



# HEALTH AND PHYSICAL EDUCATION: HEALTH EDUCATION

Teaching, learning and assessment exemplar

Year 8

**A daily dose of health**



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the [Outline](https://k10outline.scsa.wa.edu.au) – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Health and Physical Education curriculum

The mandated curriculum is presented in the year-level curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



## This exemplar

This Year 8 Health Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for ten lessons.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Health Education exemplar has been informed by these same propositions:

- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

### Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.





## A daily dose of health

### **Skills and strategies to promote physical and mental health and wellbeing**

The teaching and learning sequence aims to develop students' understanding of the skills and strategies required to promote physical and mental health and wellbeing in the context of stress management, and making informed decisions regarding one's own health.

Students are provided with opportunities to develop their knowledge regarding the factors affecting physical and mental wellbeing and explore strategies that can be implemented to optimise these aspects of health. In addition to explicit teaching, students will be provided with learning experiences which allow them to investigate and gain understanding of the health information available to them and how they could utilise this information to support themselves and others who are going through a challenging time.

Through engaging in these in these learning experiences, students will be well prepared to address the key requirements of the summative assessment task at a level of accessibility suitable for their current level of ability.

This exemplar presents a teaching and learning sequence that will enable students to understand what factors enhance or detract from their health and wellbeing and to increase awareness about recognising signs of stress, and the strategies to implement in order to reduce the effects of stress.



## Western Australian Curriculum | What will be taught

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students is the world around them, and during this time their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.



## Achievement standard | What is assessed

By the end of the year:

### **Health Education**

Students identify skills and strategies to manage change, and promote all aspects of their own and others' health. They make informed decisions, using assertive responses, and make contingency plans to avoid and prevent risks to health. Students identify the impact power and coercion can have on relationships and describe how these can be influenced by stereotypes.

### **Physical Education**

Students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In various contexts, they implement a range of tactics to achieve an intended outcome. Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They implement or interpret verbal, physical or situational cues to appropriately respond to others when working in a group.





## LESSONS 1–10



## Lessons 1–2: What is health?

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Western Australian Curriculum content addressed in these lessons is below.

### Staying safe

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments

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### Learning intentions

- Understand and explain the term health.
- Define physical health.
- Understand what mental health and wellbeing is.
- Understand that health is dynamic and always changing.
- Identify the factors that can cause a decline in physical and mental health.

### Focus questions

- What is health?
- What does being healthy mean to me?
- What are the five components of health?
- What is physical health and wellbeing?
- What is mental health and wellbeing?
- What factors may create a decline in physical and mental health?
- What strategies could I implement daily to improve my general health?
- What is resiliency and why is it important to develop resiliency?

### Support notes

#### Classroom procedures

Create a safe space. Due to the sensitive nature of this topic, students should feel safe, supported and comfortable in expressing their knowledge and ideas during class discussions. Resources may be sourced from Establishing a group agreement (GDHR)

<https://gdhr.wa.gov.au/guides/what-to-teach/establishing-ground-rules>

Ensure students use the one-step-removed technique to avoid revealing personal information to the class. Resources may be sourced from One step removed (GDHR)

<https://gdhr.wa.gov.au/learning/teaching-strategies/making-decisions/one-step-removed>

Protective interrupting can also be used to prevent sensitive information being revealed. Resources may be sourced from Protective interrupting (GDHR)

<https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting>

#### Defining health

Health is achieving a sense of balance of physical, mental, emotional, social and spiritual wellbeing, allowing an individual to function optimally in all areas of life.

Teachers source definitions for physical and mental health.



## Sticky notes activity

Distribute sticky notes to students and ask them to write their thoughts and ideas on separate notes. Students then come up and stick their notes on the board. This is a good way to encourage everyone to have an input into the discussion.

## Resiliency

Resources may be sourced from Resilience (ReachOut) <https://schools.au.reachout.com/resilience>

## Teaching and learning experiences

### Introduction

The following activities can be completed at the start of each lesson.

- Mindful moment (Appendix A)
- Wellbeing reflection worksheet (Appendix A)

Note: the importance of checking in emotionally each lesson and spending a few minutes in a mindful state is very specific to this lesson sequence and can be promoted each week as an actionable strategy that can be used to promote positive wellbeing.

### Starter activity

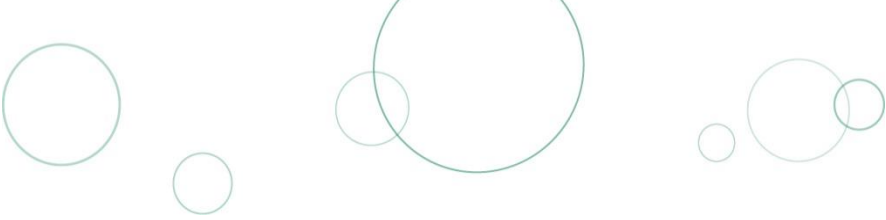
What is health?

- Establish classroom expectations and procedures for creating a safe environment. (Appendix A)
- Introduce the topic promoting physical and mental health, safety and wellbeing.
- Review the term health. Ask students to complete the following questions:
  - What does being healthy mean to me?
  - What are the five components of health?
  - Name three things you could do every day, to maintain or improve general health.
- Ask students to share responses with the class and develop an agreed definition of health. (Appendix A)
- Discuss the five components of health (physical health, mental health, social health, emotional health and spiritual health). Ask students for examples for each.
- On the whiteboard list all the strategies students currently use. This will provide a good idea of current levels of understanding. Use this to inform your teaching.
- Use the focus questions to guide class discussion.

### Teaching

Factors affecting physical and mental health

- Explain to students that the focus of this lesson is the physical and mental aspects of health and the factors that can cause these components aspects to become unbalanced.
- Ask students to note the definitions for physical and mental health, created as a class or provided by the teacher.
- Draw two thinking clouds on the whiteboard (label one physical health and the other mental health). Conduct a pass the pen activity, to identify the factors that increase or decrease physical and mental wellbeing, such as hygiene, hydration, sleep and exercise. (Support notes)
- Use this information to generate a discussion.



Note: factors can be discussed in terms of their impact on wellbeing. Some factors contribute positively, such as regular physical activity enhancing overall health, and others present opportunities for improvement, like adjusting sleep habits to better support physical and mental wellbeing.

### **Learning**

Self-reflection and personal growth

Students will engage in a self-reflection activity to recognise their current strengths in physical and mental wellbeing and identify areas for future growth.

- Using the Wellbeing reflection worksheet (Appendix A), students will reflect on their physical and mental health by identifying aspects they feel confident about and areas they would like to strengthen.
- Students will describe what contributes to their wellbeing and consider actions that could enhance it further.

### **Teaching**

- Explain to students that factors affecting physical and mental health can be divided into aspects that can be controlled and aspects that cannot. Explain that it is important to learn how to cope with all aspects of physical and mental health to maintain a balance.
- Write the following factors on the white board:
  - genetics
  - environment
  - lifestyle.
- Explain what each factor means. In pairs, ask students to brainstorm possible examples for each category. Examples could include:
  - genetics, such as medical conditions and gender
  - lifestyle, such as hygiene and sleep patterns
  - environment, such as low income
  - poverty and infectious disease.
- Ask each pair to share their ideas with the class.
- Ask the class what they understand by the term 'health is dynamic'.
- Explain to students that a person's health is always changing depending on what is happening in their life. The skill is to be able to implement relevant strategies in an attempt to maintain balance, and therefore, promote overall health and wellbeing.
- Emphasise to students that all people respond differently to changes in their life; some people are able to cope more positively than others and recover quickly from difficult situations.
- Provide students with examples of different reactions to the same situation; for example, Jane just got a mark she was not happy with in maths; her mum feels she should have done better and tells her off. Jane reacts by crying and getting angry with her mum or Jane reacts by apologising and reassuring her mum that she will study harder next time.
- Ask the class which term describes a person's ability to cope with adversity in their life and allow them to bounce back from adversity. Class identifies the term resilience and students provide examples of when they have witnessed or experienced resiliency in a situation.
- Create a class definition for resiliency.
- The teacher should determine if additional activities on resiliency are required (Support notes).
- Use focus questions to establish current level of understanding.





