

Five Ways to Wellbeing Creative Students Project

Teachers' Guide - 2025



Keira Suon - Cecil Hills High School

Proudly supported by:



Content

What is wellbeing?	03
Creative Students Project	04
Curriculum links	08
Lesson plans	10
Wellbeing frameworks	11
More information	18
Appendices	19

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 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.



Creative Students Project

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 west 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. The guide is a guide only, please decide what the best way is for you to work with your students to learn about the Five Ways to Wellbeing before they create their artwork.

Benefits

- Lesson plans
- Links to curriculum learning outcomes
- Printable resources
- Prizes for students and schools
- Connection to [Be You Consultant](#)
- Free webinars by Be You:
 - [Monday 28 July from 10am to 11am](#), or
 - [Thursday 31 July from 4pm to 5pm](#).

Steps to enter

1. Complete an EOI – a staff member from the Health Promotion Service (HPS) will be in contact to confirm your registration
2. Optional (but encouraged): Use a session plan to conduct a session on wellbeing
3. Allow time for students to create artworks- this may be an in-class activity, project or lunch time activity
4. Each artwork be accompanied by a Student Entry Form 2025.docx
5. Artworks will be collected from the school by the HPS between Monday 8 and Friday 19 September 2025.

Entry requirements

The competition is open to all students in early stage 1 to stage 6 in South Western Sydney Local Health District (SWSLHD) which includes the Local Government Areas (LGAs) of: Camden, Campbelltown, Fairfield, Liverpool, Wingecarribee, Wollondilly and of the former Bankstown, now part of Canterbury-Bankstown LGA.



Artwork guidelines

The Creative Student 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. Artworks that do not clearly reflect one of the Five Ways to Wellbeing cannot be included in the competition.

- A5 – A3 in size
- Any type of paper or canvas
- Painting, collage, drawing, mixed media, printmaking or photography
- Horizontal (landscape) or vertical (portrait)
- No black & white entries, artworks must be in colour
- 2D only
- No interactive entries
- Original artwork, not traced
- Group artworks are not eligible
- For privacy reasons, photography submissions cannot include images of people.

Judging criteria

The judging panel will include representatives from across South Western Sydney Local Health District, Be You, and the Department of Education Arts Unit.

Artworks will be judged on recognisable Five Ways themes, understanding of wellbeing (artist statement), quality of artwork and adherence to guidelines. Judging decisions will be final.

Individual prizes

One winner and one highly commended prize will be awarded for each stage. Winners will receive a \$50 gift card. Winners will be notified via email in October. Prizes and participation certificate will be delivered to the schools by November 2025.

School prizes

To be eligible for the school's prize, schools must:

- Be located within South West Sydney LGA (Camden, Campbelltown, Fairfield, Liverpool, Wingecarribee, Wollondilly and of the former Bankstown, now part of Canterbury-Bankstown LGA).
- Have more than 50 entries
- Have completed the feedback form

Schools will then automatically go in the draw to win 1 of 2 \$1000 voucher.

Curriculum links

The Five Ways to Wellbeing Creative Students Project aligns with the NSW Personal Development Health and Physical Education (PDHPE) and Visual Arts curricula across all stages.

- **PDHPE curriculum:** The project complements the syllabus, particularly in the domain of self-management skills. It addresses curriculum outcomes such as PDe-2, Pde-6, Pde-7 and Pde-8 which focus on students' ability to express their understanding and establish and maintain respectful relationships
- **Visual Arts curriculum:** By engaging in the creation of artworks, students apply visual techniques and processes to express their understanding of wellbeing concepts, aligning with Visual Arts curriculum objectives.

Please refer to Appendix B for further information.

This project not only fosters creativity but enhances students understanding and application of wellbeing practices, making it a valuable addition to the education experience.



Creativity is a powerful tool for enhancing wellbeing across the curriculum, helping students develop resilience, self-expression and emotional intelligence. Integrating wellbeing into subjects like English, Mathematics and Science encourages critical thinking, problem solving and collaboration.

For example, storytelling in English can explore emotions and mindfulness, while visual arts projects can help students reflect on personal stories. In science, hands-on activities related to nature and the environment promote curiosity and a sense of connection.

Even in mathematics, creative problem solving and real-world applications can build confidence and reduce anxiety. By embedding wellbeing into diverse learning areas students gain essential life skills fostering a positive, supportive school environment.

Integrated classroom settings

A teacher designs a wellbeing program that incorporates the Five Ways to Wellbeing:

- **Be Active** - Include a mid-morning fitness session with games or a short yoga practice.
- **Connect** - Start each day with a class check-in circle where students share something positive about their day.
- **Give** - Plan a class-led fundraiser for a local charity, allowing students to work together and contribute to the community.
- **Keep Learning** - Encourage students to set personal learning goals and explore topics of interest using inquiry-based projects.
- **Take Notice** - End the day with a short gratitude or mindfulness activity, helping students reflect on their achievements and feelings.

Lesson 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.

Recommended lessons

- Understanding the Five Ways to Wellbeing
- The Art of Wellbeing

Optional lessons

- Conversation starter
- Five Senses
- Let's talk about it
- Wellbeing diary
- Wellbeing wall
- Wellness walk
- Wellbeing passport
- Scavenger hunts

Resources

- Five Ways to Wellbeing presentation
- Wellbeing passport
- Wellbeing diary
- Printable icons
- Wellbeing posters
- Scavenger hunt

Wellbeing frameworks

The Creative Students 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.

Whole school approach

The most effective approach to protecting mental health and wellbeing is one that involves the whole learning community. 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.
- Encourage staff to practise the Five Ways to Wellbeing for themselves. [Wellbeing tools for leaders - Be You.](#)
- Use the Five Ways to Wellbeing headings to identify how the school is supporting wellbeing and share with the school community.
- Expand your schools focus on wellbeing incorporating training and planning from [Be You.](#)

By using Be You's resources (such as the [Action Team Handbook](#) or [Wellbeing Tools](#)), educators can ensure these activities align with evidence-based mental health practices while meeting curriculum objectives. See Appendix A for additional information on being part of the Be You learning community.



Davina Kong - Cecil Hills High School

Five Ways summary sheets

Below are short summaries of how each of the Five Ways to Wellbeing could be integrated in a school setting.

Be Active



Tahlia Thai - Cecil Hills High School

Promotes physical activity as a protective factor for mental health.

- Implement "brain breaks" during the school day where students do short, fun physical activities (like stretching or dancing).
- Encourage outdoor play and participation in sports to develop teamwork and resilience.
- Promotes Active Kids vouchers and involvement in local sporting groups.
- Read the fact sheet on Physical activity and mental health tools to integrate movement into wellbeing action plans for students needing extra mental health support.

Connect



Anvika Thangalla - Bardia Public School

Emphasises fostering positive relationships within the school community to create a sense of belonging.

- Encourage mixed class activities, a community garden, P&C, community hub, events for parents and carers to participate in school life.
- Organise peer mentoring programs where older students connect with younger students to provide guidance and support.
- Complete Be You's Connect course to learn about the importance of social connection on mental health outcomes.

Give



Brody Seabrook - Picton Public School

The building blocks for a compassionate, community-focused culture within schools.

- Organise school-led community service projects, like cleaning up local parks or hosting charity drives, to foster a sense of purpose and kindness.
- Celebrate "Random Acts of Kindness Week" and involve families in these activities.
- Create a "kindness wall" in classrooms where students write notes of gratitude to others,
- Learn more about social development and how it is impacted by with value and attitudes of the adults around them with the Be You's fact sheet.
- Complete Be You's course on Family Partnerships
- Remember to "fill your cup" so you have more to give. Complete the Be You's educator wellbeing tools

Keep Learning

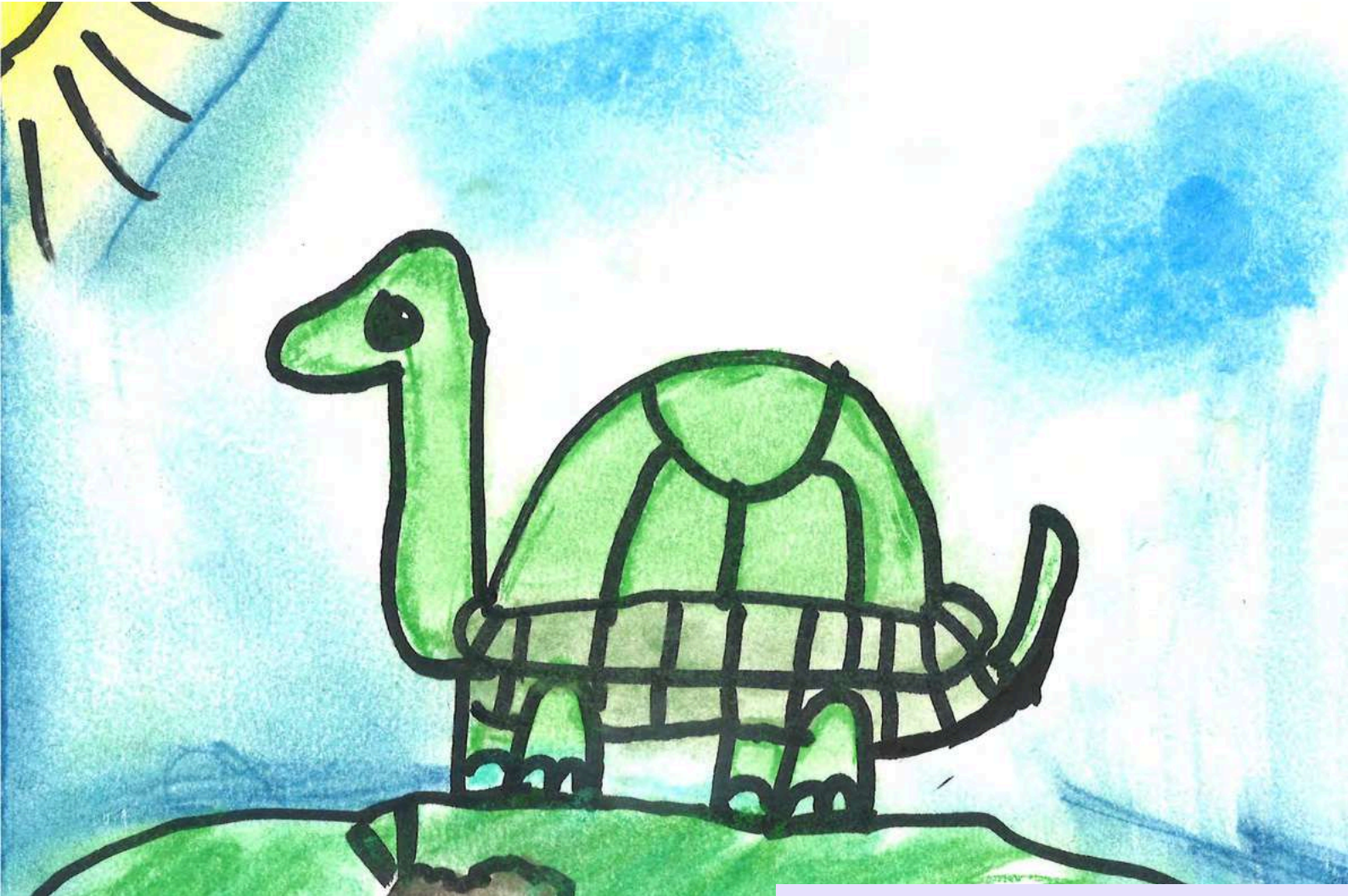


Abigail Wilson - Mawarra Public School

Create environments that foster curiosity and growth, which are linked to positive mental health outcomes.

- Offer extracurricular activities for students to participate in i.e., spelling bees, public speaking, sporting, creative and performing arts.
- Set up inquiry-based learning projects that allow students to explore topics they are passionate about, promoting engagement and confidence.
- Host "talent sharing" days where students teach each other skills, such as coding, art, or music, encouraging collaborative learning.
- Use Be You's Learning Resilience modules to embed growth mindset principles into lesson plans.

Take Notice



Archibald Mason - Tahmoor Public School

Encourages mindfulness practices to help students and educators manage stress and develop emotional awareness.

- Introduce guided mindfulness activities, like breathing exercises or gratitude journaling, to help students reflect on their emotions.
- Incorporate sensory walks on school grounds, where students notice the environment around them, such as the sounds of birds or the feeling of grass.
- Use Be You's Mindfulness fact sheet to integrate mindfulness into daily routines, particularly after stressful events.

More information

Be You

Be You the mental health initiative in education provides educators with professional learning, tools, resources, events, and consultant support to promote a whole school approach to mental health and wellbeing.

Student Wellbeing Hub

Supporting physical, mental and emotional wellbeing in schools. Informed by the [Student Wellbeing Framework](#).

R U OK?

Classroom activities to help students be good mates and ask, 'are you OK?'. These wellbeing lesson plans are aligned to the Australian curriculum and include a variety of teaching strategies in a step-by-step format for easy implementation.

Outdoor Classroom Day

NSW Curriculum Lesson Plans - Take Notice and be active while learning outside.

Walk/Wheel once a Week (WOW)

Encourage active travel to school.

Live Life Well @ School

Physical activity resources.

School-Link

Working in partnership with Department of Education and Communities which aims to improve mental health for children and young people.

WayAhead – Small Steps

An education program aimed at raising awareness and improving the recognition of anxiety in children. WayAhead is a NESA recognised Professional Development provider.

The Arts Unit

Teacher Professional Learning. Led by experienced educators and industry professionals, participants deepen their understanding of the concepts of visual arts and gain skills and knowledge on how to prepare for the Body of Work, assessments and examinations.

Appendices

Appendix A

Exert from the Be You Action Team Handbook

The benefits of being a Be You learning community



There are many great reasons to get involved with Be You.

The benefits of a whole learning community approach

For children and young people

- ✓ Enhanced social and emotional wellbeing
- ✓ Increased engagement and academic performance
- ✓ A positive and supportive learning environment
- ✓ Improved support and earlier intervention if mental health issues emerge
- ✓ Increased resilience and capacity to manage emotions and problems as they arise
- ✓ Fostering of an environment where children and young people feel safe and supported to speak up when something is worrying them
- ✓ Strategies to support children and young people at different developmental stages and create smoother transitions between stages of learning

For educators

- ✓ Access to comprehensive online Professional Learning, with reflective questions tailored to career stage
- ✓ More confidence to engage with children and families on mental health and wellbeing topics
- ✓ Better understanding of the impacts of mental health on behaviour, which helps to promote learning and positive behaviours
- ✓ A common language and shared understanding of mental health and what educators can do to promote a mentally healthy learning community
- ✓ Fostering of an environment where all educators feel empowered and supported to work towards better mental health, irrespective of their specific roles
- ✓ Deeper understanding of common mental health concerns across developmental stages, and the supports and services available to assist with them

For your learning community

- ✓ A flexible framework that supports continuous improvement cycles and complements existing planning processes and planning structures, including Quality Improvement Plans
- ✓ Access to trained consultants with extensive knowledge of Be You and whole learning community approaches to improving mental health and wellbeing
- ✓ Fostering of a positive, supportive and inclusive environment that embraces diversity and supports stronger, more collaborative relationships with families and the broader community
- ✓ Increased awareness and strengthened links with mental health and community service providers
- ✓ Improved educator wellbeing and retention
- ✓ Support and guidance on how to respond to critical incidents from a whole learning community approach

Appendix B

The Five Ways to Wellbeing Creative Student Project integrates seamlessly with the NSW PDHPE and Creative Arts curricula. By participating in the Five Ways to Wellbeing Creative Students Project, students engage in activities that promote wellbeing, resilience and creative expression.

Below is a tables detail the specific links at various educational stages.

Note: The outcomes listed above are based on the current NSW syllabuses. With the planned reforms, educators should refer to the latest NESA guidelines to ensure alignment with updated outcomes.

Early Stage 1

Curriculum Area	Relevant Outcomes	Description
PDHPE	PDe-2	Recognises and describes their own emotions and those of others.
	PDe-6	Explore contextual factors that influence health, safety and wellbeing.
Creative Arts	CAE 1.1	Use a range of material to create artworks.
	CAE 1.4	Communicates ideas through visual arts.

Stage 1

Curriculum Area	Relevant Outcomes	Description
PDHPE	PD 1-2	Identifies and describes strategies to manage emotions.
	PD 1-6	Recognises how positive relationships promote health and wellbeing.
Creative Arts	VS 1.1	Makes artworks in a particular way about experiences of real and imaginary things.
	VS 1.3	Realises what artists do, who they are and what they make.

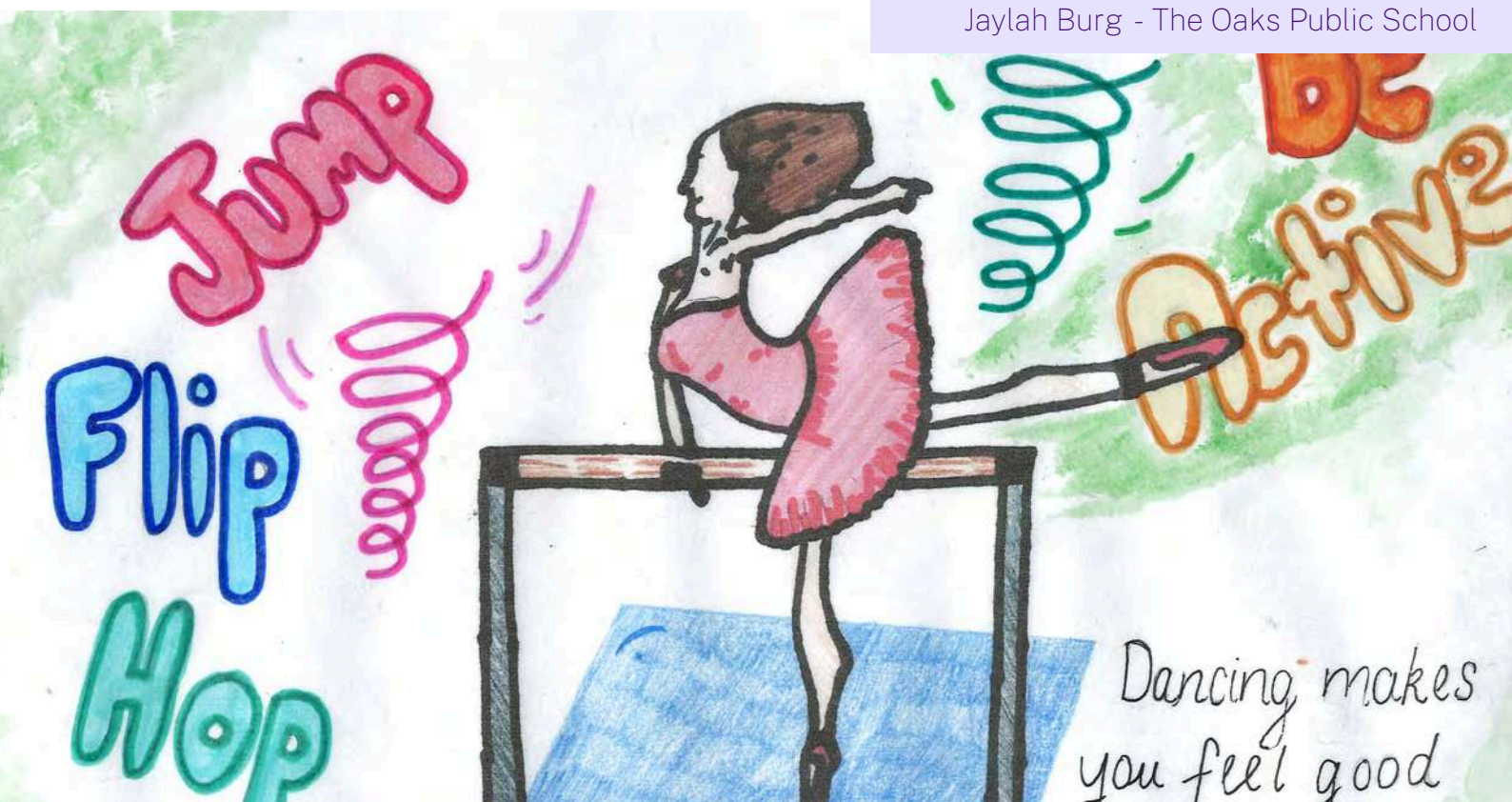
Stage 2

Curriculum Area	Relevant Outcomes	Description
PDHPE	PD 2-2	Explains and uses strategies to develop resilience and to make them feel comfortable and safe.
	PD 2-6	Describes how contextual factors influence health, safety, wellbeing, and participation in physical activity which are important to themselves.
Creative Arts	VSA 2.1	Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
	VSA 2.4	Identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques.

Stage 3

Curriculum Area	Relevant Outcomes	Description
PDHPE	PD 3-2	Evaluate the impact of empathy, inclusion, and respect on themselves and others.
	PD 3-6	Distinguishes contextual factors that influence health, safety and wellbeing, and participation in physical activity, and proposes measures to promote health, safety and wellbeing.
Creative Arts	VSA 3.1	Investigates subject matter in an attempt to represent likeness of things in the world.
	VSA 3.4	Communicates about the ways in which subject matter is presented in artworks.

Jaylah Burg - The Oaks Public School



Stage 4

Curriculum Area	Relevant Outcomes	Description
PDHPE	PD 4-2	Examines and demonstrates the role help-seeking strategies and protective behaviours play in supporting themselves and others.
	PD 4-6	Recognises how contextual factors influence identity, others and behaviours.
Visual Arts	4.1	Uses a range of strategies to explore different art making conventions and procedures to make artworks.
	4.4	Recognises and use aspects of the world as a source of ideas, concepts, and subject matter in visual arts.



Alexis Tran - Cecil Hills High School

Stage 5

Curriculum Area	Relevant Outcomes	Description
PDHPE	PD 5-2	Plans, implements, and critiques strategies to enhance health, safety and wellbeing for themselves and others.
	PD 5-6	Critically analyses contextual factors, and develops and justifies to promote health, safety, and wellbeing.
Visual Arts	5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedure to make artworks.
	5.4	Investigates the world as source of ideas, concepts, and subject matter for visual arts.

Stage 6

Curriculum Area	Relevant Outcomes	Description
PDHPE	H16	A student devises methods of gathering, interpreting, and communicating information about health and physical activity concepts.
Visual Arts	P1	A student explores the conventions of practice in artmaking.
	P4	A student investigates subject matter and forms to develop representations in artmaking.

Contact Information

 (02) 4621 8701

 SWSLHD-Wellbeing@health.nsw.gov.au

 www.growinghealthykids.com.au

**South Western Sydney
Local Health District**
Health Promotion Service