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Information and Support for youth mental health and well-being

WEBSITES
www.youthbeyondblue.com
www.lifeline.org.au
www.sane.org
www.reachout.com
www.headspace.org.au
www.somazone.com.au
www.inspire.org.au

HELPLINES
Youthbeyondblue: 1300 22 4636
Kids Helpline: 1800 55 1800
Lifeline: 13 11 14
Sane Australia: 1800 18 7263

ONLINE COUNSELLING
www.kidshelp.com.au
Contents

Acknowledgements 4

Introduction to the beyondblue schools research initiative 7

Session 1 How real is that? 21
Session 2 You be the judge 27
Session 3 That’s my team! 35
Session 4 Staying calm 43
Session 5 Can I help? 51
Session 6 What does it all mean? 57
Session 7 Laughter is the best medicine 65
Session 8 Have you got the time?! 73
Session 9 What lies ahead? 79
Session 10 Look how far we’ve come! 85

Resources Resource 1.1 to Resource 10.1 93 - end

Video episodes

1 Welcome to Strongbbox - meet the contestants 24
2 The first challenge 29
3 The second challenge 37
4 Stress in the house 45
5 Mall day in the house 53
6 A contestant has to leave 59
7 Laughter in the house 67
8 The next challenge 75
9 The judges’ review 81
10 The final challenge and the winner is ... 87
ACKNOWLEDGEMENTS

With the production of the third edition of the beyondblue classroom program (Year 10) the number of people who we have to thank for its development and production continues to grow.

We would firstly like to thank beyondblue: the national depression initiative for its vision and continued support of the schools research initiative. We would also like to thank the beyondblue project management group for their ongoing input and support. The beyondblue schools research initiative reflects a strong partnership between education and health and considerable collaboration across the three states involved (Queensland, Victoria, and South Australia). The beyondblue state project teams in Victoria and South Australia have continued to provide valuable input and feedback on the program.

We would like to acknowledge the support of the state-based beyondblue Advisory/Reference Committees that provide advice and strategic assistance to the beyondblue schools research initiative in Queensland, Victoria, and South Australia. These committees work to strengthen the education–health interface.

One of the authors, Lois Kennedy, has made an outstanding contribution to the development of the materials. She is expert in curriculum development at both the state and national level and has played a major role in the development of the three-year classroom program. Lois has also contributed to the development and delivery of the professional development materials that support the program. She is a tremendous asset and her intelligence, commitment to the program, and unfailing good humour are greatly appreciated.

Professor Doune Macdonald and Dr Kate Sofronoff at the University of Queensland are thanked for their continued support of the initiative and their feedback and advice. We would also like to thank Pam Gieseker (Washington University) for her enthusiasm and valued input.

Special thanks for his professionalism go to Stephen Irwin who worked on the design and video production last year and was brave enough to work with the Queensland team again this year. Steve was responsible for all aspects of the design and production of the video that supports the written materials and has produced an excellent product. He is talented, unflappable, easy to work with and strongly supportive of the goals of the research initiative. We would like to thank the sponsors who have supported our team in the delivery of the research initiative and in the development of the classroom program. In particular, the support from the Queensland Law Society is gratefully acknowledged. We would also like to thank Brad McEwan, Network Ten, for his support of the research initiative and his genuine commitment to building good mental health in young people.

Finally, we would like to thank all of the teachers and students who participated in the Year 8 and 9 classroom programs and provided feedback on the program through informal chats, formal reviews and through completing surveys. We appreciate the time that teachers made available to talk with us about the program and take their feedback seriously. We hope that the current program has been improved by this input.

There are undoubtedly many other people who have helped us in the design and development of this classroom program. If we have forgotten to mention you by name, please forgive us.

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<table>
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<tbody>
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<tr>
<th><strong>beyondblue State Coordinators</strong></th>
<th><strong>Sponsors/Partners</strong></th>
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<td>Mr John Anusz, Department of Education and Children’s Services, South Australia</td>
<td>Queensland Law Society</td>
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<td><strong>A/Professor Ian Shochet, Queensland University of Technology</strong></td>
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<td><strong>Ms Deb Kay, Department of Education and Children’s Services, South Australia</strong></td>
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<td><strong>Ms Jo Mason, MindMatters</strong></td>
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Welcome to the Year 10 classroom program. This is the third in the series produced as part of the beyondblue schools research initiative. This program has been designed to build on the material covered and the skills that were taught in the Year 8 and Year 9 programs.

