STUDENT WORKBOOK
year 10
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www.youthbeyondblue.com
www.lifeline.org.au
www.sane.org
www.reachout.com
www.headspace.org.au
www.inspire.org.au

HELPLINES
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ONLINE COUNSELLING
www.kidshelp.com.au
beyondblue schools research initiative

classroom program

year 10

student book

www.beyondblue.org.au
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### ACTIVITY - First impressions

**Senses rating scale – What are the judges looking for?**

<table>
<thead>
<tr>
<th>The six senses</th>
<th>The six senses</th>
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</thead>
<tbody>
<tr>
<td>Sense of self-worth</td>
<td>Sense of control</td>
</tr>
<tr>
<td>Thinking of yourself</td>
<td>Realistic belief that you have the skills and</td>
</tr>
<tr>
<td>Knowing your strengths, skills, and abilities, and</td>
<td>ability to cope with life challenges, and that you</td>
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<tr>
<td>valuing yourself</td>
<td>are in charge of your own life</td>
</tr>
<tr>
<td>Sense of belonging</td>
<td>Sense of purpose or meaning</td>
</tr>
<tr>
<td>Feeling valued, needed, and accepted by others</td>
<td>Focus on things in life that provide opportunity</td>
</tr>
<tr>
<td>Believing that you are connected to others in</td>
<td>for success and/or pleasure now and in the</td>
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<tr>
<td>your world in meaningful ways</td>
<td>future</td>
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<tr>
<td>Sense of future</td>
<td>Sense of humour</td>
</tr>
<tr>
<td>Sense of hopefulness for the future that</td>
<td>Ability to see the lighter side of life and to</td>
</tr>
<tr>
<td>motivates you to set goals and make plans to</td>
<td>use laughter to manage stress and difficult</td>
</tr>
<tr>
<td>meet those goals</td>
<td>situations</td>
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**Ratings the judges are using for each sense**

<table>
<thead>
<tr>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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**Skills the judges are looking for...**

<table>
<thead>
<tr>
<th>Helpful thinking style</th>
<th>Challenging unhelpful</th>
<th>Positive problem orientation</th>
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<tbody>
<tr>
<td>Problem solving</td>
<td>Coping skills</td>
<td>Flexibility in dealing with life challenges</td>
</tr>
<tr>
<td>Ability to bounce back from setbacks</td>
<td>Recognising emotions</td>
<td>Ability to manage negative emotions</td>
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<tr>
<td>Planning</td>
<td>Goal setting</td>
<td>Time management</td>
</tr>
<tr>
<td>Assertion</td>
<td>Conflict resolution</td>
<td>Perspective taking</td>
</tr>
<tr>
<td>Empathy</td>
<td>Social skills</td>
<td>Setting realistic expectations</td>
</tr>
<tr>
<td>Stress management</td>
<td>Planning pleasant activities</td>
<td>Help seeking</td>
</tr>
</tbody>
</table>
## Tips for identifying skills and senses

<table>
<thead>
<tr>
<th></th>
<th>Verbal</th>
<th>Thoughts</th>
<th>Emotions</th>
<th>Non-verbals</th>
<th>Behaviour and interactions</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the person</td>
<td>What is the person saying to themselves</td>
<td>What is the person feeling?</td>
<td></td>
<td></td>
<td>How does the person deal with conflict?</td>
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<tr>
<td></td>
<td>saying to others?</td>
<td>(their thoughts, inner voice)?</td>
<td>How do you know that?</td>
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<td></td>
<td><strong>Non-verbals</strong></td>
<td><strong>How does the person communicate non-verbally?</strong></td>
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<td></td>
<td></td>
<td>Gaze</td>
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<td>Posture</td>
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<td>Distance</td>
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<td></td>
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<td>Tone of voice</td>
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<td></td>
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<td>Volume</td>
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<td>Pitch</td>
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<td></td>
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<td>Gestures</td>
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<td>Hand movements</td>
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<td>Facial expressions</td>
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<td>Eye contact</td>
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</table>

**Problem solving**

How does the person react when they confront a problem?

Do they seem motivated to try to solve it?

Do they use a structured approach to solving problems?
Under the photo of each contestant below write your first impressions of that person and some of their characteristics that influenced your decision. For example:

- non-verbals (body language, tone of voice)
- the words they used
- their actions
- their interactions with others
**ACTIVITY** – *If I were chosen for a reality show I would ...*

Write 3 words that describe how you would feel if you were chosen for a reality show.

________________________________________________________________________________

________________________________________________________________________________

What were you thinking to make you feel that way?

________________________________________________________________________________

________________________________________________________________________________

How might you act or what might you do if you think that way?

________________________________________________________________________________

________________________________________________________________________________
Welcome to Session 2

Contestants' sense of self-worth - how did they rate?

First rate the contestants' self-worth – high, medium, or low.

List 2 (or more) skills or characteristics the contestants displayed that influenced your rating.

The contestants

[Images of contestants: Rona, Charles, Selena, Justin, Erin, Adam]
**ACTIVITY - What's the verdict?**

For the scenario you have been given, write down the thoughts you might have in this situation. Decide whether they are robber or builder thoughts.

Use some of the questions in the guide on the next page to gather evidence for each thought and to test out that evidence. How strong do you think your argument is?

<table>
<thead>
<tr>
<th>Thought/s</th>
<th>Is this a robber or builder thought?</th>
<th>What is the evidence for this thought?</th>
<th>How strong is your evidence for this thought?</th>
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</table>
## Guide to finding evidence and testing it out - robber and builder thoughts

When you have generated some thoughts for a situation, you need to find the evidence for those thoughts and test it out. The example below shows you one way to do this. You would usually use these questions if you are trying to challenge robber thoughts. You might like to consider some of these questions for your group activity.

