

# Links to the Western Australian Health and Physical Education Curriculum (Years 8 and 9)

Mental Health Module



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# Health and Physical Education

Module title	Mental Health	Stage	Year 8/9	Duration	6 weeks / 6 lessons
<b>Module overview</b>					
<p>This module aims to develop students' knowledge, understanding and skills required to identify signs and symptoms of anxiety and depression and learn strategies to deal with these effectively, including recognising signs and symptoms of common mental health disorders, strategies to manage difficult situations, and accessing support and help-seeking.</p>					
<b>Teacher notes</b>					
<p>This module has six lessons, approximately 40 minutes each. It is ideal to run the lessons one week apart so the students can incorporate the ideas into their lives. Each lesson comprises:</p> <ol style="list-style-type: none"><li>1. <u>A realistic cartoon-based drama</u> about a group of teenagers and their experiences with anxiety, depression and cognitive behavioural skills. Students should spend approximately 20 minutes completing this section for each lesson.</li><li>2. <u>Student summary sheets</u> to assist in the completion of class activities.</li><li>3. <u>Optional class activities</u> which reinforce the key content in each lesson and encourage students to process and apply the skills they have learnt. Activity formats include:<ul style="list-style-type: none"><li>• <u>Interactive activities</u>: These can be assigned to student in activity mode where they are given immediate feedback, or assessment mode, where teacher can provide feedback on responses.</li><li>• <u>PDF-based activities</u>: These are extra activity options and include group activities, class discussion points and worksheets.</li></ul></li></ol>					
<b>Structure</b>					
<p>A summary of the learning intention, key content and optional class and take-home activities for each lesson is shown below.</p>					

	<b>Learning intention and key cartoon content</b>	<b>Optional class and take-home activities</b>
<b>Lesson 1</b>	<p>Students identify the first signs and symptoms of anxiety and depression.</p> <p>Content includes,</p> <ul style="list-style-type: none"> <li>• Anxious feelings are experienced by most people from time to time</li> <li>• Feelings and behaviours that may indicate early signs of anxiety and depression</li> <li>• Situations that can make people feel anxious and depressed.</li> </ul>	<p>Choose as appropriate:</p> <ul style="list-style-type: none"> <li>• <b>Symptoms of anxiety and depression (interactive):</b> Students write their own definition of anxiety and depression and consider the impacts they can have on one's life.</li> <li>• <b>Recognising anxiety and depression (interactive):</b> Students read excerpts and list symptoms they can identify. They also reflect on the impact anxiety and depression has had on the cartoon characters.</li> </ul>
<b>Lesson 2</b>	<p>Students explore realistic thinking and evaluate how these skills can positively influence mental health.</p> <p>Content includes,</p> <ul style="list-style-type: none"> <li>• Unhelpful thoughts are not uncommon</li> <li>• Thinking traps - patterns of thought that can distort thinking</li> <li>• Challenging negative thoughts using realistic thinking</li> </ul>	<p>Choose as appropriate:</p> <ul style="list-style-type: none"> <li>• <b>Tackling negative thinking (interactive):</b> Students read examples of negative thoughts and come up with ways to challenge these unhelpful thoughts and to think more realistically.</li> <li>• <b>Thinking traps (interactive):</b> Students practice identifying and challenging different thinking traps throughout this activity</li> </ul>
<b>Lesson 3</b>	<p>Students assess strategies for behaviour change and how they can help to improve mood and enhance mental health.</p> <p>Content includes,</p> <ul style="list-style-type: none"> <li>• Strategies to improve mood including scheduling enjoying activities and planning to chip away at unpleasant task</li> <li>• Using a stepladder approach to face fears</li> </ul>	<p>Choose as appropriate:</p> <ul style="list-style-type: none"> <li>• <b>Activities to combat depression (interactive):</b> Students read the information about activity scheduling. They brainstorm activities they enjoy doing.</li> <li>• <b>Stepladder technique (interactive):</b> Students write their own step ladders to practice the stepladder technique and improve their skills in breaking intimidating goals down into small manageable steps. Teacher note: some students may not wish to use a real example during class of something they are anxious about, therefore they can write a hypothetical if preferred. Encourage students to write practical goals, for example, making a speech, to be able to hold an insect or spider without screaming, to look out of the window of the top floor of a skyscraper.</li> </ul>

