LOOK HOW FAR WE’VE COME!
Background

Session 10 uses the concept of reality shows, and in particular the Strongbbox, to show the links between what the contestants have been coping (or not coping) with, and what the students are doing every day, in the classroom, in their families, with friends, at work or at play. It is important to remind students that the purpose of the three-year program has been to give them a repertoire of skills that have been shown to be effective for coping with both everyday events and challenges and changes that occur in their lives, and that the students have been practising and using these skills over the past three years.

It is also important to stress that, at different times, everyone needs help to cope with things that happen in their lives, such as changes in friendships, issues with families, and things that happen at school, outside of school and at work. Knowing where and who to go to for help, whether it is for self or others, is an important skill.

It is the end of the show for the contestants in the Strongbbox and a winner is chosen. Students will be able to check on their predictions and debate the validity of the way the winner was chosen. The video will also show where the contestants are six months after the show ends.

As this is the final session of the three-year beyondblue program, students will review the concepts and senses they have been learning about and the skills they have been practising over that time. They will rate themselves in terms of these skills and consider which skills they would like to work on further.

It is hoped to finish the program with a bit of fun and a real celebration for the students. If possible a small party would be a fitting end to the program. Options for the party are suggested where students could role play attending a Strongbbox reunion party in 12 months time or could role play themselves at a similar reunion party.

Learning outcomes

In this session students:

- Review and reinforce skills practised over the three-year program
- Review the features of the six senses and their role in good mental health and wellbeing
- Describe how key individual and interpersonal skills are involved in the six senses
- Identify key skills they are currently using and those that require more practise
Key messages

- Over the past 10 sessions and the previous 2 years, students have been working on developing and enhancing a range of skills that are important for coping with life situations and for building good mental health and emotional wellbeing.

- These skills for resilience have covered a range of different areas and relate to both self-management and interactions with others.

- These skills support the six 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).

Skills: effective communication, challenging unhelpful thoughts, positive problem orientation and problem solving, managing emotions, responding appropriately, conflict resolution, perspective taking, help seeking, managing stress

Session outline

10.1 **Video** – Episode 10, Part 1, of Strongbox

10.2 **Activity** – Predictions

10.3 **Activity** – Life’s like that!

10.4 **Activity** – Where are they now?

10.5 **Video** – Episode 10, Part 2, of Strongbox

10.6 **Activity** – Party time – Celebration

Materials

- Video set at Episode 10
- Student predictions from Session 9
- OHT of Resource 10.1
Session Plan

10.1 Video - Episode 10, Part 1, of Strongbbox  
What’s happening this week? Contestants take part in the final challenge and the winner is ..........?

STOP VIDEO AFTER FADE OUT

NOTE: You may like to hand out student predictions from Session 9 while video is still running.

10.2 Activity – Predictions  
Learning environment Whole class
Preparation/materials  
• No specific requirements
Procedure
1. Ask students to unseal their predictions made in Session 9 and congratulate those who chose the winner. Ask them:
   • Why they chose that contestant?
   • What characteristics and skills did the contestant show that were winning skills?
   • Did the winner show these skills consistently throughout the competition?
2. Discuss the final judging process. Ask students to consider:
   • Was that a fair way of judging?
   • How do the students think the voting should have been done?
   • Why would their way be better/fairer?
10.3 Activity - Life’s like that!  

**Learning environment**  Whole class and individual  

**Preparation/materials**  
- OHT of Resource 10.1 – Skills and senses chart  

**Procedure**  
1. **Refer** students to the skills rating scale on page 52 - 53 of their books (rating scale also shown on the following page).  
2. **Refer** to the short descriptions of the skills, and remind students that they have been practising and using these skills over the past 3 years. **Explain** that:  
   
   *These skills have been shown to be effective for people coping with the everyday events in their lives, and for coping with challenges and changes that they encounter. Stress that everyone needs help at different times to cope with changes in friendships, with families, and with things that happen at school, outside of school, and at work. Knowing where and who to go to for help (for self or others) is an important skill.*  
3. **Ask** students to work on their own to go through the list and rate the skills as either:  
   
   - **Not using** = not using the skill yet  
   - **Need practise** = using the skill but need more practise  
   - **Good at this** = good at this skill, use it a lot  
   