<table>
<thead>
<tr>
<th>Scenario: You have been asked to stand up at assembly next week and talk about a school dance that you are helping to organise. You have spoken to individual classes but never to the full assembly. One time you forgot to mention some of the information to one of the classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible thought:</strong> I won't be able to think of anything to say and will make a fool of myself</td>
</tr>
<tr>
<td><strong>What type of thought is this?</strong></td>
</tr>
<tr>
<td><strong>Questions to help you</strong></td>
</tr>
<tr>
<td><strong>What is the evidence for this thought?</strong></td>
</tr>
<tr>
<td><strong>What has happened in the past in similar situations?</strong></td>
</tr>
<tr>
<td><strong>How likely are these thoughts to really happen?</strong></td>
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<tr>
<td><strong>Are there other explanations?</strong></td>
</tr>
<tr>
<td><strong>Are my thoughts based on feelings rather than facts?</strong></td>
</tr>
</tbody>
</table>

### Other questions to help you

<table>
<thead>
<tr>
<th><strong>Possible answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the worst that could happen?</strong></td>
</tr>
<tr>
<td><strong>What is the best that could happen?</strong></td>
</tr>
<tr>
<td><strong>What is the most realistic outcome?</strong></td>
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<tr>
<td><strong>What would I tell a good friend in the same situation?</strong></td>
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</tbody>
</table>
OUT OF CLASS ACTIVITY - The hidden observer

Throughout the day, observe the people you know (family, friends, people at school, etc.) and listen for any negative or unhelpful self-talk (robber statements). Record these thoughts/statements below and fill in the remaining columns.

<table>
<thead>
<tr>
<th>Description of person (friends, family, etc.)</th>
<th>Negative or unhelpful thoughts/statements</th>
<th>How might they feel after that statement?</th>
<th>What might they/did they do?</th>
<th>Is there any evidence to challenge that thought/statement?</th>
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Now choose another day and observe yourself, looking out for any negative statements you may make about yourself either out loud to other people or to yourself inside your head. If you make any negative statements, you need to challenge those statements by generating evidence against them.

Yourself:

<table>
<thead>
<tr>
<th>Negative or unhelpful thoughts/statements</th>
<th>Evidence to challenge the thought/statement</th>
<th>More helpful thought/statement</th>
</tr>
</thead>
<tbody>
<tr>
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Welcome to Session 3

**ACTIVITY** - If I were the leader ...

If I were the leader of .........................................................................................................................

I would ................................................................................................................................................

........................................................................................................................................................

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because................................................................................................................................................

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OUT OF CLASS ACTIVITY—
Map to belonging

This week’s out of class activity involves you creating a list or a map of the groups you belong to. This can be done as a concept map, like the example below, with links between the groups identified and some groups might be drawn within another group, e.g. year level group and debating team within the overall school group.

Example:

Alternatively, you could just list your group memberships. List or draw the groups below and then answer the questions on the following page.
Think about how your sense of belonging varies between the groups.

- Are you surprised by the number of groups you actually belong to? How does that make you feel?

- Which groups did you choose to belong to, which ones do you have no choice in?

- What is your role in each group?

- How do your relationships with other team members vary between the groups?

- Who in these groups would you go to if you need help or want to talk to someone?
Welcome to Session 4

Relaxation techniques

1. PROGRESSIVE MUSCLE RELAXATION

What is it?

A sequence where you tighten and relax the muscles in the body to increase relaxation by reducing tension in the body. The sequence can be long (working slowly through all muscles in the body) or short (working quickly through large muscles groups).

When would you use it?

The longer sequence can be used as an ongoing strategy to maintain relaxation and the shorter sequence can be used before going into stressful situations (sitting for an exam; playing sport).

What do you need to do it?

You don’t need any equipment; all you need to do is have a chair to sit on (or an area to lie down).

A CD of relaxation music (OPTIONAL).

Technique

Short Sequence

- Loosen any tight clothing and sit comfortably with your hands resting on your thighs (or lie on the floor with a pillow under the head).

- Keep your eyes closed while you tense different muscles of your body as much as you can and then when you relax them let your muscles return to the resting state immediately. Do not tense so hard that physical discomfort occurs.

- Focus all your attention on the sensation coming from your muscles.

- You will hold each muscle tension for a count of 10. When you release the tension, allow the muscle to relax completely and immediately and let the feeling of relaxation flow through the body.

- Breathe slowly and deeply.

- Tighten the muscles in your toes and feet. Hold for a count of 10. Relax and enjoy the sensation of release from tension.
- Move up through the body, tightening each group of muscles, holding for 10, then relaxing: legs, stomach, back, neck, face.

- Now tense every muscle in your body and feel the tension in every part of your body. Hold. Let your whole body relax. Scan the body for any remaining tension and relax that part of the body. Feel a wave of calmness as you stop tensing.

- Continue to breathe slowly and deeply.

**Long Sequence**

Loosen any tight clothing and sit comfortably with your hands resting on your thighs (or lie on the floor with a pillow under the head). Keep your eyes closed while you tense different muscles of your body as much as you can and then when you relax them let your muscles return to the resting state immediately. Do not tense so hard that physical discomfort occurs. Focus all your attention on the sensation coming from your muscles. Try to tighten only the intended muscle while the rest of the body stays quiet and relaxed. You will hold each muscle tension for a count of 10. When you release the tension, allow the muscle to relax completely and immediately and let the feeling of relaxation flow through the body. Continue to breathe slowly and deeply.

**Legs**

- Flex the muscles of your left leg by raising it 15-25 cm above the floor. Turn your toes slightly back toward your head. Hold this position of tension for a count of 10, until you begin to feel the muscles start to tremble. Then, say to yourself: “Let go and relax” and immediately let your leg return to the floor and relax. Let the leg rest while feeling any tension flowing out of the leg. Say to yourself “I feel the tension flowing out of my leg ... My leg feels relaxed, warm, heavy ... completely relaxed”.

