Background

This session aims to consolidate some of the strategies learned so far, and to enable/support students to implement these strategies in their daily lives. We know that in many contexts (e.g. public health promotion, educational prevention programs, psychological therapy) it is easier to increase knowledge than it is to bring about lasting behavioural change. Students will require extra support to implement knowledge and change behaviour, and to maintain this change. The program aims to encourage students to implement new behaviours. To develop constructive habits, students need skills in planning behavioural change, as well as motivation and self-reinforcement skills for implementing change, and the ability to face and overcome obstacles.

Students will consolidate their knowledge of strategies which promote emotional well-being. As well as reviewing strategies that have been personally useful, students will be asked to work on a personal plan for maintaining emotional health using the strategies reviewed. It is hoped that a focus on planning and overcoming obstacles will enable students to effectively implement new knowledge and to work on changing behaviour.

Students will also be given time to prepare and plan for their assessment task to be worked on in Session 9.

Learning outcomes

Students will recommend and demonstrate skills that promote a positive self-concept and resilience.

In this session, students will:

- select resilience strategies that they have been found to be personally useful; and
- devise a plan to incorporate these positive strategies into their daily lives.
session outline

• Review
• Activity 1. My ingredients list
• Activity 2. My R.E.C.I.P.E. for emotional health
• Activity 3. Group planning – assessment task
• Home tasks

Preparation/resources

No additional resources required.
### Review [2–3 mins]

1. Review the previous session — reactions to and causes of stress and coping strategies.
2. Review home tasks — Did students utilise the ‘can do’ coping strategies they identified last week? Did the strategies help them deal with stress better?
3. Link to the current session.

### Points to make

- It is possible to plan for maintaining emotional health and well-being.
- Being aware of situations that cause us stress, knowing what coping strategies help us when problems come up, and using strategies in our everyday life to make us feel better, can help us to stay on top of things.
Activity 1. My ingredients list [6–10 mins]

Process

1. Recap strategies covered so far in the program, including:
   - positive self-talk and self-praising
   - planning pleasant activities
   - helpful thinking
   - recognising body clues for stress
   - identifying personal coping strategies.

2. Refer students to the activity on page 92 of the Student Workbook. Ask students to:
   - reflect on and review the strategies for building resilience and for improving or maintaining emotional well-being that have been covered in this program. It may be easiest to work back through the workbook to remind yourself of the strategies
   - list any of the strategies or skills that you think are the most useful or you have found worked for you
   - add any other strategies that you have used for coping and to reduce stress, or that you find just make you feel better. (Clue: You identified some of these in Session 7 – check the ‘can do’ coping strategies.)

Points to make

- Everybody is different. Strategies that work for one person may not work for another.
- You may be using strategies not covered in the program but that you have discovered yourself.
- The list should reflect what you find personally useful.

Purpose

To review and consider strategies that students have found personally useful for coping and feeling good. If students choose the strategies based on personal preference, they are more likely to use and maintain their plan for emotional health.
[15–20 mins]

Process

1. Explain that students will be developing their own plan or R.E.C.I.P.E. for maintaining good emotional health. Refer students to page 93 of the Student Workbook and ask them to think about and write a goal for their plan.
2. Refer students to page 94 of the Student Workbook and explain each of the components of the R.E.C.I.P.E.
3. Refer students to the example R.E.C.I.P.E. on page 95.
4. Ask student to write up their own R.E.C.I.P.E.
5. Emphasise the individual nature of planning and the need for the plan to fit into the students’ everyday lives.

Points to make

• For your R.E.C.I.P.E. to work, it must be personalised. Strategies should be ones that work for you and it should fit into your everyday life, otherwise you won’t be able to stick to it.
• Planning helps you break large tasks and goals down into manageable steps.
• You are more likely to achieve your goals.
• It is useful to include rewards in your plan to keep yourself motivated.
• You also need a backup plan or some coping strategies for overcoming difficulties.

Purpose

To encourage students to implement new skills and strategies. Ideally these will then become a habitual part of their everyday lives.
Process

1. In groups, students should start planning for their assessment task which they will work on together in class in the next session. (Refer them to the assessment task outlines on pages 23 to 26 in the Student Workbook.)

2. Points that the groups should consider in the planning process:
   - What will be the format of your final product? (See the outlines for ideas.) How will it be presented? Emphasise that the presentation needs to demonstrate achievement of the assessment criteria.
   - What work needs to be done before next week?
   - How to break up the tasks? Who is responsible for each task? All students must contribute!
   - What information or materials need to be brought in for next week? Who is responsible for collecting them? Break up these tasks — make sure everyone shares the load!

Home tasks [1–2 mins]

Refer students to page 97 of the Student Workbook. The home tasks for this week are:

- To put your R.E.C.I.P.E. for emotional health into place in the next week. Check whether it fits in with your everyday life and make any adjustments necessary. Over the next week, use the Self Star Rating to take regular ratings of your self-esteem.

- Don’t forget to do any tasks in preparation for the group assessment task work next week. Remember, it will need to be presented the session after next.