroom. Firstly, we'll need to consider and categorise the people and supports from the slide and write them onto the 7 Tree of Support branches. Teacher distributes to groups/ tables 7 sheets of butcher paper/ A3 paper out with the headings: My School, My Family, My Community, My Friends, Things I can do for others, Things I can do on my own, Things I need help with. Each group/ table makes a poster, writing the supports onto the branches. Students write a message to Year 7 about how important using supports is to maintain our mental fitness and get help when we are struggling with our feelings. Class nominate students to explain and distribute Trees of Support posters and read the messages from Stage 5 (Yrs 9 and 10) to Year 7. Teacher explains that focussing on breathing may help us to calm ourselves when we experience strong feelings. We're going to try a 2 minute breathing activity. Teacher invites students to quietly close their eyes or cast their gaze down and take a long slow breath in through your nose, out through your mouth. Choose a shape in your mind like a square, triangle or star. Trace the shape with your finger while you are breathing in and out. Trace up one side of the shape while you breathe in and continue tracing as you exhale. Continue for 2 mins. How do you feel now?

WEEK 3 - SCHOOL SUPERSTAR

Stage 6

Duration	30 minutes
Learning Intention	Students develop an understanding of mental fitness and the importance of promoting a positive mental health message to others to encourage help seeking.
Resources	<ul style="list-style-type: none"> Opinion statements: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree. What can I do/ Who can help slide and resource, post it notes
Life Ready	<p>Mental Health and Wellbeing</p> <p>Developing self-efficacy and mental fitness-Seeking, accessing and accepting help and support, empathising</p> <p>Support for self and others-perspective taking, accessing services, supporting others</p>
Activity Description	<p>Take way message-We can encourage people to seek help for mental health issues by providing them with appropriate information and strategies.</p> <ol style="list-style-type: none"> Teacher explains that today for MHM, we are going to consider what we believe about physical and mental health. There's no wrong or right answer in this activity because it's about our current beliefs. Our current beliefs can change depending on what we know and learn. Teachers places five opinion phrases on the whiteboard: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree. Teacher reads statements one at a time. Students note down write their response. <ol style="list-style-type: none"> Fitness relates to being fit and healthy. Fitness relates to only physical fitness. It is important to work on both our physical and mental fitness It is easier to work on physical fitness than mental fitness It is easier to work on physical fitness than mental fitness. Teacher asks students to explain the reasons for their opinion on each statement. If we wanted to work on our physical fitness, what could we do? (Teacher may note-it seems easy to list these) If we wanted to work on our mental fitness, what could we do? (Teacher may note-it seems less easy to list these) Discuss help seeking. Discuss stigma attached to help seeking. Are people more likely to ask for help for physical or mental health related challenge? Why? Remember we looked at stigma in Week 1. What is stigma? Stigma is viewing someone with mental ill health negatively. Stigma can cause people struggling with their mental health to suffer discrimination and can stop them getting the help they need. Seeing the person first and not labelling them and speaking up when you hear negative comments about mental ill health reduces stigma. Review the <u>What can I do/Who can help slide and resource</u>. Students work in groups to think of practical ways their school could promote help seeking behaviour and reduce stigma around help seeking (write on post it notes). What are stigmatising behaviours happening that could be discouraged (Eg, calling people crazy, making fun of people etc). Teacher can use the inclusion statement, "you can't be what you don't see" to help students brainstorm ways to normalise help seeking behaviour at school. Examples might include- encourage visits to the school counsellor/ school psychologist, student support officer, head teacher Wellbeing; set up a Mental Health information board, have Mental Health Fridays etc). Teacher and students cluster post it notes around themes, record ideas and share with SRC, student leadership group, executive wellbeing staff. Teacher explains that focussing on breathing may help us to calm ourselves when we experience strong feelings. We're going to try a 2 minute breathing activity. Teacher invites students to quietly close their eyes or cast their gaze down and take a long slow breath in through your nose, out through your mouth. Choose a shape in your mind like a square, triangle or star. Trace the shape with your finger while you are breathing in and out. Trace up one side of the shape while you breathe in and continue tracing as you exhale. Continue for 2 mins. How do you feel now?

HSC CANDIDATE MENTAL HEALTH MONTH SUPPORT CARD

Aim: provide stress reduction activities to reduce the impact of anxiety on HSC students and their families.

INCREDIBLE INDIVIDUALS



- *Take charge* - of your mental health.
- *Take time out* - in nature, hobby, activities away from the computer and your desk.
- *Make a study plan and act on it* - make a list. Plan in bite size chunks, this will help your stress levels.
- *Challenge your thinking* - if your friend was feeling the same level of stress you are, what advice would you give to them?
- *Remember* - not all stress is bad. Stress as a motivating force is positive. If it gets to be an overwhelming emotion, seek help.
- *Use breathing techniques for emotional regulation* - this helps manage the flight or fight response our body's way of helping us deal with threats or danger.
- *Fuel your body* - good food, quality rest, stay active.

AMAZING ALLIES

- *Talk about it* - remember, you're not in it alone
- *Share* - the experience with your friends who are going through the same experience
- *Be supportive* - of one another
- *Reach out* - seek help from one of the mental health services available
- *Make gratitude or affirmation cards* - for your friends



PRIZED PARENTS & FAMILIES

- *Check in* - ask open ended questions
- *Support* - Sometimes just sitting with someone, acknowledge their feelings and not try to problem solve is the best way to help.
- *Make sure your children know about resources and services available.*
- *Show* - that it's OK to take charge of your mental health and reach out to a professional.
- Make family self-care a priority.