- Run through the entire procedure again for your right leg.

**Buttocks and Thighs**

- Tighten your buttock and thigh muscles, as tightly as you can. Hold for a count of 10. Then release them, saying “Let go” to yourself. Focus your attention on the relaxed feeling in those muscles, on the tension flowing out.

**Stomach**

- Tighten your abdominal muscles. Hold. Let the muscles go and relax.
Back and Neck

- Arch your spine, tightening all along it from your tailbone to your neck. Hold. Let go and relax.

Arms and Shoulders

- Imagine there is a bar suspended above you that you want to use to pull yourself up. Raise your hands, palms upward, above your chest. Grab the imaginary bar and clench your fists around it as hard as you can. Flex the muscles in your arms and shoulders. Hunch your shoulders up as tightly as you can. Hold. Let go. Relax and note the warm, relaxed feelings, letting the tension flow out.

Jaw

- Tighten your jaw muscles, clamping down on you back teeth. Hold. Let go and relax.

Face

- Tighten your facial muscles by wrinkling your forehead and closing your eyes tightly. Hold. Let go. Rest and focus on the relaxed feeling.

Entire body

- Clench your feet and fists. Pull your shoulders up. Tighten your jaw and face. Now simultaneously flex your entire body, arching yourself as much as you can from your heels to the back of your head. Hold. Release and just let yourself go ... all the way, as much as you can.

- Relax there and feel the tension drain away.

Get totally relaxed

- Close your eyes. Let your attention wander slowly over each part of your body, from legs to face, as you did in the exercise. If any area seems to have some tension left, just let it go: Feel the tension draining out of you, but don't worry if there is still a little left. Keeping your eyes closed, stay in this relaxed state for the rest of the session. Tell yourself: “I am relaxed now ... My legs feel relaxed ... My buttocks, thighs, and abdomen feel relaxed ... My back, arms, shoulders, jaws, face and eyes feel relaxed ... The tension has been let go.”
2. Imagery Relaxation

What is it?
A technique where you imagine a scene, place, or situation that you regard as safe, peaceful, restful, and happy.

When would you use it?
The technique can be used before going into stressful situations or as an ongoing strategy to maintain a relaxed state. It can also be used to rehearse mentally before a big event or a difficult situation.

What do you need to do it?
You don't need any equipment; all you need is somewhere quiet to practise in.
A CD of relaxation music (OPTIONAL).

Technique
Read through the following script through first and, once you know what you have to do, start by sitting comfortably, closing your eyes and imagining your scene.

Imagery script

Select an image that is calming and restful for you. Your scene may be at the beach, in a rainforest, on a boat, in the snow or anywhere else that you choose. In your scene, try hard to imagine that you are really there and concentrate hard on your senses (what you can see, hear, smell, touch, or taste). For example, you may imagine sounds of running water and birds, the smell of cut grass, the taste of a cool drink, the feel of a mossy rock, or the warmth of the sun.

Now sit comfortably with your arms resting on your thighs or by your side. Breathe slowly and gently in through your nose. Close your eyes. Now imagine your scene and take a moment to look around you. What can you see? Now listen carefully. What can you hear in your scene? Now you might want to touch some of the things in your scene — it might be the ground, or sand or some water or something else. Note the feeling of the textures on your skin. You feel quiet and calm and relaxed. Now spend a moment to smell your surroundings. Can you identify any smells? All the time you are doing this you are feeling completely relaxed and safe and peaceful. Finally check if you can taste anything from your scene. Is there the tang of the ocean or the taste of cool fresh water? As you relax in your scene your body is heavy and relaxed and all of the tension is leaving your body. Your breathing is very slow and rhythmic. Your entire body feels comfortable and calm.
To deepen even further your feelings of relaxation you can say the following things to yourself: “I feel calm and relaxed. My face feels smoother ... heavier ... and more relaxed. My body is relaxed ... I feel safe and at peace.”

Now take a moment to just enjoy the feeling of relaxation and the peace of this scene. Look around you again to get a really clear image of this scene, your special place. Whenever you are feeling stressed or upset you can regain this feeling of relaxation just by imagining this place and the feelings of relaxation that go with it. When you are ready, open your eyes feeling alert and awake but keeping the feeling of relaxation and calm that you have created.

**Imagery in preparation and rehearsal**

You can also use imagery in rehearsal before a big event, allowing you to run through the event in your mind.

Aside from allowing you to rehearse mentally, imagery also allows you to practise in advance for anything unusual that might occur, so that you are prepared and already practiced in handling it. This is a technique used very commonly by top sports people, who learn good performance habits by repeatedly rehearsing performances in their imagination. Sports people also prepare for the unexpected by rehearsing using mental imagery.

Imagery also allows you to pre-experience achievement of your goals, helping to give you the self-confidence you need to do something well. This is another technique used by successful people.
3. MANDALA

What is it?

A drawing technique designed to calm the mind. Mandala is a Sanskrit term for the whole world or healing circle. Mandala is a representation of the universe and everything in it.

When would you use it?

The technique can be used quickly and easily in many situations. It does not require a quiet place and is very effective if you are not able to do any physical activity or if your mind is racing.

What do you need to do it?

One or more sheets of paper (A4 or larger) with a 15 cm circle drawn in the middle of the page.

One (or several) coloured pencils or pens.

A clear space to work on.

Examples of mandala drawings.

A CD of relaxation music (OPTIONAL).

Technique

Guidelines before you start drawing:

Once you start, keep drawing for 10 minutes.

- Keep the pencil touching the paper unless you are changing colours.
- If you do not know what to draw next, simply colour over an existing part until the idea for the next part forms.
- Take as much time as you like and draw whatever patterns you want to.
- Do not talk to anyone else (if you are working in a group).
Now, let’s start.