   Students should tick ✔ the appropriate column for each skill.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Not using</th>
<th>Need practise</th>
<th>Good at this</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
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<tr>
<td>Active process using verbal and nonverbal cues to help understand others</td>
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<tr>
<td><strong>Sending clear verbal and non-verbal messages</strong></td>
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<tr>
<td>Communication skill to assist in sending accurate messages that are consistent between what is being said and how we say it</td>
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<tr>
<td><strong>Recognising emotions and responses in others</strong></td>
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<tr>
<td>Picking up on what others are feeling using verbal and non-verbal cues</td>
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<tr>
<td><strong>Managing own emotions</strong></td>
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<tr>
<td>Using different strategies to calm yourself down or make yourself feel better if you are angry, upset or unhappy</td>
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<tr>
<td><strong>Taking the perspective of others</strong></td>
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<tr>
<td>Recognising that not everyone sees the world in the same way and trying to understand and respect different points of view</td>
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<tr>
<td><strong>Responding appropriately (assertive, aggressive, passive)</strong></td>
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<tr>
<td>Trying to act assertively so your needs and others' needs are met, but maybe choosing another response if more suitable for different situations</td>
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<tr>
<td><strong>Conflict resolution</strong></td>
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<tr>
<td>Trying to resolve differences so that there is a good outcome for all involved</td>
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<tr>
<td><strong>Helpful thinking</strong></td>
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<tr>
<td>Viewing yourself, your world and your future in a positive, optimistic manner</td>
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<tr>
<td><strong>Challenging unhelpful thoughts</strong></td>
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<tr>
<td>Examining the evidence for negative thoughts and trying to find more helpful thoughts</td>
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<tr>
<td><strong>Positive problem orientation</strong></td>
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<tr>
<td>Being motivated to solve a problem when you encounter it</td>
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<tr>
<td><strong>Problem solving/decision making</strong></td>
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<tr>
<td>Using some steps to identify the problem, options, consequences, and best solution/s</td>
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<tr>
<td><strong>Time management – establishing priorities, planning, goal setting</strong></td>
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<td>Working out how you need to spend your time to meet your goals and commitments and to cope with unexpected events</td>
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<td><strong>Setting realistic expectations</strong></td>
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<td>Making sure that you don’t expect things of yourself that really won’t be possible</td>
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<td><strong>Coping skills</strong></td>
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<td>Range of skills to help you deal with challenges and bounce back from setbacks</td>
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<td><strong>Stress management strategies</strong></td>
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<td>Strategies such as relaxation, time management, and helpful self-talk to help manage stress</td>
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<td><strong>Planning pleasant activities</strong></td>
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<td>Scheduling things in your life that you enjoy and make you feel good</td>
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<td><strong>Help seeking for self and others</strong></td>
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<tr>
<td>Knowing who to go to for help and how to access those sources of help</td>
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4. When the rating is complete, **ask** students to choose 3 of the skills they would like to work on or practise more. Students can write these on page 53 of their books.

5. **Show** the OHT of the skills and senses chart (Resource 10.1 and page 54 of their book).

6. **Remind** students that all these skills contribute to building the six senses. Most of the skills link to a number of different senses, but some of the skills link more strongly to one sense than another. Stress that practising the skills will contribute to a positive sense of self-worth, belonging, control, purpose, future, and sense of humour, and will give students those skills that will help them cope with the changes and challenges in their lives.

7. **Explain** to the students that:

   *The aim of the beyondblue program has been to, over time, build on or hone skills that students already have and identify skills that students might need some more practise at. These skills all help to develop and enhance the six senses which are known to be protective for good mental health and wellbeing.*

   **Therefore:**

   * if you value yourself, not for your achievements, but because you are uniquely you,
   * if you feel that you belong, or feel a part of some group, or feel connected to someone or something,
   * if you have a realistic sense of control and are able to manage your own emotions and stress,
   * if you have some purpose in your life even if it only seems minor to others but is important to you,
   * if you look forward to the future with hope and optimism, and
   * if you see the lighter side of life and don’t take yourself too seriously,

   *you will be better equipped to manage life, to deal with challenges, to function effectively, to help others, and to have a great time!!*

10.4 Activity - Where are they now?  

**2 - 3 mins**

**Learning environment**  
Whole class

**Preparation/materials**

- No specific requirements

**Procedure**

1. **Ask** students to make suggestions as to where the contestants could be in 6 months time.
10.5 Video - Episode 10, Part 2, of Strongbbox

*We jump ahead to see where all our contestants are in 6 months time.*

10.6 Activity - Party time – Celebration!

**Learning environment**  Whole class

**Preparation/materials**
- Labels and party supplies [optional]

**Procedure**
1. **Discuss** the students’ predictions against what actually happened to the contestants. Were there any surprises?
2. If resources are available, teachers could have a simple class party to **celebrate** the end of *beyondblue*.
3. To make the party more interesting, **ask** students to choose a contestant from the show (not necessarily their favourite) who they would like to role play. Ask students to think about where this person might be in 12 months time. Make the party a Strongbbox 12 Months Reunion Party! Have students go to the reunion party in character, mingling around the room, and chatting to as many fellow students as possible, telling each other what they are doing and asking questions of each other. Name labels might be useful to make the interactions more spontaneous.

**Alternative Procedure**

Ask students to come to the party role playing themselves in 12 months time. Where are they at? What has happened? Have they achieved the goals they planned in that time?

*The end!*