Components of the beyondblue schools research initiative

The beyondblue schools research initiative commenced in 2002 and is a partnership between schools and beyondblue state project teams. There are 50 schools across Queensland, Victoria and South Australia participating in this initiative. The initiative has been designed to evaluate the effectiveness of an integrated school-based intervention in reducing the level of depression in young people.

The beyondblue schools research initiative has the following major aims:

- Reduce levels of depression experienced by young people
- Engage whole school communities to promote emotional wellbeing and social connectedness
- Increase awareness and understanding of adolescent depression and its impact
- Increase the capacity of school communities to plan and evaluate any future work they might do in this area
There are four components in the *beyondblue* schools research initiative:

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| **1** | Supportive environments  
A whole-school strategy that aims to strengthen relationships and participation in the school |
| **2** | Pathways for care and education  
Explores how best to enable students to access support and professional services through the school and within the community |
| **3** | Community forums  
Promote the wellbeing of the whole school community by improving the knowledge and awareness of mental health, challenge the stigma associated with depression, and provide information to enable young people to seek help for themselves and to help peers |
| **4** | Classroom program  
A universal (designed for all students) program that builds hierarchically over three years and aims to develop and enhance core skills for resilience in young people |
**beyondblue schools research initiative milestones**

Since the implementation of the initiative in schools in 2003, the research partnership has made considerable progress and achieved an impressive number of objectives. Key milestones that have been attained include the following:

### 2003
- 50 schools across Queensland, Victoria, and South Australia joined as initiative partners, 25 as full intervention schools and 25 as community forum schools.
- State advisory committees/reference groups were established in each state.
- Two-day professional development (PD) workshop was attended by School Action Teams.
- Briefings for all school staff were conducted by School Action Teams and beyondblue staff.
- One-day PD workshop was attended by teachers delivering the Year 8 classroom program.
- Year 8 students (with parental consent) and school staff completed a self-report survey.
- The classroom program was delivered by teachers to Year 8 students.
- Students and teachers provided written and verbal feedback on the Year 8 classroom program.
- One-day PD workshop on pathways was attended by School Action Teams.

### 2004
- One-day PD workshop on pathways was attended by School Action Teams.
- One-day PD workshop was attended by teachers delivering the Year 9 classroom program.
- School Action Teams developed their School Action Plans.
- Year 9 students and school staff who consented completed the annual self-report survey.
- Collated Year 8 student and staff data were presented to schools in verbal and written reports.
- The classroom program was delivered by teachers to Year 9 students.
- Students and teachers provided feedback on the Year 9 classroom program.
- Community forums were conducted in all participating schools.

### 2005
- One-day planning workshop was attended by School Action Teams.
- One-day PD workshop was attended by teachers delivering the Year 10 classroom program.
- School Action Teams finalised and implemented their School Action Plans.
- Collated Year 9 student and staff data were presented to schools in verbal and written reports.
- The classroom program scheduled for delivery in Term 3.
- Year 10 students and staff scheduled to complete the annual self-report survey.
The three-year classroom program

The major goal of the classroom program over the three years is to facilitate the learning of core skills for resilience. Overall, the program aims to enhance six senses that are recognised as protective factors against mental health problems: (1) sense of self-worth; (2) sense of belonging; (3) sense of control; (4) sense of purpose or meaning; (5) sense of future; and (6) sense of humour.

The theme of the Year 8 program was “Getting to know yourself” and the program covered the following topics: images of adolescence; self-concept; emotions and emotional regulation; the thinking-feeling link; coping with challenges and stress; planning for emotional health; and a group project. The theme of the Year 9 program was “Getting to know others; getting along with others” and the program covered the following topics: forming and maintaining relationships; communicating in relationships; feelings and thoughts in relationships; social problem solving; and how to seek help for self and others.

