

Teachers' Guide

Mental Health Month 2023

Five Ways to Wellbeing

Schools Creative Project

Hosted by South Western Sydney Local Health District



Teachers' Guide

Mental Health Month 2023

Five Ways to Wellbeing

School's Creative Project

Hosted by South Western Sydney Local Health District

The Five Ways to Wellbeing School's Creative Project is a competition that helps to celebrate October's Mental Health Month with school-aged children in South Western Sydney (SWS). Winning artworks will be displayed online to promote Mental Health Month and raise awareness of the Five Ways to Wellbeing. Prizes are available to SWS schools and students.

This guide is to support teachers facilitating the creative project activity in class.

What benefits do participating schools receive?

- Lesson plans
- Wellbeing activities
- Links to curriculum learning outcomes
- Prizes for students and schools

Contents

1. What is Wellbeing?	4
2. The Five Ways to Wellbeing.....	4
3. Creative Project aims	4
4. Who can enter?	4
5. NSW Wellbeing Framework for Schools	5
6. Expected outcomes	6
7. Delivery mode	6
8. Classroom learning	6
9. Creative Project requirements	7
10. How to enter artworks	7
11. Prizes	7
12. Technical specifications	8
13. Judging.....	8
14. Previous winners.....	9
15. Expanding The Five Ways to Wellbeing.....	10
16. Lesson plans.....	13
17. Extension activities	18
18. Further information and links.....	27
19. Appendices	29



What is Wellbeing?

The World Health Organisation (WHO) defines health as, ‘a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.’

Healthy wellbeing means feeling good, functioning well and being able to cope with daily life. It is different from happiness, which can come and go. Wellbeing is about a consistent state of contentment.

Evidence suggests that a small improvement in our wellbeing can help us thrive.

The Five Ways to Wellbeing

The Five Ways to Wellbeing are simple, evidenced-based actions that people can take in their everyday life to improve their wellbeing and their ability to cope with the ups and downs of life – decreasing risks of mental health issues.

The Five Ways to Wellbeing was developed in 2008 by the [New Economics Foundation](#) (NEF) in the United Kingdom. The NEF conducted an evidence review and found that building five particular actions into day-to-day lives is important for the wellbeing of individuals, families, communities and organisations.

The Five Ways are: Connect, Be Active, Take Notice, Keep Learning and Give.



Creative Project Aims

The Five Ways to Wellbeing Creative Project is to help students identify and use strategies that support their mental wellbeing – promoting lifelong protective mental health behaviours.

Who Can Enter?

The competition is open to all students from South Western Sydney schools. These include the Local Government Areas of: Camden, Campbelltown, Canterbury-Bankstown, Fairfield, Liverpool, Wingecarribee and Wollondilly.

Entries close **Monday, 16 October 2023**, Week 2 of Term 4.

Entries will be judged in the following age categories:

- 5-6 years old
- 7-9 years old
- 10-12 years old
- 13-15 years old
- 16-18 years old

NSW Wellbeing Framework for Schools

The Creative Project supports the NSW Wellbeing Framework for Schools by using evidenced-based strategies that are strengths-based, preventative, and focus on early intervention. It complements the framework to support students to connect with others, succeed at managing their wellbeing, and thrive through positive behaviours.

The Five Ways to Wellbeing builds on what students may already be doing in their lives, highlighting how those things have a positive impact on their wellbeing, and how they already know how to contribute to their own wellbeing.

The Five Ways acknowledges a person's cognitive, physical, social, emotional and spiritual wellbeing. Schools can promote the Five Ways to Wellbeing as things that everybody can do to feel healthier, happier, and have better resilience to cope with the changing world they live in.

School Wide Approach to Five Ways to Wellbeing

Having a school wide approach can support the sustainability and success of the Five Ways within schools.

Opportunities include:

- Sharing student artworks in the school newsletter, social media or school exhibition to raise whole of school community awareness,
- Share Five Ways messages to families with resources, such as a link to the [Five Ways to Wellbeing Australia](#) website,
- Encourage staff to practise the Five Ways to Wellbeing for themselves,
- Use the Five Ways to Wellbeing headings to identify how the school is supporting wellbeing, and share with the school community:

For example:

Be Active	The school provides sports equipment during breaks; teachers use physical activity brain breaks in the classroom, promotes Active Kids vouchers.
Connect	The school has mixed class activities, a community garden, P&C, community hub, events for parents and carers to participate in school life.
Give	The school has fundraisers to promote awareness of various causes like Jeans for Genes Day, Christmas appeals, tree planting, World's Greatest Shave.
Keep Learning	The school offers extracurricular activities for students to participate in i.e., spelling bees, public speaking, sporting, creative and performing arts.
Take Notice	The school participates in activities such as Clean Up Australia Day, Mental Health Month, World Teacher's Day, Harmony Day.

Expected Outcomes

Improved understanding of what wellbeing means, and students identifying and demonstrating protective behaviours which can support a positive state of wellbeing.

Delivery Mode

The Creative Project can be adapted to be a classroom based or individual activity, across all stages. Two lesson plans and further extension activities are included and can be adapted to appropriate stages.

Classroom Learning

The Five Ways to Wellbeing Creative Project complements the PDHPE and Visual Arts curriculum across all stages. It particularly links in the domain of [PDHPE Self-management Skills](#).

Suggested curriculum outcome links: PDHPE - Extension of these in [Appendices](#).

EARLY STAGE 1	PDe-2	PDe-6	PDe-7	PDe-8	
STAGE 1	PD1-2	PD1-6	PD1-7	PD1-10	
STAGE 2	PD2-1	PD2-2	PD2-6	PD2-8	PD2-10
STAGE 3	PD3-1	PD3-2	PD3-7	PD3-9	PD3-10
STAGE 4	PD4-1	PD4-7	PD4-8	PD4-9	
STAGE 5	PD5-7	PD5-9			
LIFE SKILLS 7-10	PDLS-1	PDLS-10			

Stage 6 The complexities and time restraints of the Stage 6 PDHPE Curriculum is acknowledged and therefore no links are provided. Senior students are still welcome to submit an entry.

