Wellbeing COMPENDIUM

a guide for educators

Resilient Youth AUSTRALIA

THE UNIVERSITY of ADELAIDE

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Empower • Support • Connect

Welcome to the Wellbeing Compendium

This Wellbeing Compendium has been designed to help you maximise the benefits of your Resilience Survey. The Compendium offers targeted, evidence-based actions and resources organised by nine key factors, identified through a factor analysis conducted by the University of Adelaide. To better understand the structure of the Compendium, please refer to the 'Compendium Key' on Pages 5-7.

There are two ways to utilise this Compendium in conjunction with your Student Resilience Survey results:

1. Analyse your results at the item (question) level, and then use the 'Compendium Key' to locate the corresponding factor. Follow the prompts to navigate to the appropriate chapter.
2. Use the RYA Gemfinder™ tool to identify significant bi-directional drivers affecting your students' mental health and wellbeing at the item (question) level. Then, consult the "Compendium Key" to find the relevant factor and follow the prompts to the corresponding chapter.

Our goal is to help educators recognise and celebrate the positive wellbeing outcomes already present within your school community and gain a comprehensive understanding of your school's current wellbeing landscape. This approach will enable you to develop timely, targeted, individualised interventions and set achievable, yet ambitious goals to optimise the wellbeing of both students and staff at your school.

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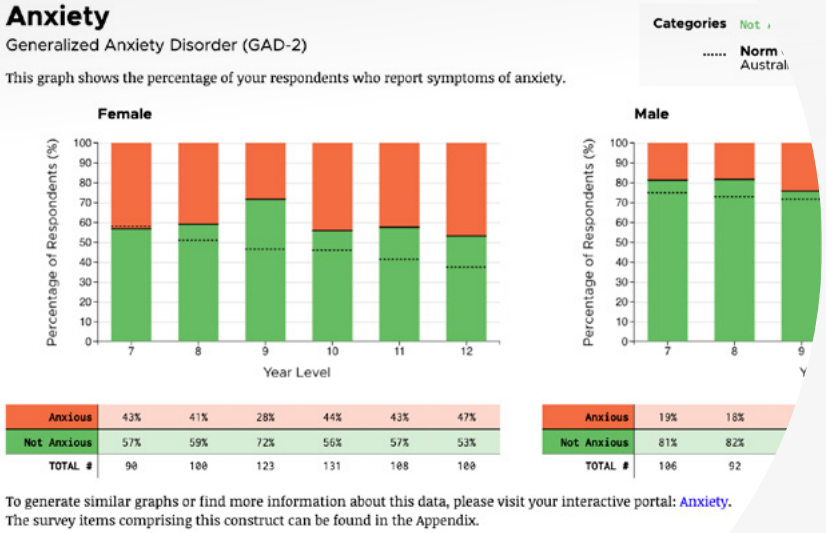
The Living Ripples Student Wellbeing Action Planning Process (SWAPP)

Dr Mark Kohler, Senior Lecturer and Chair of Psychology Learning and Teaching at the University of Adelaide, recommends these five steps:

1. Conduct the STUDENT RESILIENCE SURVEY including the STAFF RESILIENCE SURVEY and PARENT SURVEY



2. Using your STUDENT RESILIENCE SURVEY MENTAL HEALTH REPORT determine a GEMFINDER INQUIRY

The Living Ripples Student Wellbeing Action Planning Process (SWAPP)

Anxious	39 (43%)
Not Anxious	51 (57%)
TOTAL	90

Drivers

The following items correlate strongly with **anxiety** in your students.

- I feel safe at home.
- Feeling down, depressed or hopeless.
- Trouble concentrating on things like school work, reading, or watching TV.
- I get love and support from my family.
- Poor appetite, weight loss, or overeating.
- Trouble falling asleep, staying asleep, or sleeping too much.

3. Run your GEMFINDER INQUIRY and identify the key RESILIENCE SURVEY ITEMS you wish to positively impact.

4. With the COMPENDIUM KEY (Pages 5,6,7), use your identified ITEMS to find the page number for the relevant FACTOR.

STUDENT WELLBEING ACTION PLAN

SCHOOL LIVING RIPPLES LEAD

NAME: MOBILE:

EMAIL: DATE:

SAMPLE DOCUMENT

STEP 1 - FOCUS AREA	STEP 2 - DRIVERS	STEP 3 - ACTIONS	TARGET SCORE	WHO'S RESPONSIBLE?	TIMELINE	MEETING SCHEDULE
Identify ONE Focus Area Refer to your Resilience Survey Mental Health Report.	Identify TWO Drivers Refer to your Resilience Survey Gem Finder Analysis.	Plan THREE Actions Include any current initiatives that you are doing well and will CONTINUE.	Refer to your Resilience Survey Mental Health Report.			
Females Grade 7,8,9 Anxiety	'I feel safe at school'. 'I have been bullied'.	A. In partnership with students, create map of safe/unsafe hotspots around the school ('I feel safe at school') B. Establish and communicate a clear code of conduct and anti-bullying policies in the school that is actively shared with the whole school community ('In the last school term, I have been bullied at school.') C. Communicate your initiatives to parents via regular school newsletter updates. D. CONTINUE breakfast club.	Improve overall 'Not Anxious' score (GAD-2) for this cohort. Starting Score: 45% Not Anxious Target Score: 55% Not Anxious Other measures of success: Improvement in observed classroom engagement.	Assistant Principal. Principal and staff. Principal to arrange. Rostered staff.	T2, 2024. Start school year 2025. Monthly from T2. Weekly.	Audit Tool: SWAPP check-in:

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5. ENTER your SUGGESTED ACTION into your ACTION PLAN and complete and SAVE.

Compendium Key

This Compendium is structured using the eight factors determined by a University of Adelaide 'factor analysis' of the 63-item Student Resilience Survey. Follow the prompts in the Key below to find targeted evidence-based actions and resources organised by factor level.

Connected

Factor	Resilience Survey Item	Pages
School Experiences	RY3: I have a teacher at my school who cares about me. RY4: I have at least one teacher who encourages me. RY14: I feel safe at school. RY14: I read for fun. RY17: I try hard at school. RY18: I care about my school. RY20: I enjoy learning new things at school. RY22: I am given useful jobs at school. RY28: I have fun at school. RY30: My school gives students clear rules. RY31: My school enforces rules fairly.	**Actions** 8-11 **Resources** 12-14
Friendship Experiences	RY6: I have at least one good friend at school. RY9: I am good at keeping friends. RY10: I get along with people who are different from me. RY29: My friends and I can disagree about things and still be friends. FOR1: I forgive others who are mean to me. K12: I trust my friends and they trust me.	**Actions** 15-17 **Resources** 18-21
Family Experiences	RY2: I get love and support from my family. RY5: I have parents/carers who encourage me to do well. RY7: I have adults who set good examples for me. RY8: I have a parent/carer who listens to me. RY13: I feel safe at home. RY15: I feel safe in the area where I live. RY27: I have an adult in my life who I can talk to about my worries.	**Actions** 22-23 **Resources** 24-28

Compendium Key (continued)

Protected

Factor	Resilience Survey Item	Pages
Mental Wellbeing	PH1: Not feeling nervous, anxious, or on edge. PH2: Feel able to stop or control worrying. PH3: Not feeling down, depressed or hopeless. PH4: Do not have little interest or pleasure in doing things. PHQ3: Don't have trouble falling asleep, staying asleep, sleeping too much. PHQ4: Do not have a poor appetite, weight loss, or overeating. PHQ5: Do not feel tired, or have little energy. PHQ7: Don't have trouble concentrating on things like school work, reading, or watching TV.	**Actions** 29-32 **Resources** 33-36
Bullying Behaviours	RY37: In the last month, I have not been bullied at school. RY38: In the last month, I have not been bullied online. RY39: In the last month, I have not been left out of a group of friends on purpose, ignored, or had bad rumours spread about me.	**Actions** 37-38 **Resources** 39-43
Caring Behaviours	RY25: I am involved with at least one activity outside of school. RY26: I give my time to help others. RY36: I am physically active for at least one hour each day. SUN3: I get at least 8 hours of sleep most nights. SUN4: I eat healthy food. IINS: Connection to Nature Scale.	**Actions** 44-48 **Resources** 49-51

Compendium Key (continued)

Respected

Factor	Resilience Survey Item	Pages
Hopeful Attitudes	CHS1: In most situations I think I am doing pretty well. CHS2: In most situations I can think of many ways to get things in life that are most important to me. CHS3: In most situations I am doing just as well as others my age. CHS4: In most situations when I have a problem, I can come up with lots of ways to solve it. CHS5: In most situations I think the things I have done in the past will help me in the future. CHS6: In most situations even when others want to quit, I know that I can find ways to solve the problem. CANTRIL: Life Satisfaction Scale	**Actions** 52-55 **Resources** 56-59
Reflective Attitudes	COP1: When I have a problem, I don't avoid doing anything about it. COP2: When I have a problem, I don't just wish it would go away. COP3: When bad things happen, I don't usually blame myself. COP4: When bad things happen, I talk to others about my problems. RY11: I can talk about things if they upset me. RY21: I feel good about myself.	**Actions** 60-63 **Resources** 64-65
Healthy Choices	GAM1: I do not gamble online. (primary & seconday) GAM2: I do not play online games. (primary & secondary) RY40: I don't use a device between 10pm and 6am. (primary & secondary) AUD1: I do not smoke cigarettes. AUD2: I do not drink alcohol. AUD3: I do not use illegal drugs. RY32: I do not vape. RY42: I have not carried a weapon to protect myself. RY43: I have not threatened to physically hurt someone. SM1: How often do you use screens at school (e.g. computer, TV, phone)? SM2: How often to you use screens at home (e.g. computer, TV, phone, game console)? SM3: How often do you use social media (e.g. TikTok, Instagram, X, YouTube, Snapchat)? SM4: In a typical week, what do you use social media for? Tick all that apply. PHY1: How often do you play sport or do physical activity (indoor or outdoor, at school or outside of school)?.	**Actions** 66-70 **Resources** 71-73

School Experiences

A happy and positive relationship between students and their school contributes towards developing academic and personal development. This relationship is pivotal in shaping the educational experience and lays the foundation for a successful and fulfilling life.

Key Action	Action Planning Ideas
Support students to feel SAFE	**1. All School Rules and Regulations need to be clearly understood and achievable for all school members.** Ideally, students are encouraged to actively participate in their in the development of rules at both classroom and whole school levels. For example, the "Can we sort it?" approach empowers students to be solution-focused in addressing incidents that occur. As a school, keep a log of incidents that have taken place in the playground or classroom while on an excursion, make sure to de-identify students involved, present one of the incidents, and ask the class, "Can we sort it?". Facilitate students to discuss and brainstorm to come up with positive solutions and practical advice to help prevent the incident from happening again. **2. Establishing physical and psychological safety** is imperative to facilitate effective student learning. Schools should crosscheck that they are implementing practical security measures alongside safe and supportive learning environments. Ensuring the safety of our schools requires the implementation of effective policies that: ▪ Facilitate conducive, inclusive and supportive conditions for learning. ▪ Deliver comprehensive and well-coordinated learning support systems to encourage positive behaviour and address students social-emotional and mental health needs. ▪ Provide access to qualified mental health professionals employed within schools. ▪ Provide appropriate crisis and emergency preparedness and response training for all school staff. ▪ Foster effective partnerships between schools, families and communities to create a collaborative approach.

School Experiences

Key Action	Action Planning Ideas
Foster STUDENT VOICE	**3.** Student Voice is one of the five elements of the Australian Student Wellbeing Framework. When students have authentic opportunities to participate actively in their learning, they feel connected and can use their social and emotional skills to be respectful, resilient and safe. **Create regular channels for feedback, such as student forums or suggestion boxes**, provide students with a voice, making them feel heard and valued and developing student agency. **4. Choice Boards:** Not everyone learns in the same way and not everyone shows their learning in the same way. Choice boards benefit students by encouraging agency, motivation and creativity. Consider your learning outcome and design 3-4 tasks that would allow students to show they've achieved the outcome using a variety of learning outputs. For example, consider assigning a video response for verbal and interpersonal learners, a comic strip or infographic for visual learners and music or rap writing for musical learners. **5. Find ways to get to know your students.** One way of achieving this is to ask them to write down their responses to personal topics. ▪ their name ▪ their birthday ▪ their best friend(s) in class ▪ their favourite television programmes ▪ their favourite kind of music ▪ their favourite singers or groups ▪ their outside-school interests (e.g. what they like doing at weekends or in school holidays) ▪ the names of their 'pets 'and the type of animal ▪ the first names of their parents or carers ▪ where they like to go on holiday or where they would like to go ▪ their favourite sporting team or their favourite sport or pastime ▪ their favourite foods ▪ their biggest dislikes ▪ their favourite activity/subject in school ▪ their idea for a school/classroom trip. Take time to read all student answers. You can modify your questions depending on student year level and accommodate individual attributes. By remembering their responses, you can converse with students at the start of the day, at playtime, after the weekend, and at the beginning of a new term. Students like to know that you, as a teacher, are interested in them as people and not just as learners. They will naturally respect your interest in them and respond in kind.

