Unit Title:	8.3 Mental Fitness	**Stage/Year:**	Stage 4/Year 8
Strand(s):	Strand 1 Self and Relationships, Strand 3 Individual and Community Health	**Unit length:**	10 lessons

Unit Description:	Students will examine the issues of mental health, bullying, connectedness, power in relationships and challenges such as grief and loss through a range of communication and problem solving activities. Students will also identify and understand the forms of abuse and neglect and how it can impact on children.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.2 – identifies and selects strategies that enhance their ability to cope and feel supported. • 4.3 – describes the qualities of positive relationships and strategies to address the abuse of power. • 4.6 – describes the nature of health and analyses how health issues may impact on young people. • 4.11 – selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.	• completes a table which outlines the laws, support services and people that they can contact for help and support.(4.2, 4.11, 4.16) • shows cooperation, teamwork and support of others in group work and outdoor challenges. (4.1,.4.2, 4.11, 4.16) • provides verbal responses in group and class discussions which demonstrates an understanding of ways to recognise and take action in risk situations.(4.1,.4.2, 4.3, 4.6, 4.11, 4.16) • produces mind maps and completes worksheets that demonstrates their understanding of a positive relationship and the role of power in relationships. (4.2, 4.3, 4.6, 4.16) • proposes strategies to address misunderstandings about mental health problems and promote positive attitudes in the Mental health check activity.(4.1, 4.6, 4.11, 4.16) • identifies strategies for coping with loss and ways of giving support to others eg Grief and loss activity. (4.2, 4.6, 4.11, 4.16) • recognises and understands the forms of abuse and neglect that can affect children and the impact of abuse and neglect.(4.3, 4.6, 4.16)
Contributing outcomes	
• 4.1 – describes and analyses the influences of a sense of self. • 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing		**Strand 1 - Self and Relationships:** This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships. **Strand 3 - Individual and Community Health:** This strand focuses on
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship		Working with others	✓	

Difference & Diversity	✓	Work mathematically		issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.
Environment		Solving problems	✓	
Gender		Work with ICT applications		
Literacy	✓			
Multicultural				

Students learn about:	**Students learn to:**
• **a sense of self** – factors that influence a sense of self – self-acceptance	• describe how particular factors influencing a sense of self are interdependent and can become increasingly significant at different life stages. • explore the relationship between a sense of self, body image and views of what it means to be female or male.
• **changes and challenges** – predicting and preparing for future challenges – experiences that can result in loss and grief – responding to loss and grief	• accept that grief reactions can result from a range of experiences. • identify strategies for coping with loss and ways of giving support to others.
• **connectedness** – forms of connectedness – forms of alienation – attributes of being supportive	• identify formal and informal school activities that promote a sense of belonging for students.
• **recognising abuse** – what constitutes abuse – feelings and warning signals	• recognise forms of abuse and neglect that can affect children. • understand the impact of abuse and neglect.
• **power in relationships** – sources and types of power – positive use of power – abuse of power – power balance – influence of gender stereotypes – impact of the use of power	• identify behaviours that display the positive use of power in relationships. • develop a commitment to, and skills for, challenging the abuse of power.

• **bullying and harassment** – recognising bullying and harassment – reasons for bullying and harassment – sexual harassment – homophobic bullying – effects of bullying and harassment – barriers to reporting	• recognise forms of bullying and harassment, including sex-based harassment, and devise help-seeking strategies. • describe ways that they could help others who are being harassed, eg assist them to seek help, offer friendship.
• **protective strategies** – recognising and assessing risk – responding in risk situations – reducing the risk – assertiveness – accessing help in the school and community	• propose and develop strategies to effectively manage personal safety, including: – trusting your feelings, thoughts and reading of the situation – talking about it to someone – taking control and using your own plan for becoming comfortable and safe
• **mental health** – defining mental health – the nature of mental health problems – factors that support mental health – changing perspectives on mental health	• examine their behaviours and language and recognise the potential impact of these on their own and others' mental health. • propose strategies to address misunderstandings about mental health problems and promote positive attitudes.

Teaching, learning and assessment activities	**Resources**
The following lessons (episodes) are based on the concept of the Big Brother (BB) TV show. Teachers may choose to use a different setting as a basis for this unit, eg Survivor, a current movie or a follow-up unit after school camp. **Part 1 Screening process to select BB members** The producers of the show put possible candidates through a range of activities/tests to check out their suitability for the show. • **Mental health check A:** Candidates use the *MindMatters* Activity 1 Exploring Mental Health. Candidates will: – work in small groups - each group will have a piece of butchers paper with one of four terms on it: physical health, mental health, physical illness and mental illness – brainstorm all the words that come to mind and display the sheets – discuss the different language/words used on each – discuss reasons for the why the use of different language/words	*MindMatters* Activity 1 Exploring Mental Health, Understanding Mental Illness p 17 and Information Sheet: Mental Illness – the facts