Suggested curriculum outcome links: Visual Arts - Extension of these in [Appendices](#).

EARLY STAGE 1	VAES1.1	VAES1.3	VAES1.4		
STAGE 1	VAS1.1	VAS1.4			
STAGE 2	VAS2.1	VAS2.3	VAS2.4		
STAGE 3	VAS3.1	VAS3.3	VAS3.4		
STAGE 4	4.2	4.4	4.5	4.6	
STAGE 5	5.1	5.2	5.4	5.5	
STAGE 6	P2	P4	P5	P6	

Creative Project Requirements

Entries can be in any art style e.g., painting, collage, drawing or photography. The Creative Project aims to positively promote the Five Ways to Wellbeing and students should be encouraged to highlight one or more of the Five Ways to Wellbeing in their artwork.

How to Enter Artworks

Entries can be submitted online, by post or dropped off locally from Monday, 24 July 2023 until **Monday, 16 October 2023**. Schools, students or carers will need to complete either the paper entry form provided or online entry form. This information will not be used for any other purposes outside of the competition.

Artworks must be no larger than A4, 2D, and the student's own individual work. Group artworks will not be eligible.

Entries by Post

School's Creative Project
Health Promotion Service
Ground Floor, Suite 3, 1 Bolger St
Campbelltown NSW 2560

Enter Online

Simply follow the link to complete the online entry form.



[ENTER HERE](https://form.jotform.com/231358052016851)

(<https://form.jotform.com/231358052016851>)

Post or Drop Checklist

- Pack A4 artwork flat and unfolded. Consider submitting between card stock.
- If posting a collection of artworks, stack so artworks do not face each other.
- Use form provided in Appendix or label artwork with:
 - Name
 - Age Category
 - School Name
 - Class
 - Contact E-mail

Online Checklist

Photos or scans of artwork need to be a clear, high-resolution, JPEG file.

Entries by Drop Off

- Health Promotion Service:
Ground Floor, Suite 3, 1 Bolger St,
Campbelltown
- Wollondilly Community Health
Centre: 15 Harper Close, Tahmoor
- Bankstown Community Health
Centre:
36-38 Raymond Street, Bankstown

Artwork Collection

Artworks can be collected from drop off sites from 4 December 2023 until 8 March 2024, 8.30am – 4.30pm. After this date they will become property of the SWSLHD. Please email SWSLHD-Wellbeing@Health.nsw.gov.au if you have any questions or require collection support.

Prizes

One winner and one highly commended prize will be awarded for each age category. Winners will win a \$50 gift card. Schools which have more than 50 entries will go in the draw to win one of three \$250 art packs.

Winners will be notified via email by late November. Prizes will be delivered to the school with a certificate of congratulations in December.

Technical Specifications

- Students can be creative with a variety of media and materials including, but not limited to:
 - drawing
 - painting
 - mixed media
 - printmaking
 - photography
 - electronic equipment
- Artworks must be no larger than A4 (210 x 297 mm) in size.
- Artworks may be horizontal (landscape) or vertical (portrait).
- Artworks should be submitted flat (not rolled) and can be on any type of paper or canvas.
- Digital submissions need to be clear, high resolution, images in a JPEG file. It is suggested that photos are taken in natural light.
- For privacy reasons, photography submissions cannot include a person to be eligible.

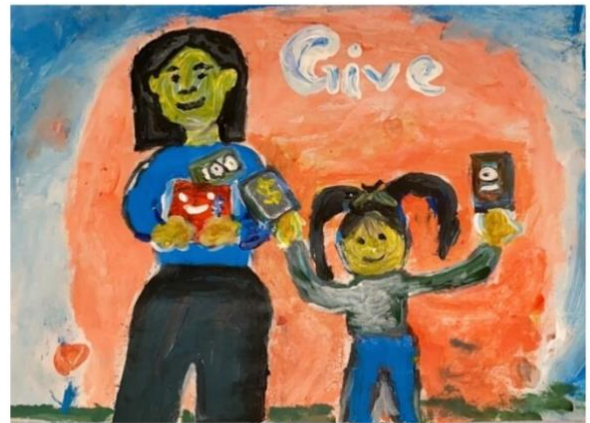
Judging

The judging panel will include representatives from across South Western Sydney Local Health District and Department of Education Arts Unit. Artworks will be judged on recognisable Five Ways themes, quality of artwork and adherence to guidelines. Judging decisions will be final.

Previous Winners



2022 Winner, 7-9 Years:
Sierra, Claymore Public School



2021 Winner, 5-6 Years:
Tess, Fairvale Public School



2022 Winner, 13-15 Years:
Brayden, Karnigal School



2021 Winner, 13-15 Years:
Georgia, Camden High School

2022 Winner, 16-18 Years:
Takara, Camden High School



2022 Highly Commended, 10-12 Years:
Capri, Picton PS



2022 Highly Commended, 7-9 Years:
Willow, Homeschool

Expanding The Five Ways to Wellbeing

The Five Ways are described below. These explanations can be useful for in-class discussion.

Connect:	Connecting with others helps us feel like we belong and are cared about.
Be Active:	Moving our body and being active can help us feel happier and healthier.
Take Notice:	Taking notice of our thoughts and what is around us helps us to focus, feel calm, and to relax.
Keep Learning:	Learning new things, challenging our mind and reaching goals, can give a sense of achievement and pride.
Give:	Giving, and thinking of others, helps us feel good by making others feel good.