School Experiences

Key Action	Action Planning Ideas
Foster INCLUSIVITY	**6. The language a school community uses about disability can influence attitudes and impact people's lives**. When school communities speak about others positively, using language that students with disability and their families prefer, it contributes to an inclusive culture that changes how students with disability are viewed by themselves and others and supports a sense of belonging. The 'All Play Inclusive Language Guide' (link below) and template help schools use inclusive language throughout the school community. Regarding specific terms for disability, student preferences and voice (and those of their family when appropriate) take priority, for example, ensuring a student's preferred name and gender are entered correctly on school management systems and classroom rolls, and implement responsive policies that consider the diverse backgrounds and challenges students may face. Inclusive language guide | AllPlay Learn **7. Implement inclusive practices that celebrate diversity and create a sense of belonging for every student.** 'As the Wild Wind Blows' Belonging Game: Introduce the activity by explaining that this is a game for getting to know each other and finding out what people have in common. Set up for the game is like Musical Chairs. Have participants arrange chairs in a circle (or they can stand on pieces of paper) with plenty of room in between them. There should be one less chair/paper than there are people playing the game. One person is "it" in the centre of the circle. They start off with the statement: "The wild wind blows for _____," filling in the blank. For example, somebody may say, "...anyone wearing white socks." Then, anyone in the group wearing white socks must get up and find another chair to sit in. The 'it' person must also find a chair, and no one can sit in a chair immediately to their right or left. The person who ends up without a chair is 'it' next and makes the next "The wild wind blows..." statement. If the person in the middle cannot think of anything to say, they can also call "Thunder" and everyone in the circle must get up and find another chair/place.

School Experiences

Key Action	Action Planning Ideas
Improve student SUPPORT SYSTEMS	**8. Implement mentorship programs where students have a designated adult they can turn to for guidance and support.** Organise community-building activities, clubs and events that allow students to connect with adults and their peers with similar interests. **9. 'Nature and Nurture'**: In this activity, students gather in a circle, and each person takes a turn expressing something they appreciate or feel grateful for within the school community and something they enjoy about our natural world. It could be a gesture of kindness from a classmate, support from a teacher, or cloud-watching. This activity allows students to share positive experiences and reinforces a classroom appreciation culture. It will enable students to feel acknowledged, valued, and connected to their peers and educators, contributing to a more caring and supportive school environment.
Implement SMART GOALS	**10. S.M.A.R.T Goals:** Help students develop their own frameworks for achievement. The S.M.A.R.T goals model is a useful approach to building organisational skills and promoting achievement. **Specific:** Be specific and clearly define the task required. **Measurable:** If you can't measure it, you can't manage it so be clear when the task is successful. **Achievable:** Goals must be set so that the student has a realistic chance of achieving them. **Relevant:** Focus on no more than three tasks relevant to learning. **Time-bound:** Ensure there is a time limit so the student has something to achieve within a fixed period.
Foster FUN	**11. Embrace fun to enhance engagement and positive school culture.** While it's important to distinguish between times for fun and times for learning, it's equally crucial to recognise the value of incorporating both elements into the school experience. Having fun builds morale, enhances bonds and positive relationships with others and helps break up intense learning periods with lighter activities that help refresh the mind. Aiming to assign a day of the week and/or month for a fun activity or tradition, such as Footy Colours Fridays or themed cause-based events (RU OK Day), is a good way to break things up. Additionally, finding creative ways to infuse appropriate humour into the classroom is fantastic for morale. Changing how we learn also adds to the variety and keeps things light and fresh; set goals and plans for taking a lesson outdoors or add gamification elements to student learning activities, which can help engage the entire school, improve retention and enhance bonds between students and teachers.

School Experiences

A. Why School Experiences matter

1. **Motivation and Engagement:** A positive relationship fosters a sense of belonging and connection to the school community, motivating students to engage in academic pursuits. Feeling valued and supported by the school environment enhances a student's enthusiasm for learning, making education a more enjoyable and rewarding experience.
2. **Academic Performance:** Students who feel connected to their school are more likely to perform better academically. A positive school experience contributes to a conducive learning environment, enabling students to focus on their studies and achieve their academic potential. Supportive relationships with teachers and peers can enhance each student's confidence, leading to increased participation in class activities and a greater willingness to take on life challenges.
3. **Social and Emotional Wellbeing:** A positive school relationship provides a support system that addresses students social and emotional needs. Feeling a sense of belonging helps students develop strong emotional resilience, which reduces stress and anxiety and contributes to a healthier mindset and sense of self.
4. **Character Development:** Schools are not just places for academic learning; they also play a crucial role in character development. A positive relationship with the school encourages the development of essential life skills such as teamwork, communication and empathy. Students learn valuable lessons about respect and responsibility and develop values through positive interactions with teachers, administrators and peers.
5. **Long-term Success:** The positive experiences gained during the school years contribute to a student's long-term success in their personal and professional life. A happy relationship with the school can instil a lifelong love for learning and a sense of curiosity, which are essential traits for adaptability and success in an ever-changing world.
6. **Community Building:** Schools are microcosms of society and positive relationships within the community contribute to a positive societal culture. When students experience a supportive and inclusive school environment, they are more likely to carry those values into their communities, fostering a sense of civic responsibility and cooperation.

A happy relationship between a student and their school is not merely a desirable outcome; it is essential in shaping each student's holistic development and preparing them for a successful and meaningful future.

B. School Experiences: Teacher Reflection

- How do you establish and maintain positive teacher-student relationships built on trust, respect and genuine care?
- In what ways do you encourage open communication with your students, creating an environment where they feel comfortable expressing their thoughts and concerns?
- How do you actively promote a sense of belonging and inclusivity in your classroom to ensure all students feel valued?

School Experiences

C. School Experiences: Activities and Resources

Podcast: 'The Continuing Educator'

Podcast: 'Classroom Adjustments Mental Health'

Teacher Magazine: 'Wellbeing Edition'

As a student, how can I have a voice in choices about my learning at school? | AllPlay Learn

'Student Wellbeing Hub'

Champion Life 'Movement Mentoring Monitoring (Pulse Tool) Program'

Kind Schools resources: kindschools.au

A.I.T.S.L.: Inclusive Education: Teaching Students with a Disability

D. School Experiences: Parent/Carer Resources

BRAVE – Online help for worried kids

'How to be positive about school at home'

The Positive Parenting Program

School Experiences

F. School Experiences: Books

‘How to Disappear Completely’, by Ali Standish.

‘Here in the Real World’, by Sara Pennypacker.

‘Cog’, by Greg van Eekhout.

‘Tangled in Time series’, by Kathryn Lasky.

‘A Wolf Called Wander’, by Rosanne Parry.

‘The Lost Girl’, by Anne Ursu.

‘Pink Is for Boys’, by Robb Pearlman.

‘Roxy, the Last Unisaurus Rex', by Eva Chen

What Is A Refugee?’, by Elise Gravel.

‘The Arabic Quilt: An Immigrant Story’, by Aya Khalil.

G. School Experiences: Research

Aghera, A., Emery, M., Bounds, R., Bush, C., Stansfield, R. B., Gillett, B., & Santen, S. A. (2018). "A Randomised Trial of SMART Goal Enhanced Debriefing after Simulation to Promote Educational Actions". The Western Journal of Emergency Medicine, 19(1), 112–120. https://doi.org/10.5811/westjem.2017.11.36524

Carroll, A, York, A, Fynes-Clinton, S, Sanders-O’Connor, E, Flynn, L, Bower, JM, Forrest, K, & Ziaei, M (2021). "The down-stream effects of teacher Wellbeing programs: improvements in teachers stress, cognition and Wellbeing benefit their students". Frontiers in Psychology, vol. 12, pp. 1-12, https://doi.org/10.3389/fpsyg.2021.689628

Hart, R. A. (2008). "Stepping back from ‘the ladder’: Reflections on a model of participatory work with children". In Participation and Learning: Perspectives on education and the environment, health and sustainability (pp. 19–31). Netherlands: Springer.

Hyde, M., Carpenter, L. and Conway, R.N. (2010). "Inclusive Education: The Way to the Future. In Diversity and Inclusion in Australian Schools". Melbourne, V.I.C.: Oxford University Press

Taylor, R, Overle, E, Durlak, JA, & Weissberg, RP (2017). "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects" Child Development, vol. 49, no. 4, pp. 1156-71, https://doi.org/10.1111/cdev.12864

Xiang, X. et al. (2018). "Good person, good citizen? The discourses that Chinese youth invoke to make civic and moral meaning." Citizenship Teaching & Learning, Vol. 13/2, pp. 193-207, http://dx.doi.org/10.1386/ctl.13.2.193_1

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). "The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention". American Psychologist, 67(4), 272–284. http://dx.doi.org/10.1037/a0028015

Friendship Experiences

Friendships transcend mere social interactions within student life; they assume a pivotal role in bolstering students wellbeing and belonging. In schools, educators play a vital role in creating opportunities that encourage and nurture the formation of meaningful friendships.

Key Action	Action Planning Ideas
Support students to feel SAFE	**1. Involve students in designing and building a 'buddy bench'** to be used in the playground as a place for students to gather when they feel alone or do not have someone to play with. Students and teachers can directly support the student in re-engaging with peers. **2. Provide a relaxation hub for students to relax comfortably.** A place to de-escalate and re-group that is quiet and comfortable. Students can access neurodivergent / mood supports such as weighted blankets and pillows. Ideally, this space is positioned near wellbeing support staff.
Develop SOCIAL SKILLS	**3. Incorporate role-playing exercises where students can practice different social scenarios.** This can include situations like introducing themselves, resolving conflicts, or working in groups. Provide specific scenarios that encourage the use of effective communication and empathy. After the role-play, discuss the experiences and highlight positive examples. **4. Integrate literature that emphasises social skills and emotional intelligence into your curriculum**; refer to our suggested books. Discuss characters' actions and reactions in stories, focusing on how they handle social situations. This can be an effective way to teach empathy and understanding.
Foster HEALTHY RELATIONSHIPS	**5. Develop a 'Random Acts of Kindness' (RAK) student committee.** Provide a budget (or fundraise) to support RAK acts and events for students and staff throughout the school year that are implemented by students with the committee providing ideas and encouragement. **6. Encourage and provide opportunities for students to take part in school and extracurricular activities in multi-peer groupings.** This will broaden friendship circles for students and support growth in socialisation skills. **7. Encourage secondary students to complete 'The Healthy Friendship Quiz'**. Promote reflection on their quiz results: what are their strengths and what aspects could they improve on? What support do they need to achieve healthier friendships? **8. Establish a kindness-themed bulletin board** where students' acts of kindness are publicly acknowledged and displayed. Encourage teachers and students to contributeto it regularly.

Friendship Experiences

Key Action	Action Planning Ideas
Celebrate DIVERSITY	**9. Establish a student peer education program** where students can educate their peers about their own cultures and backgrounds. This can involve short presentations, workshops, or interactive sessions facilitated by students for students. **10. Initiate art projects that focus on diversity and inclusion.** Students can create collaborative art installations that represent the unique qualities of individuals and unity as a collective community. Display the finished projects prominently within the school. **11. Initiate opportunities that involve students in the wider community**, fostering connections with individuals from different backgrounds - for example, homework clubs. Students who experience community outreach or collaborative initiatives can find opportunities to build inclusive friendships. **12. Encourage students to pursue their interests and actively make a positive difference through joining youth advisory and interest groups** – for example, the Australian Youth Climate Coalition. Membership in such groups can enhance students sense of belonging as they learn to use their voices for change and advocacy.
Improve student CONNECTION	**13. Integrate team-building games into the curriculum** that require students to work together to solve problems or achieve a common goal. Games like "Escape Room" challenges or problem-solving scenarios can be both fun and educational. **14. Rotate student groups and seating assignments** periodically to ensure students interact with different peers throughout the year. **15. Provide training sessions for older students who will serve as peer mentors.** Include topics such as active listening, effective communication, conflict resolution and understanding the needs of younger students. Resource peer mentors with activities and games that foster friendships: **Resilient Youth Australia:** ▪ PLAY ▪ WILDSIDE ▪ GAME CHANGERS ▪ TRAIL BLAZERS ▪ Intergenerational Insights Workshop **The Wellbeing Distillery | Here's A Thought Wellbeing Program:** hatwellbeing.com **16. Schedule regular check-ins and support meetings for peer mentors** to discuss their experiences, challenges and successes. Provide a platform for mentors to seek guidance or share insights and resources with one another.

Friendship Experiences

Key Action	Action Planning Ideas
Foster FUN	**17. Use interactive games and activities** that focus on communication and teamwork. Board and card games (Just One, UNO, Exploding Kittens) can make learning social skills enjoyable and engaging. **18. Introduce themed dress-up days** where students and teachers can participate in dressing up according to a chosen theme. Activities to strengthen friendships and connections can be based on the chosen theme – for example, My Hero. **19.** The Time Bomb Introductions game is helpful when introducing and establishing new student classes. **20.** Human Bingo can be engaging and fun and you can create different cards each week.

Friendship Experiences

A. Why Friendship Experiences matter

The cultivation of friendships in the school setting is significant for the holistic development and happiness of its students for the following reasons:

1. **Emotional and Psychological Wellbeing:** Friendships provide emotional support, reducing feelings of loneliness, anxiety and depression. By creating an atmosphere where students can form and maintain effective friendships, teachers contribute to the mental health and wellbeing of their students.
2. **Social Skills:** Interacting with peers helps students develop essential social skills. These skills include communication, empathy, conflict resolution and collaboration – all vital for success in life.
3. **Academic Success:** Through group projects and collaborative learning, students can enhance their academic performance. A classroom environment that encourages social interaction and friendship can build improved engagement and a more positive attitude toward learning.
4. **Bullying Prevention:** Strong friendships can serve as a protective shield against bullying. When students feel socially connected, they are more likely to speak out against bullying and seek help when needed. Schools can promote an inclusive environment where bullying is less likely to occur.
5. **Increased Attendance and Engagement:** Students with close friends at school are more likely to attend regularly and actively participate in class. A positive social environment fosters a sense of belonging, which, in turn, leads to improved school attendance and engagement.
6. **Lifelong Benefits:** Friendships formed in school often last a lifetime. These relationships offer a platform for students to learn the dynamics of maintaining healthy relationship connections.
7. **Diversity and Inclusion:** Encouraging friendships among students of diverse backgrounds and interests helps broaden students understanding, compassion and empathy.
8. **Conflict Resolution:** Friendships inevitably involve conflicts and disagreements. By providing students with the tools to navigate and resolve these conflicts peacefully, schools prepare them for similar challenges they will face in adulthood.
9. **Emotional Resilience:** Through friendships, students learn to cope with setbacks and disappointments. These experiences help build emotional resilience, a crucial life skill that can be beneficial in overcoming various obstacles.
10. **Positive School Culture:** Schools that prioritise and support friendships enhance the school culture. A welcoming and inclusive environment can improve the overall community experience for students, staff and carers.