• **Mental health check B:** in pairs discuss and review the *MindMatters* mental illness fact sheet and complete the following: – define mental health – describe the nature of mental health problems – identify factors that support mental health – identify changing perspectives on mental health – propose strategies to address misunderstandings about mental health problems and promote positive attitudes Note: teachers will need to discuss and clarify unfamiliar terms. Candidates can also view the *Mind Matters* video and complete the video review questions.	*MindMatters:* Understanding Mental Illness Information Sheet: Mental Illness – the facts p20-22 *MindMatters:* Understanding Mental Illness video and review questions p 29
• **All about me test:** individually complete the following then discuss your responses with a partner then as a class. Focus questions: – describe how particular factors influence your sense of self – what personal events have triggered highs and lows in your life? – what strategies did you use to cope with each situations? – describe three life stages you have lived through and the changes – what words describe how you feel about your body image? – what does it means to be female or male?	
• **Grief and loss test A:** candidates need to be assessed to see what their resilience and coping strategies are like to be able to cope with living in the house and being evicted. Candidates use *MindMatters* Loss and Grief book, Activity 1 and Activity 2 p22-24 Understanding life changes that result in loss and grief. Ask the candidates to complete the following sentence 'Being evicted from the BB house can result in feelings of .....' If I am evicted I will cope by.....'	*MindMatters:* Loss and Grief book, Activity 1 p22-24 Understanding life changes that result in loss and grief
• **(A) Grief and loss test B:** candidates use *MindMatters* Loss and Grief book, Activity 3 p 24. View the video *Bolt from the Blue or Inside your Feelings: Children Dealing with Loss and Grief*, then divide the class into groups. Each group selects a character from the video and examines the following: – What was the characters grief and loss response? – What strategies did they use to cope? – If this was you friend how could you support them?	Video's *Bolt from the Blue* Film Australia or *Inside your Feelings: Children Dealing with Loss and Grief* Video Education Australasia
FEEDBACK – verbal feedback is provided by the teacher on the candidates ability to accept/explain that grief reactions can result from a range of experiences, to identify strategies for coping with loss and ways of giving support to others.	

Part B: Congratulations you are a successful candidate for the BB show
 	
Episode 1
• **Getting to know me:** BB has set the housemates the weekly task of getting to know one another personally.
  – **Design a set of questions:** As a class design a set of questions to ask each house mate. Questions may include: What's your name? Where do you live? What is the biggest challenge you have faced so far?. The questions range from simple to more involved. Teacher allocates candidates into pairs to ask the questions. Pairs are not to be close friends.
 	
• **Exploring the new me:** BB has asked you to also explain to another house mate how you have changed since primary school.
  – Make a list of interests, friends and sports you had in primary school. Make a comparison to the interests, friends and sports that are a part of your current life.
  – Choose a different partner and interview one another regarding how you want to be viewed whilst on BB eg straightforward, honest, win at all costs, sneaky, gain alliances etc.
 	
Episode 2
• **Outdoor Challenge:** The second weekly task Big Brother has set is an initiative game eg the Burma trail (blindfold walk). Alternative activities teachers may choose include the spider's web, trust walk, crossing the river (refer to books such as "Silver Bullets")
  – **Initiative task**: Candidates are asked to take a mental note of their feelings throughout the task.
  – **Diary Room:** Candidates write a response to the activity.Refer to the changes in feelings they experienced. They are to write their response as though they were talking to BB in the "Diary Room". This may be a homework task.
 	
Episode 3
• **Think outside the square:** candidates are asked to step outside the BB house scenario for this lesson.
  – **Class discussion:** "How would you remain sane in the BB house?" Candidates review/discuss terms related to mental illness, teacher clarifies any terms and issues.
  – **Individual definition:** Candidates write their own definition of what it means to be "Mentally Fit"
  – **Celebrity Madhouse BB**: students write a list of characters they would place in to the BB house for a Madhouse series. The names of the characters are supported by giving reasons why they have been chosen for this series.
 	
FEEDBACK - teacher exposes the mental illness stigma and leads a discussion about the characters students have chose. Teacher clarifies the attitudes about the labelling of people who are different in our society.
	Outdoor Education activity books such as "Silver Bullets"
	Any relevant equipment required for the chosen initiative task