([NEF \(2008\), Five Ways to Wellbeing Report](#)).



Giving, and thinking of others, helps us feel good by making others feel good.

What can we do?

Giving lets us feel like we have added value. Do something nice for a friend or a stranger. Thank someone. Smile. Volunteer your time. Join a community or school group. Then take notice of how you feel afterwards.

Seeing yourself linked to other people's happiness and the wider community, can feel rewarding and will create connections with the people around you.

Quick Fact

It was studied that doing an act of kindness once a week, for six weeks, was associated with an increase in wellbeing.



Connecting with others helps us feel like we belong and are cared about.

What can we do?

Connect with family, friends, teachers and neighbours. At home, sport, school or in your local community. Building both these close and casual connections can support you every day.

Quick Fact

The most significant difference between those with mental ill-health and those without is social participation.



Taking notice of our thoughts and what is around us helps us to focus, feel calm, and to relax.

What can we do?

Be curious. Look out for things that look interesting, unusual or beautiful. Notice the changing seasons. Notice moments. Whether you are on a bus, eating lunch or talking to friends — be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you, as well as focus, calm and relax your thoughts.

Quick Fact

Taking notice is associated with mindfulness. Being in a state of mindfulness encourages positive mental wellbeing as the calming practise reduces the level of the stress hormone, cortisol, in the brain.



Moving our body and being active can help us feel happier and healthier.

What can we do?

Notice how you feel after moving. Exercising releases positive chemicals in the brain (endorphins) and makes you feel good. Most importantly, discover a physical activity you enjoy; one that suits your level of mobility and fitness.

Quick Fact

Regular physical activity results in a greater sense of wellbeing, stress reduction, lower rates of anxiety, and protection against depression. Just 10 minutes of being active can move your mood!



Learning new things, challenging our mind, and reaching goals, can give a sense of achievement and pride.

What can we do?

Try something new. Learn to fold a paper aeroplane, play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving and notice how you feel afterwards.

Learning new things can make you more confident. Over a lifetime, learning enhances your self-esteem and encourages connecting with others.

Quick Fact

People gain more satisfaction when learning matches with their interests and own core values.

Lessons Plans

These lessons can be adapted to all stages. The initial lesson is explaining the Five Ways to Wellbeing and making connections of how students already use them in their lives, as well as identifying where they could use them. The second lesson focuses on an independent creative artwork activity.

Lesson Plan 1: Understanding the Five Ways to Wellbeing

NSW Curriculum Links:

[Curriculum links which are relevant to the stage can be copied from the [Curriculum Outcome links](#) PDHPE and visual arts tables on page 6 and 30 of the Teachers' Guide.]

This lesson is connected to the context of [PDHPE self-management skills](#).

Prior knowledge:

The teacher has discussed briefly that the class will be learning about wellbeing and creating an artwork which relates to wellbeing.

Learning objectives:

The students will be able to:

- Identify actions that promote health, safety, wellbeing and physically active spaces.
- Recognise and demonstrate protective behaviours.

Learning environment:

The students are in the classroom facing the teacher, with available whiteboard/smartboard.

Extension activities equipment and materials:

- Printable [Five Ways to Wellbeing icons](#)
- [Five Ways to Wellbeing Diary](#)
- [Five Ways to Wellbeing Passport](#)
- Paper, pencils, scissors, glue, magazines
- [Video resource](#) on the Five Ways to Wellbeing

Lesson Plan sequence

Introduction:

5 min

1. The students are sitting, facing the teacher, whiteboard and large visuals of the Five Ways in teacher's reach.
2. Explain to the students that they will be learning about the Five Ways to Wellbeing.
3. Asks the students:
 1. What is wellbeing?
 2. Why is it important?
 3. Who is it important for?

Answers could be recorded on the board as a mind map or in groups.

Body of the lesson:

10- 15 min

1. Explain that healthy wellbeing helps us to thrive, cope with difficult problems, and feel happy.
2. Display the Five Ways posters or write them on the board and tell the class that it was discovered that five particular actions can make our wellbeing healthier:
Connect, Be Active, Take Notice, Keep Learning and Give.
3. Show a Five Ways video and or talk about each 'Way'. The explanations below can be useful for class discussion and can be further expanded (broader explanations on [Page 10](#).)
 - **Connect:** Connecting with others helps us feel like we belong and are cared about.

	<ul style="list-style-type: none"> • Be Active: Moving our body and being active can help us feel happier and healthier. • Take Notice: Taking notice of our thoughts and what is around us helps us to focus, feel calm, and to relax. • Keep Learning: Learning new things, challenging our mind, and reaching goals, can give a sense of achievement and pride. • Give: Giving, and thinking of others, helps us feel good by making others feel good. <p>Students can give ideas of what this may look like for them, and the ideas can be recorded for the class to see.</p>
<p>Extension activities</p> <p>15 – 20 min</p>	<p>The lesson can be extended by various activities included in the resources.</p> <p>Early Stage 1 - Stage 1:</p> <ul style="list-style-type: none"> • Five Fingers – Students outline their hand. Tell the students that each finger represents one of the Five Ways. <p>Get the children to write/draw/stick something on each finger that represents something they do for their own wellbeing. (The same idea could be used for the outline of a flower and the students utilise the petals.)</p> <p>Stage 1 -3</p> <ul style="list-style-type: none"> • Five Ways Wellbeing Passport – Students gain a stamp for each of the Five Ways they achieve on the activity sheet or set up different stations around the classroom or outdoor space for students to achieve each stamp. Lesson guide. <p>Stages 3 - 5</p> <ul style="list-style-type: none"> • Five Ways Diary – Make daily or weekly diary entries showing how students have used the Five Ways in their lives in the Five Ways Diary resource. Lesson guide.
<p>Conclusion:</p> <p>5-10 min</p>	<ol style="list-style-type: none"> 1. Recap the Five Ways. 2. If extension activities are chosen, choose students to share their work to the whole class. 3. Check completed work, asking questions to test student level of understanding. 4. Get the students thinking about the follow-up lesson by stating questions about what they might create as an artwork to show how they look after their wellbeing
<p>Assessment and evaluation</p>	<ul style="list-style-type: none"> • Testing students’ level of knowledge and understanding about the Five Ways against their completed work and learning objectives • Observation
<p>Follow-up lesson</p>	<p>Creative Arts – The Five Ways to Wellbeing</p>

Lesson Plan 2: Creative Arts - Five Ways to Wellbeing

NSW Curriculum Links:

[Curriculum links which are relevant to the stage can be copied from the [Curriculum Outcome links](#) PDHPE and visual arts tables on page of the Teachers' Guide.]