By acknowledging the significance of friendships and actively promoting them, educators can help create a nurturing, supportive and inclusive school environment that lays the foundation for students success and wellbeing, both inside and outside the classroom setting.

Friendship Experiences

B. Friendship Experiences: Teacher Reflection

- How does our school support students in cultivating functional friendships and relationships?
- Are all teachers and staff effectively skilled to assist students with any friendship-related concerns or issues?
- What further training/upskilling/resourcing is needed to foster healthy friendships in our school community?

C. Friendship Experiences: Lesson Plans, Activities and Resources

Kindness Lessons:

- Kindness Lessons: Talk Story
- Kindness Lessons: Different but Same
- Kindness Lessons: Kindness Rocks!
- Kindness Lessons: Friendship Flowers

Friendships and frenemies | Kidscape

18 Tips about Friendship for Teens with Autism | Learning for a Purpose

Quiz - How healthy is your friendship group? | Reach Out – this is an excellent resource for secondary students to complete and supports the discussion of friendship issues in an engaging format.

How to tell a friend they've hurt you | Reach Out

D. Friendship Experiences: Parent/Carer Resources

Helping children make friends: What parents can do | Harvard Health

School-age friendships: how to support them | Raising Children

Tips to teach your teenager to be a good friend | Reach Out

Talking to your teen about bad friendships | Reach Out

Child Psychology resources | Quirky Kid

Raising Children - The Australian Parenting Website

5 Aboriginal Children's Books to Explore Friendship | Riley Callie Resources

Friendship Experiences

E. Friendship Experiences: Video Resources

How friendship affects your brain:
www.ted.com/talks/shannon_odell_how_friendship_affects_your_brain

How friendship supports our health:
www.apa.org/monitor/2023/06/cover-story-science-friendship

Friendship importance around the world:
www.frontiersin.org/articles/10.3389/fpsyg.2020.570839/full

The secret to lifelong friendship:
www.ted.com/playlists/633/the_secret_to_lifelong_friendship

F. Friendship Experiences: Books

'Bad Apple: a tale of friendship', by Edward Hemingway (K–2).

'Friendship according to Humphrey', by Betty G. Birney (Years 2–4).

'Owen and Maze: The true story of a remarkable friendship', by Isabella Hatkoff, Craig Hatkoff and Paul Kahumbu (K–5).

'Friendship for Today', by Patricia C McKissack (Years 5–8) (Adult themes).

'The Friendship', by Mildred D Taylor (Ages 10+) (Adult themes).

'A Beautiful Friendship', by David Weber (Ages 12+).

'When Friendship Followed Me Home', by Paul Griffith (Ages 10+) (Adult themes).

Friendship Experiences

E. Friendship Experiences Research:

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Rubin, K., Lynch, D., Coplan, R., Rose-Krasnor, L., & Booth, C. (1994). "Birds of a feather: behavioral concordances and preferential personal attraction in children". Child Development 65, 1778-1785.

Family Experiences

A safe and functional family environment is paramount for the wellbeing and development of young people. It serves as a key support for their physical, emotional and social growth, laying the foundation for a healthy and productive life.

Key Action	Action Planning Ideas
Support students to feel SAFE	**1. Use child safety scenarios to facilitate staff discussions** and build awareness of mandated school reporting policies and processes. Scenario Example: Ned has always presented like a little 'dad.' He seems to take care of other children. You have noticed that he always seems concerned about his three younger siblings. Today, you caught him stealing food from the canteen. He said he needed to take it home for his brothers and sisters. What might this behaviour be alerting you to? What action would you take? Answer: Ned could be taking on a parenting role for his younger siblings. Continue to monitor, but this could be a warning sign of child neglect. **2. Provide domestic violence training for staff** to recognise, respond to and refer to the appropriate authorities and services. DV-alert, affiliated with Lifeline, runs free, flexi-mode domestic violence training for caring professionals. www.dvalert.org.au
Develop SOCIAL SKILLS	**3. Effective Communication with Families for Educators.** This Kids Matter resource offers some brief and practical insight into how to facilitate purposeful communication with students' family members, along with the EduTribe tip sheet. ▪ Effective communication with families (Youtube) ▪ Tips for Effective Communication With Parents: For Educators (Free via sign up) **4. Kindness Lesson: Shapeshifters** This game develops student awareness of how to solve problems, adapt and strategise and communicate with others. It can be adapted to have a family focus that explores themes such as working together and supporting one another. Kindness Lessons: Shapeshifters
Foster HEALTHY RELATIONSHIPS	**5. Use the Four Safe and Inclusive Schools Factsheets** as a guide to review school policies and resources to promote inclusive community practices. ▪ Schools & Sport Carnivals factsheet (PDF) ▪ Toilets & Changerooms factsheet (PDF) ▪ School Uniforms factsheet (PDF) ▪ School Camps & Excursions factsheet (PDF) **6. Kindness Lesson: Me Map** This activity asks students to reflect and identify the keywords, symbols and colours that represent their character, family, culture and individual life circumstances and interests. It promotes self-awareness, imagination and creativity in how they choose to express and connect to their holistic selves. Kindness Lessons: Me Map

Family Experiences

Key Action	Action Planning Ideas
Celebrate DIVERSITY	**7. What songs help you feel connected to family and friends?** Encourage students to select and share a song that represents each of their family members. This activity is a fun way to grow appreciation and understanding of family through music. Songs for connection and belonging
	8. Run a regular parent/carer working bee that builds and strengthens community togetherness and social connections, improving the resources and beautifying the school environment.
Improve student CONNECTION	**9. Briefly survey parents/carer at each year level to discover what educational/developmental topics** they would like further resourcing and knowledge on. Use this data to inform the implementation of discussion topics in school newsletters and facilitation of parent/carer information nights and parent/teacher conferences. The Resilient Youth Australia Parent Resilience Survey is free to all Schools. To learn more go to: Parents Resilience Survey
	10. Actively advertise and model how parents can access support. Welcome new families, providing induction kits and school information that is in user-friendly language. Have a new family welcome morning tea each year, run by students, parents and staff.
	11. For more ideas, refer to PART C below, '20 Suggestions for directly supporting parent/carer involvement in your school.'

Family Experiences

A. Why Family Experiences matter

Schools can be active in the role they play in supporting families by providing various resources, services, opportunities for collaboration and building a happy community.

1. **Emotional Security:** A stable family environment provides emotional security, offering a sense of belonging, love and support. This emotional stability contributes to the development of a child's self-esteem, self-worth, trust and confidence.
2. **Healthy Development:** Young people learn essential life skills, values and behaviours within the family setting. A functional family environment models positive habits, attitudes and coping mechanisms that contribute to young people's overall development.
3. **Academic Success:** A supportive family environment is conducive to academic success. When young people feel secure and have a stable home life, they are more likely to be focused, engaged and motivated in their learning and educational pursuits.
4. **Social Skills and Relationships:** Families are the first social units children encounter and they play a key role in shaping social skills and relationship dynamics. A functional family environment provides a model for healthy communication, conflict resolution and interpersonal relationships.
5. **Resilience to Challenges:** A safe and supportive family environment helps young people develop resilience. They learn how to navigate challenges, cope with stress and adapt to changes, preparing them for life's inevitable ups and downs.
6. **Mental Health and Wellbeing:** Family stability is closely linked to mental health. A supportive family environment reduces the likelihood of mental health issues in young people, providing a secure foundation that helps prevent anxiety and depression and reduces experiences of trauma or neglect.
7. **Values and Morals:** Families are primary influencers in shaping a child's values and morals. A safe and functional family environment helps instil ethical principles, empathy and a sense of responsibility, guiding young people as they navigate any life dilemmas.
8. **Prevention of Risky Behaviors:** Adolescents in stable family environments are less likely to engage in Risk Factors such as substance abuse or school absenteeism. The guidance and boundaries provided by a functional family help mitigate these risks.
9. **Long-term Success and Happiness:** The positive influences of a safe and functional family environment have lasting effects on a person's life. Individuals who grow up in such environments are more likely to experience long-term success, satisfaction and happiness in various aspects of their lives.

Schools and families are partners in the education and development of young people. By fostering strong relationships, open communication and providing resources, schools can actively support families in ensuring the success and wellbeing of their children. This collaborative approach creates a positive and effective educational environment for students.

Family Experiences

B. Family Experiences: Teacher Reflection

- How do you address or accommodate students facing challenges or difficulties in their family life?
- How do you consider and accommodate diverse family structures and cultural backgrounds in your teaching approach?
- What efforts do you make to involve parents or carers in their child's learning process and how do you encourage their active participation in school activities?

C. Family Experiences: 20 Suggestions for directly Supporting Parent/Carer Involvement in your school.

The importance of a loving, supportive and functional family is a major contributing protective factor to students wellbeing and development. Community building and strengthening school staff relationships with student families assist with better learning and wellbeing outcomes for students. Sometimes, these partnerships can be challenging and we encourage school leadership to recognise the boundaries of responsibility and prioritise support for staff alongside students.

1. Tailor Engagement to Interests: Customise approaches to tap into the diverse interests of parents, recognising that aligning with their passions fosters more meaningful connections with the educational community.
2. Dissolve Educational Barriers: Encourage activities beyond conventional educational realms, breaking down the teacher/non-teacher barrier and promoting a more inclusive, holistic engagement.
3. Prioritise Personal Interaction: Recognise the power of personal contact as the most effective form of communication, emphasising the importance of direct, one-on-one interactions in fostering positive relationships.
4. Promote Frequent Communication: Establish a consistent and transparent communication strategy, recognising that regular updates and engagement contribute to a strong, informed partnership between educators and parents.
5. Facilitate Parental Self-Growth: Act as a facilitator for parental self-development, providing opportunities and resources that empower parents to grow personally and actively contribute to their child's educational journey.
6. Value Diverse Opinions: Solicit and appreciate parents opinions outside formal school structures, acknowledging the richness that diverse perspectives bring to the educational experience.
7. Cultivate Parental Autonomy: Create an environment that encourages and supports parental autonomy, recognising the importance of empowering parents to participate actively in decision-making processes.
8. Highlight Educational Connection: Emphasise the direct link between parental involvement and a child's education, reinforcing that engaged parents play a crucial role in their child's academic success.
9. Ensure A Warm Welcome: Go above and beyond to make parents feel genuinely welcome and valued, creating an inclusive atmosphere that promotes collaboration and partnership.

Family Experiences

10. Bridge Cultural and Language Gaps: Actively work to build bridges across cultural and language divides, ensuring that the school environment is respectful, inclusive and sensitive to diverse backgrounds.
11. Embrace Sensitivity: Demonstrate a keen sensitivity to parents feelings and perspectives, approaching interactions with empathy to foster trust and mutual understanding.
12. Engage in Community Capacity-Building: Be prepared to contribute to community capacity-building efforts actively, recognising the interconnectedness of the school and the broader community.
13. Exemplify Leadership: Display leadership qualities by being visible, accessible and available, reinforcing the school's commitment to collaborative efforts and student wellbeing.
14. Demonstrate Realism and Patience: Adopt a realistic, patient and courageous approach in navigating challenges, understanding that progress may take time and perseverance.
15. Promote Genuine Partnership: Clearly convey that parents are regarded as genuine partners in the educational journey, fostering a collaborative relationship built on mutual trust and shared goals.
16. Leverage Parental Problem-Solving: Encourage parents to actively participate in solving significant challenges, recognising the valuable contributions they can make in addressing complex issues.
17. Adapt to Parental Needs: Keep an open mind to parents diverse needs and attitudes, adapting engagement strategies to accommodate varying preferences and circumstances.
18. Designate a Liaison Person: Appoint a dedicated parent/community liaison within the staff, ensuring a designated point of contact for effective communication and collaboration.
19. Create a Welcoming Space: Establish a dedicated space within the school environment that parents can consider their own, fostering a sense of ownership and community.
20. Celebrate Parental Contributions: Acknowledge and celebrate the meaningful contributions of parents, reinforcing their vital role in the educational community and expressing gratitude for their active involvement.

D. Family Experiences: Lesson Plans, Activities and Resources

- A guide & resources for embedding Family by Aunty Fay Muir & Sue Lawson into your teaching program
- Tips for Effective Communication With Parents: For Educators (Free via sign up)
- Kindness Lessons: Shapeshifters
- Kindness Lessons: Me Map
- 5 Aboriginal Children's Books to Explore Friendship | Riley Callie Resources

Family Experiences

E. Family Experiences: 20 Suggestions for directly Supporting Parent/Carer Involvement in your school.

Raising Children Website - It serves as a comprehensive online hub for Australian parents and carers, providing dependable and free information on common parenting concerns from pregnancy to the teenage years.