• **Think outside the square (cont):** – **Mind-map:** Candidates now re-enter the BB house. Their thoughts now focus on how they may respond (in terms of their mental health) to the confinement of living in the BB house with the same group of people for a number of months. For homework candidates complete a mind-map of how they believe they would react in situations such as; living with difficult people, having to sleep outside with only one set of clothes, being without your close friends/family, knowing you are being watched by all of Australia, lack of access to privacy or music/television etc.	
Episode 4 • **(A) BB Survivor:** BB has set the weekly task. The class must be split into 3 tribes of equal numbers. A physical challenge is set by the teacher to compete at eg initiative activities as seen in outdoor education resources or a simple minor ball game/mental challenge (this is open to teacher's/students' imagination). Separate the students into groups and complete the physical challenge. Task reflection: candidates fill out a worksheet and respond to questions about the physical challenge and their feelings as a group member. Focus questions:	Outdoor Education activity books such as "Silver Bullets" Variety of practical equipment for the initiative activities.
– What did you enjoy about the challenge of the activity? – What group would you like to be in and why? – Was there anyone in your group who you felt a connection with? – How would you feel if you were the only member of your group voted off? – How does this relate to bullying and exclusion from groups?	Reflection Sheet
Episode 5 • **Recognising Abuse:** One of the housemates has confided in you about another housemate harassing them. – **Class discussion:** – What is bullying and harassment? What are the different forms of abuse/harassment eg physical, emotional, verbal or sexual. As a class brainstorm and record words for each type of bullying. Ensure students understand sexual harassment and homophobic bullying. Refer to definitions on p 29, 33, 36 and 50-54. Candidates complete Worksheet 3.1 Characteristics of Bullying (what bullying and harassment looks like, feels like, sounds like) in the DET Child Protection Education Stage 4 book.	DET *Child Protection Education Stage 4* resource book Worksheet 3.1 p104, Definitions p 29, 33, 36 and 50-54.
– **Bullying and harassment:** – candidates s complete Activity 2 Developing a Definition of Bullying in the DET Child Protection Education Stage 4 book. – **Card Activity:** in groups use worksheet 3.2 and cut into cards. Provide each group with 1-2 cards and explore the focus questions outlined on p 99-100.	DET *Child Protection Education Stage 4* resource book: Activity 2 p 105, Worksheet 3.2 p 107 and OHT 3.2 p 106
FEEDBACK - teacher clarifies any misconceptions and refers to definitions.	

Episode 6 • **Power in relationships:** in pairs students find the meaning in the dictionary of the word power and discuss and mind map their ideas to the following questions. What is power? What gives them power? How do people abuse power in their relationships? Candidates complete Worksheet 1.1 What gives people power? p 75-76 and Worksheet 1.3 Use and abuse of power.	DET *Child Protection Education Stage 4* resource book: Worksheet 1.1 What gives people power? p 75-76 and Worksheet 1.3 Use and abuse of power.
• **(A) Bullying - What can I do?** BB has called you to the diary room and given you the job of confronting Chad who seems to be the leader of the house. BB is concerned that Chad has been abusing this position he has created as leader of the household. Students are given a small piece of paper on which they write a secret scenario of Chad bullying another housemate. Students write their name on the back of the paper and place their scenario in a basket/box. Students are now given an A4 piece of coloured paper with the template of a blank jigsaw printed on it (number of pieces would be approx.8). They each select a scenario from the basket/box and write a solution to the scenario. This is achieved by writing steps in each of the blank spaces on the jigsaw outlining in order how they would complete the BB task. Additional information on the jigsaw may include the concerns they may have prior to responding to Chad and/or any positive/negative outcomes that may result from their actions. Candidates carefully cut up their jigsaw and pass back to the student whose scenario they chose from the basket/box to assemble and read. *FEEDBACK- peers and teacher provide feedback on the appropriateness of the solutions and strategies proposed to deal with different types of bullying situations.*	Basket/Box, 30 small pieces of paper 30 A4 coloured pieces of paper. Scissors
Episode 7 • **(A) Protective strategies:** Chad has not responded to your confrontation with him. You need to survive in the house until he is hopefully voted out. Students complete the trust talk take control strategy Worksheet 2.2 p 147 to analyse the best course of action for the above risk situation. Using the scenarios outlined on p 146 students identify other strategies they may use for different risk situations. The teacher prompts information: from the candidates eg associated feelings, support networks and taking control of the situation. Teachers can refer to Unit 1: Theme 3 in the DET *Child Protection Education Stage 4* book *FEEDBACK - teacher and peers provide verbal feedback on student responses to types of protective strategies used for different situations eg the trust talk take control strategy responses.*	DET *Child Protection Education Stage 4* resource book, Theme 3 Worksheet 2.2 p 146-147
Episode 8 • **(A) Back to reality:** Candidates are advised that they are out of the house and the information discussed is a real life issue for schools and communities. The BB house in reality can be likened to school and the students in your class are just like your housemates. Students complete a report on their own bullying/harassment	School Bullying and Harassment Policy

experiences (this may just be as a bystander). Recall a situation you have experienced personally or as a bystander of bullying/harassment. Focus questions: – What are the warning signs? – What were your feelings and emotions prior to, during and following this incident. – What actions did you takein this situation? Comment on the effectiveness of these actions. – Create a flowchart of the actions you could take now if a similar situation arose. – Predict how a different outcome to the above situation may have affected your mental fitness. **Episode 9** • **Care and protection:** as a student, I have a right to be protected and I have a responsibility to respect the rights of others. Teachers, parents/caregivers, coaches, friends, relatives all have a responsibility to ensure my right to feel safe and free from abuse. Create a table highlighting the support services and people who are responsible for my safety. Include a column for how these people/services are responsible for my safety. The final column describes what may happen if these key people fail in their responsibility. Teachers can refer to the DET Child Protection Education Stage 4 resource book.	DET *Child Protection Education Stage 4* resource book, Theme 3 Support Services p 150 and Child Protection Laws p 148-149