### **Concluding activity**

- Students identify one physical and one mental health strategy that they will implement today to improve or maintain their health and wellbeing. For example, playing basketball after school, taking short breaks while studying to relax, limiting screen time before bed, walking the dog etc.



## Lessons 3–4: Healthy habits for physical wellbeing

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Western Australian Curriculum content addressed in these lessons is below.

### Staying safe

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments

Credible health information that can support people in a variety of situations

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### Learning intentions

- Understand the impact of physical health and wellbeing on overall quality of life and identify ways to develop healthy daily routines and habits to maintain or enhance wellbeing.
- Make informed choices regarding health and wellbeing.
- Develop strategies to promote positive physical health.

### Focus questions

- What factors contribute to our physical health?
- What is a health-related condition?
- Is a health-related condition preventable?
- What are healthy habits?
- What impact will healthy habits have on overall health and wellbeing?
- What is an informed choice?
- What are the daily recommendations for exercise?

### Support notes

National physical activity, sedentary behaviour and sleep recommendations for children and young people (5–17 years).

Resources may be sourced from the Physical activity and exercise guidelines for all Australians (Department of Health, Australian Government)

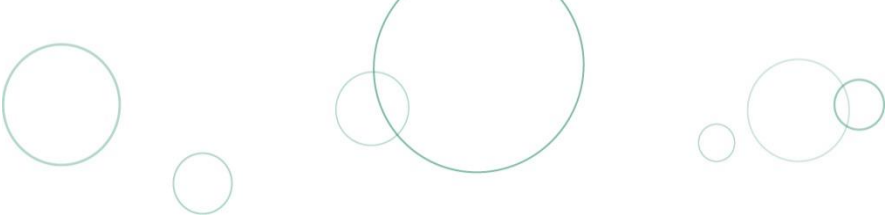
<https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians>

### Teaching and learning experiences

- Mindful moment (Appendix A)

### Starter activity

- Begin the lesson with a short quiz based on key learning intentions from previous lessons. For example:
  - What is health?
  - What are the components of health?
  - Why is health, considered dynamic?
- Discuss student responses with the class and use this to form part of ongoing formative assessment.

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- Adjust the lessons according to the needs of the class based on their understanding of the key learning intentions.
  - Review the physical and mental health strategies students have implemented during the week.
  - Ask students to name an action they took recently to enhance their health.
  - Use the responses provided and ask students to identify which factors focused on physical health.
  - All activities in this lesson can be conducted as part of a journaling exercise. Journaling could be continued each week for students to see how well they are managing their health and wellbeing.

### **Teaching**

- Provide students with an outline of a body. (Appendix A) Ask them to identify and label areas where positive physical health habits can support wellbeing; for example, a strong heart from regular movement, increased energy from good sleep, improved flexibility from stretching.
- Ask students to share their ideas with the class, highlighting the diverse ways we can take care of our bodies.
- Introduce the term ‘health-related condition’ and discuss the meaning of this term in a way that emphasises how positive health habits can manage or reduce risk factors. Connect this discussion with the examples generated by the class.
- Explore the idea that building positive habits is a proactive way to support lifelong wellbeing and discuss ways people can develop habits that contribute to their health.
- As a class, brainstorm what a healthy daily routine might look like for supporting optimal physical wellbeing, focusing on achievable and realistic actions students can take in their own lives.
- Use the focus questions to reinforce learning, encouraging students to think about how they can apply these ideas to their personal wellbeing.

### **Learning**

- Ask students to draw a T-chart and label one side ‘healthy habits/practice’ and the other side ‘healthy habits I can strengthen’.
- Give students two minutes to list habits they currently engage in that support their wellbeing and habits they would like to develop or improve.
- Students identify one habit from the ‘healthy habits I can strengthen’ column and write beneath their T-chart how building this habit could positively impact their health and wellbeing.
- In pairs, small groups or as a class, students share one habit they feel confident in and one they aim to strengthen, discussing ways to support one another in making positive choices.



## Teaching

- Use the following quote (or similar) to explain that the decisions and choices we make daily contribute to our overall health, so it is important to find reliable information and make informed choices. ‘Optimal health and wellbeing is not something you can buy; it is something you cultivate daily’
- Explore the concept of habits and discuss the statement ‘We are what we do ...’, encouraging students to reflect on how their daily actions shape their wellbeing.
- Highlight how positive habits support health and wellbeing, emphasising that small, consistent actions can become part of a healthy lifestyle and contribute to long-term vitality and resilience.

## Learning

### Research task – Habits for physical wellbeing

- Work individually or in pairs to research and produce a simple infographic or mind map showing daily health habits which optimise physical health and wellbeing. These can be displayed in the classroom as a reminder to other students about making healthy choices each day to support their physical health.
- The teacher should decide which research areas and cover topics to include. (Support notes) These could include the Government guidelines and cover topics, such as:
  - daily exercise recommendations (type, time)
  - sleep
  - sedentary behaviour including screen time recommendations
  - the benefits of relaxation and mindfulness on physical health.
- Using their research, students identify the key recommendations that would help people to make informed choices regarding their health and wellbeing.
- The teacher moves around the room, questioning students about their sources and credibility of the information they are gathering. Focus questions could be used to check for student understanding.

## Concluding activity

- Students reflect on their current habits and identify one new positive habit they either practise regularly or would like to strengthen to support their physical wellbeing. Students write this habit in their diary and track their progress by ticking it off and dating each time they achieve it.
- Discuss how building and maintaining healthy habits is an ongoing process, and that consistency over time helps these habits become a natural part of daily life.



## Lesson 5–6: Healthy habits for mental wellbeing

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Western Australian Curriculum content addressed in these lessons is below.

### **Staying safe**

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments

### **Healthy and active communities**

Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them

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## **Learning intentions**

- To define what positive mental health is and how to cultivate it.
- Define stigma and explore its impact on wellbeing, while identifying ways to promote inclusivity and support others.
- To identify the link between physical and mental health and how to make informed decisions regarding positive mental health.
- To develop strategies to develop and support positive mental health.

### **Focus questions**

- What is meant by the term mental health?
- What does good mental health 'look' like?
- What is the difference between mental health and a mental health condition/illness?
- What are the benefits of good mental health?
- Why are young people reluctant to seek help for their mental health?
- What is stigma?
- How can stigma be reduced?

## **Support notes**

Definition of mental health – Beyond Blue

<https://www.beyondblue.org.au/the-facts/what-is-mental-health>.

### **Definition of stigma**

A negative attitude or belief that causes people to discriminate and judge others.

### **Reducing stigma**

- Create awareness about the type of language and general comments used to stigmatise
- Ask questions
- Gain knowledge through research
- Listen to others who have experienced social stigma
- Stand up and speak out against stigma

Resources may be sourced from Stories to inspire you – Beyond Blue

<https://www.beyondblue.org.au/mental-health/personal-stories>.