- raisingchildren.net.au - The Australian Parenting website
- raisingchildren.net.au - A-Z health reference

Parents Victoria

- parentsvictoria.asn.au
- Supporting children's social connections in tough times
- Starting the conversation about your mental illness with your child
- Aboriginal Children in Aboriginal Care
- Mindful Parenting: How to Respond Instead of React

F. Family Experiences: Video Resources

'Let's talk about parenting in a powerful new way' - Webinar

G. Family Experiences: Books

- 'The Family Book', by Todd Parr.
- 'The Great Big Book of Families', by Mary Hoffman.
- 'Families', by Shelley Rotner.
- 'A Family is a Family is a Family', by Sara O'Leary.
- 'Yes, I'm adopted', by Sharlie Zinniger.
- 'Daddy, Papa and Me', by Leslea Newman.
- 'In Our Mother's House' by Patricia Polacco.
- 'Two Homes' by Claire Masurel.

Family Experiences

I. Family Experiences: Research

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Goodyear, M., McDonald, M., von Doussa, H., Cuff, R., & Dunlop, B. (2018). "Meeting the Intergenerational Needs of Families Where a Parent Has a Mental Illness". Journal of Parent and Family Mental Health, 3 (2). doi.org/10.7191/parentandfamily.1011.

The collaborative research project titled "Talking About the Science of Parenting" (L'Hote et al., 2017) represents a significant effort to encourage a more constructive conversation about parenting in Australia with over 7,600 participants. This study, which drew on five years of communication research on child development, conveyed a pivotal finding: discussions centred around 'effective parenting' prove to be ineffective. In Australia, the prevailing perception is that parenting is primarily a personal and instinctive undertaking rather than a shared societal responsibility. These perceptions, deeply ingrained in cultural beliefs, create a barrier that impedes meaningful conversations on crucial topics such as improving parenting skills, allocating resources for parental support and collectively advancing parenting for the overall wellbeing of society. See the report below:

L'Hote, E., Kendall-Taylor, N., O'Neil, M., Busso, D., Volmert, D., & Nichols, J. (2017). "Talking about the science of parenting". Washington DC: FrameWorks Institute. Retrieved from: parentingrc.org.au/wp-content/uploads/Talking-about-the-Science-of-Parenting.pdf

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Wade, C., Cann, W., & Matthews, J. (2019). "Introduction to special issue: parenting interventions and the mental health of children and parents". Advances in Mental Health, 17(1), 1-5. tandfonline.com/doi/full/10.1080/18387357.2019.1585647

Mental Wellbeing

Promoting and educating about mental health in schools is crucial for fostering a supportive and inclusive environment where students can thrive. Mental health directly influences a student's ability to learn, interact socially, and handle stress. By integrating mental health education into the school curriculum, educators can equip students with the knowledge and skills needed to manage their mental wellbeing, recognise early signs of mental health issues, and help seek when necessary.

This proactive approach enhances academic performance and social interactions and reduces stigma, encouraging a culture of empathy and support. Ultimately, mental health promotion in schools is vital for nurturing well-rounded, resilient, and emotionally healthy individuals prepared for the challenges of life.

Key Action	Action Planning Ideas
ENCOURAGE school-wide help-seeking behaviours and reduce mental health stigma	**1. Mental Health Awareness Campaigns:** Organize mental health awareness weeks or days with activities, workshops, and guest speakers to educate the entire school community about mental health issues and reduce stigma. Refer to links to discover key awareness and inclusion days that may be suitable for your school to celebrate. AccessEAP Awareness Days Diversity Council Australia D&I Calendar **2. Build awareness and address the primary barriers that impact young people from help-seeking.** We suggest educators and leadership reflect on the following five key barriers to student help-seeking and actively address these. **i. Stigma and Embarrassment** Stigma and embarrassment are the most frequently reported barriers to seeking mental health support. Public, perceived, and self-stigmatising attitudes towards mental health and illness can create a sense of embarrassment and fear, preventing individuals from identifying with or seeking help for their mental health issues. This concern is especially prominent among young people, who worry about what others, including potential sources of help, might think if they seek assistance. **ii. Problems Recognising Symptoms (Poor Mental Health Literacy)** Young people often struggle to recognise when their difficulties exceed normal levels of stress and require professional help. Research shows that although young people were aware of their distress, they continually redefined what they considered "normal" distress to avoid seeking help. **iii. Preference for Self-Reliance** Research consistently shows that young people prefer to rely on themselves rather than seek outside help for their problems. Seeking help from others is often perceived as a sign of weakness or an inability to handle normal life challenges.

Mental Wellbeing

Key Action	Action Planning Ideas
ENCOURAGE school-wide help-seeking behaviours and reduce mental health stigma (Continued)	**iv. Confidentiality and Trust** A lack of trust in potential sources of help is a major concern for many young people. They fear breaches of confidentiality, which could lead to exposure, and distrust the credibility or authenticity of providers. Additionally, perceptions of judgmental attitudes and a lack of familiarity with the sources of help contribute to this barrier. **v. Hopelessness** The feeling or perception of hopelessness significantly contributes to the help-negation effect, where individuals with higher levels of distress are less likely to seek support.
Proactively SUPPORT student mental wellbeing and risk management	**3. Promote Behaviour Change.** The Health Belief Model (Garcia & Mann, 2003) proposes that the probability that individuals will change their behaviour to improve or protect their health is directly related to: ▪ Their awareness and perception of the health issue ▪ The perceived risks and consequences ▪ The anticipated benefits of the behaviour change ▪ Their level of skills To assist young individuals in altering their behaviour, you can offer them information and counselling support that: ▪ Enhances their awareness and understanding of the behaviour and its consequences. ▪ 'Personalises' the risk by helping them recognise how it pertains to their situation. ▪ Fosters a belief that changing their behaviour will reduce or eliminate the risk. ▪ Supports their belief that they have the capacity to initiate and maintain behaviour change. ▪ Educate them in relevant interpersonal and life skills to facilitate the desired changes. ▪ Identifies and strengthens support systems to aid students in making and sustaining these changes. **4. Ensure student access to school counsellors and mental health professionals who can provide individual and group support, crisis intervention, professional development, support to teaching staff, and referrals to outside services.** Wellbeing in Australian schools | AITSL

Mental Wellbeing

Key Action	Action Planning Ideas
FACILITATE psychoeducational learning opportunities to enhance student awareness and increase their mental and emotional wellbeing literacy.	**5. Sign up for Kids Helpline's free emotional intelligence workshops for secondary students.** Students will learn: ▪ The purpose of your emotions ▪ How emotions work in the brain ▪ Your stress response: "fight/flight/freeze" ▪ Mental health literacy around the difference between mental health and mental illness ▪ Coping strategies and emotional self-regulation ▪ Basics of peer support Emotional Intelligence | Kids Helpline **6. Accessible School Resources and Support** Make mental health resources easily accessible to students, including brochures, websites, helplines, and crisis intervention services, ensuring they know where and how to seek help. Begin the new school year with a focus class or assembly on help-seeking, including what and how students can access specific services and resources. Make sure all students are aware of the following online and phone support services: ▪ Lifeline | 13 11 14 ▪ Kids Helpline | 1800 55 1800 ▪ RUOK ▪ Emergency Services | 000
PROMOTE mindfulness practices and social and emotional learning	**7. Classroom-based mindfulness education research has been associated with reducing anxiety, depressive symptoms and negative coping behaviours and increasing positive coping behaviours.** ▪ Deliver classroom-based mindfulness education ▪ Dedicate time for students to independently practice mindfulness ▪ Offer small group mindfulness activities Mindfulness In Schools (MISP) | Free resources and events Videos About Mindfulness in Education | Mindful Schools **8. Social Emotional Learning (SEL) is a comprehensive educational framework that focuses on nurturing the whole child.** Beyond just enhancing intellect, SEL provides students with the opportunity to develop emotional intelligence (EQ), a crucial factor for life success and overall wellbeing. Through SEL, students build resilience, learn to manage their emotions, develop positive relationships, and effectively navigate life's challenges. Research indicates that, in addition to promoting positive mental health, implementing SEL in the classroom can significantly improve academic outcomes. Personal and Social Capability learning continuum (PDF) | ACARA

Mental Wellbeing

Key Action	Action Planning Ideas
Actively SUPPORT and resource for the whole school's wellbeing, especially staff.	**9. The Association for Independent Schools in NSW (AISNSW) identified six critical factors for implementing a successful approach to whole-school wellbeing:** 1. Adopt a whole school approach 2. Focus on evidence-based interventions and programs 3. Establish a dedicated leadership team to promote wellbeing 4. Prepare and support school staff and students in wellbeing practices 5. Engage meaningfully with families 6. Support opportunities for student voice and engagement To foster whole-school wellbeing, schools can implement a variety of practical strategies. Creating a supportive and inclusive school culture is essential, starting with regular check-ins and open communication channels for both students and staff. Establishing peer support programs and mentoring systems can build a sense of community and provide additional emotional support. Schools need to provide relevant professional development focused on mental health awareness and resilience-building for teachers and staff. Additionally, providing access to mental health resources, an Employee Assistance Program (EAP), and onsite counselling services can ensure that everyone in the school community has the support they need to thrive. **10. In a 2022 survey (Steiner et al), 73% of K–12 teachers and 85% of principals reported experiencing frequent job-related stress, which is about twice as high as the average across all work sectors.** Compared to other working adults, teachers and principals were also more likely to report burnout and symptoms of depression and less likely to report feeling resilient. School administrators can enhance staff wellbeing by implementing the following strategies: ▪ **Gathering Feedback:** Ask staff for input on improving school practices and policies to reduce stress. ▪ **Promoting Mindfulness:** Integrate mindfulness practices into existing routines, such as starting meetings, the school day, or professional development sessions with a mindfulness minute. ▪ **Facilitating Discussions:** Engage school staff in conversations about overcoming barriers to accessing mental health supports. ▪ **Use the Resilient Youth Staff Survey** to inform you of the wellbeing of your staff.

Mental Wellbeing

A. Why Mental Wellbeing Matters

By educating students about their mental wellbeing, we are laying the groundwork for healthy adulthood and significantly reducing the risk of long-term mental health issues. This shift in focus can bring about positive change for individuals, families, and schools.

Schools should be aware of these positive outcomes and actively engage in the suggested efforts to enhance student mental wellbeing:

1. **Safety and Wellbeing:** Every educational institution's primary responsibility is to ensure the communities safety and social and emotional wellbeing. Schools create a secure environment that protects students from harm and impactful consequences by actively preventing risk factors.
2. **Positive Learning Environment:** A positive and conducive learning environment is crucial to developing positive experiences of belonging. Prioritising mental wellbeing helps maintain a respectful, caring, and supportive atmosphere, enhancing the overall learning experience for all students.
3. **Emotional and Mental Health:** Schools contribute to students mental health outcomes by raising awareness, educating, and supporting their wellbeing. They create an environment where psychological wellness is prioritised and supported. By resourcing for addressing mental health early, schools can help prevent the onset or escalation of mental health disorders.
4. **Social Relationships:** Fostering good mental wellbeing can support positive interpersonal development. Schools are microcosms of society, and by fostering an environment that discourages harmful actions and prioritises mental wellbeing, students are best prepared to have functional, successful social relationships.
5. **Development of Coping Skills:** An early focus on mental wellbeing during childhood and adolescence helps young people develop essential coping skills and emotional regulation, aiding in stress management and problem-solving.
6. **Reduction in Risk Behaviours:** Good mental health reduces the likelihood of engaging in risky behaviours such as substance abuse, self-harm, or violence.
7. **Empowerment and Self-Esteem:** Mental wellbeing promotion and education support self-esteem development and empower young people to make informed decisions, set goals, and achieve their potential.
8. **Community and Parental Trust:** Schools are integral parts of communities, and supporting and advocating for good mental wellbeing helps build and maintain trust within the community, especially in supporting parents and carers in their caring responsibilities. A school that actively promotes these issues demonstrates its commitment to the wellbeing of its students and community.
9. **Quality of Life:** Mental wellbeing enhances the overall quality of life, enabling young people to enjoy activities, pursue interests, and experience happiness and healthy living. Mental wellbeing equips young people with resilience to face life's challenges, promoting adaptability and recovery from setbacks.

Schools have a multifaceted role in shaping student lives. Actively promoting and educating on effective mental wellbeing practices aligns with the broader mission of education. It creates an environment that prioritises safety, mental wellbeing, and the holistic development of students, individually supporting them to reach their full potential.

Mental Wellbeing

B. Mental Wellbeing: Teacher Reflection

- How do you address and intervene when you notice signs of distress or potential risk factors in students?
- What resources do you feel competent to provide to support student wellbeing and mental health in your classroom? What areas do you need further professional support with?
- How do you protect and support your mental wellbeing in the workplace? How can your workplace support you in this process?

C. Mental Wellbeing: Lesson Plans, Activities and Resources

Mental health training for educators:

- Programs, training and professional development | headspace.org.au
- Adolescent Risk Taking and Safety
- Effective Alcohol and Drug Education podcast

Mindfulness and Stress Reduction Resources | The University of Melbourne

Mindfulness in the classroom | ReachOut

Education into the 2030s: The big educational challenges of our times - Monash University

AISNSW Research on whole school approaches to wellbeing:

Six key factors for whole-school wellbeing success (PDF)

How Can Schools Support Whole School Wellbeing? (PDF)

D. Mental Wellbeing: Parent Resources

These resources are design specifically to support parent and carer mental health and wellbeing.

Supporting parent mental health and wellbeing

Parents: mental health & wellbeing

Parental mental health and parenting: How are they related?

Opinion: With mental health, what's good for parents is good for children

Mental Health: for parents and carers | The Royal Children's Hospital Melbourne

The Families Under Pressure campaign includes 12 videos containing simple tips and tricks formulated by researchers and mental health experts, which are backed by science and proven to work with families.

Mental Wellbeing

E. Mental Wellbeing: Research

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Mental Wellbeing

E. Mental Wellbeing: Research (continued)

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Rickwood, D., et al. (2005). " Young people's help-seeking for mental health problems." Advances in Mental Health 4(3): 218-251.

