



# STUDENT WELLBEING KIT

Year 7–12

Student name



This resource can be used by BrisbaneSDE students in conjunction with Student Wellbeing lessons to assist in supporting a mentally healthy outlook. This can be used at any time of the year.

Save this resource to your computer to record and keep details, and access any time.

Please note a list of mental health helplines and services on the final page of this kit.

## Key policy, procedures and frameworks



BrisbaneSDE's wellbeing program has been designed in alignment with the DoE Student Learning and Wellbeing Framework. Our wellbeing lessons are thematically guided by the Wheel of Wellbeing, a program aligned with the Queensland Health Commission.

The following lists inconclusively some of the key documents that mandate school responsibility and procedures for supporting and promoting student wellbeing.

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[Be You](https://beyou.edu.au/) — Source: <https://beyou.edu.au/>

BrisbaneSDE is a registered Be You learning community. A Be You Learning Community is a school or early learning service which has committed to a whole learning community approach to mental health and wellbeing. It has active support from leadership, with an Action Team Leader and team ready to drive change and take action.

[Student Learning and Wellbeing Framework](#)

Plays a vital role in supporting student wellbeing within the school context and highlights that schools can influence both learning and wellbeing. The Learning and Wellbeing Framework provides strategies, guidelines and links to information that can help schools maximise the work many of them are already doing to improve wellbeing among students.

[Supporting Students Mental Health and Wellbeing Procedures](#)

Outlines roles and responsibilities of departmental employees in relation to supporting the mental health and wellbeing of school aged students.

[Supporting Student Health and Wellbeing Policy Statement](#)

Supports school to ensure systems are in place to promote and support the health and wellbeing of students when at school or involved in school activities.

[Inclusive education policy statement](#)


Inclusive education ensures that schools are supportive and engaging places for all school community members. It builds communities that value, celebrate and respond to diversity. It is underpinned by respectful relationships between learners and school community members. It is supported by collaborative relationships with parents and communities through communication, learning partnerships, participation and consultative decision-making.

[Personal and Social Capabilities: Australian Curriculum](#) — Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) — <https://www.acara.edu.au/>

The Australian Curriculum has embedded Personal and Social Capabilities across all subject areas and years of learning.

The four interrelated elements of the personal and social capability are: self-awareness, self-management, social awareness, social management.

'Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.' — World Health Organisation, 2014.

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At BrisbaneSDE, we focus on these areas of our wellbeing:



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## 1. Know your normal

[Know your normal toolkit](https://www.ambitiousaboutautism.org.uk/) — Source: Ambitious about Autism — <https://www.ambitiousaboutautism.org.uk/>

This toolkit was created by and for young people with autism, but can help anyone's wellbeing. Use this toolkit to write and draw about your normal.

## 2. My best study environment

The place I best study is

The reason I choose this place to study is

The time I best study is

The reason this time is best for me

I study best

I need a study break at these times

When I take a break, I...

List five items you need in your study environment to be an effective learner:

- 
- 
- 
- 
- 

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### 3. What is a growth mindset?

Your mindset is your attitude. It's about how you think and feel rather than what you can and can't do. Scientists used to believe that no matter how hard you worked at something, your intelligence stayed the same. Scientists believe that everyone has the same chance of being just as brilliant as the next person. It is about having the right attitude.

### 4. Term goal setting

Name:

What are my one or two main goals for this term going to be? 1.

2.

Why have I chosen these goals?

What makes them so important?

What do I need to do to achieve these goals?

Who can help me?

What might stop me or make it hard for me to achieve my goals?

What is my 'back-up' plan if something goes wrong? What can I do to make sure I achieve my goals?

What will it look like or what will people see when I achieve my goals?

How will I feel when I achieve my goals?

## 5. Term goal tracker

Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Goal</b>							
<b>This week I did/did not make my goal. Why?</b>							
Did	Did	Did	Did	Did	Did	Did	Did
Did not	Did not	Did not	Did not	Did not	Did not	Did not	Did not
Because	Because	Because	Because	Because	Because	Because	Because
<b>Overall, I would rate my effort towards my goal</b>							
😊	😊	😊	😊	😊	😊	😊	😊
😐	😐	😐	😐	😐	😐	😐	😐
😞	😞	😞	😞	😞	😞	😞	😞
<b>Next steps for next week:</b>							

## 6. Making negative thoughts into positive thoughts

The following statements are what actual BrisbaneSDE students have said in the online classroom. They might sound like something you've heard before from a classmate, or something you've said yourself. And that's okay! But how can we turn these negative, one-sided thoughts into positive, true thoughts?

