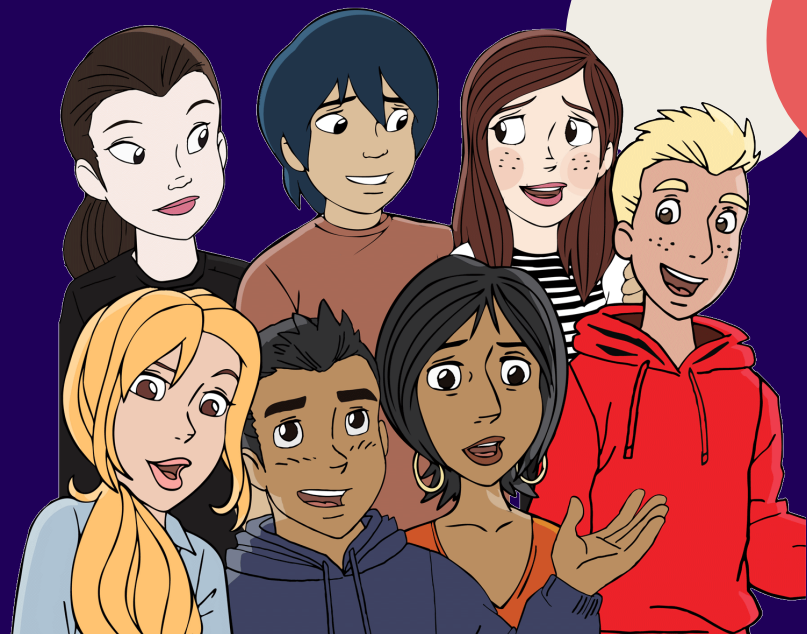


# Links to the Victorian Curriculum: Health and Physical Education Levels 7 and 8

Mental Health Module



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# Health and Physical Education

## Module title

Mental Health

## Stage

Year 8

## Duration

6 weeks / 6 lessons

## Module overview

This module aims to develop students' knowledge, understanding and skills required to make responsible decisions about alcohol use. It provides an opportunity for students to practise strategies and skills required to reduce alcohol-related harm to themselves and others. The module has been co-designed with students and teachers for use in Year 8. It uses a realistic cartoon-based drama to impart knowledge that is based on the principles of effective drug education. Scenarios based on the real life experiences of young people are integrated into teaching and learning activities to help students deal with future alcohol-related situations in a safe and responsible way.

## Achievement standards and focus areas

Students

- analyse factors that influence emotional responses
- evaluate strategies and resources to manage changes and transitions
- investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- evaluate the impact on wellbeing of relationships
- demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.

This module mainly covers the mental health and wellbeing (MH) curriculum focus area but also covers relationships and sexuality (RS) and safety (S) focus areas.

## Teacher note

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.

Introduction to the module and structure of each lesson:

1. Cartoon-based content: each lesson encompasses a realistic cartoon-based drama about a group of teenagers and their experiences with alcohol. Students should spend approximately 20 minutes completing this section for each lesson.
2. Student summary sheets: a resource to assist students when completing class activities and reiterate the learning intention.
3. Optional class activities: a range of in-class activities have been provided for teachers to choose from. The activities reinforce the material taught in the cartoon lesson and encourage students to process and apply the skills they have learnt in preparation for future experiences. Activity formats include:
  - Interactive activities: can be assigned to students in activity mode, where they are given immediate feedback, or assessment mode, where teachers can mark their responses.
  - PDF-based activities: extra activity options such as group activities, class discussion points and worksheets.
4. Suggested take-home activities: provides students with an opportunity to deepen their understanding of lesson content and practise skills to keep themselves and others healthy and safe. Can be set as homework tasks and/or assessments.

## Syllabus content

### Students:

#### Being healthy safe and active

- Investigate the impact of transitions and change on identities

#### Communicating and interacting for health and wellbeing

- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity

## Teaching, learning and assessment

### Lesson One:

Learning intention: Students identify the first signs and symptoms of anxiety and depression.

### Online cartoon-based content:

Students read content provided in the Lesson One cartoon, which identifies situations that can make people feel anxious and depressed, for example:

- In the line at the school canteen.
- Getting home after school.
- Waiting at the bus stop.
- Home alone trying to study.
- At the footy field with mates.

### Optional class activities :

Students investigate anxiety and depression. Teachers have the flexibility to address the activities in consideration of their own school context and the needs of their students.

- **Symptoms of anxiety and depression (*interactive*):** Students write their own definition of anxiety and depression and consider the impacts they can have on one's life.
- **Recognising anxiety and depression (*interactive*):** Students read excerpts and list symptoms they can identify. They also reflect on the impact anxiety and depression has had on the cartoon characters.



**Students:****Being healthy safe and active**

- Investigate the impact of transitions and change on identities

**Communicating and interacting for health and wellbeing**

- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity
- Develop skills to evaluate health information and express health concerns

**Lesson Two:**

Learning intention: Students explore realistic thinking and evaluate how these skills can positively influence mental health.

**Online cartoon-based content:**

Students read the content provided in the Lesson Two cartoon to develop knowledge and understanding about realistic thinking and thought challenging. Characters challenge the negative thoughts of their friends to demonstrate how changing your way of thinking can help to change your mood. A variety of scenarios are represented in the cartoon, for example:

- On the bus to school.
- Lunchtime at school.
- Trying to study after school.

