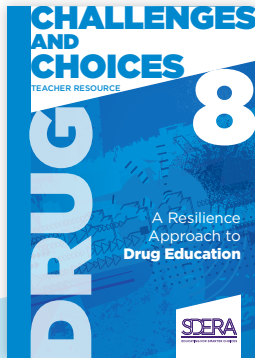


# CHALLENGES AND CHOICES

## YEAR 8 ASSESSMENT TASK

### HEALTH AND PHYSICAL EDUCATION

### RESILIENCE AND WELLBEING



8

#### TASK DETAILS

<b>TITLE OF TASK</b>	<b>Start the conversation</b>
<b>TASK DESCRIPTION</b>	In this task students will research reasons why there is stigma associated with mental health and illness and develop a tool suitable for the school environment that can be used to start a conversation about youth mental health and wellbeing.
<b>EVIDENCE TO BE COLLECTED</b>	<ul style="list-style-type: none"> <li>• Tool (one per group)</li> <li>• Written reflection (individual)</li> </ul>
<b>SUGGESTED TIME AND ASSESSMENT CONDITIONS</b>	Three weeks <ul style="list-style-type: none"> <li>• Two lessons of class time to introduce and work on the task</li> <li>• Two weeks of out of class time</li> </ul>

#### TASK PREPARATION

<b>PRIOR LEARNING</b>	Students have: <ul style="list-style-type: none"> <li>• defined mental health</li> <li>• discussed statistics related to young people's health, wellbeing and safety</li> <li>• considered sources of support for young people to improve their mental health and wellbeing both inside and outside of the school environment.</li> </ul>
<b>RESOURCES</b>	Challenges and Choices Year 8 Module 1: Resilience education Topic 1 Activity 1 – Am I the only one? (page 15-19) Topic 2 Activity 1 – Seeking help (page 22) Be Ready student workbook (page 1-2)  R U OK? National day of action in Australia to promote conversations about mental health <a href="https://www.youtube.com/user/ruokday">https://www.youtube.com/user/ruokday</a> (4:00 minutes)  The Big Splash – How to do the dolphin dance <a href="https://www.youtube.com/watch?v=36uMRLzs740">https://www.youtube.com/watch?v=36uMRLzs740</a> (2:13 minutes)
<b>ASSESSMENT DIFFERENTIATION</b>	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.


#### LINKS TO WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION P-10 SYLLABUS

<b>CONTENT</b>	Sub-strand	Being healthy safe and active
	Content descriptor	Skills and strategies to promote physical and mental health, safety and wellbeing in various environments
<b>PROPOSITIONS</b>	<ul style="list-style-type: none"> <li>• Take a strengths-based approach.</li> <li>• Include a critical inquiry approach.</li> </ul>	




## TEACHER INSTRUCTIONS

1. Revise the term 'stigma' and what it means in relation to mental health. Ask:
  - how would you define the term stigma?
  - why is it important to overcome stigma related to mental health and mental illness?
  - how can we challenge the stigma attached to mental health?

 Explain that stigma refers to a mark of disgrace or shame that makes someone different from others. Stigma is often associated with having a mental health problem or illness and can bring about feelings of shame, blame, hopelessness, loneliness and social exclusion for people experiencing a mental health problem or illness. It can also cause prejudice and discrimination and get in the way of talking openly about mental health. It is therefore important to break down stigma related to mental health and encourage open and meaningful conversations.

2. Revise reasons why talking about mental health can be useful for young people. Discussions could include:
  - it can help to identify and work through/resolve problems
  - it can help to break down stigma and discrimination associated with mental health and mental illness
  - it may encourage people who are listening to 'act' and provide support
  - it may encourage someone to seek support
  - it can help people to realise they are not alone.
3. Introduce R U OK? as an example of a strategy designed to get more people talking about mental health. R U OK? aims to inspire and empower people all over Australia to meaningfully connect with others around them and provide support where needed. It has a very simple but very powerful message. R U OK? is designed for both young people and adults.

 R U OK? National day of action in Australia to promote conversations about mental health  
<https://www.youtube.com/user/ruokday>

4. After watching the R U OK? video, introduce the concept of a 'call to action'. Explain that a 'call to action' is an instruction or directive intended to induce a viewer, reader or listener to take action eg call now, sign up here, QUIT smoking now. Discuss the importance of using a 'call to action' when trying to start a conversation about mental health and wellbeing.

5. As a class brainstorm a 'call to action' used in the R U OK? strategy eg Today, who are you going to ask R U OK?


### PART A – TOOL (SMALL GROUP)

6. Introduce the *Start the conversation* task to students.

7. Working in small groups of three or four, explain that the task involves creating a health promotion tool which is designed to start the conversation about mental health and wellbeing for young people. The tool needs to include a strong mental health and wellbeing message with a 'call to action', be suitable for use in the school environment, and be relevant for young people their age.


Examples of tools that could be developed include (but are not limited to):

- a short video (eg similar to a TED Talk)
- an activity such as a flash mob, song or war cry that is performed by the students
- a recorded interview (video or audio)
- a written tool such as a poster, pamphlet, brochure, fact sheet or infographic
- a radio advertisement or jingle.