## Teaching and learning experiences

- Mindful moment (Appendix A)

### Starter activity

- Invite students to reflect on their healthy habit from the last lesson, whether it was a habit they already practised or one they aimed to strengthen. Ask student to share their experiences: Did they engage in their habit regularly? What helped them stay consistent? Were there any challenges?
- Facilitate a brief discussion on what supports habit-building and how small, consistent actions contribute to long-term wellbeing.
- Brainstorm with students what they understand by the term 'good mental health'. Ask students to list examples of what someone with good mental health might demonstrate; for example, feeling good about yourself, high self-esteem, self-confidence, belief in self, feeling happy and content, resilience during difficult times.
- Share learning intentions with the class and remind students of the importance of monitoring their feelings, thoughts and behaviours. Emphasise that being aware of this information provides an opportunity to reflect on feelings and implement strategies to support their mental and emotional wellbeing.

### Teaching

- Create a definition of mental health or use sources, such as the Beyond Blue website. (Support notes and Appendix A)
- Discuss with students the concept that mental health is not the same as a mental health condition, such as depression, anxiety or bipolar disorder.
- Emphasise that mental health is our state of wellbeing and how well we are coping with the challenges we face. It is, therefore, important that we spend time looking after our mental health and wellbeing, as well as our physical wellbeing. Just because a person does not have a specific mental health condition, it does not mean they have good mental health.
- Ask students to list the benefits of staying mentally well and share these with the class; for example, the ability to cope, greater motivation and productivity, better relationships, enhanced physical health and being able to reach their full potential.
- Collate all ideas on the white board.
- Refer to the current statistics on the Beyond Blue website to begin a discussion on why young people do not access help with mental health issues  
Statistics – Beyond Blue  
<https://www.beyondblue.org.au/media/statistics>.
- Lead a discussion about what stigma is and why it occurs. (Support notes)
- Students define stigma using their own words and identify when they have seen or heard examples in daily life that reflect examples of stigma; for example, the use of language, such as crazy to describe someone who has a mental illness.
- With the class, discuss the issues that could arise because of the stigma attached to mental health issues.
- Use the Headspace website to create awareness of ways to reduce stigma  
Our campaigns – Headspace  
<https://headspace.org.au/about-us/our-campaigns/>.
- Use the focus questions to guide a class discussion.



## Learning

- Students work in pairs or small groups to explore possible solutions to raise awareness and reduce stigma surrounding mental health and mental health illness.
- Students explore the campaign on the Headspace website and list key factors to be considered in awareness raising and the reduction of stigma in relation to mental health. (Appendix A)
- Ask students to share key points/strategies that could be used to reduce or eliminate stigma. (Support notes)
- If time permits, students can produce a slogan or catchy statement aimed at creating awareness around mental wellbeing. Ask students to write these on a sticky note or poster for display in the classroom. Many examples can be found in the image section of a relevant search engine. Encourage students to create their own version.

## Teaching

### Cultivating good mental health

- Revisit the benefits of mental health and how an individual might feel if they optimise their mental health.
- Watch the Psych Hub clip which discusses the link between physical and mental health: Physical and Mental Health – Psych Hub  
<https://www.youtube.com/watch?v=EKEWk4oWmjY>.
- Ask students to explain how physical and mental health are linked, and how one affects the other. This can be done as a written or verbal activity.

## Learning

- Working in pairs or small groups, students take on the role of a wellness coach who is responsible for guiding people to make good choices regarding their health and wellbeing.
  - Research and collect a bank of possible strategies/resources that could be implemented by young people on a daily basis to enhance their mental wellbeing (this can be linked back to the work in previous lessons on physical health, as they are intrinsically linked).

### Wellness advocate activity (Appendix A)

- Allocate students a scenario and ask them to respond as a wellness advocate to:
  - read the scenario
  - choose one or more strategies they believe would be effective for this person in this scenario
  - outline how the strategy could be implemented
  - justify why this strategy was chosen
  - provide any other simple recommendations that could be made to the individual to support their mental wellbeing
  - share with the class.
- Additional information can be found on the Beyond Blue website. (Support notes)

## Concluding activity

- Watch the video *The five Ways to Wellbeing – boosting mental wellbeing – Sanctuary*  
<https://www.youtube.com/watch?v=gJ5V525Sck>.
- Summarise the key strategies in the video. Those that may not have already been discussed (e.g. connection, being active, taking notice/being curious, gaining knowledge/challenging yourself, being of service and giving to others.) can be added to the existing strategies.
- Check for understanding by using focus questions.



## Lessons 7–8: Managing stress in times of change and challenge

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Western Australian Curriculum content addressed in these lessons is below.

### **Staying safe**

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments

Credible health information that can support people in a variety of situations

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### **Learning intentions**

Understand what stress is and how it can affect wellbeing.

- Outline the factors that can lead to the stress response.
- Outline the physical, emotional and mental responses to stress
- Understand the concept of stress management.
- Outline the strategies used to promote health and wellbeing through stress management.
- Understand where help and support can be accessed.

### **Support notes**

#### **Sticky notes activity**

Distribute sticky notes to students and ask them to write their thoughts and ideas on separate notes. Students come up and stick their notes on the board. This is a good way to encourage everyone to have an input into the discussion.

Stress is a response that commonly derives from a challenging situation. The state of tension caused by stress can be expressed physically, emotionally and mentally. Stress can be positive (eustress) or negative (distress).

#### **Focus questions**

- What is stress? What is eustress?
- What factors could lead to a state of stress?
- What are the physical, emotional and mental responses to stress?
- How does someone know if they are stressed?
- What is stress management?
- How does resiliency affect stress management?
- What are some effective strategies for managing stress and maintaining wellbeing?

### **Teaching and learning experiences**

- Mindful moment (Appendix A)

#### **Starter activity**

- Use the mix and match definitions activity (Appendix A) to review key terms covered so far and reinforce understanding of these core concepts as part of ongoing formative assessment. There are two versions, which teachers can use according to the ability level of students. Solutions are also provided.





## Teaching

- Read the following scenario to the class:

*Jo is in Year 12 and has recently been selected to be the lead role in the next school production. She knew it would mean a lot of work and extra hours, but she was confident that she could manage the increased load. As the term progressed and assessments increased, Jo began staying up late to balance rehearsals and schoolwork. She felt exhausted throughout the day, struggling to concentrate and stay motivated.*

*Over time, Jo's mood changed – she became more irritable, easily frustrated, and found herself snapping at friends and family. Jo started feeling overwhelmed and anxious about going to school, worried about everything she still needed to do. Even though she was extremely tired, she found it difficult to sleep because her mind was constantly racing with all her responsibilities. It all felt like too much to handle.*
- Ask the class how Jo is feeling and why they think this.
- Introduce the topic of stress and how stress is often the cause of many physical and mental/emotional issues.
- Ask the students to identify what evidence in the scenario indicates that Jo had become stressed and caused her mental and emotional wellbeing to suffer.
- Use the responses given to create a class brainstorm about the signs of stress.
- Ask students to identify what other evidence would indicate a person was suffering from stress. Complete a pass the pen activity, allowing students to contribute their ideas. (Support notes)
- Discuss the responses collated and ask students to categorise them into physical, emotional and mental indicators of stress; for example, inability to sleep (physical), overthinking (mental), anger (emotional).

## Teaching

What is stress?