This lesson is connected to the context of Visual Arts and [PDHPE self-management skills](#).

Prior knowledge:

- The students will have completed a prior lesson relating to the Five Ways to Wellbeing.
- The students will have considered their ideas and understanding of the Five Ways to Wellbeing.

Learning objectives:

The students will be able to:

- Identify actions that promote health, safety, wellbeing and physically active spaces.
- Recognise and demonstrate protective behaviours.
- Select different materials and techniques to make artworks that visually express their experiences and ideas.

Learning environment:

The students are in the allocated art area in a classroom. The students' art resources are placed in the centre of each table. The students are listening while the teacher is explaining the prior and current lesson.

The Five Ways icons are stuck on the whiteboard or listed in large writing. The teacher uses these to make reference to and connection between the Five Ways and the students.

Equipment and materials:

- [Five Ways large icons](#)
- A4 paper or card stock
- Pencils, textas, paint
- Glue, scissors, craft paper
- iPads and Laptops – if creating digital creations

Lesson Plan sequence

Introduction:

5-10 min

1. Briefly revisit the prior lesson, giving a summary of the Five Ways to Wellbeing.
2. Explain that the students need to create a 2D art item or digital image that represent their ideas of what Five Ways they use, or could use, in their life – whether at school or at home.
3. Model the lesson by showing a previous entry or classes 2D work.
4. Asks the students to identify which of the Five Ways they intend to create as an artwork. They could focus on one to five of the ways.

If this decision is overwhelming, students can go back to their Lesson 1 work. For instance, if they chose 'reading books' as 'Keep Learning', they could create an artwork with this theme.

<p>Body of the lesson: 25-35 min</p>	<ol style="list-style-type: none"> 1. The students begin their art lesson in the allocated art area in the classroom. 2. The students write an Artist Statement explaining their artwork and how its theme helps their wellbeing.
<p>Extension activities 5 – 20 min</p>	<p>Stages ES1-4: Taking Notice Scavenger Hunt. Lesson guide.</p> <p>Stages ES1-6: Five Senses Mindfulness Activity. Lesson guide.</p> <p>Apply Learnings - Students can look at the Five Ways and see if they can practise one in the time left. For example:</p> <p>Connect: Write a letter or email to a friend about what they just learnt.</p> <p>Active: Could this student help with tidying up or take their artwork to show another teacher.</p> <p>Keep Learning: Find a new word and write down its meaning; or look up a fiction book and see what new fact they can learn.</p> <p>Take Notice: Think about their favourite part of the school playground and draw it or explain what they enjoy about it.</p> <p>Give: Write something kind or draw a picture for someone they care about.</p>
<p>Conclusion:</p>	<ol style="list-style-type: none"> 1. Choose some students to share their artworks with the class. 2. Ask the students to reflect on what they learnt during the lesson. The teacher can write down the student’s key words. 3. Discuss and summarize both lessons – testing students prior, current and new knowledge. 4. Collect student’s work for display or to enter in the Mental Health Month, Five Ways to Wellbeing Schools’ Creative Competition. <p><i>*An artist statement explaining their artwork, and how it helps their wellbeing, can help guide the judges and is encouraged to be included.</i></p>
<p>Assessment and evaluation</p>	<ul style="list-style-type: none"> • Completed work samples • Anecdotal notes • Number of competition entries

Extension Activities

1. Five Ways to Wellbeing Diary

A Wellbeing Diary can support students to identify and keep track of how they are using the Five Ways to Wellbeing. Suggested syllabus links for Stages 3, 4 and 5.

The Five Ways Diary	Keep track of what actions you take that are linked to the Five Ways to Wellbeing. "Make a note if any changed how you were feeling"			
	Week 1	Week 2	Week 3	Week 4
				
				
				
				
				

2. Five Ways to Wellbeing - Wellbeing Passport

A Wellbeing Passport is a useful tool for identifying ways the Five Ways are already used. Suggested syllabus links for Stages 1, 2 and 3.

Wellbeing Passport

Collect a stamp for each of the Five Ways you visit!

Name: _____

Photo of me

I connect with...

Today I learnt ...

I've taken notice of...

I'm being active when...

I can help others by...



3. Five Senses Mindfulness

The 'Five Senses' or '5,4,3,2,1' technique works by connecting someone with each of their five senses as a form of mindfulness. This technique can be adapted in various ways, for all stages. It can help students to focus on the present moment and it can be used as a coping tool for stressful situations. Suggested syllabus links for Early Stage 1 to Stage 5.

Five Senses Mindfulness

- 5 things you can **See** 
- 4 things you can **Feel** 
- 3 things you can **Hear** 
- 2 things you can **Smell** 
- 1 thing you can **Taste** 







4. Take Notice Scavenger Hunt

An outdoor activity that encourages students to take notice of what is around them as a way to encourage mindfulness. Suggested syllabus links for Early Stage 1 to Stage 3.

Taking Notice Scavenger Hunt

Tick the box if you find the item around your school.