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Bullying Behaviours

Bullying behaviour prevention is of paramount importance in schools for a variety of compelling reasons, as it not only addresses the immediate wellbeing of students but also contributes to an overall positive and inclusive school culture and environment.

Key Action	Action Planning Ideas
Promote RESPECTFUL COMMUNICATION	**1. Demonstrate and implement restorative practices** between students when disagreements have taken place. Encourage school leaders and older students to support younger students in conflict resolution approaches and to actively provide peer support. **2. It is important to have awareness and educate students on how to be upstanders** instead of bystanders when witnessing bullying behaviours. Conversations about reasons for being a bystander can be powerful learning opportunities and address core reasons for bullying behaviours between students. Bystanders may choose not to intervene or defend the target of bullying for various reasons: ▪ Fear of retaliation and becoming targets themselves. ▪ Concerns about losing social status. ▪ Lack of relationship with the victim. ▪ Limited knowledge about the individuals involved, the incident and determining right or wrong. ▪ Doubts about teachers or school staff addressing the bullying. ▪ The belief is that adults might exacerbate the bullying. ▪ Uncertainty about how to intervene or address the bullying situation.
Develop SOCIAL SKILLS	**3. Actively address and educate students on bullying.** Reachout has developed useful classroom content for teachers. Positive Bystanders is a visual and practical teaching resource for secondary students. https://schools.au.reachout.com/bullying/positive-bystanders **4. Teach students the concept of forgiveness.** Explain that acquiring the skill of forgiveness is a gradual process and that nurturing a grudge has a more detrimental impact on them than on the individual who caused the harm. Teach the Balloons Visualisation. Give your students an imaginary balloon and prompt them to reflect on any unhelpful feelings they have towards another person—anger, sadness, embarrassment. Instruct them to mentally transfer all those feelings into the make-believe balloon. Explain that the balloon is connected to them by an invisible string. When they feel prepared to let go of those emotions, provide imaginary scissors for them to cut the string, releasing the feelings. Guide your students to picture the balloon soaring high into the sky. Eventually, envision the balloon gently bursting, spreading a sprinkle of love and compassion to the other person involved. Remind students that this exercise may require repetition and they can practice it as often as they need.

Bullying Behaviours

Key Action	Action Planning Ideas
Build a SAFE and INCLUSIVE SCHOOL	**5. Support the teaching of healthy online behaviours and bullying prevention and management.** The eSafety Commissioner provides numerous resources for teachers to One example is how our class stays safe online and provides discussion points and posters to support lower-primary students in creating a 'tech safety agreement.' How our class stays safe online | eSafety.gov.au
Foster a NURTURING ENVIRONMENT	**6. Be attuned to the signs that students in your care may be experiencing bullying**. Indications of bullying might manifest as alterations in an individual's demeanour, engagement, or attendance, shifts in friendships causing unhappiness, negative interactions, derogatory comments about others, or instances of a child or young person being ignored or excluded. Students might avoid specific areas of the school grounds and have reduced school attendance. They may also exhibit signs such as appearing tired, daydreaming, or anxious, especially around particular peers. Signs of bullying | Bullying No Way **7. Model and reinforce positive social interactions.** Draw attention to positive peer behaviours occurring and name the specific positive interactions. Positive reinforcement by the teacher can consolidate students positive behaviours towards their peers.
Review SCHOOL BULLYING policies	**8. When school bullying policies are reviewed annually** include student leaders/committees to be actively involved in the review and amendment process. An overview of the updated policy can be presented by student representatives in a school assembly. **9. Host an annual 'Safe Schools are Happy Schools' parent night** where the students present their achievements and progress in creating an inclusive and safe environment for all community members. At the secondary level, this could include a school debate topic, artwork, music, pledges and reporting about community service experiences.

Bullying Behaviours

A. Why Bullying prevention matters

Bullying prevention is crucial in educational settings for the following reasons:

1. **Physical and Emotional Wellbeing:** Bullying can have severe and lasting physical and emotional consequences for the victims. Physical harm, coupled with the emotional distress caused by bullying, can lead to issues such as anxiety, depression, self-harming and suicidal thoughts. By preventing bullying, schools are actively working to protect the mental and emotional wellbeing of their students.
2. **Positive School Culture:** Bullying prevention fosters a positive and inclusive school culture. When students feel safe and accepted, they are more likely to engage in learning, participate in extracurricular activities and form positive relationships with their peers. This positive culture extends beyond the classroom and contributes to a healthy school community.
3. **Academic Performance:** Students who experience bullying often struggle academically. The fear of harassment, humiliation, or social exclusion can distract victims from their studies and hinder their ability to focus in the classroom. A safe and supportive learning environment is essential for students to reach their academic potential.
4. **Long-Term Behavioral Patterns:** Bullying is often a precursor to aggressive and antisocial behaviour in adulthood. By addressing bullying at an early age, schools play a crucial role in shaping positive social behaviours and interpersonal skills, helping to prevent the perpetuation of harmful behaviour in the future and supporting a functional society.
5. **Legal and Ethical Responsibilities:** Schools have a legal and ethical responsibility to provide a safe and secure learning environment for all students (and staff). Failing to address bullying not only jeopardises the wellbeing of individual students but can also expose schools to legal consequences. Implementing effective bullying policies and prevention strategies demonstrates an intention and commitment to fulfilling these responsibilities.
6. **Promotion of Empathy and Respect:** Bullying prevention initiatives teach students about empathy, respect and the importance of understanding differences. By fostering a culture of acceptance and tolerance, schools contribute to the development of responsible, compassionate citizens who are better equipped to navigate an increasingly diverse world.
7. **Parental and Community Involvement:** Bullying prevention efforts encourage collaboration between schools, parents and the community. When schools actively engage with parents and the broader community in anti-bullying initiatives, they create a united front against bullying, reinforcing the message that such behaviour will not be tolerated and demonstrating that communities play an active role in bullying prevention.
8. **Social and Emotional Learning (SEL):** Bullying prevention aligns with the principles of social and emotional learning, which are essential components of a comprehensive education. SEL programs teach students vital skills such as self-awareness, self-regulation and interpersonal communication, helping to create a positive and respectful social environment within the school.

Bullying prevention is not just a moral imperative; it is an integral aspect of creating a conducive and nurturing learning environment. Schools that prioritise bullying prevention contribute to the holistic development of their students, fostering a positive culture that extends beyond the academic realm and prepares students for success in both their personal and professional lives.

Bullying Behaviours

B. Bullying Behaviours: Teacher Reflection

- What proactive measures can I take to prevent bullying in my classroom and how do I handle incidents when they occur?
- How do I promote a culture where students feel comfortable reporting incidents of bullying?
- How do I stay updated on evolving technologies and social dynamics that may impact bullying trends among students?

C. Bullying Behaviours: Lesson Plans, Activities and Resources

'No Bullying Manual', by Dr Andrew Wicking and Ken Rigby OAM

Kindness Lessons:

- Kindness Lessons: Different but Same
- Kindness Lessons: Moon and Stars
- Kindness Lessons: Window of Tolerance
- Kindness Lessons: Buddy Bench
- Kindness Lessons: Proust's Questions
- Kindness Lessons: Cat Courage

How to tell a friend they've hurt you | ReachOut

eSafety Education | eSafety.gov.au

So You Got Naked Online

Student Wellbeing Hub

Champion Life 'Movement Mentoring Monitoring (Pulse Tool) Program'

D. Bullying Behaviours: Parent/Carer Resources

Teen bullying: how to help | Raising Children Network

Bullying in kids & pre-teens: how to help | Raising Children Network

Bullying: autistic children & teens | Raising Children Network

Cyberbullying: kids and teens | Raising Children Network

Sexting & teens: what parents need to know | Raising Children Network

Bullying Behaviours

E. Bullying Behaviours: Prevention Video Resources

Robot Bullies - And Action! Anti-Bullying Student Film

Issy's Story | Bullying | Kids Helpline

Anti-Bullying Squad

What is Bullying? | SEL Sketches

What to do about Bullying! | SEL Sketches

Anti-Bullying Short Film (Warning themes of suicide):

This wordless animated film doesn't pull any punches. It shows the violence associated with a lot of bullying and bullying's strong connection with suicide. This one will open up a lot of paths for discussion in your classroom.

Celebrity Bullying Video

What Being Bullied Actually Does To You

Cybersmart Detectives

F. Bullying Behaviours: Prevention Books

'Horton Hears a Who', or 'The Lorax', by Dr. Suess.

'Gifts from the Enemy', by Trudy Ludwig.

'How to be more Hedgehog', by Anne-Marie Conway.

'The Boy in the Dress', by David Walliams & Quentin Blake.

'Stand Up, Stand Out', by Kay Woodword.

Bullying Behaviours

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Bullying Behaviours

H. Bullying Behaviours: Research (continued)

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Caring Behaviours

Providing quality educational experiences for students is about fostering their holistic development alongside academic achievement. By recognising the importance of nurturing well-rounded individuals, schools actively promote and support students in cultivating essential self-care skills, providing numerous benefits when incorporating self-care education into the school curriculum.

Key Action	Action Planning Ideas
Support students to feel SAFE	**1. Safety Drills with a Focus on Support:** Review all school safety drills to incorporate caring and focus on emotional wellbeing and support mechanisms. Ensure that students understand the importance of looking out for one another during emergencies and that emotional safety is just as vital as physical safety. **2. Caring Connection:** Create a handout with sentence stems (or prompts) on it: ▪ One cool thing I've learned from you is... ▪ I admire your personality because... ▪ I am so grateful that you do/are... ▪ I have confidence in you when... ▪ Some great things about you are... ▪ I think it's great the way you... ▪ I enjoy spending time with you because... Make sure to leave plenty of room for students to finish these sentences, especially if they are younger writers. Next, pass out the handouts and ask each student to write only their name at the top of the paper. Collect the handouts and pass them out once again, randomly this time. Make sure each student received a different student's handout. Instruct the students to be silent for a few minutes while they write something about the person whose handout they received. After the few minutes are up, have each student pass the handout to another student (not the handout's owner yet). Encourage the students to complete whichever sentence stem calls to them, whether or not another student has completed it. After a few rounds of this, pass all the papers back to their owners and give them a chance to read all the positive things their peers have written about them.

Caring Behaviours

Key Action	Action Planning Ideas
Focus on sleep, fitness and nutrition	**3. Schools can effectively support students by providing designated spaces for them to decompress** and alleviate stress throughout the day, even if it's just for a few minutes between classes. Students can face difficulty in incorporating self-care into their busy schedules. Ask students, 'When are you engaging in activities that bring happiness and help care for yourself? Which can be a struggle for them as they juggle studying and after-school commitments. Allow students to have daily 'care breaks', dedicate 10 minutes to an activity of their choice, stretch, do star jumps, or engage in colouring to escape the stress of their day. Small breaks positively impact learning outcomes, student self-care and social behaviours. Try BRAINY BREAKS, a Resilient Youth Australia Program. **4. What is Draining Your Battery?** This content is suitable for student and teacher reflection. Is your work affecting your body, mind, or emotions? Break it down to identify an aspect of self-care to improve on. **Physical Strain:** ▪ If your body feels tired, consider whether you're constantly on your feet or carrying heavy loads. In such cases, gentle whole-body movement and stretching can help relieve muscle strain. ▪ On the flip side, if you spend most of your day sitting, especially hunched over a desk, lack of exercise may make you sluggish. Consider incorporating brisk walks or vigorous workouts into your routine. **Mental Fatigue:** ▪ Mental strain can result from concentration-heavy tasks or a lack of mental stimulation. If your job involves repetitive information, try balancing it with light reading or watching a favourite TV show. Alternatively, if you're bored due to a lack of mental challenge, delve into more challenging books learn and explore new topics. **Emotional Exhaustion:** ▪ Maintaining a connected demeanour can be draining, especially for introverts in extroverted roles. Solitude can provide relief. ▪ Dealing with stress or compassion fatigue is common. Create opportunities for breaks or quick resets in the school day to stay fully present for those who depend on you. **Setting Boundaries:** ▪ Establishing healthy emotional boundaries doesn't mean you care less; it helps you avoid becoming overly entangled. Recognise that others' emotions are not yours to carry. ▪ Learn to set and maintain reasonable boundaries with peers. Avoid feeling frustration and exhaustion. Striking a balance ensures a healthier and more sustainable approach to your learning and work.

Caring Behaviours

Key Action	Action Planning Ideas
Cultivate a CARING SCHOOL CULTURE	**5. Sugar and Pepper Lesson:** What we say and do makes a difference. **Materials:** Bowls half full of water; small packets of pepper; sugar packets; pieces of soap enough for groups of five students. **Instructions:** ▪ Place small bowl half-filled with water, two packets of pepper, sugar and a piece of soap on each table. ▪ Ask students to sprinkle the pepper liberally on the surface of the water. The pepper represents everyone you interact with – family, friends, neighbours, teachers and other students. How we get along with these people depends on what we do and say when we are with them. Talk about the power of words and actions and how they can be respectful, hurtful, rude, or unkind. ▪ The soap represents hurtful, rude words. Ask students to place and hold the soap in the middle of the pepper. Within three seconds, they will pull the soap out of the bowl. The soap will repel the pepper and make it move to the sides of the bowl. Relate this illustration to what happens in life with people to whom we are hurtful or unkind. ▪ Next, have students pour the sugar into the centre of the water. The pepper will move towards the sugar. Again, relate this to real life and how others react by words and actions when we are kind and caring. **Process and Reflection:** ▪ What is said that can be considered rude, demeaning, hurtful, or uncaring? ▪ "Sticks and stones may break my bones, but words will never hurt me." Is this true? Explain your position. ▪ Why do some pepper flakes remain on the bowl's outer edge? What does that represent? (What has been said may have a lasting effect). ▪ What happens in life with people to whom we are hurtful or unkind? ▪ What would our class be like if everyone knew the impact of hurtful words? ▪ What would our school be like if we were all caring and concerned about what we say to others? **Scientific Explanation** The pepper floats on the water's surface due to the high surface tension of hydrogen bonds in water molecules. The piece of soap breaks those hydrogen bonds very easily and as a result, the pepper moves away because it is still on the surface of the water molecules. Hydrogen bonds break very easily and reform easily. This is why the soap can only be added to the water for a few seconds for this to work because the hydrogen bonds will re-bond together.