- Take two deep breaths, exhaling slowly.
- Place your pencil in the centre of the circle and imagine that you are calm and at peace in the world.
- Begin drawing within the circle.
- Draw whatever patterns you like and change colours whenever you like. There is no right or wrong in what you do.
- Stop drawing after 10 minutes.

**Examples of a mandala**

Another way to draw a mandala is to divide the circle into segments and draw patterns or images that relate to that segment. Start in the middle segment (right here, right now) – *this is ME as I might appear right here, and right now as I draw this mandala.*

The other segments are:

- **Behind** – what has happened before
- **Ahead** – where you are likely to go if you continue on your current path or direction
- **Above** – external influences, or spirituality
- **Below** – your material world (life in the everyday world here below)

You can use the mandala to tell a story about your past, current and future situations.
The mandala circle
4. MEDITATION

What is it?
A technique where you sit quietly with your body relaxed, and focus your concentration on something for a period of time. By meditating, you rest your body, allow stress hormones to subside, and occupy your mind so that unpleasant, stressful thoughts do not intrude.

When would you use it?
The technique can be used regularly to maintain a calm mind and a relaxed state.

What do you need to do it?
You don't need any equipment; all you need is somewhere quiet to practise in.

Technique
Sit comfortably in a quiet spot. Relax your body. You may wish to close your eyes unless you choose to look at an object. You should spend at least 10 minutes meditating, although you can take as long as you like. Choose one of the following techniques to focus your concentration.

Focus on breathing and counting breaths
- Breathe through your nose.
- Become aware of your breathing.
- As you breathe out (exhale), say the word, “ONE”, silently to yourself. For example: breathe IN…OUT, “ONE”, IN…OUT, “ONE”, etc.
- Breathe easily and naturally.

Focus on an object
- Here, you completely focus attention on examination of an object. Look at it in immense detail for the entire meditation.
- Objects often used are flowers, candle flames or flowing designs, but you can use other objects equally effectively (for example alarm clocks, desk lamps or even coffee mugs!).
- Examine the shape, color differences, texture, temperature and movement of the object.

Focus on a sound
- Some people like to focus on sounds they make.
- The classic example is the Sanskrit word “Om”, meaning perfection.

Whichever technique you choose, it is important to keep your attention focused. If external thoughts or distractions wander into your mind, just let them drift out.
5. HELPFUL SELF-TALK

What is it?
The things you say to yourself (your inner voice) or images you have inside your head that can help you to relax or cope with difficult situations.

When would you use it?
The technique should be used regularly to build a sense of self-worth, to relax, and to help cope with life challenges.

What do you need to do it?
Just yourself and a willingness to challenge unhelpful thinking.

Technique
If you confront a challenging situation you need to stop and listen to your inner voice. If you are saying unhelpful things (e.g. “This will be awful”; “I'll make a fool of myself”; “I won't be able to do this”; “It's too difficult”; “This is so unfair”) then you need to challenge those statements and try to replace them with more helpful thoughts that will at least encourage you to make an attempt (e.g. “Well, it might be tough, but I can at least have a go”; “Last time I did this, I did ok”; “I haven't done this before, but if I just take it calmly I can just do one step at a time”; “Life can be unfair, but that doesn’t mean that I should just give up”). Using helpful self-talk does not mean that you just “think positively”. You need to be realistic but still find more helpful ways of thinking about the situation that will help you to stay calm and not panic, so you can try to deal with the situation.
F.Y.I. - Stress

What is stress?

Stress is a feeling that is created when we confront challenging situations. These challenging situations (stressors) cover a wide range of situations including threat and danger, loss, exams, public performance, and conflict in interpersonal relationships. Stress can also be produced by the things we say to ourselves (e.g. “This will be terrible”; “I won’t be able to do this”; “I'm going to look stupid”).

How does the body respond to stressful situations?

When some threat is perceived, the brain sends messages to the autonomic nervous system that signals the adrenal glands to release the hormones adrenaline and cortisol into the bloodstream. This stress response (also called the fight or flight response) prepares the body for action by speeding up heart rate, breathing rate, blood pressure, and metabolism. Glucose is released to provide energy. Blood flow is increased to improve delivery of oxygen to the tissues and more blood is moved to large muscle groups to prepare the body for action. Pupils widen to let in more light, and sweat is produced to cool the body.

What is the purpose of the stress response?

The stress response is vital during emergency situations such as fleeing from danger, e.g. jumping out of the path of an oncoming car. It can also be activated under situations where there is no actual danger such as sitting for an exam, playing in a final sports match, or speaking in public. A certain amount of stress can be helpful as it can improve performance by preparing the body for action and focusing concentration on the task.

But stress doesn't always happen in response to emergency situations or things that are over quickly. Ongoing or long-term events like coping with illness, or family separation, or moving to a new school can also cause stress. These ongoing situations can produce continued low level activation of the stress response which in turn can weaken the body's immune system and cause other problems.
### What are the physical problems associated with high levels of stress?
- Asthma
- Chronic headaches
- Hypertension (high blood pressure)
- Coronary heart disease
- Deficient immune system and susceptibility to viral and bacterial infections
- Overeating
- Stomach problems

### What are the psychological problems associated with high levels of stress?
- Anxiety
- Sadness or depression
- Irritability or moodiness
- Problems sleeping
- Anger problems
- Substance abuse

### How can you avoid or deal with stress?
- Use planning, prioritising, and time management to manage your activities and commitments.
- Use problem solving to deal with everyday and larger problems.
- Don’t over commit yourself.
- Set realistic expectations for yourself and others.
- Take care of your physical health (good nutrition, sufficient sleep, regular exercise).
- Don’t use substances to manage stress.
- Plan some pleasant activities and make sure you have some fun.
- Keep a sense of humour.
- Use helpful thinking and challenge negative, self-defeating thoughts.
- Build your coping skills to allow you to cope and bounce back from challenges.
- Use relaxation techniques to build a sense of calm and wellbeing.
- Develop a good social support network (people who can support and talk to you).
- Don’t be afraid to seek professional help if you feel that you are not coping.
Did you know?