<input type="checkbox"/> A spotty leaf 	<input type="checkbox"/> The letter A 
<input type="checkbox"/> Something bumpy 	<input type="checkbox"/> A bug or insect 
<input type="checkbox"/> Something smooth 	<input type="checkbox"/> Something round 
<input type="checkbox"/> The tallest tree 	<input type="checkbox"/> A feather 
<input type="checkbox"/> Something red 	<input type="checkbox"/> Something purple 
<input type="checkbox"/> Water 	<input type="checkbox"/> A bird 
<input type="checkbox"/> A spider web 	<input type="checkbox"/> Something spiky 

 How many items did you find? Write the number in the box.





Name: _____ Class: _____

Taking Notice PLAYGROUND SCAVENGER HUNT

Taking notice of what is around us is good for our wellbeing. Complete the scavenger hunt below by listing or drawing what you notice in your playground!

The tallest tree in the school	Something red	A right angle
A stick shaped like a letter	Something that holds water	A spiderweb
Something smooth	A spotted leaf	Something you can hear
A bug or insect	The colour of the canteen?	Something beautiful





Extension Activity 1: Five Ways to Wellbeing Diary	
<p>NSW Curriculum Links:</p> <p>This activity is connected to the context of PDHPE self-management skills.</p> <p>Suggested links below for Stages 3, 4 and 5:</p>	
<p>Stage 3</p> <p>PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.</p> <p>PD3-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.</p> <p>PD3-9 Applies and adapts self-management skills to respond to personal and group situations.</p> <p>PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.</p>	<p>Stage 4</p> <p>PD4-1 Examines and evaluates strategies to manage current and future challenges.</p> <p>PD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activity.</p> <p>PD4-9 Demonstrates self-management skills to effectively manage complex situations.</p> <p>Stage 5</p> <p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations.</p> <p>LIFE SKILLS 7-10</p> <p>PDLS-10 Develops skills for effective self-management.</p>
<p>Prior knowledge:</p> <ul style="list-style-type: none"> • The students will have completed a prior lesson relating to the Five Ways to Wellbeing. • The students will have considered their ideas and understanding of the Five Ways to Wellbeing. <p>Learning objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognise and demonstrate protective behaviours that will support wellbeing. 	
<p>Equipment and materials:</p> <ul style="list-style-type: none"> • Five Ways Diary sheet or PDF • Pen, pencil or device 	
Lesson Plan sequence	
<p>Introduction</p> <p>5 min</p>	<p>Explain that a Wellbeing Diary can help students to identify and keep track of how they are using the Five Ways to Wellbeing in their own lives, or gaps where they could use them.</p> <p>Remind students that, as the Five Ways suggest, taking notice allows people to focus and recognise what is happening around them, what is important to them, and recognise what works for their circumstances.</p>

<p>Body of the lesson 15-30 min</p>	<p>How this diary can be used:</p> <p>Explain to students that for each day or week they need to reflect: What did I do to connect? How was I active? What did I take extra notice of? What new things did I learn? What ways did I give to others?</p> <p>Ask students to also reflect on how they felt afterwards.</p> <p><i>*This activity could be completed over one or several lessons or as a home activity.</i></p>
<p>Conclusion</p>	<p>Asks the students to reflect on what they learnt during the activity.</p>
<p>Assessment and evaluation</p>	<ul style="list-style-type: none"> • Completed work samples • Anecdotal notes

Click here for [Five Ways to Wellbeing Diary](#) resource.

Extension Activity 2: Five Ways to Wellbeing Passport	
<p>NSW Curriculum Links:</p> <p>This activity is connected to the context of PDHPE self-management skills.</p> <p>Suggested links below for Stages 1, 2 and 3:</p>	
<p>Stage 1 - PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations.</p> <p>Stage 1 - PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong.</p>	<p>Stage 2 - PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations.</p> <p>Stage 2 - PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe.</p>
<p>Stage 3 - PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.</p> <p>Stage 3 - PD3-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.</p> <p>Stage 3- PD3-9 Applies and adapts self-management skills to respond to personal and group situations.</p>	
<p>Prior knowledge:</p> <ul style="list-style-type: none"> The students will have completed a prior lesson relating to the Five Ways to Wellbeing. <p>Learning objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognise and demonstrate protective behaviours that will support wellbeing. 	
<p>Equipment and materials:</p> <ul style="list-style-type: none"> Five Ways to Wellbeing Passport resource Pens or pencils 	
Lesson Plan sequence	
<p>Introduction 5 min</p>	<p>Explain to the class that a Wellbeing Passport can help them to identify and keep track of how they are using the Five Ways to Wellbeing in their lives.</p>
<p>Body of the lesson 15-30 min</p>	<p>How to run this activity:</p> <ol style="list-style-type: none"> Tell students that they will practise identifying examples of the Five Ways by completing the Wellbeing Passport activity sheet. For each of the Five Ways, ask students to reflect: What did I do to connect? How was I active? What did I take extra notice of? What new things did I learn? What ways did I give to/help others? Encourage students to reflect on how the different actions make them feel.

	<p>Alternatively, set up stations in the classroom or outdoor space, for students to visit. Each station has activities which allow them to Connect, Be Active, Take Notice, Keep Learning, or Give. For example:</p> <p>Connect: Write a postcard or note to a friend. Find someone in the class who had the same breakfast as you that morning.</p> <p>Be Active: Do 10 star jumps or 10 victory air punches.</p> <p>Take Notice: Find something in the classroom that you have never noticed and write what it is. Look for your friend's eye colour.</p> <p>Keep Learning: On a device, look up how to sign a healthy food or sport in AUSLAN.</p> <p>Give: Draw a picture or write a compliment for someone you care about and give it to them.</p>
Conclusion	Ask the students to reflect on what they learnt or how they felt during and after the activity. Remind them that these Five Ways can help us feel good.
Assessment and evaluation	<ul style="list-style-type: none"> • Completed work samples • Anecdotal notes

Click here for [Five Ways to Wellbeing Passport](#) resource.