 Encourage students to think about how to present their message and 'call to action' making sure that it addresses the needs of the target audience (young people) and is suitable for the school environment. As an example, show *The Big Splash – How to do the dolphin dance*. *The Big Splash* is a health promotion campaign with the following key messages:

- start the conversation (about mental health)
- you are not alone
- help is available.


*The Big Splash* is an example of a tool to engage young people, raise awareness of mental health and wellbeing and get people talking about it.

 *The Big Splash – How to do the dolphin dance*  
<https://www.youtube.com/watch?v=36uMRlzs740>

### PART B – REFLECTION (INDIVIDUAL)

In addition to the group task, explain that each student must write a one-page reflection to support their tool, addressing the following.

1. The purpose and key message of the tool.
2. Why it is important to start conversations about young people's mental health and wellbeing.
3. How the tool will encourage young people to talk openly about mental health and wellbeing.

 Encourage students to use the above points to structure their reflection.

## Start the conversation


Student name: \_\_\_\_\_

### STUDENT INSTRUCTIONS

This task has two parts. In Part 1, you will work in small groups to design a mental health promotion tool. In Part 2, you will complete an individual reflection.

#### PART 1 – TOOL (8 marks)

In small groups, design a health promotion tool that will help to start the conversation about mental health and wellbeing in the school community. For example,

 R U OK? is a strategy designed to encourage people to spend more time paying attention to others around them, noticing anything that is not ok, and reaching out by asking, R U OK?.

Asking R U OK? is a way to show interest and concern to another person and get a conversation started about mental health and wellbeing. A video is one of the tools used to encourage people to ask R U OK? if they are concerned or worried about a friend, family member, work colleague or someone else in their life.

#### POINTS TO CONSIDER WHEN DEVELOPING YOUR TOOL

In the planning and design phase, consider the following:

- the tool should aim to encourage young people to start conversations and talk openly about mental health and wellbeing
- the tool needs to include a clear message and have a strong, appropriate 'call to action'
- the tool should engage young people and be suitable for the school environment.

Examples of tools that could be developed include (but are not limited to):

- a short video (eg similar to a TED Talk)
- an activity such as a flash mob, song or war cry that is performed by the students
- a recorded interview (video or audio)
- a written tool such as a poster, pamphlet, brochure, fact sheet or infographic
- a radio advertisement or jingle.

#### PART 2 – WRITTEN REFLECTION (8 marks)

Working individually, write a one-page reflection that includes the following:

1. The purpose and key message of the tool.
2. Why it is important to start conversations about mental health and wellbeing.
3. How the tool will encourage young people to talk openly about mental health and wellbeing.

 Use the points above as headings to structure your reflection.

### RESOURCES

 Some resources with mental health and wellbeing messages.

#### Video resources

The following video resources are examples of health promotion tools that share a mental health and wellbeing message. Some of these will also have a 'call to action'.

It's OK! ARE U OK?

<https://www.youtube.com/watch?v=09qk0IXTf4&list=PLEmG14uBwEvAsdxPLmfFj0PvRKHYgQ387>

How to do the dolphin dance

<https://www.youtube.com/watch?v=36uMRlzs740>

B-town Warriors – Thundercloud

<https://www.youtube.com/watch?v=RA7wU9fMcg8>

#### Websites

The following websites may be a useful source of information when creating your tool.

Reachout.com

<https://au.reachout.com/>

Headspace – The big stigma campaign

<http://thebigstigma.com.au/>

Headspace – Headspace Day campaign

<http://headspaceday.org.au/>

#### Infographic

Mission Australia Youth Survey Infographic 2017

<https://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey>

Start the conversation

SAMPLE MARKING KEY

DESCRIPTION	MARKS
PART A - TOOL (Small group)	
Mental health promotion tool – relevance (4 marks)	
Tool is engaging/stimulating and has high relevance for target group.	4
Tool is mostly engaging/stimulating and has some relevance for target group.	3
Tool is minimally engaging/stimulating and has minimal relevance for target group.	2
Tool may not be engaging/stimulating or relevant for target group.	1
Mental health promotion tool – message (4 marks)	
Message is clear and includes a strong and appropriate call to action (to start the conversation).	4
Message is clear and includes an appropriate call to action (to start the conversation).	3
Message is mostly clear and may include a general call to action (to start the conversation).	2
Message and call to action (to start the conversation) is unclear or ineffective.	1
PART B - REFLECTION	
Reflection (8 marks)	
Compelling, well planned and insightful reflection with clear structure and specific and coherent expression of message.	7-8
Well thought out reflection presented clearly with mostly clear expression of message.	5-6
Straight forward reflection presented in mostly clear terms with some attempt to express message.	3-4
Limited and/or brief reflection. May not attempt to express message, or message is unclear and/or inappropriate.	1-2
TOTAL MARKS	/16

Part A – Tool  
Planning

Use this space to jot down your thoughts about the health promotion tool you will create in your small group.

- Remember, the tool should:
- aim to encourage young people to start conversations and talk openly about mental health and wellbeing
  - include a clear message and have a strong, appropriate ‘call to action’
  - engage young people and be suitable for the school environment.



## Part B – Written reflection Planning

Jot down your planning notes for reflection under the following headings. Use these notes to write the one-page reflection.

### 1. The purpose and key message of the tool.



### 2. Why it is important to start conversations about mental health and wellbeing.



### 3. How the tool will encourage young people to talk openly about mental health and wellbeing.