Numerous studies have shown that using relaxation techniques regularly can:

- Decrease the likelihood of heart attack and stroke, and can significantly reduce the incidence of a second heart attack
- Protect you from mental health problems
- Improve your immune system function
- Keep dormant infections (like cold sores) at bay
- Aid memory and learning
- Improve your coping skills and make you feel better!
OUT OF CLASS ACTIVITY

You might like to take a short break from doing your homework tonight to create a mandala. It will only take 10 minutes and might reduce stress. Taking a break will allow you to have more focus when you return to your work. Read the instructions for drawing a mandala on page 21 and use the mandala circle below or use your own paper to draw on. If you prefer, you could practise another relaxation technique that you have learned in today’s class (pages 16-25).

You might like to take your pulse before and after you do this technique and note how you feel after completing this activity.

THE MANDALA CIRCLE
ACTIVITY – Dear Abby

Use the questions below to guide you in writing an answer to the letter you have been given. You may like to make some brief notes under each point. Also, use the list of support people/agencies on page 31 to help you in deciding who else can help.

- What is the issue – for your friend/others involved? Consider any legal or ethical issues, e.g. substance use.
- What is your friend thinking and feeling? What might others involved be thinking and feeling?
- What are your friend's options?
- What would the impact of those options be on your friend/on others? What is the short- and long-term impact? Again, think about any legal or ethical considerations, e.g. is your friend or someone else at risk of harm?
- Who else can help? e.g. friends/family/counsellor/support services.
- Which is the best option?
- What needs to be done to make this happen?

Write your response below:
## CAN I HELP? session 5

### Support people/agencies

| **Psychologist** | Provides all sorts of advice and support for **Support people/agencies**. A professional trained to help with issues like depression/sadness, anxiety, anger, eating problems and stress, and they can help you develop skills for coping with life and solving problems. Psychologists do not prescribe medication. |
| **Psychiatrist** | A medical doctor trained to work with people with mental illnesses and emotional disorders. Psychiatrists treat problems like depression, anxiety, eating disorders and schizophrenia. Psychiatrists are able to prescribe medication if they think it will help. |
| **Social Worker/Youth Worker** | Provides practical help and support for young people and families by helping them work out what the problem is and how to fix it, such as who can help and how to contact them. They are trained to understand the needs of diverse groups of people. |
| **General Practitioner (GP)** | A medical doctor who sees people for all health issues, including physical and emotional health (including issues such as depression), sexual issues, and family hassles. If necessary, GPs will refer on to someone else who specialises in a particular problem. |
| **Paediatrician** | A medical doctor who specialises in the treatment of children and young people up to the age of 18, including all aspects of children's physical and emotional health. Paediatricians may refer on to another child specialist, such as a child psychiatrist, if appropriate. |
| **School Nurse** | Provides all sorts of advice and support for both physical and mental concerns, helping young people understand their health conditions and the best way to manage them. Nurses often work with other health professionals to plan what health care people need. |
| **Counsellor** | Professionally trained to listen and help people deal with a range of issues such as family and relationship problems, stress, school problems, addictions and sexual health issues. |
| **School Counsellor/Guidance Officer** | Provides assistance with health issues, mental health issues, educational and career issues, and any other issues young people want to discuss. |
| **Teacher/Year Coordinator/Pastoral Care/Home Group Teacher** | Sometimes young people have a trusted teacher they like to go to if they are having difficulty with things like school work, friends, relationships or any other worries. They may not be able to help you directly but will know who will be able to help. |
| **Chaplain** | The role of a school chaplain is encouraging and nurturing hope, peace and wellbeing in young people. They are also available to discuss many personal issues such as spirituality, anger, bullying, suicide, relationship breakdown and conflict, sexuality and many others. |
| **Student Welfare** | Provides assistance for students’ health and wellbeing including direct counselling and support to students on all personal, social, emotional, or educational issues, referring to other support services if necessary. |
| **Spiritual Leader** | Provides support and guidance with religious or spiritual matters, and also can work through other sorts of difficulties and issues by providing a safe and confidential way to discuss problems. |
| **Telephone Help Lines** | Provide confidential counselling, information and referrals, and are often available 24 hours a day. Kids Help Line - 1800 55 1800 (free call except mobiles) - for all children under 18 years Life Line – 131 114 (local call from most parts of the country – mobiles extra) Youth Healthline (South Australia only) - 1300 131719 (cost of a local call) |
| **Child & Youth/Adolescent Mental Health Service (CYMHS/CAMHS)** | Provide free, confidential counselling and support for children and young people with mental health problems such as life, relationship, and violence stresses, as well as mental health problems such as depression, anxiety, eating disorders, and behavioural problems. They are also able to help if young people are having thoughts about suicide or hurting themselves. |
| **Some other specific support agencies include:** | **Indigenous Health and Community Services** – for culturally appropriate health care and support services for young Aboriginal and Torres-Straight Islander people. **Disability Support Services** – for people with disabilities and their families. **Cultural Support Services** – there are a wide range of cultural support services that cater for a variety of cultural concerns including information on health, employment, legal matters, housing, education, and immigration. **Sexual Health Clinics** – such as Family Planning, for all sexual and reproductive health issues. |
**ACTIVITY - What do I say after hello?**

1. In your pairs, quickly make up a hypothetical problem that a young person might have where they need some outside assistance. You could use one of the problems in the Dear Abby activity if you prefer.

2. Then using the information in Getting Help and Support for Yourself on the next page, develop a plan for seeking help. Remember you have a list of support people/agencies above that may help you decide who you would go to for help.