The Year 10 program

The Year 10 program aims to consolidate the knowledge and skills taught in the Year 8 and 9 programs, setting these within the framework of the six senses and their associated attributes. The theme for the Year 10 program is “Getting along in the world and planning for the future” and acknowledges the increasing maturity of the students and their need to accept greater responsibility and to make decisions about their future.

Feedback from teachers and students on Year 8 and Year 9 programs

Feedback from teachers delivering the program and participating students has been vital for the ongoing development and improvement of the program. Based on this feedback, the Year 10 program uses a video format to follow the story of a group of young people in a “reality TV” type show.

Learning outcomes

Learning outcomes provide a focus for planning the Year 8, 9 and 10 classroom programs, and have been drawn from curriculum documents across the states, in particular those areas of study that address students’ physical and mental health and wellbeing and social development. Teachers can support the promotion of mental health across all learning areas, for example, through the study of literature and drama, and the investigation of cultural, social, economic, equity and diversity issues. The learning outcomes reflect what is expected that students will know, achieve and be able to demonstrate after taking part in the range of activities and learning experiences over the ten sessions each year.
Overall learning outcomes for the Year 8 program:

- Students will:
  - Evaluate the influences on self-concept, self-esteem and resilience
  - Describe ways people define their own and others' identity
  - Analyse changes associated with growth, development and significant transitions
  - Recommend and demonstrate skills that promote a positive self-concept and resilience

Overall learning outcomes for the Year 9 program:

- Students will:
  - Describe the role of thoughts and emotions in relationships, and develop strategies for helpful self-talk and emotional regulation
  - Demonstrate communication skills, problem solving and conflict resolution to manage relationships effectively
  - Develop the capacity to take the perspective of other people
  - Explore the dynamics of relationships and how these impact on wellbeing
  - Describe what is meant by mental health, and explore its contribution to wellbeing
  - Develop options for seeking support and for meeting mental health needs

Overall learning outcomes for the Year 10 program:

- Students will:
  - Describe the role of six important life senses: sense of self-worth, belonging, control, purpose, future and sense of humour; as protective factors for good mental health and wellbeing
  - Identify and practise the core skills associated with the senses that are essential to functioning effectively and enhancing wellbeing
  - Identify the important role that self-talk plays in influencing feelings of emotional health and wellbeing
  - Use a problem solving approach to evaluate evidence to challenge unhelpful thinking and promote more helpful thinking
  - Identify and demonstrate effective ways of managing negative emotions and reducing stress
  - Demonstrate the capacity to take the perspective of other people
  - Use a problem-solving approach to generate alternative solutions to a problem or issue related to emotional health and wellbeing
  - Create realistic options for coping with changes and challenges in their lives
  - Discuss the importance of social support systems and identify people and services that provide support
  - Develop options for seeking help or support for self or others

In addition to the overall learning outcomes for the Year 10 program, there are specific learning outcomes for each individual session. These individual outcomes or indicators outline what each session aims to achieve.