Caring Behaviours

Key Action	Action Planning Ideas
Cultivate a CARING SCHOOL CULTURE (continued)	**6. Name Stories:** Some students may experience unease about their names; tell students that they don't need to answer all the prompts to give them more freedom to disclose only what they are comfortable sharing with the class. Ask students to write responses to these questions briefly: a. Who are you named after and why? b. Where does this name originate from? c. Who named you? d. Who chose the spelling of this name? e. Why was this name chosen for you? (for a pet/friend/family member)? f. What special meaning does this name hold for you? g. Do you have any memories or stories associated with this name? h. Do you like this name? Why or why not? i. If it is a name you chose for yourself, why did you choose this name in particular? Together, as a class, have students present their name stories. There are two options for this portion of the activity. 1. Have students introduce themselves to the class and share their name story. 2. Have students pair up and share their name stories with a partner. You can then have partners share each other's name stories with the class.
Teach COMPASSION	**7. Kindness Lessons: Kindness Rocks!** With just a few materials, ordinary rocks can transform into uplifting messages and supportive reminders scattered across the school. Organise an event that gathers students in a central area, like the school foyer, during lunch, or if they need a brain break, they can engage in painting motivational messages on landscaping rocks. These small notes of encouragement students can keep for themselves or share with friends contribute to building a caring culture within the school community. Kindness Lessons: Kindness Rocks!

Caring Behaviours

Key Action	Action Planning Ideas
Teach COMPASSION (continued)	**8. Caring Connections:** Guide the students to focus on their breath. Then, instruct them to envision a classmate they aren't well acquainted with or find difficult to get along with. Encourage them to picture this individual with similar yet slightly different thoughts and feelings. Have them imagine that, just like them, the other person is curious about their perspectives. Prompt reflection on the sensation of being valued by another student who is genuinely interested in their thoughts. Allow a moment for the students to absorb this feeling. This exercise can aid in clarifying thoughts and calming emotions. By demonstrating this introspective approach, you exemplify awareness of your internal state and the presence of others. From the outset, the overarching objective is to instil the capacity to be a compassionate and caring human being.
Motivate EXPLORATION of new concepts	**9. Real-World Relevance:** Connecting classroom content to real-world scenarios demonstrates to students that their learning and doing have practical applications. By emphasising the relevance of caring on a global scale to their communities, educators can inspire students for their future, sparking curiosity and enthusiasm for how they can make a difference. **10: Secret friend:** Put all the students' names in a box. Each student chooses a name and becomes that student's secret friend for the day/week. The student demonstrates caring and acts of kindness towards their secret friend, but without being overt. At the end of the task, students guess who their secret friends are and share examples of their care and how it made them feel.

Caring Behaviours

A. Why Caring Behaviours matter

1. **Promoting Holistic Wellbeing:** i. Physical Health: Teaching students about proper sleep, nutrition, exercise and hygiene fosters habits that maintain physical wellness. ii. Mental Health: Equipping students with stress management techniques, mindfulness practices and coping strategies empowers them to navigate academic and personal challenges more effectively.
2. **Building Resilience:** i. Emotional Resilience: Self-care practices help students recognise and regulate their emotions, enabling them to cope with stress, setbacks and peer pressure more effectively. ii. Adaptability: Teaching students how to adapt to change and cope with uncertainty fosters resilience, a crucial life skill extending beyond their school life.
3. **Enhancing Academic Performance:** i. Improved Concentration: Rested and mentally healthy students can better focus on their studies, enhancing academic performance. ii. Reduced Burnout: Teaching students to balance their academic and personal lives helps prevent stress and burnout, ensuring sustained engagement and enthusiasm for learning.
4. **Life Skills for the Future:** i. Time Management: Self-care involves managing time effectively, a transferable skill to various aspects of life and future careers. ii. Goal Setting: Setting and achieving personal wellness goals teaches students the importance of goal setting and discipline, skills applicable in academic and professional contexts.
5. **Creating a Positive School Environment:** Community Building: A focus on self-care strengthens community and student empathy, creating a positive and supportive school environment.
6. **Fostering Independence:** i. Self-Advocacy: Teaching students to care for themselves encourages self-advocacy, empowering them to communicate their needs and seek help when necessary. ii. Life Skills Development: Self-care education instils independence and responsibility, preparing students for the challenges of adulthood.
7. **Long-Term Health Benefits:** i. Prevention of Health Issues: Educating students about the importance of self-care can contribute to the prevention of physical and mental health issues in the long run. ii. Establishing Healthy Habits: Instilling self-care habits in early education lays the foundation for a lifetime of wellness for good mental and physical health.

Valuing and prioritising the teaching of caring behaviours in education is essential for the comprehensive development of students. By fostering physical and mental wellbeing, building resilience, enhancing academic performance and preparing students for the challenges of adulthood, schools play a crucial role in shaping individuals who are not only academically proficient but also equipped with the life skills necessary for success and fulfilment.

Caring Behaviours

B. Caring Behaviours: Teacher Reflection

- How do you create a classroom environment that facilitates personal and peer care and emotional support among students?
- In what ways do you model and encourage healthy learning-life balance for your students?
- How do you address and accommodate students with diverse needs, considering the varying ways they may approach their self-care?

C. Caring Behaviours: Activities and Resources

Kind Schools resources: kindschools.au

All Play: allplay.org.au

RUOK Education Resources: ruok.org.au/education

D. Caring Behaviours: Parent/Carer Resources

11 Children's Self-care Habits

Kids Self-care Tips for Parents and Teachers

Teenager Self-Care

How to Talk to Your Teen about Self-Care

Connecting Children to their Neighborhoods

Teen Self Care | Parenting Teens& Tweens

Planting Seeds of Self-Care

25 Simple Self-Care Tools for Parents

Caring Behaviours

E. Caring Behaviours: Research

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Healthy Choices

Assisting young people to make healthy choices through low-level interventions involves providing education and information about associated health risks, dangers and consequences of actions, which enables informed and better decision-making.

Engaging in unhelpful and risk-taking behaviours is a typical aspect of adolescence. Young people test boundaries, exploring their capabilities, limits and independence. When our youth are supported by strong protective factors, these behaviours are less likely to pose serious harm.

Serious risk-taking behaviours undertaken by young people carry inherent health risks, and extreme risk-taking can be a mask for underlying issues, such as trauma, compromised mental health or abusive experiences. In cases involving complex trauma or moderate-to-high-risk mental health concerns, specialist interventions, assessment, and further intensive and collaborative approaches are necessary for effective risk reduction.

Key Action	Action Planning Ideas
Support students to make HEALTHY CHOICES	**1.** SAFEMinds: Safe and Healthy Bodies and Healthy Minds Resources. This resource guides schools in encouraging secondary students to optimise their wellbeing by supporting and improving their physical and mental health with evidence-based practical activities and lessons. **2. Raise awareness about the connection between sleep and physical and mental wellbeing.** The American Academy of Sleep Medicine has developed educational sleep resources for teachers, including practical lesson plans and resources. They include standards-based activities that will present the benefits of developing healthy sleep habits, challenge students to evaluate their sleep behaviours, and provide tips to build students personalised plans for a good night's sleep.
Teaching LIFE SKILLS	**3. The specific teaching of life skills**, including cognitive / social / emotional protective competencies, is key to helping students implement healthy 'risk' and resilience building behaviours. These four themes are useful when developing any 'risk-management / preventative' curriculums. i. Cognitive competence – identify and challenge faulty thinking, develop positive self-talk, decision-making skills and self-management. ii. Emotional self-management – teach practical skills for identifying and regulating emotions, encourage appropriate expression of emotions, self-management. iii. Social competency – interpersonal and communication skills. iv. Teach protective behaviours – safe sexual practices, assertiveness and refusal skills.

Healthy Choices

Key Action	Action Planning Ideas
Teaching LIFE SKILLS (Continued)	**4. Critical Conversations: Example of Effective Conversation Framing Leading to Further Support.** When speaking with students about their risk-taking behaviours and the possible consequences, remain non-judgmental. Explain the health risks in objective and simple terms and explore some of the health and social implications of the risk-taking behaviours in an interactive way. Avoid lecturing. Example: "Jo, you said that when you get together with your friends to drink and vape, you have a lot of fun and you forget about your problems. I'm wondering how you feel afterwards. What do your body and your mind feel like? What's it like trying to go to school after you've had such a big night?" Aim to help the young person explore the reasons behind their behaviour and what function it might fulfil in their life. Example: "How does vaping help you to deal with some of your problems? What else do you do to help cope with these problems?" While not condoning Risk Factors, it is important to acknowledge that there are usually positive benefits that the young person attains from engaging in risky behaviour. These include peer acceptance, having fun or relieving anxiety. You can then help the young person by suggesting support, such as the school counsellor, to help the student identify other ways to achieve the same positive effects from their behaviours and reduce their harm.
NURTURE students	**5. Adopt a strengths perspective** – focus on strengths, not just problems: help students to recognise and affirm existing strengths and personal assets. Implement Kindness Lessons: Me Map to aid in understanding the individual facets and perceptions of your students. See a workable example of facilitating a strength-based scenario approach to risk: A strengths-based approach to teaching about risk

Healthy Choices

Key Action	Action Planning Ideas
NURTURE students (Continued)	**6. This general checklist assists teachers when managing a student's behaviour de-escalation:** ▪ Remain calm and use measured voice, volume and tone. ▪ Monitor your body language and ensure it is non-confrontational. ▪ Communicate respect and a desire to help. ▪ Acknowledge the student's feelings, "I can see you are upset". ▪ Keep verbal interactions brief, calm and respectful. ▪ Avoid power struggles; it is not about who wins the argument. ▪ If possible, give the student space. ▪ Move other students and the audience away. ▪ Allow the student to move away if it is safe to do so. ▪ Calmly provide a direction you know the student is more likely to comply with. ▪ Allow processing time for the student when you give instructions. ▪ If escalation occurs, move further away if possible and make the area as safe as possible. ▪ Send for help if necessary.
Foster TRUSTING RELATIONSHIPS	**7. Kindness Lessons: Proust's Questions.** This lesson develops teachers understanding of their students and facilitates student awareness of self and other students. It promotes vulnerability, difference of opinion, expression of experiences and ideals and fosters deeper communication. Kindness Lessons: Proust's Questions **8. Provide opportunities for students to reflect and discuss their exposure to risky choices.** Facilitating regular "would you rather" questions and have students show their choice by moving to one end of the room or the other, with open-ended discussions to share the reasoning behind their choices. These conversations can be an important foundation for future help-seeking in students, as when teachers model respectful and open-minded discussions with students, it actively demonstrates care and trust. Ensure sensitivity when discussing healthy choices around risk factors and provide a safe space for students to share their thoughts and experiences. Encourage open dialogue and emphasise the importance of seeking help when needed.

Healthy Choices

Key Action

Proactively manage student RISK-TAKING BEHAVIOURS

Action Planning Ideas

9. School Risk and Protective Factors.

Assess areas of success, concern and improvement in the table below.

Risk Factors	Protective Factors
Bullying	Positive and inclusive school climate
Peer rejection	Pro-social peer group
Learning difficulties	Sense of belonging
School truancy / Refusal	Opportunity for some success (academic, extracurricular)
Lack of student support services	Provided student support services
Imbalance in student recognition	Schoolwide recognition of student achievement

10. Practical ideas to support at-risk students in the classroom.

Teachers should also incorporate social-emotional learning activities to help students develop coping skills and resilience.

Building strong, trusting relationships is crucial, so teachers should take time to understand each student's unique circumstances and needs.

Establishing a safe and inclusive classroom environment where students feel valued and respected can make a significant difference.

Differentiating instruction to accommodate diverse learning styles and providing additional academic support, such as tutoring or small group instruction, can help at-risk students stay on track.

Regularly monitoring students' progress and maintaining open communication with parents and carers ensures a collaborative approach to supporting each student.

Additionally, connecting students with school counsellors or external resources can provide them with the necessary support to address their challenges.

Effectively managing classrooms to create safe and supportive learning environments (PDF) | AERO

Healthy Choices

A. Why Healthy Choices matter

Healthy choices are vital for young people, and schools play a pivotal role in shaping the habits and behaviours that students will carry into adulthood. By promoting and educating healthy choices, educators can help create an environment that supports students' physical, mental, and emotional wellbeing. Healthy eating, regular physical activity, and positive social interactions enhance academic performance and contribute to the development of lifelong skills and resilience. Prioritising health within the school framework ensures that young people are equipped to lead balanced and fulfilling lives.

1. **Optimum Mental Health and Cognitive Function:** Proper nutrition, adequate sleep, and regular physical activity improve concentration and focus. Healthy lifestyle choices can reduce the risk of anxiety and depression, facilitating a positive and functional mindset.
2. **Academic Success:** Unhealthy choices can negatively impact students' academic performance. Studies show a direct link between healthy habits and better academic outcomes. By preventing such behaviours, schools support students in maintaining focus, discipline, and commitment to their studies, ultimately fostering academic success.
3. **Social and Emotional Development:** Healthy choices can enhance physical appearance and fitness, boosting self-confidence and engaging in physical activities can foster teamwork, cooperation, and social interaction. Exercise and balanced nutrition are key components in managing stress and emotional challenges.
4. **Long-term Life Skills:** Schools are not just institutions for academic learning but also crucial in preparing students for life beyond the classroom. Teaching and encouraging healthy choices, decision-making, problem-solving and coping skills are essential aspects contributing to students' long-term wellbeing. Establishing healthy habits in youth sets the foundation for a lifetime of wellness and can prevent serious health issues in adulthood.
5. **Legal and Ethical Responsibilities:** Schools have legal and ethical responsibilities to provide students with a safe and nurturing environment. Preventing Risk Factors aligns with these obligations, ensuring that the school upholds its duty to protect students from harm.
6. **Reduction of Negative Peer Influence:** By actively educating students on healthy choices and the impact of risky behaviours, schools help mitigate the influence of negative peer pressure. This contributes to a culture where positive behaviours are emphasised, reducing the likelihood of students succumbing to peer-driven risky activities.
7. **Role Modelling:** Educators who promote and model healthy choices can inspire students to follow suit. A culture of health within the school encourages students to support each other in making healthy decisions.
8. **Physical Health and Wellbeing:** Proper nutrition and regular exercise boost energy, enabling students to engage more actively in school activities. Teaching about nutrition, exercise, and wellness encourages critical thinking and informed decision-making.

Healthy Choices

B. Healthy Choices: Protective Factors to Promote in Your School.

These protective factors can reduce student engagement in serious risk-orientated behaviours and support and bolster adolescent mental health.

1. Positive connections with supportive individuals: Adolescents seek secure and nurturing relationships with encouraging adults, parents, coaches, neighbours, grandparents, teachers, community leaders, or mentors. These connections are crucial for all students and may pose challenges for at-risk youth to establish and maintain.
2. Safe and secure environments for living, learning and recreation: Supportive and safe places, such as schools, neighbourhoods, communities and healthy surroundings, play a pivotal role in fostering and sustaining healthy adolescent development, encompassing physical and mental wellbeing, social interactions and cognitive growth. Adolescents also benefit from secure places to socialise and spend leisure time.
3. Access to youth-friendly healthcare: Adolescents thrive by accessing high-quality medical, mental and behavioural health services and healthcare providers who comprehend and value their unique needs. Youth-friendly services, characterised by cultural competence, affordability, convenience and confidentiality, are preferable. Therapy support centering on students, involving parents while allowing for increased autonomy as they mature, is desirable.
4. Opportunities for students to participate as learners, leaders, team members and workers: Active engagement in various activities, whether at school, home or in the community, is vital for promoting healthy adolescent development. This involvement includes participation in school clubs, sports, music, the arts, out-of-school programs, jobs, or activities at places of worship. Adolescents also benefit from opportunities to shape programs and activities, enhancing programs for others while gaining valuable leadership experiences and confidence.

C. Healthy Choices: Teacher Reflection

- How does your classroom environment promote students social/emotional wellbeing, increasing the likelihood of engaging in Healthy Choices?
- What role do you believe positive teacher-student relationships play in encouraging students to make healthy choices? How do you cultivate and educate about healthy choices in your classroom/curriculums?
- What unhealthy student behaviours (e.g., vaping) do you require further education and behavioural support for? How can this support be provided?

D. Healthy Choices: Family Parent/Carer Resources

Alcohol, smoking, vaping and other drug use: how to help teenagers | Raising Children

Difficult conversations with pre-teens and teenagers | Raising Children

Tom's story: he never thought a party drug could hurt him

Healthy Choices

E. Healthy Choices: Research

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Healthy Choices

E. Healthy Choices: Research (continued)

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Hopeful Attitudes

Teaching and encouraging hopeful attitudes and resilience in schools consolidates students self-efficacy and emotional wellbeing, recognising the importance of fostering emotional intelligence and mental fortitude.

Key Action	Action Planning Ideas
Foster HOPEFUL ATTITUDES	**1.** What is Hope? **Facilitating philosophical and experiential discussions** about hope can aid students in understanding and supporting the development of their belief systems. These questions were adapted from 'Plato-Philosophy' to navigate purposeful student discussions. ▪ What are your hopes for yourself? What are others' hopes for you? ▪ What is hope? Is it an idea, a feeling, a virtue? Something else? ▪ Is hope necessary for living a good life? ▪ Is it ever bad or unproductive to have hope? ▪ Can it be good to hope even if there's no good reason to do so? ▪ What is the difference between hoping and wishing? **2. Kindness Lessons: Generous Pockets** This actvivity teaches students that an important element of hopefulness is generosity and implementing generous actions to express caring. It allows students to do acts of generosity and kindness to others and helps build awareness of how this can increase feelings of happiness and connection to one another. Kindness Lessons: Generous Pockets
Proactively BUILD HOPE	**3. Building Our Resilience Bucket.** Educate and support students to develop these simple, healthy resilience habits. ▪ **Get connected.** Building strong, healthy relationships with loved ones and friends can give you needed support and help guide you in good and bad times. Connect with others by volunteering or joining a hobby/interest group. ▪ **Make every day have meaning.** Do something that gives you a sense of success and purpose every day. Set clear goals that you can reach to help you look toward the future with meaning. ▪ **Learn from the past.** Think of how you've coped with troubles in the past. Think about what has helped you through tough times. You can even write about past events in a journal to help you see the patterns of how you behave and to help guide you in the future. ▪ **Stay hopeful.** You can't change the past but can always look toward the future. Being open to change makes adapting and viewing new challenges easier with less worry.

Hopeful Attitudes

Key Action	Action Planning Ideas
Proactively BUILD HOPE (Continued)	▪ **Take care of yourself.** Tend to your own needs and feelings. Do activities and hobbies you enjoy. Include physical activity in your daily routine. Get plenty of sleep and make bedtime rituals. Eat a healthy diet. Practice how to manage stress. Try relaxation methods like yoga, meditation, guided imagery or breathing techniques. ▪ **Take action.** Don't ignore your problems. Instead, figure out what you need to do, plan and take action. It can take time to recover from a major setback, trauma, or loss. But know that your life can improve if you work at it. **4. Seven Steps to Resilience: a key driver of hope** Building Resilience in Young People These resources help students to explore and build seven elements of resilience, a key driver of hope: 1. Emotional awareness and self-regulation 2. Impulse control 3. Optimism 4. Flexible and accurate thinking 5. Empathy 6. Self-efficacy 7. Connecting and reaching out Exercises and activities are provided for each element.
Teach students to better UNDERSTAND SELF	**5. Communal Colouring** Colouring is a healthy way to relieve stress. It calms the brain and helps your body relax, which can improve sleep and fatigue while decreasing body aches, heart rate, respiration and feelings of depression and anxiety. Although colouring isn't the ultimate cure for stress and anxiety, participating in colouring can still be valuable. There's no right or wrong way to colour. Colouring is a non-competitive activity; students can colour for as long or as little as they want. Encourage students to let go of judgments or expectations and enjoy the simple fun of colouring. Hanging large sheets of paper for colouring murals allows students to work together and connect through art and give voice to self-expression. Placing paper and drawing/writing resources in public places around the school setting (hallways, canteens). To inspire students to view the 'What is Your Hope' short film.

Hopeful Attitudes

Key Action	Action Planning Ideas
Teach students to better UNDERSTAND SELF (Continued)	**6. Kindness Lessons: Glitter** This activity is in two parts. Firstly, students watch a short film on how breathing supports the management of our emotional state. Secondly, students can implement this approach by making and using their own calming glitter jars to calm themselves and manage their stress. What students choose to put in their jars can represent all the 'hoping, loving, kind' things and people they value. Kindness Lessons: Glitter
Provide a SUPPORTIVE LEARNING ATMOSPHERE	**7: My Gifts!** My Gifts encourages students to appreciate their good qualities, such as talents and strengths. In this creative, self-esteem-boosting exercise, they'll focus on their strengths while crafting their 'gift' box that reflects all their great characteristics. Materials Required: ▪ A cube template ▪ Scissors ▪ Glue ▪ Markers ▪ Craft items to decorate with (such as stickers, sequins, glitter, etc.) ▪ Small pieces of paper with different gifts written on them. (Note: Prepare the small pieces of paper in advance.) Instructions: Introduce your students to the concept that our 'insides' are full of good things - our strengths, talents and characteristics make us who we are, like a box of gifts! Use the pieces of paper you've prepared to help your students brainstorm and circle their unique gifts, traits and talents. Encourage students to think of things that are not listed and write these on blank pieces of paper. Some strength examples: ▪ Considerate ▪ Patient ▪ Creative ▪ Calm ▪ Gentle ▪ Helpful ▪ Kind ▪ Brave ▪ Loyal ▪ Honest ▪ Reliable ▪ Sensitive ▪ Inventive ▪ Curious ▪ Hardworking ▪ Hopeful

Hopeful Attitudes

Key Action	Action Planning Ideas
Provide a SUPPORTIVE LEARNING ATMOSPHERE (Continued)	Talking through different gifts together, ask students to give examples of when they've shown these gifts and how they could use them today and in the future. Using the cube template, ask the students to cut out and adorn their gift box so it's 'their own'. They may want to write their name on it and use their favourite colours, stickers and sequins. Get students to fill their gift boxes with their chosen pieces of paper. Explain that they can open the box to see all their unique gifts whenever they want to be reminded of all their great qualities or to add new ones to their 'gift boxes'. Their boxes can stay at school or be taken home so parents can engage and support the activity. **8: Kindness Lessons: Gratitude Attitude** Teaching gratitude for self and others fosters hope and connection. These activities allow students to think and feel how gratitude can help keep perspective and develop a greater sense of self and how a grateful attitude and acknowledgement contribute to feeling positive and included. Kindness Lessons: Gratitude Attitude
Inspire HOPEFULNESS	**9: Kindness Lessons: Sustainable Schools** To educate students on global sustainability, explore what active contribution students can make and develop tangible ways of acting to create empathy and goodwill experiences. Kindness Lessons: Sustainable Schools **10: A Case Study of Hope** Craig Kielburger is a social entrepreneur and the co-founder of a family of organisations dedicated to the power of WE, a movement of people coming together to change the world. Along with his brother Marc Kielburger, Craig co-founded WE Charity in 1995 when he was 12 years old. Since its inception, it has helped to lift more than one million people out of poverty in Africa, Asia and Latin America. WE Schools and WE Day provide comprehensive service-learning programs to 18,000 schools, engaging 3.5 million young change-makers. The WE website provides access to success stories resources, including the PDF of The Improbable Story of WE and ways young people can be active change makers.

Hopeful Attitudes

A. Why Hopeful Attitudes matter

1. **Emotional Wellbeing:** Embracing hopeful attitudes guides students towards a positive outlook on life. By teaching them to cultivate optimism and view challenges as opportunities for growth, schools contribute to developing resilient individuals who can navigate the complexities of human emotions and stressors.
2. **Adaptability and Coping Skills:** Resilience is a key component of adaptability. Teaching students to bounce back from setbacks and cope effectively with adversity provides them with necessary life skills. This adaptability is particularly valuable in our ever-changing world, preparing students to face challenges with a constructive and flexible mindset. These qualities contribute to the formation of resilient, confident and optimistic individuals who are better prepared to navigate not only their academic journey but also the complexities of adulthood.
3. **Academic Performance:** Hopeful attitudes have been linked to improved academic performance. When students believe in their abilities and see a positive future, they are more motivated to engage in learning and persevere through academic challenges. Resilient students approach setbacks as temporary and surmountable, placing a commitment on their educational journey.
4. **Social Success:** Hopeful attitudes contribute to enhanced social competence. Students who cultivate optimism are more likely to build positive relationships, collaborate effectively with peers and contribute to a supportive school community. Resilient individuals are better equipped to navigate social dynamics, bounce back from social challenges and develop meaningful connections.
5. **Mental Health and Stress Reduction:** Hopefulness supports a positive mental mindset. Students with this attribute are better equipped to manage stress, anxiety and other mental health challenges. Schools that value hopefulness contribute to creating a nurturing environment that supports the psychological resilience of students.
6. **Community Building:** Schools are places of academic learning and communities where students develop a sense of belonging. Valuing and teaching hopeful attitudes fosters a positive school culture, creating an environment where students and educators can support one another, celebrate successes and navigate challenges together.

The integration of hopeful attitudes and resilience into the school environment is paramount for nurturing well-rounded individuals capable of navigating the complexities of life with self-efficacy, optimism, adaptability and a strong desire to contribute positively and productively to the world.

B. Hopeful Attitudes: Teacher Reflection

- How do you recognise and acknowledge students effort and resilience, emphasising the importance of perseverance?
- In what ways do you facilitate a supportive peer environment that encourages students to uplift and motivate each other?
- How do you design your classroom or teaching space to promote a sense of optimism and hopefulness?

Hopeful Attitudes

C. Hopeful Attitudes: Activities and Resources

Kind Schools resources: kindschools.au
All Play
Bounce Back Resiliency Lessons
Shame Resilience Theory
RUOK Education Resources

D. Hopeful Attitudes: Parent/Carer Resources

Activities to Help Kids Have Hope and Change Their Lives

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E. Hopeful Attitudes: Research

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Reflective Attitudes

Teaching students reflective practices, such as problem-solving and emotional intelligence, is useful in enhancing students individual and interpersonal growth, which contributes to a deeper understanding of oneself and others.

Key Action	Action Planning Ideas
Develop SELF REFLECTION skills	**1. Student Self-Advocacy** These ten questions can help students advocate for their needs and help teachers understand and support them more effectively. The question answers can be written or completed verbally with the teacher. 1. I am strong in these areas... 2. I struggle with... 3. My favourite thing about school is... 4. Teachers can help me feel comfortable by... 5. The best part of my school day is... 6. The most stressful part of my school day is... 7. I want some help with... 8. When I need help, I'm comfortable asking for it in the following ways... 9. I feel unsafe at school when... **2. Kindness Lessons: Training Your Puppy Mind** This lesson assists students in recognising that they can manage their minds and the benefits of bringing them into the present moment to calm, increase productivity awareness and build self-efficacy. It is an effective starting point for teaching 'Stop, Think, Do' awareness and beginning to manage impulsive or unhelpful behaviours. Kindness Lessons: Training Your Puppy Mind
Implement SELF REFLECTION PRACTICES	**3. Check Up from the Neck UP** In busy moments filled with thoughts and stress, encourage students to take a brief break to practice a 'check-up from the neck up': Instructions: i. Notice Your Thoughts: Recognise the mental chatter, including stress, worries, plans and self-judgment. ii. Observe Yourself: Step back and become an observer of your thoughts. Take a few moments to witness what's happening in your mind. iii. Find Stillness: Quiet your mind and focus on being centred and fully present. Awareness is crucial in this step.

Reflective Attitudes

Key Action	Action Planning Ideas
Implement SELF REFLECTION PRACTICES (Continued)	Identify Tension: Acknowledge any tension or stress during this observation. Ask yourself, "Where am I right here, right now?" Ensure you're truly present in the moment. Breathe for Relaxation: Take a slow, deep breath through your nose to the count of four and hold for four counts, imagining relaxation. Exhale slowly through your nose to the count of four, releasing stress. Optionally, say "Peace" or "Calm" during the exhale. This quick exercise, lasting 1-2 minutes, promotes centring, focus and relaxation. Regular practice enhances awareness and helps recognise and manage self-induced stress. Incorporating this routine into your day can foster improved health and wellbeing for students and teachers minds, bodies and spirits. **4. Cultivating Healthy Self-Reflection Habits** Students will understand the importance of self-reflection for personal growth and wellbeing by practising and developing healthy self-reflection habits. **Introduction (15 minutes):** Begin the lesson by discussing the concept of self-reflection with the students. Define self-reflection as the intentional and mindful consideration of one's thoughts, actions and experiences. Discuss why self-reflection is important for personal growth, decision-making and emotional wellbeing. Share real-life examples of how self-reflection can positively impact individuals. **Activity 1:** Guided Group Reflection (20 minutes): Engage students in a guided group reflection activity. Ask open-ended questions related to their recent experiences, challenges, or successes. Encourage them to share their thoughts with the class, emphasising listening attentively to their peers. Use the whiteboard or flip chart to jot down key points and insights that emerge during the discussion. **Activity 2:** Self-Reflection Journaling (20 minutes): Distribute a journal or reflective worksheets to each student. Provide a list of prompts or questions that encourage self-reflection. Examples include: ▪ Describe a challenge you faced recently and how you dealt with it. ▪ What are your strengths and how can you use them more in your life? ▪ Reflect on a moment when you felt proud of yourself and why.

Reflective Attitudes

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Key Action	Action Planning Ideas
Implement SELF REFLECTION PRACTICES (Continued)	▪ Ask students to write in their journals, expressing their thoughts and feelings. Emphasise that this is a personal and private exercise, encouraging them to be honest and open with themselves. ▪ **Sharing and discussion (15 minutes):** Invite students who feel comfortable to share their reflections with the class. Discuss common themes and observations that emerged during the journaling session. Encourage students to express how the process of self-reflection made them feel and whether it provided any new insights. ▪ **Conclusion (10 minutes):** Summarise the importance of developing healthy self-reflection habits for personal growth and wellbeing. Reinforce that self-reflection is an ongoing process and encourage students to continue incorporating it into their daily lives. Provide additional resources or suggestions for further exploration of self-reflection techniques, such as mindfulness practices or goal-setting exercises. ▪ **Homework/Extended Activity:** Assign a reflective homework task, such as journaling about a specific experience, setting personal goals, or practising mindfulness for a few minutes daily. Encourage students to bring their reflections on this task to the next class for further discussion and sharing.
Encourage students to CHALLENGE STEREOTYPES	**5. Face Off.** Instructions: Ask students to form two-facing lines. Draw a line in the middle of the space with masking tape or place down a rope. One side represents the first part of each statement and the other represents the second. Read each statement, have people move to the side that best represents their preference and reassure them there are no right or wrong answers. Create statements as appropriate for your participants; here are some examples. ▪ Morning person or night owl ▪ Pepsi or Coke ▪ Big picture or detail-oriented ▪ Craves sweets or salty foods ▪ Bath or shower ▪ Pop or Rock music ▪ Ideal vacation – beach or mountains ▪ You earn $1000. Do you save it or spend it ▪ Prefer summer or winter At the end of the statements, ask students to reflect and discuss what they learned about each other, focus on similarities/ differences and share reasons for choices.

Reflective Attitudes

Teaching student's reflective practices, such as problem-solving and emotional intelligence, is useful in enhancing students individual and interpersonal growth, which contributes to a deeper understanding of oneself and others.

Key Action	Action Planning Ideas
Encourage students to CHALLENGE STEREOTYPES (Continued)	**6. We Need to Calm Down** Teacher students to use this visualisation tool when they feel angry. Ask students to find a space and stand with their eyes closed. Ask them to think of something in the past that has made them angry. Ask them to imagine that anger turning into a hot red lump in the centre of their bodies and if they don't do something, they will explode. Now, ask them to feel soft, cold snow falling on their head. As the snow touches them, their body absorbs it and begins to cool their anger and after a while, their anger is so cold it disappears and they feel calm and clear.
Focus on KINDNESS and EMPATHY	**7. Puzzle Party** Placing a variety of puzzles in communal spaces where students gather provides an opportunity for kids to decompress and reflect for a few minutes during the school day. Solving puzzles can help relax the mind and body, decrease stress, slow your heart rate and lower blood pressure. In the reception areas, where students check in for counsellor appointments, library spaces and outdoors on a 'buddy bench,' select a variety of puzzles and set them up at a large table for kids to work on. Different students can join through the day to add a few pieces to the puzzle, swapping out the puzzles weekly. **8. Nurturing Self-Reflection Habits for Emotional Awareness** Discuss the concept of nurturing self-reflection with the students. Explain that self-reflection is a powerful tool for understanding and caring for one's emotional wellbeing. Discuss how it can provide insights into feelings, stressors and coping mechanisms. **Guided Group Reflection on Emotions:** Engage the students in a guided reflection focused on emotions. Ask questions like: ▪ What emotions do you often experience? ▪ How do you usually respond to challenging emotions? ▪ Are there specific situations that trigger strong emotional responses? Support students to share their feelings and experiences, fostering a sense of openness and support within the classroom. Use the whiteboard to highlight common emotions and coping strategies that arise during the discussion.

Reflective Attitudes

Teaching student's reflective practices, such as problem-solving and emotional intelligence, is useful in enhancing students individual and interpersonal growth, which contributes to a deeper understanding of oneself and others.

Key Action	Action Planning Ideas
Focus on KINDNESS and EMPATHY (Continued)	**9. Create a Personal Wellbeing Plan** Guide students in creating a personal wellbeing plan. Encourage them to identify specific self-care practices, reflective habits, or activities that contribute to their emotional wellbeing. Discuss the importance of incorporating these practices into their daily routines. Help them build the connection between nurturing self-reflection habits and emotional wellbeing. Remind students that taking time for self-reflection is an act of self-care that contributes to a healthier and more balanced life. Champion them to continue nurturing these habits as a valuable aspect of their overall wellbeing.
Focus on KINDNESS and EMPATHY	**10. Self-Shine** This task explores a student's passions, interests and talents, known as their 'SHINE.' The worksheet has six simple questions to help someone delve into these ideas. 1. What are your passions, interests and talents that make you 'shine'? 2. How did you discover that this is one of your shine? 3. How do you feel when you are doing your shine? 4. Think of somebody who is really into their shine/passion. Describe what you see. 5. Do you have a shine champion (an adult who helps you explore and develop your self-awareness skills)? If yes, describe how this person helps you. 6. Do you set goals and plan to improve your shine/talent? If yes, give me an example. **11. Kindness Lessons: Thinking Detectives** This matching game is based on cognitive behaviour therapy that helps students to understand how our thinking, feeling and behaviour are interconnected. The provided scenarios facilitate discussion of how our thinking and feeling influence our behaviour. Additionally, it encourages students to reflect on how their behaviour may impact on others. Teachers can write scenarios focusing on the qualities they want their students to develop awareness and skills to manage effectively. Kindness Lessons: Thinking Detectives

Reflective Attitudes

A. Why Reflective Attitudes matter

1. **Emotional Intelligence and Self-awareness:** Reflective practices encourage students to explore their emotions, thoughts and behaviours. Students develop a heightened self-awareness by engaging in content that creates this reflection, enabling them to understand their reactions better and make informed choices. Emotional intelligence is a fundamental aspect of personal growth and effective communication.
2. **Enhanced Critical Thinking and Problem-Solving Skills:** Problem-solving is an essential life skill that extends beyond the classroom. Through reflective practices, students learn to analyse situations, identify challenges and develop creative solutions that cultivate critical thinking skills, empowering students to approach problems systematically and analytically, which is valuable in academic and real-world contexts.
3. **Improved Conflict Resolution and Interpersonal Relationships:** Forgiveness is a powerful aspect of emotional intelligence and plays a significant role in building and maintaining healthy relationships. Teaching students the art of forgiveness fosters empathy, understanding and tolerance. These skills are essential for effective conflict resolution in academic settings and the broader social context.
4. **Positive Classroom and School Culture:** Student attitudes contribute to the creation of a positive and inclusive learning environment. When students implement reflection and understanding, they are more likely to engage in constructive dialogue, collaborate with peers and contribute to a supportive school culture, which enhances the overall learning experience for everyone.
5. **Preparation for Real-world Challenges:** Life is full of challenges and setbacks. By teaching reflective practices, schools equip students with the tools needed to navigate the complexities of life. Whether in personal relationships, professional settings, or community involvement, reflecting, solving problems and emotional awareness are invaluable for personal resilience and growth.
6. **Promotion of Ethical Decision-Making:** Reflective practices provide a foundation for ethical decision-making. Students learn to consider the consequences of their actions, understand the perspectives of others and make choices aligned with values and principles. This ethical awareness is essential for responsible citizenship and positive contributions to society.

Teaching these skills empowers students to navigate the complexities of life, cultivate emotional intelligence and contribute positively to their communities. The benefits extend beyond academic achievement, building personal growth and preparing students for the challenges and opportunities they will encounter during their lives.

B. Reflective Attitudes: Teacher Reflection

- How do you incorporate reflective elements into feedback and assessment processes to encourage students to evaluate their own work?
- How do you encourage a culture of continual improvement and reflective learning within the classroom?
- What specific practices or strategies have you found effective in fostering a reflective mindset within yourself?

Reflective Attitudes

C. Reflective Attitudes: Activities and Resources

Kind Schools resources: kindschools.au

All Play: allplay.org.au

RUOK Education Resources: ruok.org.au/education

ClinEdAus | Reflective Practice and Self Assessment

Housman Institute | The Power of Reflective Practice in Early Childhood Education

An Educator's Journey
The Importance of Mentor Relationships
Everyday Tips for Tapping Into Your Best Self

D. Reflective Attitudes: Parent/Carer Resources

Triple P Positive Parenting (Free for parents in Australia)

The Power of Reflective Conversations about Parenting

Housman Institute | Helping Parents Tap into Their Best Selves

Reflective Attitudes

E. Reflective Attitudes: Research

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Webber, M., & Nathan, J. (2010). "Reflective practice in mental health: Advanced psychosocial practice with children, adolescents and adults". Jessica Kingsley Publishers.

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Programs for Schools

Schools are encouraged to choose a service or provider that best supports their specific goals. Living Ripples partners with a range of providers aligned with each of the nine factors of the Resilience Survey. Because the Living Ripples process aims to create long-term, locally led transformational change for young people, our approach to connecting schools with providers is equally strategic and sustainable.

See the full list of Living Ripples providers

The **Student Wellbeing Action Grant (SWAG)** is a targeted support program designed to help schools participating in the Living Ripples process address a specific, identified, or urgent need highlighted by the Survey and Action Plan. While schools may have an existing wellbeing budget, it may not always cover all needs. The SWAG is intended to contribute a proportion of the total required funding, complementing the school's resources and supporting the ongoing Living Ripples process.

Read more about the SWAG

Apply for a SWAG Access

SWAG FAQ

THANK YOU!

We would like to express our heartfelt gratitude to all the dedicated educators who work tirelessly to support their students' academic and personal growth.

We also appreciate the invaluable contributions of Dr. Mark Kohler and his team at the University of Adelaide, as well as our colleagues at the University of South Australia.

This Wellbeing Compendium is designed to complement your Student Resilience Survey wellbeing data, offering a variety of evidence-based ideas, lessons, and resources to support your action plans. By adapting these resources to your unique context, you can make a meaningful (and measurable) difference in your students' academic and personal journeys.

Remember that you're not alone on this journey! Collaborate with your colleagues, school counsellors, and support networks for guidance and encouragement.

Thank you once again for your ongoing commitment to your students. Your role as an educator is crucial, and we are grateful for the positive ripple effect you have on their lives. Let's continue to work together to inspire and empower our young people!

Warmest wishes,
Sophie & Andrew

Wellbeing Compendium

Resilient Youth Australia

The University of Adelaide

livingripples
Empower • Support • Connect