3. Then do a role play about seeking that help, i.e. ringing a doctor's surgery, counsellor, or other support service, or approaching someone directly for help. One of you will play the help-seeker (the person with the problem) and the other plays the supporter role (or the person at the end of the phone, such as a receptionist).

*you can write notes here if you like!*
## Getting help and support for yourself

### Questions to help me plan

<table>
<thead>
<tr>
<th>Where can I get more information?</th>
<th>Family</th>
<th>Friends</th>
<th>Counsellor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internet</td>
<td>Health service</td>
<td>School Nurse</td>
</tr>
<tr>
<td>How can I choose the service that I want?</td>
<td>Think about calling a youth help line, or talking to your GP or youth health service to discuss the best place for you to go. Don’t forget to ask about cost.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I have to visit them what do I need to do before I go?</td>
<td>Make an appointment and check how long the appointment will be. You may need to ask for a longer appointment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will it cost?</td>
<td>Check that you have a Medicare card and find out if you will have to pay any extra.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| What planning do I have to do? | Plan your questions:  
What can I tell them about so they can help me?  
What do I want to tell them about/help me with?  
How will I check about:  
• confidentiality  
• consent  
• cost (check with Medicare)  
• referral | | |
| Do I want someone to go with me? | You may find it easier if someone goes with you to support you or you may like them to help to explain how you are feeling. | If you plan to take someone with you, you may need to discuss with them before you go what you would like them to say (or not say) and do (or not do). | If English is difficult for you, you may wish to take someone who can interpret for you. |
| What can I do when I am there to get the most out of the service? | • Check against your notes or prepared questions.  
• Confirm what you have been told.  
• Ask the service provider to write it down.  
• Ask what you can expect to happen and what to do if this does/does not happen. | You can go back to the same service or try another. You can always get more help. Keep going until you find what you need. There are many different people and services that help young people with things that are troubling them. The first person you see may not be the right person for you. It is OK to go to talk with someone else. But you also need to think about giving things a chance to work. |
| What about afterwards, if I still have things I need to find out about/understand? | | | |
| How will I know if this service is going to work for me? | The relationship you develop with your health professional is very important for helping you to manage the issues that are troubling you. This will take time. The health professional needs time to work out what is best for you and you need time to develop trust in them. | | |
OUT OF CLASS ACTIVITY - On the couch

Go to a magazine help column or to an internet help site (see some of the web addresses below) and read one of the letters published. If there is a response (or responses) to the letter, don't read it yet!

www.headroom.net.au/lounge/phorum_phrame.html

Consider the problem in the letter and devise your own response for that person using the decision making process used in today’s activity (page 30) and the list of support people (page 31).

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Then compare your response with the other response(s) provided.

- Have they considered everything? What did they miss?

__________________________________________________________________________________________

- Did you consider all aspects of the problem and response? What else could you have covered?

__________________________________________________________________________________________
Welcome to Session 6

ACTIVITY - You've got purpose!

Complete the following table by making 2 lists in the space provided.

<table>
<thead>
<tr>
<th>What meant the most to you when you were 12 years old?</th>
<th>What means the most to you right now?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on the things that still mean a lot to you and answer the following:

1. Why might this be the case?

   ______________________________________________________
   ______________________________________________________

2. How might these things give your life a sense of purpose?

   ______________________________________________________
   ______________________________________________________

3. Do you think these will be important to you later on in your life?

   ______________________________________________________
   ______________________________________________________
**Rona’s Heartache**

Reflect on what Rona is going through after she read the letter from her boyfriend.

1. What are some of the unhelpful thoughts that Rona was having?

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

2. How could Rona challenge these unhelpful thoughts? Provide some examples.

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________
OUT OF CLASS ACTIVITY –
How’s your sense of purpose?

Complete the following quiz.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I engage in a number of different activities which I find pleasurable</td>
<td>Often</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The activities that I do have value to me</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Life is interesting to me</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Life has a purpose for me</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>When I think about my future I think that it will be meaningful</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>I am positive about life</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>I have some life goals which help to give my life meaning</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>The activities that I do give me a sense of accomplishment</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>When I participate in an activity or achieve a goal I feel a sense of fulfilment</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>I have a desire to achieve new goals or try new activities</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Scoring………

>20 – If you scored 20 points or more then you most probably believe that the kinds of activities that you do in your life are important, useful and interesting. You would generally see life as a challenge worthy of commitment. You have a good sense of purpose and meaning in your life. Keep up the good work now and into your future!!!!

Between 10 and 20 – If you have scored between 10 and 20 then there might be other things you could get involved in that might boost your sense of purpose and meaning. You might like to have a chat with someone (friends, family, teachers) about finding ways to get more fun and meaning from some of the activities that you do.

Remember that having a good sense of purpose can help you achieve your goals but also allows you to have some fun along the way.
Welcome to Session 7

Fun activities

Very quickly list the activities that you have done in the past week that you really enjoyed doing. Note how many times you did each activity.

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

You will use this list later for another activity.
FYI - The effects of Laughing

The physical effects of laughing

What happens when you laugh?

Fifteen facial muscles contract and there is electrical stimulation of the zygomatic major (cheek) muscle in particular. The epiglottis half-closing interrupts respiration so that intake of air becomes irregular and gasping. These behaviours are usually accompanied by noises that can range from sedate giggles to boisterous guffaws.

Source: http://people.howstuffworks.com/Humour and Physical Health!

What the research shows:

- Muscles relax more quickly after watching funny cartoons than after looking at beautiful scenery.
- Laughter reduces some of the hormones associated with the stress response.
- Watching 30 - 60 minutes of comedy results in beneficial changes to the immune system that are still present 12 hours later.
- Humour has been found to reduce pain in some patients.

One minute of laughter is equal to 10 minutes on the rowing machine.

Laughing is contagious!

Humans have a detector in the brain that is specifically devoted to laughter. It responds to laughter by triggering neural circuits that generate more laughter.

Source: McGhee, 1999

Words that describe laughter!

cackle, chortle, chuckle, crack up, hee-haw, hoot, sizzle, guffaw, snigger, snort, titter
Humour and emotional health

"Laughter is like an instant vacation" - Milton Berle, Comedian

How does humour assist emotional health:

- Seeing a smile and returning it changes our brain chemistry and gives us a natural high. It gives us more pleasure than eating chocolate, shopping, being given money, or drinking coffee.
- Humour helps people cope more effectively with life stressors.
- Laughing promotes feelings of happiness and joy and under these conditions it is much easier to think creatively around a problem.
- Humour is an easy way to get in touch with your feelings and control them in difficult situations.
- Laughter brings people together and improves interpersonal relationships.
- Regular laughter puts people in a positive frame of mind and gradually makes them positive thinkers.
- Humour makes it easier to challenge negative thoughts.
- Positive thinking and optimism are linked with better health outcomes.

Your sense of humour is one of the most powerful tools you have to make certain that your daily mood and emotional state support good health.

(McGhee, 1999)
OUT OF CLASS ACTIVITY – Experiment 1 – planning for pleasant events

The aim of this experiment is to see if you can improve your mood by increasing the number of pleasant or fun activities that you do each day.

Using the list created at the start of the lesson as your baseline, you should aim to increase the overall number of pleasant events you undertake in your week. You should include at least one activity each day. You don’t have to stick to the list only – add any new activities you think of.

To check the change in your mood you should do a mood rating twice a day. The first rating should be done early in the morning (e.g. in the bus or car on the way to school, or when having breakfast) and then in the evening (e.g. immediately after dinner or before going to bed). The ratings should be done at the same time each day. The rating scale is from 1 – 10 and is explained below.

<table>
<thead>
<tr>
<th>Very low/bad mood</th>
<th>Neutral mood</th>
<th>Very happy/positive mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Use the sheet below to record your activities, the length of time spent on fun activities (roughly), and your mood ratings for the week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning Mood Rating</th>
<th>Evening Mood Rating</th>
<th>Fun Activities Undertaken</th>
<th>Time spent doing them</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
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<td>3</td>
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<tr>
<td>7</td>
<td></td>
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</tbody>
</table>

Generally, if you can plan some enjoyable activities every day your mood will stay more positive. If you find that your mood stays very low for the whole time you might want to talk to someone you trust about it.
Experiment 2 - Pay it Forward

Recent research, carried out by computer company Hewlett Packard, indicated that a simple human interaction is worth far more than material pleasures. The study showed that the emotions triggered when someone important in our lives smiles at us and we smile back changes our brain chemistry. It creates a short-term high that is better than eating chocolate, shopping, or receiving money.

As part of the study, researchers smiled at strangers on the street and found that 80% or 4 out of 5 Scottish people returned the smile.


Do you think Australians are more likely to return a smile than the Scottish? To find out conduct your own experiment.

During the next week, choose a day or a set time to smile at the people that you pass as part of your daily routine – like the people at school or in your neighbourhood.

NOTE: Please only do this in a safe environment, when you are close to other people you know and trust.

Keep a record of how many people you smile at and how many smile back at you. Then calculate the percentage to work out how Australians compare with the Scottish.
Do you have a good sense of humour?

If you have access to a computer and the internet, you might like to go to the following website

http://www.members.shaw.ca/canadahumour/humoureval.html

and complete the short test that measures your sense of humour.

Here are some other interesting humour-related websites you might like to take a look at.

http://people.howstuffworks.com/laughter.htm

www.thehappinessinstitute.com
Welcome to Session 8

ACTIVITY - Simon’s scenario

Time management tips

1. **Identify** your goals and priorities.
2. **Analyse** how you are spending your time – work out exactly how you spend your time. Creating a log is an effective way of doing this.
3. **Match** how you are using your time with your priorities – consider if you are spending quality time on your priorities.
4. **Develop a plan** to spend quality time on your priorities – build a realistic schedule that gives time to the activities that fit with your priorities and will help you reach your goals. You must stick to your time schedule; however, flexibility is necessary to take care of unexpected events. Allow for **buffer time**.

*Don’t forget to include pleasant activities when preparing your schedule because this is important to avoid becoming frustrated!*
**Activity Key:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>1hr</th>
<th>2hrs</th>
<th>3hrs</th>
<th>4hrs</th>
<th>5hrs</th>
<th>6hrs</th>
<th>7hrs</th>
<th>8hrs</th>
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</thead>
<tbody>
<tr>
<td>e.g. English</td>
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</table>

**School Commitments:**
- Science Project: will need 4 hours of work to complete
- English Assignment: will need 3 hours of work to finish the essay
- Homework: Simon needs to do at least 1 hour’s worth of other homework on school nights

**Other Commitments:**
- Work: extra shift this week, 6pm – 9pm Thursday
- Home commitments (e.g. meals, shower, family time, etc.): need to allocate 1 hour a day for this time

**Leisure Activities:**
- Favourite TV show, *Survivor*: 7.30pm – 8.30pm Tuesday
- Likes to watch *Home & Away* at 7pm weeknights
- Elimination episodes of *Australian Idol*, 7.30pm – 8.30pm Monday
- Hanging out with friends
- Playing the *Playstation*
- Riding his bike or skateboard

**NOTE**
- This key is to help you with your planning for Simon
- Fill in all of Simon's activities and commitments for the week
- Block out the hours Simon will be spending on each commitment (as shown for the English assignment)
- Half-hour blocks are okay to use, you will just need to draw them in or cut them out that way.
### Time Table

<table>
<thead>
<tr>
<th>Time</th>
<th>6am</th>
<th>7am</th>
<th>8am</th>
<th>9am</th>
<th>10am</th>
<th>11am</th>
<th>12pm</th>
<th>1pm</th>
<th>2pm</th>
<th>3pm</th>
<th>4pm</th>
<th>5pm</th>
<th>6pm</th>
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<th>9pm</th>
<th>10pm</th>
<th>11pm</th>
<th>12am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
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### Sleeping

- Sleeping

### School

- School

### Lunch

- Lunch

### Soccer practice

- Soccer practice

### Soccer game

- Soccer game

### Work

- Work

### Note

- You are allowed to block out times already allocated on the timetable (e.g., sleep time, work, soccer practice). However, you cannot then re-allocate this activity; it is lost.

- If you need to, you are able to block out half-hour intervals.
ACTIVITY - Setting goals

Having a goal and setting plans to achieve this goal is very important.

1. Write down one short-term goal (e.g. completing an assignment), medium-term goal (e.g. finishing year 10), and long-term goal (e.g. a particular career, university course, travel) in the spaces provided.

2. Beneath your goals write down the steps you will need to take to achieve these goals.

**Short-term Goal:** ______________________________________________________________

**Steps:** ..................................................................................................................

.....................................................................................................................

**Medium-term Goal:** ____________________________________________________________

**Steps:** ..................................................................................................................

.....................................................................................................................

**Long-term Goal:** ______________________________________________________________

**Steps:** ..................................................................................................................

.....................................................................................................................

OUT OF CLASS ACTIVITY - Making time

This week you are to develop your own timetable or schedule. But before doing so, have a think about the other timetables that you use on a day-to-day basis, like school and work timetables, etc. Are there any areas in your life that you should have a timetable for but don’t (e.g. study, homework, exercise, chores, pleasant activities, etc.)? Using the skills and knowledge you have gained from today’s session, your out of class activity is to develop a personal timetable for the week. Consider all the activities you participate in, and those you should be doing and construct a realistic timetable to fit them all in. Don’t forget, it is important to allow for buffer time, or flexibility, and to schedule some pleasant activities!

Remember, keeping to a timetable or schedule might not always be possible, but having a “rough idea” of what you are required to do for a week is extremely helpful for keeping you on track!
Welcome to Session 9

ACTIVITY - What's your future look like?

Write down all the things you would like to do by the end of Year 10

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Write down all the things you would like to do by the time you are 18 years old

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
### OUT OF CLASS ACTIVITY – Where am I going?

Choose one of your long-term goals for the future

_________________________________________________________________________

_________________________________________________________________________

List 5 steps to achieving your goal

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
4. _________________________________________________
5. _________________________________________________

<table>
<thead>
<tr>
<th>List the barriers to achieving your goal</th>
<th>List ways to overcome these barriers</th>
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Who else could you talk to?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Welcome to Session 10

Skills rating scale

Below are the skills you have been practising and using over the past 3 years as part of this program. These skills have been shown to be effective for people coping with the everyday events of their lives, and for coping with challenges and changes that they encounter. Everyone needs help at different times to cope with changes in friendships, with families, with things that happen at school, outside of school, and at work, and that knowing where and who to go to for help (for yourself and others) is an important skill.

1. Work on your 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

2. 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 nonverbal 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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</table>
### Skill
<table>
<thead>
<tr>
<th>Not Using</th>
<th>Need Practise</th>
<th>Good at this</th>
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<tbody>
<tr>
<td><strong>Taking the perspective of others</strong>&lt;br&gt;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>&lt;br&gt;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>&lt;br&gt;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>&lt;br&gt;Viewing yourself, your world and your future in a positive, optimistic manner</td>
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<tr>
<td><strong>Challenging unhelpful thoughts</strong>&lt;br&gt;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>&lt;br&gt;Being motivated to solve a problem when you encounter it</td>
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<tr>
<td><strong>Problem solving/decision making</strong>&lt;br&gt;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>&lt;br&gt;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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<tr>
<td><strong>Setting realistic expectations</strong>&lt;br&gt;Making sure that you don’t expect things of yourself that really won’t be possible</td>
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<tr>
<td><strong>Coping skills</strong>&lt;br&gt;Range of skills to help you deal with challenges and bounce back from setbacks</td>
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<tr>
<td><strong>Stress management strategies</strong>&lt;br&gt;Strategies such as relaxation, time management, and helpful self talk to help manage stress</td>
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<tr>
<td><strong>Planning pleasant activities</strong>&lt;br&gt;Scheduling things in your life that you enjoy and make you feel good</td>
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<tr>
<td><strong>Help-seeking for self and others</strong>&lt;br&gt;Knowing who to go to for help and how to access those sources of help</td>
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</table>

3. Choose 3 skills you would like to work on or practise more.

__________________________

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__________________________
Skills and senses

- Listening
- Stress management
- Self worth
- Positive problem orientation
- Problem solving/decision making
- Belonging
- Control
- Humour
- Future
- Purpose
- Time management - establishing priorities, planning, goal setting
- Setting realistic expectations
- Planning pleasant activities
- Help seeking for self and others

- Sending clear verbal and non-verbal messages
- Perspective taking
- Conflict resolution
- Responding appropriately (assertive, aggressive, passive)
- Recognising emotions and responses
- Managing emotions
- Help seeking for self and others

Session 10

Look how far we’ve come!
The aim of the *beyondblue* program over the past 3 years has been to build on or hone skills that you may have already been using, as well as to identify those skills you may not have been so good 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 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 and to have a great time!!

Thank you for taking this journey with *beyondblue* over the past 3 years. Like all journeys there have been ups and downs along the way. You may have enjoyed some parts more and found some activities more useful than others. However, we hope that you can use some of the skills and knowledge from the program in your life now and in the future. Life can present challenges both for you and the people close to you, and we hope that these skills will help you to deal with these challenges when they arise. Remember to have some dreams, make some plans, find a balance in your life, be a good friend, be kind to yourself, and have some fun along the way!!

Best wishes for the future!

The *beyondblue* team