The following table (page 12) provides a brief outline of each session in the Year 10 program including the topics to be covered, key messages for each session, and the overall learning outcome/s to which the session contributes. Individual learning outcomes for each session are found at the beginning of each session.
<table>
<thead>
<tr>
<th>Session Number</th>
<th>Session 1</th>
<th>Session 2</th>
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<tr>
<td><strong>Title</strong></td>
<td>How real is that?</td>
<td>You be the judge</td>
<td>That’s my team!</td>
<td>Staying calm</td>
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<td>What are reality TV shows?</td>
<td>Characteristics of self-worth</td>
<td>Working in groups – problem solving, working out what other people need, working collaboratively</td>
<td>Relaxation strategies – practice and peer teaching</td>
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<td>Quiz activity</td>
<td>Rating the contestants self-worth</td>
<td>Being a group member – belonging</td>
<td>Helpful thinking to manage stress</td>
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<td>Characteristics of reality show contestants</td>
<td>You be the judge – things that increase and decrease our self-worth</td>
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<td></td>
<td>Introduction to the six senses</td>
<td>First impressions of the contestants</td>
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<tr>
<td><strong>Key Messages</strong></td>
<td>The six senses (self-worth, control, belonging, purpose, future, humour) are important for strong emotional wellbeing and resilience.</td>
<td>Sense of self-worth is influenced by external events and other people, but the most important aspect of self-worth is one’s own inner voice. Saying negative and critical comments to oneself is the same as or worse than having a friend or someone important to you being harsh and critical.</td>
<td>Belonging to a group (family, friendship, sporting, culture, etc) is important for many people and is protective for good mental health. We all belong to a number of different groups in which we play different roles.</td>
<td>Managing stress and having a realistic sense of control are protective factors for good mental health. Stress is a common experience that individuals respond to both physically and psychologically.</td>
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<tr>
<td><strong>Session Contributes to the Overall Learning Outcome/s</strong></td>
<td>Describe the role of the senses: sense of self-worth, belonging, control, purpose, future and sense of humour, as protective factors for good mental health and wellbeing. Demonstrate the capacity to take the perspective of other people.</td>
<td>Describe the role of the senses: sense of self-worth, belonging, control, purpose, future and sense of humour, as protective factors for good mental health and wellbeing. Identify and practise the core skills associated with the senses that are essential to functioning effectively and enhancing wellbeing. Identify the important role that self-talk plays in influencing feelings of emotional health and wellbeing. Use a problem-solving approach to evaluate evidence to challenge unhelpful thinking and promote more helpful thinking.</td>
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<td><strong>Title</strong></td>
<td>Can I help?</td>
<td>What does it all mean?</td>
<td>Laughter is the best medicine</td>
<td>Have you got the time?!</td>
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</table>
| **Major Topics** | Video – Judges rating contestants’ sense of control and news from the outside world  
Giving advice - helping to solve other people's problems  
Who else can help? | Video - After the mail (changing situations)  
Sense of purpose – finding meaning in life  
Coping with changing situations and finding meaning | Video - Defusing situations with humour  
Therapeutic effects of humour  
Laughter schools – how do they work?  
Lightening up to maintain balance | Video - Judges rating contestants’ sense of humour and the next challenge  
Time management and short-term planning |
| **Key Messages** | If you are trying to help a friend (or yourself) solve a problem you need to identify the issue for all parties, generate options and predict the consequences.  
There is always someone available to talk to about problems | Having a sense of purpose in life is related to psychological wellbeing  
Everyone has their own, unique sense of purpose and meaning that can change in response to things that happen to us in our lives | Having a sense of humour is good for physical and psychological health and regular laughter puts people in a positive frame of mind  
Planning to include fun activities in our lives will help us to stay happy and healthy | Setting goals and having a plan for reaching those goals is important for a sense of future  
Planning and time management are helpful in meeting goals and managing stress |
| **Session Contributes to the Overall Learning Outcome/s** | Describe the role of the senses: sense of self-worth, belonging, control, purpose, future and sense of humour, as protective factors for good mental health and wellbeing  
Demonstrate the capacity to take the perspective of other people  
Use a problem solving approach to generate alternative solutions to a problem or issue related to emotional health and wellbeing  
Create realistic options for coping with changes and challenges in their lives  
Discuss the importance of social support systems and identify people and services that provide support  
Develop options for seeking help or support | Describe the role of the senses: sense of self-worth, belonging, control, purpose, future and sense of humour, as protective factors for good mental health and wellbeing  
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<th>Session Number</th>
<th>Session 9</th>
<th>Session 10</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>What lies ahead?</td>
<td>Look how far we've come!</td>
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| **Major Topics** | Video - Judges rating contestants' sense of future and preparing for the last challenge  
Planning for the future - dealing with setbacks and multiple pathways to achieve the same goals | Video - And the winner is...  
The final challenge has been won and the winner is decided.  
Putting it all together - the senses and skills  
Looking to the future |
| **Key Messages** | Having a positive sense of future contributes to good emotional wellbeing  
There are multiple pathways to achieve goals and obstacles or setbacks may provide opportunities for an alternate pathway or new direction | The complete 3-year classroom program presented a range of skills (for self-management and interactions with others) important for coping with life situations and for building good mental health and emotional wellbeing  
These skills support the 6 senses identified as being protective for good mental health (sense of self worth, sense of belonging, sense of control, sense of purpose, sense of future, and sense of humour) |
| **Session Contributes to the Overall Learning Outcome/s** | Describe the role of the senses: sense of self-worth, belonging, control, purpose, future and sense of humour, as protective factors for good mental health and wellbeing  
Identify and practise the core skills associated with the senses that are essential to functioning effectively and enhancing wellbeing  
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Identify and practise the core skills associated with the senses that are essential to functioning effectively and enhancing wellbeing  
Demonstrate the capacity to take the perspective of other people |
Program materials
The Year 10 program consists of the following:

- Teacher manual
- Student book
- Video (also provided on DVD as an alternative format)

Layout and use of the teacher manual
Each session is self contained and presented as follows:

- Brief background information is provided at the start of each session.
- Learning outcomes (key specific indicators) for each session are provided at the start of each session.
- Key messages for the session, a session outline and the materials required for that session are also provided at the start of each session.
- The video is used in each session. Generally the video is shown first and then students engage in discussions or activities relevant to the session topic.
- Resource materials (or master copies that can be used to produce handouts or OHTs) for the particular session are provided in the back of the manual.
- Out of class activities for students to complete are provided at the end of each session, except for the first and final sessions. The out of class activities are important as they allow students to practise and apply the skills they have learned in class to their own situation. However, in classes where the timeframe is tight, it may be difficult to give the out of class activities the attention they warrant.
- Extra activities are provided at the end of each session. They may be used in the session if there is sufficient time. However, many of the activities are generalisable across a range of situations and curriculum areas and there may be opportunities to use the activities more broadly.

Layout and use of the student book
The student book has been made as simple as possible and is presented as follows:

- Activities that need be completed in the book are provided for the relevant sessions.
- Key information is provided for future reference.
- Out of class activities that are listed in the book provide an opportunity for students to self-reflect, apply concepts to their own situation, and practise the skills they are learning in class in their own life setting.
Format and use of the video

The video is in a format that most students will be familiar with. There is an ongoing story line that students will follow each week. The video identifies the six senses and uses analysis of the characters’ thoughts, feelings, behaviours, and interactions as a means of identifying their strengths in these senses.

Video script

One full copy of the video script is provided for each school and can be used to deconstruct the script, to analyse specific interactions, to read as a story or to develop role-play exercises. The video script can also be used as a replacement in the event of a technology failure in the video equipment.

Role play and small group work

Working in groups and performing role plays are two of the strategies used to facilitate learning and skills acquisition. Both strategies can produce several benefits through developing skills to work cooperatively, communicate one’s own beliefs, and through practising skills in a safe environment.

Teaching strategies, personal questions and disclosure

The use of the video allows students to discuss the thoughts and behaviours of the characters in a safe, non-threatening environment. However, the program also includes activities that encourage analyses of situations, discussions about the behaviour of self and others, sharing experiences, values, thoughts and feelings, and self-reflection. Given their increasing level of maturity, many students may enjoy the opportunity to discuss challenging issues and determine their own position on certain issues. However, it is not intended that students have to talk about deeply personal experiences or raise sensitive topics or discuss issues that cause them personal discomfort. If situations arise where students do reveal or disclose personal information, teachers need to be aware of the appropriate responses to the disclosure of personal information (e.g. protective interrupting), and where there is a serious concern, to be aware of school policies and procedures for referring concerns about a student.
The CB conceptual framework for the three-year classroom program

Within the context of introducing a cognitive-behavioural (CB) approach into a universal classroom program there are a number of principles that underpin its development and guide its delivery. The principles are based on the current evidence relating to best practice in the prevention of depression and in the development of skills for resilience and emotional wellbeing. The CB framework is based on two key components: the cognitive element and the behavioural element that both influence emotional wellbeing. The cognitive element is concerned with our thoughts, beliefs, and interpretations of our world and the behavioural element is concerned with our responses, actions and skills.