- Create a class definition of stress (Support notes) and explicitly teach:
  - the stress response (fight or flight) and how the body responds to stress (Appendix A)
  - factors that can lead to heightened stress.
- With the class discuss the importance of being able to recognise the physical, emotional and mental symptoms that someone may experience in response to stress in order to effectively manage it.
- Ask students to draw three thinking clouds on their page. Label the clouds as physical, emotional and mental. Students brainstorm around their thinking clouds a minimum of three different symptoms that someone under stress may experience in physical, emotional and mental ways. For example:
  - Physical responses – increase in heart rate, muscle tension, difficulty breathing.
  - Mental responses – overthinking, negative thoughts, inability to concentrate.
  - Emotional responses – feelings of anxiety, distress, worry, anger.
- Share responses with the rest of the class
- Ask students if stress is always negative. Emphasise that humans need some level of stress in life in order to challenge ourselves and grow, this is called eustress.
- Explain that changes in circumstances and life transitions can often result in people becoming stressed, so it is important to be able to recognise stress, understand what causes your stress how to cope with it.



## Learning

- Students refer to their emotional barometer for today and with that in mind, rate themselves on a scale of 1–10 in terms of how stressed they are feeling (one feeling calm with no stress; ten is overwhelmed and very stressed). This activity can be drawn as a continuum and repeated to compare feelings of stress over the next few lessons.
- Ask students if the level of stress is reflective of their emotional barometer.
- Students complete an online stress quiz, such as How are you going? – ReachOut <https://au.reachout.com/articles/how-are-you-going>.
- Discuss any concerns that arise, using the one-step removed approach (Lesson 1).
- If time permits, provide students with an opportunity to further explore the ReachOut website.
- Use focus questions to consolidate student understanding.

## Teaching

### Stress management

- Introduce the concept of coping with stress and methods of stress management as a preventative measure in optimising health and wellbeing.
- Ask students why it is important to manage stress
- Explain that the methods of coping with stress vary from person to person. Make the link back to resiliency and discuss how learning to manage emotions can help people to become more resilient and cope with the challenges in life.

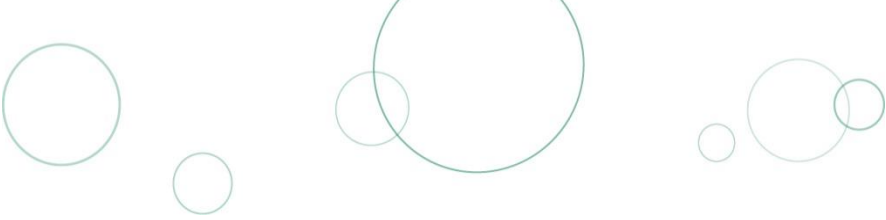
## Learning

- Students draw a T-chart with two columns: one for effective strategies that support stress management and another for less helpful strategies that may not promote long-term wellbeing. They then participate in a think-pair-share activity to discuss their ideas. Examples of effective strategies for stress management may include exercise, meditation, breathing practices, getting enough sleep, listening to music, organisation. Less helpful strategies for stress management may include using drugs or alcohol, taking it out on others, withdrawing from support networks, lack of sleep.
- Share ideas with the rest of the class.
- Stress busting – students work in pairs or small groups and produce a short, two-minute PowerPoint presentation on how to manage stress. Students are encouraged to choose the strategies that are most relevant to them and share those with the class.
- Students make notes on the presentations as they watch, noting at least five strategies they would be willing to implement in their lives.

## Teaching

### Seeking help and support in the local community and assessing reliable information online

- Refer to the content covered so far and emphasise to students that sometimes, despite attempting to manage stress levels, it can become overwhelming and impact on our mental and emotional wellbeing. It is really important to be able to access help and support in these situations.
- Ask the class where they might access support.
- Students note who is on their ‘support team’ when it comes to accessing help when required. Students create a team list of all the people or places they would go to access help and support.

- 
- Discuss what situations lead people to access help locally or online. Which method is most popular?
  - Demonstrate to students how overwhelming it could be for someone trying to access help and support for their mental and emotional wellbeing to manage their levels of stress. This can be done by simply searching in a search engine or asking the students to do the same.
  - Ask how it is possible to know if the information being received is reliable.
  - Discuss reliability of sources, recommendations and seeking help locally to gather advice.

### **Learning**

- Students create a 'Seeking support' directory for themselves and others, which can include the people and places they would access to manage their health and wellbeing.
- The directory should also include at least two local sources and two online sources, in addition to the support team created in the previous activity.
- Encourage students to keep a copy of this directory, so they have access to it if needed.

### **Concluding activity**

- Summarise the content from the last few lessons by watching the video *We all have mental health* accessed at We all have mental health (Anna Freud NCCF) <https://www.youtube.com/watch?v=DxIDKZHW3-E>.
- Review the strategies mentioned in the clip, noting how everyone needs to apply slightly different strategies to suit their requirements.
- Reassure students that everyone has mental health and it is important that people take the time to care for it.
- Ask students to try and do something every day to support their own mental and emotional wellbeing to reduce stress.
- Encourage students to look after each other and check in with their friends. For example, this might involve asking a friend if they are OK, encouraging their friends to share how they are feeling and offering support.
- Emphasise that there is no shame in asking for help.



## Lessons 9–10: Summative assessment

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Western Australian Curriculum content addressed in these lessons is below.

### **Staying safe**

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments

Credible health information that can support people in a variety of situations

### **Healthy and active communities**

Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them

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## **Learning intentions and support notes**

Understand the requirements of the summative assessment – A daily dose of health. Skills and strategies to promote physical and mental health and wellbeing.

### **Support notes**

During the assessment lessons make sure that:

- the task is adequately scaffolded to ensure all students can access the content
- students are provided with clear instructions, outlining the requirements of this task
- students are provided with copies of the task sheet, response sheets and marking key.

Presentation of the final version of this task is at the discretion of the teacher. Students may present orally for Section one and as part of a news television show for Section two.

## **Teaching and learning experiences**

- Mindful moment (Appendix A)

### **Teaching**

- Introduce the summative assessment task and hand out the student assessment task sheet, outlining the task details.
- Provide students with a copy of the news report. (Appendix B)
- Follow instructions to teachers. (Appendix B)

### **Learning**

Student-directed activity

- Students have two lessons to complete the assessment task.
- Teacher monitors progress throughout, giving meaningful guidance and feedback, as required.




**APPENDIX A:**  
**TEACHING AND LEARNING – RESOURCES**

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## Resources

Lesson	Resource	Link/information
1–2	<p>Department of Health GDHR – support for teachers in relationships and sexual health Classroom procedures</p> <ul style="list-style-type: none"> <li>establishing a group agreement</li> <li>one-step removed</li> <li>protective interrupting</li> </ul> <p>Health definition</p> <p>Resilience background information</p>	<p>Department of Health. (n.d.). <i>Establishing a group agreement</i>. <a href="https://gdhr.wa.gov.au/essential-tools/group-agreement">https://gdhr.wa.gov.au/essential-tools/group-agreement</a></p> <p>Department of Health. (n.d.). <i>One step removed</i>. <a href="https://gdhr.wa.gov.au/learning/teaching-strategies/making-decisions/one-step-removed">https://gdhr.wa.gov.au/learning/teaching-strategies/making-decisions/one-step-removed</a></p> <p>Department of Health. (n.d.). <i>Protective interrupting</i>. <a href="https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting">https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting</a></p> <p>World Health Organization. (2024). <i>Constitution</i>. <a href="https://www.who.int/about/governance/constitution">https://www.who.int/about/governance/constitution</a></p> <p>ReachOut. (2024). <i>Resilience</i>. <a href="https://schools.au.reachout.com/resilience">https://schools.au.reachout.com/resilience</a></p>
3–4	National physical activity, sedentary behaviour and sleep recommendations for children and young people (5–17 years).	<p>Australian Government Department of Health. (n.d.) <i>24-hour movement guidelines – children and young people (5–17 years) – brochure</i>. <a href="https://www.health.gov.au/resources/publications/24-hour-movement-guidelines-children-and-young-people-5-to-17-years-brochure">https://www.health.gov.au/resources/publications/24-hour-movement-guidelines-children-and-young-people-5-to-17-years-brochure</a></p>
5–6	<p>Mental health definition</p> <p>Anxiety, depression and suicide prevention support</p>	<p>Beyond Blue. (2024). <i>Learn about mental health</i>. <a href="https://www.beyondblue.org.au/the-facts/what-is-mental-health">https://www.beyondblue.org.au/the-facts/what-is-mental-health</a></p>
	<p>Mental health definition</p> <p>Anxiety, depression and suicide prevention support – Accessing help – current statistics</p> <p>Awareness raising for youth mental health</p>	<p>World Health Organization. (2022). <i>Mental health</i>. <a href="https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response">https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response</a></p> <p>Beyond Blue. (2024). <i>Statistics</i>. <a href="https://www.beyondblue.org.au/media/statistics">https://www.beyondblue.org.au/media/statistics</a></p> <p>Headspace National Youth Mental Health Foundation. (2024). <i>Our campaigns</i>. <a href="https://headspace.org.au/about-us/our-campaigns/">https://headspace.org.au/about-us/our-campaigns/</a></p>