**Optional class activities:**

Students explore realistic thinking. Teachers have the flexibility to select the activities with consideration of their own school context and the needs of their students.

- **Tackling negative thinking (*interactive*):** Students read examples of negative thoughts and come up with ways to challenge these unhelpful thoughts and to think more realistically.
- **Thinking traps (*interactive*):** Students practice identifying and challenging different thinking traps throughout this activity.

**Students:****Being healthy safe and active**

- Investigate and select strategies to promote health, safety and wellbeing

**Communicating and interacting for health and wellbeing**

- Develop skills to evaluate health information and express health concerns

**Contributing to healthy and active communities**

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities

**Lesson Three:**

Learning intention: Students assess strategies for behaviour change and how they can help to improve mood and enhance mental health.

**Online cartoon-based content:**

Students read content provided in the Lesson Three cartoon to develop knowledge and understanding about activity scheduling, and strategies for facing fears through developing stepladders. A variety of scenarios are represented in the cartoon to demonstrate how changing behaviours can improve mental health. For example:

- School office.
- Talking with friends after school.
- At the beach.
- During class at school.
- At the skate park.

**Optional class activities:**

Students explore activity scheduling, stepladders, and progressive muscle relaxation. Teachers have the flexibility to address the activities in consideration of their own school context and the needs of their students.

- **Activities to combat depression (*interactive*):** Students read the information about activity scheduling. They brainstorm activities they enjoy doing.
- **Stepladder technique (*interactive*):** 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.



**Students:****Being healthy safe and active**

- Investigate the impact of transition and change on identities
- Investigate and select strategies to promote health, safety and wellbeing

**Communicating and interacting for health and wellbeing**

- Develop skills to evaluate health information and express health concerns

**Contributing to healthy and active communities**

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities

**Lesson Four:**

Learning intention: Students examine and practice the skills required for assertiveness and how to respond to stressful situations.

**Online cartoon-based content:**

Students read the content provided in the Lesson Four cartoon to develop knowledge and understanding about assertiveness and how to respond to stressful situations by evaluating scenarios, for example:

- Public speaking at the school assembly.
- During lunchtime at school.
- Cooking and eating dinner.

**Optional class activities:**

Students examine interpersonal skills and evaluate how they can assist the management of anxiety and depression. Teachers have the flexibility to address the activities in consideration of their own school context and the needs of their students.

- **I statements (*interactive*):** Students practice expressing their feelings and needs in a respectful but assertive way.
- **Assertive communication (*interactive*):** 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.

## Students:

### Being healthy safe and active

- Investigate the impact of transition and change on identities
- Investigate and select strategies to promote health, safety and wellbeing

### Communicating and interacting for health and wellbeing

- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity
- Develop skills to evaluate health information and express health concerns

### Contributing to healthy and active communities

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities

## Lesson Five:

Learning intention: Structured Problem Solving and Behavioural Experiments

### Online cartoon-based content:

Students read the content provided in the Lesson Five cartoon to develop knowledge and understanding about structured problem solving and prediction testing. A variety of scenarios are represented in the cartoon that demonstrate the skills required to breakdown overwhelming situations into more manageable bites for example:

- At the shopping centre on the weekend.
- After lunch at a cafe.
- Before school.
- In the library.
- At football training.

### Optional class activities

Students examine and appraise the skills required for structured problem solving and behavioural experiments. Teachers have the flexibility to address the activities in consideration of their own school context and the needs of their students.

- **Structured problem solving (*interactive*):** 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.
- **Behavioural experiment (*interactive*):** 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.

**Students:****Being healthy safe and active**

- Investigate the impact of transition and change on identities
- Investigate and select strategies to promote health, safety and wellbeing

**Communicating and interacting for health and wellbeing**

- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity
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**Contributing to healthy and active communities**

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**Lesson Six:**

Learning intention: Review and Help Seeking

**Online cartoon-based content:**

Students read the content provided in the Lesson Six cartoon to develop knowledge and understanding about help seeking. A variety of scenarios are represented that demonstrate strategies, techniques and skills to help with feelings of worry, low mood, anxiety and depression, for example:

- After parents evening at school.
- Getting ready to go to the movies.
- At the cinema.

**Optional class activities:**

Students review the strategies covered in the modules, and evaluate help seeking strategies for individuals experiencing mental health issues. Teachers have the flexibility to address the activities in consideration of their own school context and the needs of their students.

- **Anxiety and depression toolbox (*interactive*):** 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.
- **Message to a friend (*interactive*):** Students fill out a structure of prompts to draft a message to a friend suffering from depression and read an example letter.





Unit evaluation – please tick ✓	Unsatisfactory	Satisfactory	Good	Excellent	Not applicable	Comments/suggestions for improvement
The unit adequately addresses syllabus outcomes.						
The unit reflects the needs, interests, and abilities of students.						
The unit provides opportunity for students to demonstrate what they know and can do.						
The unit includes a variety of teaching and learning activities, and resources to address the learning needs of all students.						

**Additional comments:**

Unit start date: ..... Unit finish date: .....

Teacher Name: ..... Signature: ..... Date: .....