<p><b>Lesson 4</b></p>	<p>Students examine and practice the skills required for assertiveness and how to respond to stressful situation.</p> <p>Content includes,</p> <ul style="list-style-type: none"> <li>• What assertiveness looks like, feels like and sounds like</li> <li>• Framing assertive responses and remaining calm in different situations</li> </ul>	<p>Choose as appropriate:</p> <ul style="list-style-type: none"> <li>• <b>I statements (interactive):</b> Students practice expressing their feelings and needs in a respectful but assertive way.</li> <li>• <b>Assertive communication (interactive):</b> Students read the examples provided and match them up to the correct communication style: passive, aggressive or assertive. Students examine and create examples of communication styles and body language.</li> </ul>
<p><b>Lesson 5</b></p>	<p>Students learn and apply structured problem solving.</p> <p>Content includes,</p> <ul style="list-style-type: none"> <li>• Breaking down overwhelming situations</li> <li>• Structured problem-solving – defining the problem, brainstorming, testing and evaluating solutions</li> <li>• Realistic thinking</li> <li>• Prediction testing</li> </ul>	<p>Choose as appropriate:</p> <ul style="list-style-type: none"> <li>• <b>Structured problem solving (interactive):</b> Students view the example of Ella and Chloe’s structured problem-solving worksheet. They complete their own structured problem-solving. If a student cannot think of a problem they are facing, or would rather not use a real example they can make a hypothetical one up.</li> <li>• <b>Behavioural experiment (interactive):</b> Students reflect on Josh’s behavioural experiment in the cartoon, and create their own. If a student would rather not use a real example of a problem they can make a hypothetical one up.</li> </ul>
<p><b>Lesson 6</b></p>	<p>Students review and practise behaviours to manage feelings and emotions.</p> <p>Content includes,</p> <ul style="list-style-type: none"> <li>• Reflecting on feelings that contribute to feelings of being overwhelmed</li> <li>• Reflecting on strategies to manage behaviour such as realistic thinking, assertiveness and using a stepladder approach</li> </ul>	<p>Choose as appropriate:</p> <ul style="list-style-type: none"> <li>• <b>Anxiety and depression toolbox (interactive):</b> Students read scenarios and identify what tools each person could use to overcome their anxiety or depression symptoms, how this tool would be useful and write down how the person in the scenario can accomplish the suggested strategies.</li> <li>• <b>Message to a friend (interactive):</b> Students fill out a structure of prompts to draft a message to a friend suffering from depression and read an example letter.</li> </ul>

## Curriculum Alignment

Alignment with Year 8 & 9 Western Australian Health and Physical Education Curriculum is shown below.

Sub strand	Curriculum Content – Year 8	Lessons						Curriculum Content – Year 9	Lessons						
		1	2	3	4	5	6		1	2	3	4	5	6	
Being healthy, safe and active	Strategies for managing the changing nature of peer and family relationships		X		X	X	X	Factors that shape identities and adolescent health behaviours, such as the impact of: <ul style="list-style-type: none"> <li>• cultural beliefs and practices</li> <li>• family</li> <li>• societal norms</li> <li>• stereotypes and expectations</li> <li>• the media</li> <li>• body image</li> </ul>	X	X					
	Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: <ul style="list-style-type: none"> <li>• assertive responses</li> <li>• stress management</li> <li>• refusal skills</li> <li>• contingency plans</li> <li>• online environments</li> <li>• making informed choices</li> <li>• demonstrating basic first aid in medical circumstances such as: non-life-threatening bleeds, sprains and strains</li> </ul>		X	X	X	X	X	Skills to deal with challenging or unsafe situations: <ul style="list-style-type: none"> <li>• refusal skills</li> <li>• initiating contingency plans</li> <li>• expressing thoughts, opinions, beliefs</li> <li>• acting assertively</li> </ul>		X	X	X	X	X	
Communicating and interacting for health and wellbeing	Personal, social and cultural factors influencing emotional responses and behaviour, such as: <ul style="list-style-type: none"> <li>• prior experience</li> <li>• norms and expectations</li> <li>• personal beliefs and attitudes</li> </ul>	X	X					Characteristics of respectful relationships: <ul style="list-style-type: none"> <li>• respecting the rights and responsibilities of individuals in the relationship</li> <li>• respect for personal differences and opinions</li> <li>• empathy</li> </ul>						X	X
	Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied; for example: <ul style="list-style-type: none"> <li>• exploring assertive and respectful communication</li> <li>• examining the nature of consent in different types of relationships</li> </ul>				X		X	Strategies for managing emotional responses and resolving conflict in a family, social or online environment		X					