Lesson	Resource	Link/information
7–8	Information on how the body responds to stress  How are you going? Online quiz	Nemours TeensHealth. (2023) <i>What is Stress?</i> <a href="https://kidshealth.org/en/teens/stress.html">https://kidshealth.org/en/teens/stress.html</a>  ReachOut. (2024). <i>How are you going?</i> <a href="https://au.reachout.com/articles/how-are-you-going">https://au.reachout.com/articles/how-are-you-going</a>
9–10	COVID and mental health	Psych Hub. (2020). <i>COVID-19 and Mental Health</i> . [YouTube]. <a href="https://www.youtube.com/watch?v=CVvGvoMRUk">https://www.youtube.com/watch?v=CVvGvoMRUk</a>



## Mindful moment

Mindfulness is a technique that helps bring awareness to the present moment and can be used to create change in the autonomic nervous system. Varying techniques can be taught to students to demonstrate different effects.

The practice of mindfulness has many health benefits for both students and teachers. Providing young people with an opportunity to learn simple techniques could ultimately improve their overall mental and emotional wellbeing.

A selection of resources that will help you to integrate this practice into your classroom and assist you to feel confident about delivering a short moment of mindfulness each lesson is included.

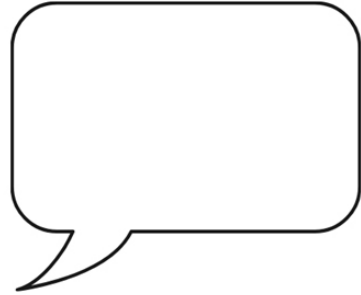
It is useful to follow an emotional check-in with mindfulness techniques that, when taught and used regularly, can provide students with strategies to help manage and regulate their emotions.

Using mindfulness techniques, such as breathing practices, relaxation and visualisation, may provide students with appropriate coping strategies to influence their emotional response and help improve their overall level of health and wellbeing.



Resources and information	Link
<p>Smiling Mind Introduction to mindfulness and the benefits of mindful practices.</p> <p>A free app can be downloaded onto any internet device, e.g. mobile phone or tablet.</p> <p>Videos support:</p> <ul style="list-style-type: none"> <li>• What is mindfulness?</li> <li>• Why do we need mindfulness and what are the benefits?</li> <li>• How to practise mindfulness</li> <li>• How mindfulness helps to manage emotions</li> </ul> <p>Meditations Full playlist available.</p>	<p>Smiling Mind. (2023). <i>What is mindfulness?</i> <a href="https://www.smilingmind.com.au/mindfulness">https://www.smilingmind.com.au/mindfulness</a></p> <p>Smiling Mind. (2023). <i>Try the Smiling Mind app.</i> <a href="https://www.smilingmind.com.au/smiling-mind-app">https://www.smilingmind.com.au/smiling-mind-app</a></p> <p>Smiling Mind. (2018). <i>Introduction to Mindfulness.</i> [YouTube]. <a href="https://www.youtube.com/user/SmilingMindTV/featured">https://www.youtube.com/user/SmilingMindTV/featured</a></p> <p>Smiling Mind. (2017). <i>Back to School Meditations &amp; Smiling Mind Sleep Meditations.</i> [YouTube]. <a href="https://www.youtube.com/user/SmilingMindTV/playlists">https://www.youtube.com/user/SmilingMindTV/playlists</a></p>
<p>Back to School Meditations A list of eight meditations suitable for high school students.</p>	<p>Smiling Mind. (2017). <i>Back to School Meditations.</i> [YouTube]. <a href="https://www.youtube.com/playlist?list=PLp3vpYbUmlqdvcm0iwsWx-VXE7ldTGvp">https://www.youtube.com/playlist?list=PLp3vpYbUmlqdvcm0iwsWx-VXE7ldTGvp</a></p>
<p>Daily Calm A collection of stories, sounds, meditations and brain training</p>	<p>Calm. (n.d.). <i>Calm – take a deep breath.</i> [YouTube]. <a href="https://www.youtube.com/user/calmdotcom">https://www.youtube.com/user/calmdotcom</a></p>
<p>Head &amp; Heart Mindfulness Free downloadable resources</p>	<p>head &amp; heart mindfulness. (2024). <i>Mindful Kids Are Happy Kids.</i> <a href="https://www.headandheartmindfulness.com.au/">https://www.headandheartmindfulness.com.au/</a></p>

# How do you feel today?





## Lesson handouts and additional information

### Lessons 1–2

#### Self-reflection worksheet

When do I feel my body is at its best? What contributes to this?

What physical activities or habits make me feel strong, energised or healthy?

When do I feel most calm, focused or happy?

What activities, people or places support my mental wellbeing?

What is something I enjoy but don't do often enough to support my physical health?