Negative thoughts	Positive thoughts	How can we make sure this doesn't come true?
I am not good at maths because I only got 16 out of 20 correct in my test.		
My future doesn't matter because I'm going to fail school anyways.		
<i>I don't have any friends at this school because I'm at home on my computer.</i>	<i>I might not be able to be physically next to friends, but my classmates care about me. I am cared for and appreciated.</i>	<i>For example: Spend five minutes at the start of class chatting in breakout rooms about fun stuff.</i>
My teacher wouldn't even notice if I logged in to class or not.		

## 7. How can we apply mindful awareness to shift from mindlessness to being mindful at school?

Create a trigger:

- A trigger can help you centre yourself in the present moment at any time in the day.
- A trigger is a common activity (something that you see, do, feel or touch multiple times a day).  
For example, it could be a bracelet, your watch or a sticker on your phone or pencil case. It also could be something you do every day, like walking through a doorway or brushing your teeth.
- You can use this trigger to prompt a mindful check-in.

My trigger will be:

## 8. My mental health support resources

Resilience means to the ability of someone to manage change (such as life challenges or adversities) to maintain and restore mental health and wellbeing. Resilience is not static but is something that can change over time due to experiences and circumstance. Resilience can be learnt through experience or intentional teaching. It may look different in different settings, including family, cultural and broader community environments. Resilience is important to enable people to shift back along the mental health continuum towards good mental health. — Source: Be You — <https://beyou.edu.au/learn/mentally-healthy-communities>

Strategies	My answer
My top three people I could talk to during tough times:	1.  2.  3.
Helplines and eHelp (Tick which ones you might like to use.)	<b>If life is in danger CALL 000</b>  Kids Helpline: 1800 55 1800 Lifeline: 13 11 14 Lifeline Crisis Support Chat eHeadspace Butterfly Foundation eChat
Apps (Tick which ones you might like to use.)	Reachout NextStep  Check In Niggle Self-Help for Anxiety Management (SAM) Smiling Mind Calm

## 9. Expressing emotions

Some emotions are easier to deal with than others.

When things feel really difficult, it's sometimes hard to cope.

There's always something you can try or somebody you can talk to.

### Let your emotions out physically

Let your body help you express your feelings by:

- Going for a walk or run
- Singing and dancing
- Doing some chores
- Squeezing a stress ball
- Ripping up a newspaper
- Crying
- Screaming into a pillow
- Playing a sport

### Find creative ways to express your emotions

When you can't find the words, try to express your feelings by:

- Drawing, painting or colouring
- Playing an instrument
- Writing a story or starting a diary
- Try some relaxation strategies
- Making a scrapbook

### Try some relaxation strategies

Help your mind and body to refocus by trying some:

- Deep breathing
- Mindfulness
- Meditation
- Muscle relaxation

### Comfort yourself

Try to calm or soothe your emotions by:

- Cuddling a pet, pillow or toy
- Listening to your favourite music
- Having a bath or shower
- Pampering yourself

### Distract yourself

If your emotions are too strong to express in other ways, try to distract yourself by:

- Watching TV or a movie
- Playing a game
- Looking up funny videos or memes
- Learning something new
- Talking or hanging out with friends
- Doing something you enjoy

Source: KidsHelpline <https://kidshelpline.com.au/teens/issues/coping-emotions>



## Mindfulness colouring in









## Suggested support resources

**If life is in danger CALL 000**

### Helplines and eHelp

[Kids Helpline](#): 1800 55 1800

[Lifeline](#): 13 11 14

[Lifeline Crisis Support Chat](#)

[eHeadspace](#)

[Butterfly Foundation eChat](#)

### Apps

[Niggle](#)

[Reachout NextStep](#)

[Smiling Mind](#)

[Self-Help for Anxiety Management \(SAM\)](#)

[Calm](#)

[Check In](#)

### Aboriginal and Torres Strait Islander Peoples

[Yarn safe](#)

[Beyond Blue](#)

### LGBTIQ+ people

[Qlife](#)

[Open Doors](#)

[Qspace group](#)

[Wendybird Connect](#)

[Minus18](#)