Extension Activity 3: Five Senses Mindfulness	
<p>NSW Curriculum Links:</p> <p>This activity is connected to the context of PDHPE self-management skills.</p> <p>Suggested links for Early Stage 1 to Stage 5:</p>	
<p>Early Stage 1 - PDe-7 Identifies actions that promote health, safety, wellbeing and physically active spaces.</p> <p>Stage 1 - PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations.</p> <p>Stage 2 - PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe.</p>	<p>Stage 3 - PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.</p> <p>Stage 3- PD3-9 Applies and adapts self-management skills to respond to personal and group situations.</p>
<p>Stage 4 - PD4-9 Demonstrates self-management skills to effectively manage complex situations.</p> <p>Stage 5 - PD5-9 Assesses and applies self-management skills to effectively manage complex situations.</p> <p>LIFE SKILLS 7-10 PDLS-10 Develops skills for effective self-management.</p>	
<p>Prior knowledge:</p> <ul style="list-style-type: none"> Ideally, the students will have completed a prior lesson relating to the Five Ways to Wellbeing, specifically what 'Take Notice' means. <p>Learning objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognise and demonstrate protective behaviours that will support wellbeing. 	
<p>Equipment and materials:</p> <ul style="list-style-type: none"> Five Senses Mindfulness Poster A quiet space 	
Lesson Plan sequence	
<p>Introduction 5 min</p>	<p>Five Senses Mindfulness Explain to students that the 'Five Senses' or '5,4,3,2,1' mindfulness technique works by connecting someone with each of their five senses: sight, touch, hearing, smell, and taste — as a form of mindfulness.</p> <p>This technique can be adapted in various ways, for all stages. It can help students to focus on the present moment and it can be used as a coping tool for stressful situations.</p>
<p>Body of the lesson 15-30 min</p>	<p>How to run this activity: Ask students to sit comfortably and take a deep breath. Then, calmly, go through the five senses:</p>

	<p>5 - NOTICE five things that you wouldn't normally SEE.</p> <p>For example, a small crack in the wall or a freckle on your skin.</p> <p>4 - NOTICE four things that you can FEEL.</p> <p>For example, the texture of your uniform, the feeling of the breeze on your skin or the surface of the chair you are sitting on.</p> <p>3 - NOTICE three things that you can HEAR.</p> <p>Take a moment to listen and note something you can hear. The faint sound of traffic, other classes working, the buzzing of the air conditioner.</p> <p>2 - NOTICE two things that you can SMELL.</p> <p>Take a breath through your nose and notice any smells, good or bad. If you can't smell anything, think of two of your favourite smells.</p> <p>1 - NOTICE one thing you can TASTE</p> <p>Maybe something eaten before class. If you can't taste anything, think of one of your favourite things to taste.</p> <p>To end, ask students to take a deep breath and notice how they are now feeling.</p> <p><i>Alternatively, students can reflect on just one of each sense or multiple things for one sense. For example; listen for how many things you can hear; looks for as many red things as you can.</i></p>
Conclusion	Ask the students to reflect on what they learnt or how they felt during the activity.
Assessment and evaluation	<ul style="list-style-type: none"> • Anecdotal notes

Click here for [Five Senses Mindfulness](#) resource.

Extension Activity 4: Take Notice Scavenger Hunt	
<p>NSW Curriculum Links:</p> <p>This activity is connected to the context of PDHPE self-management skills.</p> <p>Suggested links below for Early Stage 1, Stage 1, 2 and 3:</p>	
<p>Early Stage 1 - PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.</p> <p>Stage 1 - PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations.</p>	<p>Stage 2 - PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations.</p> <p>Stage 2 - PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe.</p>
<p>Stage 3 - PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.</p> <p>Stage 3 - PD3-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.</p> <p>Stage 3- PD3-9 Applies and adapts self-management skills to respond to personal and group situations.</p>	
<p>Prior knowledge:</p> <ul style="list-style-type: none"> The students will have completed a prior lesson relating to the Five Ways to Wellbeing. <p>Learning objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognise and demonstrate protective behaviours that will support wellbeing. 	
<p>Equipment and materials:</p> <ul style="list-style-type: none"> Take Notice Scavenger Hunt Checklist resource - Early Stage 1 – Stage 3 Take Notice Scavenger Hunt Worksheet resource - Stage 1 – Stage 3 Pens or pencils 	
Lesson Plan sequence	
<p>Introduction 5 min</p>	<p>Explain to the class that taking notice of what is around us is a form of mindfulness. Mindfulness can help us to focus on things and appreciate what is around us.</p> <p>Both these things can make our minds feel good.</p> <p>Tell the class that they will do a Scavenger Hunt to practise taking notice of things at their school. This activity is an outdoor activity and the teacher will set the boundaries for students to explore.</p>
<p>Body of the lesson 15-25 min</p>	<p>How to run this activity:</p> <ol style="list-style-type: none"> Each student receives a worksheet. Students can work in pairs or as individuals.

	<ol style="list-style-type: none"> 3. <i>Take Notice Scavenger Hunt Checklist</i> - students will need to tick their checklist for the items they find and report back to their teacher. 4. <i>Take Notice Scavenger Hunt Worksheet</i> - students will need to record their individual answers in the squares provided and report back to their teacher. 5. Students should be encouraged to reflect on how taking notice of new things made them feel.
Conclusion	<p>Ask the students to reflect on what they learnt or how they felt during and after the activity.</p> <p>Remind the class that taking notice of what is around us can help us to feel good and calmer.</p>
Assessment and evaluation	<ul style="list-style-type: none"> • Completed work samples • Anecdotal notes

Click here for [Take Notice Scavenger Hunt Checklist](#) resource.

