CROSSROADS

Learning Context:
MENTAL HEALTH AND WELLBEING

Theme:
PERSONAL FUTURE
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Sarah Jackson — Head Teacher Wellbeing, James Meehan High School
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Activity Theme 1: 
A MEANINGFUL AND PURPOSEFUL LIFE

→ Focus Area:
   Planning for the future

→ Content Focus:
   • establishing meaning and purpose for life
   • holistic view of life

→ Outcomes:
   3.4 Demonstrate behaviours that model positive values, beliefs and attitudes to health, safety and wellbeing.

→ Skills:
   Skills for increasing personal confidence and abilities to assume control, take responsibility, make a difference, or bring about change - building accurate self-concept and self-confidence, creating self-awareness skills, including awareness of rights, influences, values, attitudes, strengths, and weaknesses, setting goals, self-evaluation and self-monitoring skills, resilience.

WHY

Having a holistic view of life is all about working on each aspect of life to the best of your ability and being supported to do so. This includes social, emotional, physical, and spiritual aspects of life. Establishing meaning and purpose for one's life allows individual's to focus on each of these aspects of health and find what makes an individual happy and keeps them focused. This focus helps to create a meaningful life and as a result wellbeing will be boosted.
HOW

• Small group
• Individual activities
• Offline + online

Equipment required:
• Post-it-notes
• Butchers Paper (13 sheets)
• Pens/textas
• Access to the internet and laptop/tablet/phone
• My meaningful life worksheet

WHAT

BRAINSTORM: WHAT IS MEANING? WHAT IS PURPOSE?
• Students use post-it-notes (offline or online) to record their ideas of ‘meaning’ and ‘purpose’.
• Responses are collected and students volunteer to read out 3 responses from the post it notes and discuss as a whole group.

JIGSAW
• Students work in groups of 6, with each student in the group numbered 1-6.
• All students with number 1, group together, all students with number 2 group together etc.
• Each group is assigned one of the 6 ‘meaningful questions’ (listed below) and works with one piece of butchers paper and pens/textas.

Meaningful Questions:
1. What would your perfect day look like?
2. What do you really love in life?
3. What has been your greatest achievement so far in life?
4. What would you stand for if you knew you were not going to be judged for it?
5. Who would you travel the world with?
6. What would you choose to do if you had no limits in life?
• Each group has 4 minutes to write down as many ideas as they can to answer the question.
• Each student records their own ideas as shared in the group (so they can re share with their original group).
• Students re-group in to their original groups where each student takes it in turn to discuss their answers to their question.
• Whole group discussion on the responses to each question (or choose 2-3 questions to discuss depending on time).
WHAT DO YOU KNOW? HOLISTIC LIFE

• Students record what they know about the term ‘holistic’ in 1 minute. What does holistic mean? Where have students seen it written? In what context is it used?

• As a whole group, discuss the group’s understanding of the term holistic. Clarify for the groups that the term holistic relates to the idea that things should be studied as a whole and not just as a sum of their parts. The parts are interdependent and reliant on each other making a whole.

• Create 5 graffiti sheets (e.g. 5 pieces of butchers paper around the room, an online space with 5 space/ boxes/ post its). Label each sheet with one of the 5 types of health:
  1. Physical Health
  2. Mental Health
  3. Social Health
  4. Emotional Health
  5. Spiritual Health

• Students work in 5 groups to research one area of health. Students record the definition and at least two pieces of information on their graffiti sheet.

• Invite each group to present their information.

• Discuss each area of health as a whole group. In your discussion refer to how each area of health relates to another to create a holistic view of health, e.g. low mental health may impact on social health or low physical health may reduce ability to perform daily tasks and interact with others impacting on mental health, social health and spiritual health.

GRAFFITI WALK: BOOSTING OUR 5 AREAS OF HEALTH

• Display the graffiti sheets from the previous activity for the group to view.

• Students explore each graffiti sheet. Students record as many ideas as they can think of that would boost that element of health to lead a more meaningful, holistic life. Students should consider individual, group and community activities.

STUDENT WORKSHEET

• Students complete the My meaningful life worksheet.
My meaningful life

Complete the questions below:

1. How could you boost each area to live a holistic life? Record your ideas in the table below.
   List as many ideas and activities as you can think of to boost each of these areas of health

<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Mental Health</th>
<th>Social Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Health</th>
<th>Spiritual Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What are 5 things you believe in or stand for in life?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

3. Finish these sentences:

   My purpose in life is to _________________________________________________________________

4. What are some of the ways you could increase meaning at school?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
Activity Theme 2: THE POWER OF ‘YET’ FOR SUCCESS

→ Focus Area:
   Taking charge

→ Content Focus:
   • strategies for future success
   • using mind-sets for motivation and achievement, e.g. growth mind-set
   • assessing strengths and challenges

→ Outcomes:
   2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.

→ Skills:
   Skills for increasing personal confidence and abilities to assume control, take responsibility, make a difference, or bring about change - building accurate self-concept and self-confidence, creating self-awareness skills, including awareness of rights, influences, values, attitudes, strengths, and weaknesses, setting goals, self-evaluation and self-monitoring skills, resilience.

WHY

Mindsets are a series of self-perceptions or beliefs people hold about themselves. These determine behaviour towards challenges, outlook on achievement and attitude towards success. Two mindsets have been found to influence motivation and achievement.

1. A Growth Mindset – where a person believes that their abilities can be developed through dedication and hard work.
2. A Fixed Mindset – where a person believes traits such as talent and intelligence are innate and fixed and cannot be altered through effort.

Teacher Further Learning:

• Mindset Works – What is mindset? [https://www.mindsetworks.com/webnav/whatismindset.aspx]
HOW

• Small group
• Individual activities
• Offline + online

Equipment required:

• Picture cards (A4) each depict an image to reflect character strengths. Images should vary and come from images from media sources including magazines, newspapers, Twitter, Pinterest, Instagram or through Creative Commons licenses.
• Access to the internet and laptop, tablet or phone
• Mindsets worksheet

Teacher Further Learning:

• Overview of Mindsets: http://au.professionals.reachout.com/mindsets
• Carol Dweck on Mindsets: https://www.youtube.com/watch?v=hiiEeMN7vbQ

WHAT

KNOW YOUR STRENGTHS


WHICH PICTURE REPRESENTS YOU?

• This activity could be conducted as a whole group, small groups, or individually.
• Spread the Picture Cards within the room. Ask students the following questions.
• Which picture cards describe the strengths you see in yourself?
• Choose 2 cards and describe a time where you have used these strengths.
  - How did you know how to use these strengths?
  - Did they come naturally or did you learn them from someone else?
• Which strengths do you find most challenging? Explain why.
• How could you improve on these strengths?
• Who could help you improve your strengths?
MINDSETS – FAMOUS FAILURES

- Students watch the YouTube clip Famous Failures: https://www.youtube.com/watch?v=ZLYECjmnQs&list=PLmQSJICY9X0fEdD0wepUX60JvBiYaqqap
- While watching, students record 3 pieces of information they find in the short clip.
- Students choose one ‘Famous Failure’ to investigate further online. Collate information about the person using the following headings:
  - Who
  - What
  - When
  - Where
  - How
- Present information back to the whole group. The following questions could be used to debrief the activity.
  - What character strengths have been used by these famous failures to achieve their successes?
  - What assists you to keep going when you find a task or activity difficult? E.g. a homework task or an assessment task.
  - Identify your top 3 character strengths that can assist you when you are finding tasks or activities difficult.

WHAT ARE MINDSETS?

- Students complete Mindsets worksheet using fact sheets from ReachOut.com http://au.reachout.com/what-is-a-mindset#The

  NOTE: If unable to access the internet, teachers can download and print the fact sheet prior to the lesson.

- Discuss as a group the word ‘yet’.
- Students describe three situations where they have experienced a fixed mindset. Students create three sentences that use the word ‘yet’ to turn that thought around to a growth mindset.

SPREADING THE GROWTH MINDSET MESSAGE

- Students work in small groups to develop a whole school idea for spreading the understanding about a growth mindset. For example, create posters that describe how to develop a growth mindset, have a failure challenge day, reward students and teachers or how use the word ‘yet’.
Explore: [http://au.reachout.com/what-is-a-mindset#The](http://au.reachout.com/what-is-a-mindset#The) to answer the following questions:

1. What are mindsets?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

2. Name and describe the two kinds of mindsets
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

3. How do you build a growth mindset?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

4. Your friend has a fixed mindset about being able to complete his/her homework for Biology. What could you do to help your friend develop a growth mindset?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

5. What could you do to boost growth mindsets at your school?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
**Activity Theme 3:**
**PLANNING GOALS**

→ **Focus Area:**

Taking charge

→ **Content Focus:**

• planning, setting and modifying goals
• recognising potential
• linking values to aspirations

→ **Outcomes:**

5.1 Plan for challenging and changing situations and understand the benefits of adapting to current and future challenges.
2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others

→ **Skills:**

Decision-making and problem solving skills – information gathering skills, evaluating consequences of actions for self and others, determining alternative solutions to problems, analysis skills regarding the influence of values and of attitudes about self

→ **Connection to other Focus Areas:**

PLANNING FOR THE FUTURE
• aspirations
• recognising potential.

**WHY**

• Goals are all about acting to achieve what you want in a measured and timely way. Research suggests that people who set goals:
  - are less stressed and anxious
  - have a higher motivation, greater focus and better wellbeing.

**Teacher Further Learning:**

• Examples of Smart Phone Apps for goal setting
HOW

- Small group
- Individual activities
- Offline + online

Equipment required:

- Cardboard (1 small piece for each student)
- Scissors
- Glue
- My goals worksheet
- SMART goals worksheet
- Apps for goals worksheet
- Old magazines, newspapers

WHAT

The first two activities are designed to introduce students to goal setting in a fun and interactive way.

YOU’VE JUST WON THE LOTTERY!

- Ask students to imagine that everyone in the group has just won $100 million dollars.
- Students record how they will choose to spend the money. How will their life change? What do they need to think about in order to use this money as part of their life, for example spending vs planning for future?

CREATING A VISION BOARD

- Students create a vision board. The vision board can be developed online by collating images, articles and videos or offline by using magazines, newspapers, scissors and glue to find, cut out and glue images of their life goals to a piece of cardboard.
- Students reflect upon what their life would be like if their vision board was real.
- Place vision boards around room for other students to view.

TYPES OF GOALS

- Explain to students the three types of goals:
  - Short Term: goals you want to achieve today, tomorrow or within the next few days
  - Medium Term: goals you would like to achieve in the next few months
  - Long Term: goals you want to achieve in the next year, 10 years or even longer
- Students complete the My goals worksheet.

SMART GOALS

- Give students 1 minute to think about what the S.M.A.R.T acronym stands for in relation to goals.
• Explain S.M.A.R.T goals
  - S-Specific = Is your goal specific to what you want to achieve?
  - M-Measurable = Are you able to measure as to when you have achieved your goal?
  - A-Achievable = Is your goal written as though it has already been achieved?
  - R-Realistic = Is there a good chance that you will achieve your goal?
  - T-Timely = Have you placed a specific timeframe to achieve your goal in?
• Students complete the SMART goals worksheet.
• In pairs complete a THINK-PAIR-SHARE to share aspects of their SMART goal with the group.

APPS FOR GOALS
• Students access examples of apps for goal setting available on mobile devices.
• Students complete the Apps for goals worksheet.
• Examples of Smart Phone Apps for goal setting
My goals

1. **Short Term Goals**
   Write one goal you would like to achieve for each category below:
   
   **SCHOOL:** ________________________________________________________________________
   
   **FRIENDS:** ________________________________________________________________________
   
   **FAMILY:** ________________________________________________________________________
   
   **OTHER:** ________________________________________________________________________

2. **Medium Term Goals**
   Write one goal you would like to achieve for each category below:
   
   **SCHOOL:** ________________________________________________________________________
   
   **FRIENDS:** ________________________________________________________________________
   
   **FAMILY:** ________________________________________________________________________
   
   **OTHER:** ________________________________________________________________________

3. **Long Term Goals**
   Write one goal you would like to achieve for each category below:
   
   **SCHOOL:** ________________________________________________________________________
   
   **FRIENDS:** ________________________________________________________________________
   
   **FAMILY:** ________________________________________________________________________
   
   **OTHER:** ________________________________________________________________________

4. **Expanding Long Term Goals**
   Expand on these long term goals and choosing one category (SCHOOL, FRIENDS, FAMILY OR OTHER) write down as many goals you would like to achieve by the end of the year.
   
   ________________________________________________________________________________
   
   ________________________________________________________________________________
   
   ________________________________________________________________________________

5. **Explain how a growth mindset** would assist in helping you achieve one of your long term goals. Give a detailed explanation.
   
   ________________________________________________________________________________
   
   ________________________________________________________________________________
   
   ________________________________________________________________________________
SMART goals

Choose one of your long term goals to complete the table below:

Write your goal statement: (What do you want to achieve)
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Clarifying Question</th>
<th>Answer/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>Is your goal specific to what you want to achieve?</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td>How will you measure when you have achieved your goal?</td>
</tr>
<tr>
<td><strong>Achievable</strong></td>
<td>Is your goal written as though it has already been achieved?</td>
</tr>
<tr>
<td><strong>Realistic</strong></td>
<td>Is there a good chance that you will achieve your goal?  How do you know?</td>
</tr>
<tr>
<td><strong>Timely</strong></td>
<td>Have you placed a specific timeframe to achieve your goal in?  What is the timeline?</td>
</tr>
</tbody>
</table>
Apps for goals

Investigate 3 Apps (IOS and/or Android Compatible) that are geared towards helping you to track your goals.

A. What is the App called and who is it suitable for?
   1. 
   2. 
   3. 

B. What behaviour is it focused on improving?
   1. 
   2. 
   3. 

C. What is required in order to download the App?
   1. 
   2. 
   3. 

D. If you didn’t have a phone/tablet or felt the App didn’t sound like you, what alternative activities could you participate in to assist in improving your goal setting?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Activity Theme 4: USING STRENGTHS AND SUPPORT FOR SETTING AND ACHIEVING GOALS

→ Focus Area:
    Taking charge

→ Content Focus:
    • using strengths for goal planning, setting and achievement
    • support to achieve goals

→ Outcomes:
    2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.
    5.1 Plan for challenging and changing situations and understand the benefits of adapting to current and future challenges.

→ Skills:
    • Advocacy skills — influencing skills and persuasion, networking and motivation skills.
    • Critical thinking skills — analysing peer, media and other external influences, analysing attitudes, values, norms, beliefs, identifying relevant and reliable information, identifying reliable services and sources of information.

WHY

• Research suggests that people who set goals:
  - are less stressed and anxious
  - have a higher motivation, greater focus and better wellbeing.

• People who know about and apply their character strengths and seek help to achieve their goals have been shown to have a greater chance of achieving them.
HOW

• Small group
• Individual activities
• Offline + online

Equipment required:

• Access to the internet and laptop, tablet or phone
• Online access to websites:
  - ReachOut.com
  - Headspace
  - Youth Beyond Blue
  - Bite Back
• Using my Strengths to achieve my goals worksheet
• Thinking Flexibly: Planning for changes with goal setting worksheet
• People and Places to help achieve my goals worksheet

WHAT

NOTE: The previous activities in this theme are assumed knowledge. This activity has been designed to build on previous activities.

KEY CHARACTER STRENGTHS

• Students review their 5 Key Character Strengths from Activity theme 2).
• As a group, revise S.M.A.R.T goals (Activity Theme 3, Activity D).
• Students map their key strengths to planning short, medium and long term goals.
• Students complete Using my Strengths to achieve my goals worksheet

HAVING A PLAN B

• Having multiple options to goals assists in relieving pressure for if or when changes need to occur.
• Whole group discussion:
  1. In pairs, reflect on a situation where you have required a Plan B?
     Some examples could include: Missing your bus home, being late for an interview or completing the wrong section of an assessment task.
  2. What are the benefits of having a Plan B when you are setting goals?
  3. Students complete Thinking Flexibly: Planning for changes with goal setting worksheet.

SUPPORT FOR ACHIEVING YOUR GOALS

• Students create a mind map of people and places that can assist them in achieving their goals.
• Circle Chat: Students use their mind maps to complete a Circle Chat to share their ideas on people and places to help with goal setting.
• Students stand in two concentric circles, facing a partner.
• Students share their ideas with their partner
• After 45 seconds, the teacher calls out “switch” and the outside circle moves one step to their right to meet their next partner.
• Continue sharing until each student has spoken with at least 4 different students.
• Online Support: Students explore online sources of support for working to complete goals. Websites to guide the exploration include:
  - ReachOut.com
  - Headspace
  - Youth Beyond Blue
  - Bite Back
    • When might you need these online sources of help?
    • Would you recommend these sites to friends? Why/Why not?
• Students complete People and places to help achieve my goals worksheet
Using my Strengths to achieve my goals

List your 5 Key Character Strengths
1. ____________________  2. ____________________  3. ____________________  4. ____________________  5. ____________________

Using the table below, create one short term, medium term and long term goal and describe how it fits the SMART criteria and how you will use your key character strengths to achieve them.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>How does your goal fit SMART?</th>
<th>How will you use this character strength to achieve your goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Short Term Goal</td>
<td>S.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td></td>
</tr>
<tr>
<td>2. Medium Term Goal</td>
<td>S.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
<td></td>
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<tr>
<td></td>
<td>R.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T.</td>
<td></td>
</tr>
<tr>
<td>3. Long Term Goal</td>
<td>S.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
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<td></td>
<td>R.</td>
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<td></td>
<td>T.</td>
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</tbody>
</table>
**STUDENT WORKSHEET**

**Thinking Flexibly: Planning for changes with goal setting**

Using the goals you decided upon in the previous activity, list your Plan B's if you aren't able to achieve your goal. What will you do?

<table>
<thead>
<tr>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Short Term Goal</td>
</tr>
<tr>
<td>2. Medium Term Goal</td>
</tr>
<tr>
<td>3. Long Term Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Short Term Goal</th>
<th>How would a Growth Mindset assist with your Plan B?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is your Plan B if you don’t achieve your goal?</td>
</tr>
<tr>
<td></td>
<td>What will you do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How would a Growth Mindset assist with your Plan B?</th>
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<tbody>
<tr>
<td>What is your Plan B if you don’t achieve your goal?</td>
</tr>
<tr>
<td>What will you do?</td>
</tr>
</tbody>
</table>
People and Places to help achieve my goals

Fill in the circle below with one of your goals (either a Short, Medium and Long Term Goal) and then, create a Mind Map of the people and places that can assist you to achieve them.