The cognitive element

In essence, the CB approach states that our thoughts, beliefs, and interpretations about ourselves and the world around us influence our subsequent feelings and emotional response which, in turn, influence our actions and behaviours (see model below). Thus, when an event happens, it is our thoughts and beliefs about that event, and not the event itself, that leads us to feel and respond in certain ways. Although we cannot control events that happen to us, we can control how we think about and interpret those events and consequently how we feel about them and what we do about them. If individuals consistently have negative, self-defeating thoughts they will feel unhappy and may act in unhelpful, self-defeating ways. In fact, the cognitive model suggests that individuals who are depressed have frequent negative thoughts about themselves, the world around them, and their future. This same approach can be applied to other forms of problematic behaviours such as anxiety or aggression.

<table>
<thead>
<tr>
<th>The Cognitive Model</th>
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<td>Event</td>
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When an event happens to us, it is our thoughts and interpretations of that event, and not the event itself that leads us to feel certain emotions and act in particular ways.
The behavioural element

The behavioural element of the CB approach focuses on the activities we engage in, the reinforcement we receive from our interactions (positive or negative outcomes), and the skills we possess to interact effectively in interpersonal situations and to manage our lives. These skills include self-control, self-reflection, stress management, planning, problem solving, and a wide range of social skills.

Applying the CB approach

The CB approach suggests that we are able to change the way we feel and respond if we can change the way that we think about and interpret ourselves and the world around us. In practical terms this means helping individuals to become aware of how they think about themselves and situations and to teach them strategies to evaluate their thoughts and to establish more helpful patterns of thinking. In addition, individuals may need training to develop skills that will assist them individually and in interpersonal interactions. A key feature of the CB approach is the emphasis on practice of skills across a wide variety of settings and situations. This is to ensure that new skills, both cognitive and behavioural, become familiar and comfortable to the individual. This increases the likelihood that the individual will identify and evaluate their thoughts and use their skills in different contexts. Within the CB framework, the individual is an active participant who performs activities, monitors his/her thoughts and behaviours, evaluates and reviews his/her performance, and modifies subsequent thoughts and actions accordingly.

The CB approach can be applied in different contexts and students may find the concepts helpful in many aspects of their lives. Teachers may also find that the concepts and skills that they are teaching can be used effectively in other settings within and outside the classroom. For example, the CB model, with its emphasis on the role of thoughts and interpretations in feelings and behaviour and the benefits of employing helpful self-talk, can be applied successfully with other students and, indeed, with other teaching staff.

The following table is provided as an example of how a young person’s thoughts and statements about his/her self, world and future can contribute to each of the six senses. Statements are provided that would typify someone with either a positive or negative sense in the specific area. This table may be useful when delivering sessions in the program that discuss different ways in which individuals think about and interpret situations. In many activities students are asked to generate possible thoughts they or others may have in a given circumstance. The statements in the table can be used as good examples of helpful and unhelpful thinking.
### The six senses