Early Stage 1 – Stage 3

Click here for [Take Notice Scavenger Hunt Worksheet](#) resource.

Stage 1 – Stage 3

Further information

For further information or resources, please contact the Mental Wellbeing Team of the SWSLHD Health Promotion Service at SWSLHD-Wellbeing@Health.nsw.gov.au.

To find out more about the Five Ways to Wellbeing, visit the South Western Sydney Local Health District Health Promotion Service site, [Growing Healthy Kids](#) or visit [Five Ways to Wellbeing Australia](#).

Resource online links

- [Growing Healthy Kids – Creative Project Competition Page](#)
- [Information and Entry Form](#)
- Teachers' Guide
- [Printable Five Ways to Wellbeing Icons](#)
- [Five Ways to Wellbeing Diary - PDF](#)
- [Five Ways to Wellbeing Diary - PDF Fillable](#)
- [Five Ways to Wellbeing Diary - Image](#)
- [Five Ways to Wellbeing Passport - PDF](#)
- [Five Ways to Wellbeing Passport - Image](#)
- [Taking Notice Scavenger Hunt Checklist - Early Stage 1 to Stage 3 - PDF](#)
- [Taking Notice Scavenger Hunt Checklist - Early Stage 1 to Stage 3 - Image](#)
- [Taking Notice Scavenger Hunt Worksheet -Stage 2 and Stage 3 - PDF](#)
- [Taking Notice Scavenger Hunt Worksheet -Stage 2 and Stage 3 - Image](#)
- [Five Senses Mindfulness A4 Poster - PDF](#)
- [Five Senses Mindfulness Poster - Image](#)
- [Five Senses Mindfulness Tile - Image](#)
- [Five Ways to Wellbeing Poster New Zealand](#)
- [Video resource](#) on the Five Ways to Wellbeing by Rochdale Borough Council, UK

Other class activity links:

- [Mindful Walking](#) – Take Notice of the five senses when walking in the playground.
- [Outdoor Classroom Day](#) – Take Notice and be active while learning outside.
- [Fundamental Movement Skills](#) – Be Active to support development.
- Walk/Wheel once a Week ([WOW](#)) – Be Active by using active travel to school.
- Healthy Cooking – Learn how to make [Sandwich Sushi Rolls](#).
- [Live Life Well @ School physical activity resources](#) for Be Active activities.
- [Active Kids](#) – promote initiatives to make activities more affordable.

- [Creative Kids](#) - promote initiatives which make activities more affordable.

Supporting documents

- [Wellbeing Framework for Schools](#)

The Wellbeing Framework for Schools supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful.

- [South Western Sydney Mental Health and the Regional Mental Health and Suicide Prevention Plan to 2025](#)

The project supports the SWS Mental Health and the Regional Mental Health and Suicide Prevention Plan to 2025, Priority Area Five. Supporting early intervention and mental health promotion activities that are protective for kids identified as at high risk.

- [Five Ways to Wellbeing: Communicating the Evidence Report](#)

The Five Ways to Wellbeing: Communicating the evidence report (2008) was produced by the Centre for Well-being, NEF (New Economics Foundation). It identifies the five behaviours, and the evidence around them, which enhance wellbeing.

Further links

- [School-Link](#)

The School-Link Program is a state-wide initiative by NSW Health working in partnership with Department of Education and Communities which aims to improve mental health for children and young people.

- [BeYou](#)

Be You is a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. BeYou provides professional learning, tools, resources, programs, and events for staff and students.

- [WayAhead Resources](#)

Resources targeting NSW schools and encourages educators and students to Tune In and learn more about mental health and challenge stigma.

**Five Ways icons art source: New Zealand Mental Health Foundation*

Appendices

1. Entry Form [Page 29](#)
2. Extension of Curriculum Outcome Links..... [Page 30](#)
3. Five Ways to Wellbeing Diary..... [Page 34](#)
4. Five Ways to Wellbeing Passport..... [Page 35](#)
5. Five Senses Mindfulness Poster [Page 36](#)
6. Taking Notice Scavenger Hunt Checklist [Page 37](#)
7. Taking Notice Scavenger Hunt Worksheet..... [Page 38](#)
8. Printable Five Ways to Wellbeing Icons [Page 39](#)



Mental Health Month 2023

Five Ways to Wellbeing



Schools Creative Project Entry Form

Hosted by the South Western Sydney Local Health District

Entries close Monday, 16 October 2023

Artist's Name	
Age Category	<input type="checkbox"/> 5-6 years old <input type="checkbox"/> 13-15 years old <input type="checkbox"/> 7-9 years old <input type="checkbox"/> 16-18 years old <input type="checkbox"/> 10-12 years old
School Name	
Contact Name (if different from Artist's)	
Contact E-mail	
Select which of the Five Ways your artwork demonstrates.	Select all that apply: <input type="checkbox"/> Connect <input type="checkbox"/> Be Active <input type="checkbox"/> Take Notice <input type="checkbox"/> Keep Learning <input type="checkbox"/> Give
Artist Statement: <i>Describe the techniques used to create the artwork or how the artwork expresses the Five Ways.</i>	
Did you know about the Five Ways to Wellbeing before entering this competition?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How do you think you will use the Five Ways?	
By entering this competition, you agree to have the artwork entered displayed and or reproduced for promotional purposes in any medium by SWSLHD and partners, including print and web, and for the artists name to be published if they are a winner. <input type="checkbox"/> Yes, I agree. This information will be used to contact the winners and for evaluation purposes only.	