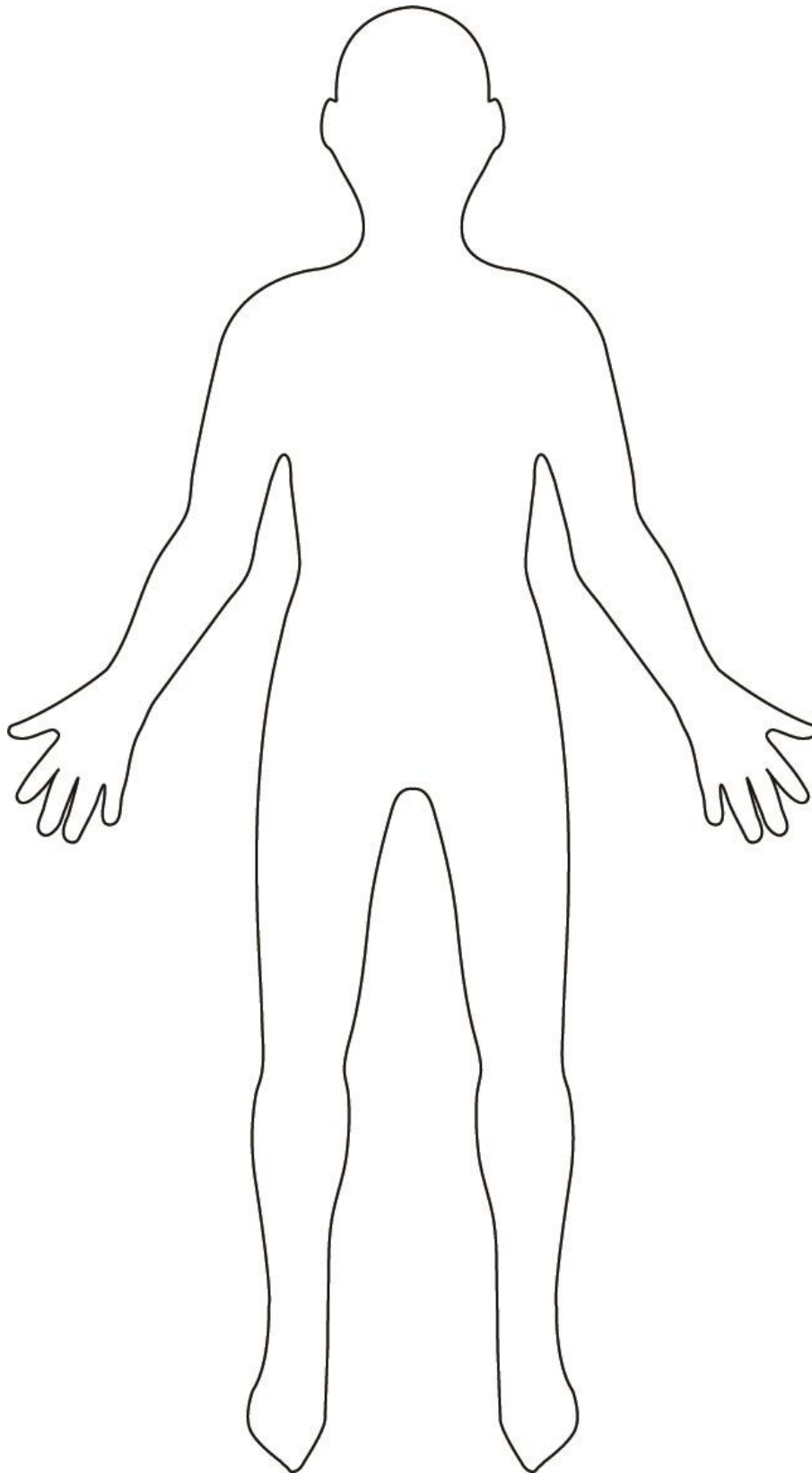
What is one strategy I could use to manage stress or boost my mood?

How can I create more moments of calm, focus or happiness in my day?



**Lessons 3–4**

Body outline





## Wellness advocate task

### Lessons 5–6

#### Scenario 1

Gabe is 13 years old and has recently broken his leg during a game of football. As a result, he has not been able to participate in any form of physical exercise or socialise with his teammates. He is feeling very isolated, and his mood has declined.

#### Scenario 2

Tom is 14 years old and is just about to experience his first set of examinations at school. He has always been a high achiever, and his parents tend to have very high expectations for him. Lately he has found the pressure to study such long hours to be overwhelming and he feels like his performance in the exams will suffer as a result. He is not sleeping very well as his mind is so active.

#### Scenario 3

Melissa is 15 years old and is coming to terms with the death of a close relative. She has never experienced this kind of loss before and is finding it hard to cope with the grief and sadness she is feeling.



**Lessons 7–8**

**Mix and match activity (version 1)**

Term	Definition
Health	
Physical health	
Social health	
Mental health	
Spiritual health	
Emotional health	
Health-related condition	
Stress	
Resilience	
Stigma	

### Mix and match activity (version 2)

Term	Definition
1. Health	a) A health condition that can develop due to various influences, including personal health choices. For example, lung cancer can be influenced by factors, such as smoking.
2. Physical health	b) A positive state of mind, able to respond effectively to challenges.
3. Social health	c) Values and beliefs align with behaviours and responses.
4. Mental health	d) A state of physical and/or mental tension as a result of challenging situations.
5. Spiritual health	e) All body systems are working optimally.
6. Emotional health	f) A negative attitude or belief that causes others to discriminate or judge people.
7. Health-related condition	g) The ability to cope effectively with adversity and grow and learn from the experience.
8. Stress	h) A state of complete physical, mental, emotional, social and spiritual wellbeing, not just an absence of illness.
9. Resilience	i) Connection and interaction with others.
10. Stigma	j) The ability to manage feelings in a variety of situations.

## Solutions

Term	Definition
1. Health (h)	a) A health condition that can develop due to various influences, including personal health choices. For example, lung cancer can be influenced by factors, such as smoking.
2. Physical health (e)	b) A positive state of mind, able to respond effectively to challenges.
3. Social health (i)	c) Values and beliefs align with behaviours and responses.
4. Mental health (b)	d) A state of physical and/or mental tension as a result of challenging situations.
5. Spiritual health (c)	e) All body systems are working optimally.
6. Emotional health (j)	f) A negative attitude or belief that causes others to discriminate or judge people.
7. Health-related condition (a)	g) The ability to cope effectively with adversity and grow and learn from the experience.
8. Stress (d)	h) A state of complete physical, mental, emotional, social and spiritual wellbeing, not just an absence of illness.
9. Resilience (g)	i) Positive connection and interaction with others.
10. Stigma (f)	j) The ability to manage feelings in a variety of situations.





## **APPENDIX B:**

# **ASSESSMENT TASK (SUMMATIVE)**

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A daily dose of health



## Sources – Summative assessment

### Title of task

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A daily dose of health. Skills and strategies to promote physical and mental health and wellbeing.

### Task details

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<b>Description of task</b>	<p>Students respond to a news article, outlining the impact that stressful events, such as the COVID-19 pandemic, have had on the mental and physical health and wellbeing of young Australians. The task is divided into two sections.</p> <p>Section one Read the news article and answer the questions provided.</p> <p>Section two Continue the news article by identifying some appropriate daily strategies that can be implemented to help young people develop their ability to cope when uncertain/unknown situations arise.</p> <p>The task focuses on stress management strategies and skills for making informed decisions. Students provide relevant and current sources of health information to support young people who are going through a challenging time.</p> <p>Students use the proforma provided to present their work in a report style (written, oral or recorded presentation).</p>
<b>Type of assessment</b>	Summative
<b>Assessment strategy</b>	<p>Comprehension and application of understanding of lesson sequence through question and response.</p> <p>Inquiry based research and report style presentation.</p>
<b>Evidence to be collected</b>	<p>Response questions (Section one)</p> <p>Stress management recommendations (Section two)</p> <p>Sources of health information (Section two)</p> <p>Each section can be presented as a written, oral or recorded presentation.</p>
<b>Suggested time</b>	Two lessons.



## Content description

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### **Content from the Western Australian Curriculum**

#### **Staying safe**

Skills and strategies to promote physical and mental health, safety and wellbeing in various environments

Credible health information that can support people in a variety of situations

#### **Healthy and active communities**

Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them

## Task preparation

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### **Prior learning**

Students have been provided with opportunities to learn the syllabus content, presented in Lessons 1–8.

## Assessment task

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### **Assessment conditions**

In class with teacher supervision

### **Differentiation**

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged. Where appropriate teachers may scaffold or extend the scope of the assessment tasks.

## Resources

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- student assessment task sheet and proforma
- device for research
- device or hard copy paper for final submission.



## Instructions for teachers

This task will provide an opportunity for students to demonstrate their knowledge and understanding of the skills and strategies that could be implemented to promote physical and mental health and wellbeing, to support young people going through times of change, challenge and uncertainty. Students respond to a news article outlining the impact of uncertainty and stress caused by external factors, such as COVID-19. The news article has two sections.

Section one: Students read the article and respond to the questions provided.

Section two: Students complete section two of the news article, responding to the criteria provided.


The use of this written or verbal format as an assessment strategy, allows students to plan and present a range of information in a creative and applied way. It also provides students with actionable strategies and access to support and resources that could be implemented in their own lives during times of stress or uncertainty.

Refer to the learning intentions from the lesson sequence included in this exemplar for content that could be included in the final submission of the task and ensure students have had access to this information.

All content should be adapted and modified where necessary in order to meet the ability of the students.

### Lesson plan – assessment (Lessons 1 and 2)

- Provide students with the assessment task sheet, outlining the requirements of the task. Provide support for students with literacy needs to understand the report in the task.
- Provide students with a hard copy or digital version of the news report and a copy of the questions required for section one of the task (Assessment Lesson 1).
- Provide students with a copy of the news report and the section two proforma to complete section two of the assessment task (Assessment Lesson 2).
- The breakdown of the tasks provides an opportunity for students to demonstrate:
  - their level of comprehension of content through the interpretation of the news article (critical literacy skills)
  - their application in identifying and explaining strategies to support the skill of stress management
  - their ability to research appropriate and reliable sources of health information in the local community and online.
- Outline the proforma with the students and model how to present the required information, giving options for presentation and delivery relevant to your class. Adapt as required.
- Outline the marking key and allow time for questions to consolidate requirements for the task.
- During the first assessment lesson, students commence working on section one, reading comprehension and demonstration of key concepts.
- Read the news article aloud, encouraging the use of highlighters to identify key terms and information.
- Students individually begin answering the comprehension questions provided.

- 
- Monitor student progress and make informal observations on student management of the task.
  - Students complete their comprehension questions by the end of the first lesson and submit. These are not returned until formal summative feedback is provided.
  - Students complete section two in the second assessment lesson, using the proforma provided, or adapting to suit the needs of the class.
  - Students submit their final copy of the task for review.
  - Provide feedback to students on their progress and suggested areas of improvement.
  - Following completion and review, show students an exemplar of the task. Ask them to reflect on any areas where they could improve.



## Student task sheet

### Title of task

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Promoting mental health and wellbeing

#### **A daily dose of health. Skills and strategies to promote physical and mental health and wellbeing.**

This task is designed to give you the opportunity to demonstrate your knowledge of:

- physical and mental health and wellbeing – the components of health
- how change and uncertainty can affect wellbeing
- factors that influence and impact physical and mental wellbeing
- stress management strategies
- skills and strategies to promote physical and mental wellbeing
- sources of health information that can support young people during challenging times in the local community and online
- how to recognise and support others going through a challenging time.

#### **Task requirements**


This assessment task will be completed over two lessons.

##### **Lesson 1**

1. Read the news article ‘A daily dose of health’ and highlight key information.
2. Answer all questions on the student response sheet.

##### **Lesson 2**

1. Re-read the article ‘A daily dose of health’ as a reminder of the content.
2. You have been asked by the news agency to write Part 2 of the news article. Your report must include the following elements and be presented in a way that appeals to young people.
3. You may use the proforma provided to help structure your response.
  - Describe what stress management is and explain why it is important for our health and wellbeing. **(4 marks)**
  - Identify and outline two strategies to recommend to the reader to support their physical wellbeing. **(4 marks)**
  - Identify and outline two strategies to recommend to the reader to support their mental wellbeing. **(4 marks)**
  - Encourage young people to seek support, explaining that support is available for young people in the community and online:
    - i) Outline two examples in your local area and two reliable support services online that young people can access for assistance in managing physical and mental wellbeing (managing stress). **(8 marks)**
    - ii) Select one of the four examples above and describe why it might be appealing to young people. **(2 marks)**



# A daily dose of health

## FOR ALL YOUR HEALTH-RELATED NEWS AND INFORMATION

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Times of change and uncertainty are never easy, particularly as a young person navigating their transition into adulthood. So many physical and emotional changes are taking place and, according to a recent report by Headspace, learning to deal with these changes in the midst of a global pandemic has had a significant impact on the mental wellbeing of young Australians.

The following extract shows one example of the impact the COVID pandemic, together with other challenging life circumstances, has had on young Australians. These external factors can often make it quite difficult to cope and remain in a balanced state of health and wellbeing. We ask: What can be done to help?

*Milly is 14 years old and currently living just outside of Melbourne, Victoria. 2020 was a difficult year for Milly witnessing her parents going through a separation and divorce, as the start of the COVID–19 pandemic began. Milly has always strived to do her best academically and puts pressure on herself to achieve high grades at school. She is also a very keen hockey player and is usually involved in training during the week and matches at the weekend.*

*During this challenging period, Milly was dealing with the emotions of her parent’s separation, as well as the practical implications of having to live between two houses, which made it difficult to fit in time to socialise with friends and go to hockey training as regularly as she once did. When COVID–19 hit in 2020, things grew worse for Milly as she experienced the impact of lockdown and fear surrounding the pandemic leading to heightened levels of worry and stress regarding school, safety and health.*

*Milly began to notice her energy and vibrancy for life decline, she became more withdrawn, not wanting to socialise with her close friends. She was very emotional and sleep was proving very difficult due to persistent worrying. Milly thought she could cope with what was happening around her and she didn’t think she needed or wanted to ask for help; believing her feelings were silly and over dramatic. Milly wasn’t even sure who to ask if she did need help. The way Milly was feeling on the inside often came out in her behaviours towards her family and close friends. She would get angry very quickly and lash out at those around her which was out of character for her. Milly just wanted to feel like her old self again, she did not understand why this was happening.*

Let us dive a little deeper into the concept of health and wellbeing and explore why Milly is struggling in this way.

Health is made up of five interrelated components and it is essential that these remain relatively balanced in order to prevent a decline in overall health and wellbeing. Health is often referred to as being dynamic and when a decline in one area of health is experienced, it will often affect all areas of life, particularly within physical, mental and emotional health.



Learning to cope and manage health optimally is not always easy constantly being challenged by internal and external factors that can cause disruption to physical and mental wellbeing.

The heightened stress of COVID–19 during 2020 and 2021 has created a greater sense of stress, fear and instability in terms of health amongst young people. Despite progress in the area of mental health there remains a stigma attached to this component, which often prevents young people seeking help.

In order to develop resiliency and the ability to cope in times of stress, young people require actionable strategies which can be implemented on a daily basis, to optimise their physical and mental wellbeing. This will help them to build the resiliency they need to cope in times of stress.

The internet is overflowing with information about ways people can look after themselves physically and mentally, but it may be difficult to know if the information is accurate and valid. Young people require skills in making informed choices to make positive decisions regarding their health routines and goals. It is vital that they are provided with the necessary support and sources of health information within their local community, including the tools needed to seek help or provide support to others who may be going through challenging times.

The following section of this news article outlines what stress is and key stress management skills and strategies that can be used and practised to build resilience and maintain wellbeing during times of challenge and change. Strategies to manage both our physical and mental health will be explained, with examples of how to apply these to everyday life.

It is important that young people know where, how and who to go to for support when struggling with their mental wellbeing. A brief overview of support networks in the local community and/or online, follows which will help distinguish between the credible/non-credible health information and provide sources of information that can be used as support during challenging times.





## Part 1: Student response sheet – ‘A daily dose of health’

Answer the following questions from Section one of the news article.

1. The article refers to the five components of health. Identify the five components of health from the options listed. (1 mark)
  - a) physical, behavioural, mental, emotional, social
  - b) hygiene, sleep, stress management, exercise, friendship
  - c) physical, mental, emotional, social, spiritual
  - d) spiritual, social, cognitive, behavioural, physical

2. Explain what is meant by ‘Health is dynamic’. (2 marks)

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3. Define the term ‘stigma’ and explain why it prevents people seeking help. (3 marks)

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4. Complete the sentence stem: Resiliency is a term used to describe ... (1 mark)

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5. Explain the relationship between physical and mental wellbeing with reference to how the lockdown may influence these. (3 marks)

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6. Select **three** of the health components below and provide an example of how COVID-19 may have affected young Australians in this area of their health. (3 marks)

Components of health: Mental, Emotional, Physical, Social, Spiritual

Component 1: \_\_\_\_\_

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Component 2: \_\_\_\_\_

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Component 3: \_\_\_\_\_

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*Coping skills are mechanisms one can develop and use in-the-moment when feeling down or in a stressful situation to help manage their emotions and feelings during this time.*

7. From your responses to the previous question, choose **one** component of health and describe a coping mechanism a young person could implement to reduce the impact on them during this time. (2 marks)

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8. Name **four** factors that may have contributed to Milly's decline in wellbeing during 2020 and 2021. (4 marks)

i) \_\_\_\_\_ ii) \_\_\_\_\_

iii) \_\_\_\_\_ iv) \_\_\_\_\_

9. Imagine you are a friend of Milly's. From the information provided in the news article, identify **three** changes you might have noticed in her behaviour, which may have caused you to become concerned for her overall health and wellbeing. (3 marks)

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

10. As Milly's friend, outline **two** possible strategies you could have suggested to support Milly's wellbeing during this challenging time. (2 marks)

Strategy 1:

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Strategy 2:

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## Part 2: News article

Skills and strategies to cope with challenging times of change and promote physical and mental wellbeing.

Use the sections below to help construct your response, it can be written, verbal or video. Check with teacher.

1. Introduce your news article, then describe what stress management is and explain why it is important for health and wellbeing. (4 marks)

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2. Outline **two** strategies you could recommend to the reader to support their *physical wellbeing*. (2 marks)

Strategy 1:

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Strategy 2:

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3. Outline **two** strategies you could recommend to the reader to support their *mental wellbeing*. (2 marks)

Strategy 1:

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Strategy 2:

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5. Select **one** of the four examples above and describe why it might appeal to young people.

(2 marks)

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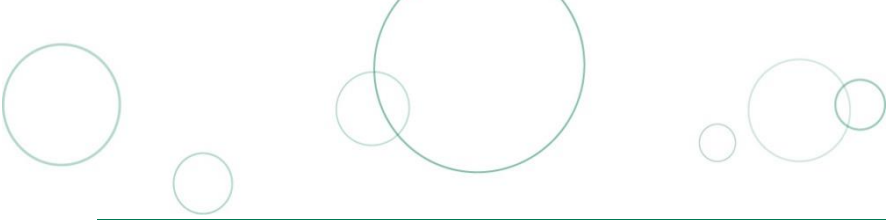
## Marking key

Description	Marks
<b>Part one: News article response</b>	
1. Identify the five components of health from the options listed.	
(c) physical, mental, emotional, social, spiritual	1
<b>Subtotal</b>	<b>/1</b>
2. Explain what is meant by the statement 'Health is dynamic'.	
Clear explanation that includes all relevant information	2
Simple explanation with some relevant information	1
<b>Subtotal</b>	<b>/2</b>
3. Define the term 'stigma' and explain why it prevents people seeking help.	
Provides an accurate definition	1
Clear explanation with reference to why it prevents people from seeking help	2
Simple explanation with minimal reference to why it prevents people from seeking help	1
<b>Subtotal</b>	<b>/3</b>
4. Resiliency is a term used to describe ...	
How a person copes positively with adversity in their life, to overcome difficult times and learn and grow from them or the ability to bounce back from adversity.	1
<b>Subtotal</b>	<b>/1</b>
5. Explain the relationship between physical and mental wellbeing with reference to how the lockdown may influence these.	
Comprehensive explanation of the relationship and makes accurate clear links on how the lockdown may influence this	3
Clear explanation the relationship and makes some links on how the lockdown may influence this	2
Simple explanation with minimal links	1
<b>Subtotal</b>	<b>/3</b>

Description	Marks
6. Select three of the health components below and provide an example of how COVID-19 may have affected young Australians in this area of their health.	
For each of the three components selected (3 x 1 mark)	
Provides an appropriate example	1
<b>Subtotal</b>	<b>/3</b>
7. From your responses to the previous question, choose one component of health and describe a coping mechanism a young person could implement to reduce the impact on them during this time.	
Describes a coping mechanism to reduce the impact on them during this time	2
Outlines a mechanism to reduce the impact on them during this time	1
<b>Subtotal</b>	<b>/2</b>
8. Name four factors that may have contributed to Milly's decline in wellbeing during 2020 and 2021.	
For any four of the following (4 x 1 mark):	
<ul style="list-style-type: none"> <li>• COVID-19 pandemic</li> <li>• parents separation/divorce</li> <li>• unable to socialise</li> <li>• unable to train</li> <li>• stress/pressure on herself to achieve high results</li> </ul>	1
<b>Subtotal</b>	<b>/4</b>
9. Imagine you are a friend of Milly's. From the information provided in the news article, identify three changes you might have noticed in her behaviour, which may have caused you to become concerned for her overall health and wellbeing.	
For any three of the following (4 x 1 mark):	
<ul style="list-style-type: none"> <li>• low energy/tired/lack of motivation</li> <li>• withdrawn, not wanting to socialise</li> <li>• anger</li> <li>• stressed</li> </ul>	1–3
<b>Subtotal</b>	<b>/3</b>
10. As Milly's friend, identify and outline two possible solutions you could have suggested to support Milly's wellbeing during this challenging time.	
Identifies two solutions for Milly	1–2
<b>Subtotal</b>	<b>/2</b>
<b>Part 1 total</b>	<b>/24</b>



Description	Marks
<b>Part two: News article</b>	
1. Introduce your news article, then describe what stress management is and explain why it is important for health and wellbeing.	
Detailed description of stress management	2
Outlines stress management	1
Explains why stress management is important for our health and wellbeing providing an array of examples	2
Outlines why stress management is important for our health and wellbeing with little examples	1
<b>Subtotal</b>	<b>/4</b>
2. Outline two strategies you could recommend to the reader to support their <i>physical wellbeing</i> .	
Outlines two strategies for physical wellbeing	1–2
<b>Subtotal</b>	<b>/2</b>
3. Outline two strategies you could recommend to the reader to support their <i>mental wellbeing</i> .	
Outlines two strategies for mental wellbeing	1–2
<b>Subtotal</b>	<b>/2</b>
4. Explain what support is available for young people both in the community and online	
i. Describe two resources in the local area that young people can access for assistance in managing physical and mental wellbeing (managing stress).	
For each of two resources (2 x 2 marks)	
Clear description with all relevant information and detail	2
Simple description with some relevant information or detail	1
<b>Subtotal</b>	<b>/4</b>
ii. Describe two reliable support services found online that young people can access for assistance in managing physical and mental wellbeing (managing stress).	
For each of two resources (2 x 2 marks)	
Clear description with all relevant information and detail	2
Simple description with some relevant information or detail	1
<b>Subtotal</b>	<b>/4</b>



Description	Marks
Select one of the four examples above and describe why it might be appealing to young people.	
Describes why this example might be appealing to young people.	2
Outlines why this example might be appealing to young people.	1
<b>Subtotal</b>	<b>/2</b>
<b>Part 2 total</b>	<b>/18</b>
<b>Total</b>	<b>/42</b>



## Acknowledgements

### Lessons 5–6

Aristotle. (n.d.). *'We are what we do...'* [Quote]. Retrieved January, 2025, from <https://www.psychologytoday.com/intl/blog/stop-avoiding-stuff/202207/we-are-what-we-do>

### Appendix A

How do you feel today? Graphics created in Canva.