<table>
<thead>
<tr>
<th>Statements or thoughts</th>
<th>Positive Sense of</th>
<th>Negative Sense of</th>
</tr>
</thead>
<tbody>
<tr>
<td>How you regard yourself knowing your strengths, skills, and abilities and valuing yourself</td>
<td>Sense of Belonging</td>
<td>Sense of Belonging</td>
</tr>
<tr>
<td>Feeling valued, needed, and accepted by others</td>
<td>Realistic belief that you have the skills and ability to cope with life challenges and that you are in charge of your own life</td>
<td>Sense of Purpose or Meaning</td>
</tr>
<tr>
<td>Believing that you are connected to others in your world in meaningful ways</td>
<td>Focus on things in life that provide opportunity for success and/or pleasure now and in the future</td>
<td>Sense of Future</td>
</tr>
<tr>
<td>Ability to see the lighter side of life and to use laughter to manage stress and difficult situations</td>
<td>Sense of Humour</td>
<td>Sense of Humour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statements or thoughts</th>
<th>Positive Sense of</th>
<th>Negative Sense of</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a kind person</td>
<td>I can make a difference</td>
<td>I am useless</td>
</tr>
<tr>
<td>I am helpful</td>
<td>If I try hard, I can make good things happen</td>
<td>Nobody likes me</td>
</tr>
<tr>
<td>I try hard at things that matter to me</td>
<td>If I have a problem, I can usually solve it</td>
<td>I am not a nice person</td>
</tr>
<tr>
<td>Some people like me</td>
<td>I can cope when things go wrong</td>
<td>I am no good at things</td>
</tr>
<tr>
<td>Overall, I am a good person</td>
<td>I have some influence over my life</td>
<td>I don't like myself</td>
</tr>
<tr>
<td>I might not be perfect but I have some good points</td>
<td>I try to stay calm</td>
<td>I am always failing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statements or thoughts</th>
<th>Positive Sense of</th>
<th>Negative Sense of</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have some ideas about what I want to do in life</td>
<td>I have a plan to help me do OK</td>
<td>I have no idea where I am going in life</td>
</tr>
<tr>
<td>Good things will happen to me</td>
<td>I think we are on earth for a reason</td>
<td>I don't see much reason for living</td>
</tr>
<tr>
<td>I will have a happy life</td>
<td>There are many things I want to achieve</td>
<td>I don't make plans</td>
</tr>
<tr>
<td>I am looking forward to life ahead</td>
<td>Life is really interesting</td>
<td>Everything seems so pointless</td>
</tr>
<tr>
<td>I feel hopeful about my future</td>
<td>I enjoy lots of things</td>
<td>Life is really boring</td>
</tr>
<tr>
<td>I am going to do OK</td>
<td>I have goals for the future</td>
<td>I don't enjoy much</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statements or thoughts</th>
<th>Positive Sense of</th>
<th>Negative Sense of</th>
</tr>
</thead>
<tbody>
<tr>
<td>I laugh a lot</td>
<td>The future looks hopeless</td>
<td>I just don’t find things funny</td>
</tr>
<tr>
<td>Some things in life are really funny</td>
<td>Only bad things are likely to happen to me</td>
<td>Comedy programs are usually boring</td>
</tr>
<tr>
<td>I see the funny side of things</td>
<td>I will not be happy</td>
<td>I rarely laugh</td>
</tr>
<tr>
<td>I enjoy a good joke</td>
<td>I don’t feel hopeful about my future</td>
<td>I don’t like jokes</td>
</tr>
<tr>
<td>I enjoy comedy programs</td>
<td>I am going to fail</td>
<td>I don’t have much fun</td>
</tr>
<tr>
<td>I try to have fun</td>
<td>I don’t have any goals</td>
<td>Life is very serious</td>
</tr>
</tbody>
</table>
Principles of Effective Practice (PEPs)

In line with the other components of the beyondblue schools research initiative, a number of principles for effective practice have been developed for the classroom program. These principles, based on the CB approach to behaviour change and the acquisition of skills, underpin the development and guide the implementation of the program. The links between thoughts, feelings, and actions are an implicit underpinning of the program and they are highlighted in different activities using different methods within the program. The program uses the CB framework to help students understand these concepts and develop skills to use in their everyday life. Skills acquisition is a key element of the CB framework. The skills taught in the program are evidence based and are central to functioning effectively and enhancing wellbeing. The program aims to find a balance between making the material interesting and exciting for students, yet providing sufficient opportunity to actually learn and practise the relevant skills.

The Principles of Effective Practice for the classroom program are:

- The skills taught have high face validity (appear acceptable and relevant) and are developmentally appropriate
- Students understand not just WHAT skills are important in building resilience but WHY they are important
- Skills need to be taught in a hierarchical manner, ensuring that skills are well established before moving on to the next skill
- Skills need to be clear and specific (e.g. using eye contact or monitoring facial expression) and not vague/general (e.g. appearing cooperative)
- Students have opportunities to practise the skills (the more practice the greater the skill acquisition)
- Practise of skills needs to take place in a variety of different realistic contexts as this will make it more likely that these skills will be used in these real world settings in the future
- Students need an opportunity to receive feedback from practice attempts
- Role plays that are tailored to include real-life cues are an effective means of practising skills and increase the likelihood that skills will be used in real situations
- Based on the evidence about skill acquisition, the program needs to include relevant and interesting examples/demonstration of use of the skill by models with whom the students can identify
- Skills taught should be likely to lead to positive outcomes in real-life situations, so that they are rewarded and reinforced