Extension of Curriculum Outcome Links - sited from NSW Education website:

Stage	Suggested curriculum outcome links: PDHPE
PDHPE K-10 NSW Syllabus Links	
Early-Stage 1	<p>PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.</p> <p>PDe-6 Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity.</p> <p>PDe-7 Identifies actions that promote health, safety, wellbeing and physically active spaces.</p> <p>PDe-8 Explores how regular physical activity keeps individuals healthy.</p>
Stage 1	<p>PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations.</p> <p>PD1-6 Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity.</p> <p>PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces.</p> <p>PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>
Stage 2	<p>PD2-1 Explores strategies to manage physical, social and emotional change.</p> <p>PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe.</p> <p>PD2-6 Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.</p> <p>PD2-8 Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing.</p> <p>PD2-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations.</p>

<p>Stage 3</p>	<p>PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.</p> <p>PD3-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.</p> <p>PD3-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.</p> <p>PD3-9 Applies and adapts self-management skills to respond to personal and group situations.</p> <p>PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.</p>
<p>Stage 4</p>	<p>PD4-1 Examines and evaluates strategies to manage current and future challenges.</p> <p>PD4-7 Investigates health practises, behaviours and resources to promote health, safety, wellbeing and physically active communities.</p> <p>PD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activity.</p> <p>PD4-9 Demonstrates self-management skills to effectively manage complex situations.</p>
<p>Stage 5</p>	<p>PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.</p> <p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations.</p>
<p>Life Skills 7-10</p>	<p>PDLS-1 Recognises strategies to manage current and future challenges.</p> <p>PDLS-10 Develops skills for effective self-management.</p>
<p>Stage 6</p>	<p>The complexities and time restraints of the Stage 6 PDHPE Curriculum is acknowledged and therefore no links are provided. Senior students are still welcome to submit an entry.</p>

Stage	Suggested curriculum outcome links: Visual Arts
Creative Arts K-6 NSW Syllabus Link	
Early-Stage 1	<p>VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.</p> <p>VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.</p> <p>VAES1.4 Communicates their ideas about pictures and other kinds of artworks.</p>
Stage 1	<p>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <p>VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</p>
Stage 2	<p>VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful* by choosing among aspects of subject matter.</p> <p>VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <p>VAS2.4 Identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques.</p>
Stage 3	<p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.</p> <p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p>
Visual Arts 7-10 NSW Syllabus Link	
Stage 4 Artmaking	<p>Conceptual Framework 4.2 Explores the function of and relationships between artist – artwork – world – audience.</p> <p>Representation</p>

	<p>4.4 Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.</p> <p>Conceptual strength and meaning 4.5 Investigates ways to develop meaning in their artworks.</p> <p>Resolution 4.6 Selects different materials and techniques to make artworks.</p>
<p>Stage 5</p> <p>Artmaking</p>	<p>Practice 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.</p> <p>Conceptual framework 5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.</p> <p>Representation 5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.</p> <p>Representation - photographic digital media 5.4 Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works.</p> <p>Conceptual strength and meaning 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks.</p>
<p>Visual Arts Stage 6 NSW Syllabus Links</p>	
<p>Stage 6</p> <p>Preliminary Course</p>	<p>Conceptual framework P2 Explores the roles and relationships between the concepts of artist, artwork, world and audience.</p> <p>Representation P4 Investigates subject matter and forms as representations in artmaking.</p> <p>Conceptual strength and meaning P5 Investigates ways of developing coherence and layers of meaning in the making of art.</p> <p>Resolution P6 Explores a range of material techniques in ways that support artistic intentions.</p>

The Five Ways Diary	Keep track of what actions you take that are linked to the Five Ways to Wellbeing. *Make a note if any changed how you were feeling*			
	Week 1	Week 2	Week 3	Week 4
				
				
				
				
				



Wellbeing Passport

Collect a stamp for each of the Five Ways you visit!

Name:

Photo of me

I connect with...

.....

.....

.....

Today I learnt ...

.....

.....

.....

I've taken notice of...

.....

.....

.....

.....

I'm being active when...

.....

.....

.....

.....

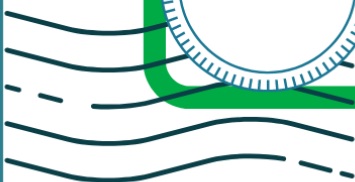
I can help others by...

.....

.....

.....

.....





Five Senses Mindfulness

Take a breath and find:

5 things you can **See** 

4 things you can **Feel** 

3 things you can **Hear** 

2 things you can **Smell** 

1 thing you can **Taste** 

Taking Notice

Scavenger Hunt

Tick the box if you find the item around your school.

A spotty leaf



The letter A



Something bumpy



A bug or insect



Something smooth



Something round



The tallest tree



A feather



Something red



Something purple



Water



A bird



A spider web



Something spiky



How many items did you find?
Write the number in the box.

Name: _____

Class: _____



Taking Notice

PLAYGROUND SCAVENGER HUNT

Taking notice of what is around us is good for our wellbeing. Complete the scavenger hunt below by listing or drawing what you notice in your playground!

The tallest tree in the school -----	Something red -----	A right angle -----
A stick shaped like a letter -----	Something that holds water -----	A spiderweb -----
Something smooth -----	A spotted leaf -----	Something you can hear -----
A bug or insect -----	The colour of the canteen? -----	Something beautiful -----





**TAKE
NOTICE**

**REMEMBER THE SIMPLE THINGS
THAT GIVE YOU JOY**



**TALK & LISTEN,
BE THERE, FEEL CONNECTED**



**KEEP
LEARNING**

**EMBRACE NEW EXPERIENCES.
SEE OPPORTUNITIES. SURPRISE YOURSELF**



YOUR TIME, YOUR WORDS, YOUR PRESENCE



**BE
ACTIVE**

**DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD**