

Teachers' Guide

Mental Health Month 2022

Five Ways to Wellbeing

School's Creative Project

Hosted by the South Western Sydney Local Health District

The Five Ways to Wellbeing School's Creative Project is a competition that helps to celebrate October's Mental Health Month with school-aged children in South Western Sydney. Winning artworks will be displayed online to promote Mental Health Month and raise awareness of the Five Ways to Wellbeing. Prizes are available to SWS schools and students.

This guide is to support teachers facilitating the Creative Project activity in class.

What benefits do participating schools receive?

- Wellbeing activities
- Links to curriculum learning outcomes
- Prizes for students and schools

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WHAT IS WELLBEING?

The World Health Organisation (WHO) defines Health as, ‘a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.’

Healthy wellbeing means feeling good, functioning well, and being able to cope with daily life. It is different from happiness, which can come and go. Wellbeing is about a consistent state of contentment.

Evidence suggests that a small improvement in our wellbeing can help us thrive.

THE FIVE WAYS TO WELLBEING

The Five Ways to Wellbeing are simple and evidenced-based actions that people can take in their everyday life to improve their wellbeing, and their ability to cope with the ups and downs of life – decreasing risks of mental health issues.

The Five Ways to Wellbeing was developed in 2008 by the [New Economics Foundation](#) (NEF) in the United Kingdom. The NEF conducted an evidence review and found that building five particular actions into day-to-day lives is important for the wellbeing of individuals, families, communities, and organisations.

The Five Ways are: Connect, Be Active, Take Notice, Keep Learning, and Give.



CREATIVE PROJECT AIMS

The aim of the Creative Project is to promote the Five Ways to Wellbeing, increase understanding of what the Five Ways are, and help students to identify and use strategies that support their mental wellbeing – therefore, promoting lifelong, protective, mental health behaviours.

WHO CAN ENTER?

The competition is open to all students from South Western Sydney schools. These include the Local Government Areas of: Camden, Campbelltown, Canterbury-Bankstown, Fairfield, Liverpool, Wingecarribee, and Wollondilly.

Entries close **Monday 24 October 2022**, Week 3 of Term 4.

Entries will be judged in the following age categories:

- 5-6 years old
- 7-9 years old
- 10-12 years old
- 13-15 years old
- 16-18 years old

HOW TO ENTER ARTWORKS

Entries can be submitted online, by post, or dropped off locally. Schools, students or carers will need to complete either the paper entry form provided or online entry form. This information will not be used for any other purposes outside of the competition.

Artworks must be no greater than A4, 2D, and the student's own individual work. Group artworks will not be eligible.

Entries by Post

School's Creative Project
Health Promotion Service
Suite 3, 1 Bolger St
Campbelltown NSW 2560

Enter Online

Simply follow the link to complete the online entry form.



[ENTER HERE](#)

form.jotform.com/222117403833851

Post or Drop Checklist

- Pack A4 artwork flat and unfolded. Consider submitting between card stock.
- If posting a collection of artworks, stack so artworks do not face each other.
- Use form provided in Appendix or label artwork with:
 - Name
 - Age Category
 - School Name
 - Class
 - Contact E-mail

Online Checklist

Photos or scans of artwork need to be a clear, high-resolution, JPEG file.

Entries by Drop Off

- Health Promotion Service:
Suite 3, 1 Bolger St, Campbelltown
- Wollondilly Community Health
Centre: 15 Harper Close, Tahmoor
- Bankstown Community Health
Centre:
36-38 Raymond Street, Bankstown

Artwork Collection

Artworks can be collected from drop off sites from 5 December 2022 until 6 March 2023, 8.30am – 4.30pm. After this date they will become property of the SWSLHD. Please email SWSLHD-Wellbeing@Health.nsw.gov.au if you have any questions.

PRIZES

One winner and one highly commended prize will be awarded for each age category. Winners will win a \$50 gift card. Schools which have more than 50 entries will go in the draw to win one of three \$250 vouchers.

Winners will be notified via email by late November. In December 2022, prizes will be delivered to the school, with a certificate of congratulations.

EXPECTED OUTCOMES

Improved understanding of what wellbeing means, and students identifying simple actions which can help to maintain a positive state of wellbeing.

DELIVERY MODE

The Creative Project can be adapted to be a classroom based or individual activity, across all stages.

CLASSROOM LEARNING

The Five Ways to Wellbeing Creative Project complements the PDHPE and Visual Arts curriculum across all stages. It particularly links in the domain of self-management skills.

Curriculum outcome links: PDHPE - Extension of these in Appendix.

EARLY STAGE 1	PDe-2	PDe-6	PDe-7	PDe-8
STAGE 1	PD1-6	PD1-7		
STAGE 2	PD2-1	PD2-2	PD2-6	PD2-8
STAGE 3	PD3-1	PD3-2	PD3-9	PD3-10
STAGE 4	PD4-1	PD4-9		
STAGE 5	PD5-9			
LIFE SKILLS 7-10	PDLS-1	PDLS-10		
STAGE 6	PDHPE Module 1 - Growth & Development: Outcome 1.7 & 1.10 PDHPE Module 3 - Interpersonal Relationships: Outcome 3.7			

Curriculum outcome links: Visual Arts - Extension of these in Appendix.

EARLY STAGE 1	VAES1.1	VAES1.3	VAES1.4	
STAGE 1	VAS1.1	VAS1.4		
STAGE 2	VAS2.1	VAS2.3	VAS2.4	
STAGE 3	VAS3.1	VAS3.3	VAS3.4	
STAGE 4	4.2	4.4	4.5	4.6
STAGE 5	5.1	5.2	5.4	5.5
STAGE 6	P2	P4	P5	P6

NSW Wellbeing Framework for Schools

The Creative Project supports the NSW Wellbeing Framework for Schools by using evidenced-based strategies that are strengths-based, preventative, and focus on early intervention. It complements the framework to support students to connect with others, succeed at managing their wellbeing, and thrive, through positive behaviours.




The Five Ways to Wellbeing builds on what students may already be doing in their lives, highlighting how those things have a positive impact on their wellbeing, and how they already know how to contribute to their own wellbeing.



Schools can promote the Five Ways to Wellbeing as things that everybody can do to feel healthier, happier, and have better resilience to cope with the changing world they live in.

The Five Ways acknowledges a person’s cognitive, physical, social, emotional and spiritual wellbeing.

EXPANDING THE FIVE WAYS TO WELLBEING

The Five Ways are described below. These explanations can be useful for in-class discussion.

<p>CONNECT</p>	<p>Connecting with others helps us feel like we belong and are cared about</p>
<p>Actions for Connect</p> 	<p>Connect with family, friends, teachers, and neighbours. At home, sport, school or in your local community. Building both these close and casual connections can support you every day.</p> <p><i>Quick Fact:</i> The most significant difference between those with mental ill-health and those without is social participation.</p>
<p>BE ACTIVE</p>	<p>Moving our body and being active can help us feel happier and healthier</p>
<p>Actions for Be Active</p> 	<p>Notice how you feel after moving. Exercising releases positive chemicals in the brain (endorphins) and makes you feel good. Most importantly, discover a physical activity you enjoy; one that suits your level of mobility and fitness.</p> <p><i>Quick Fact:</i> Regular physical activity results in a greater sense of wellbeing, stress reduction, lower rates of anxiety, and protects against depression.</p>
<p>TAKE NOTICE</p>	<p>Taking notice of our thoughts and what is around us helps us to focus, feel calm, and to relax</p>
<p>Actions for Take Notice</p> 	<p>Be curious. Look out for things that look interesting, unusual or beautiful. Notice the changing seasons. Notice moments, whether you are on a bus, eating lunch or talking to friends – be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you, as well as focus, calm, and relax your thoughts.</p>

	<p><i>Quick Fact:</i> Taking notice is associated with mindfulness. Being in a state of mindfulness encourages positive mental wellbeing as the calming practice reduces the level of the stress hormone, cortisol, in the brain.</p>
KEEP LEARNING	Learning new things, challenging our mind, and reaching goals, can give a sense of achievement and pride
<p>Actions for Keep Learning</p> 	<p>Try something new. Learn to fold a paper aeroplane, play an instrument, or how to cook your favourite food. Set a challenge you will enjoy achieving and notice how you feel afterwards.</p> <p>Learning new things can make you more confident. Over a lifetime, learning enhances your self-esteem and encourages connecting with others.</p> <p><i>Quick Fact:</i> People gain more satisfaction when learning matches with their interests and own core values.</p>
GIVE	Giving, and thinking of others, helps us feel good by making others feel good
<p>Actions for Give</p> 	<p>Giving lets us feel like we have added value. Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community or school group. Then take notice of how you feel afterwards.</p> <p>Seeing yourself linked to other people's happiness, and the wider community, can feel rewarding and will create connections with the people around you.</p> <p><i>Quick Fact:</i> It was studied that doing an act of kindness once a week, for six weeks, was associated with an increase in wellbeing.</p>

CREATIVE PROJECT REQUIREMENTS

Entries can be in any art style, e.g., painting, collage, drawing, photography. The aim of the Creative Project is to positively promote the Five Ways to Wellbeing. Students should be encouraged to highlight one or more of the Five Ways to Wellbeing in their artwork.

TECHNICAL SPECIFICATIONS

- Students can be creative with a variety of media and materials including, but not limited to:
 - drawing
 - painting
 - mixed media
 - printmaking
 - photography
 - electronic equipment
- Artworks must be no larger than A4 (210 x 297 mm) in size.
- Artworks may be horizontal (landscape) or vertical (portrait).
- Artworks should be submitted flat (not rolled) and can be on any type of paper or canvas.
- Digital submissions need to be clear, high resolution, images in a JPEG file. It is suggested that photos are taken in natural light.
- For privacy reasons, photography submissions cannot include a person to be eligible.

JUDGING

The judging panel will include representatives from across the South Western Sydney Local Health District and DoE Arts Unit. Artworks will be judged on recognisable Five Ways themes, quality of artwork, and adherence to guidelines. Judging decisions will be final.

PREVIOUS WINNERS



2021 Winner, 5-7 Years category: Tess, Fairvale Public School



2021 Winner, 10-12 Years category. Roseanna, Mawarra Public School



2021 Winner, 13-15 Years category, Georgia, Camden High School

EXTENSION ACTIVITIES

1. FIVE WAYS TO WELLBEING DIARY

A Wellbeing Diary can support students to identify and keep track of how they are using the Five Ways to Wellbeing.

How can this this diary be used?

- To keep track of student activities that are linked to the Five Ways to Wellbeing.
- For each week, reflect: What did I do to connect? How was I active? What did I take extra notice of? What new things did I learn? What ways did I give to others?

Students can also reflect on how they feel afterwards.

Five Ways Diary	Keep track of what activities you do that are linked to the Five Ways to Wellbeing.			
	Week 1	Week 2	Week 3	Week 4
				
				
				
				
				

Developed by South West Connect, Bossley Park

- Full Size diary in Appendix.

2. FIVE WAYS TO WELLBEING - WELLBEING PASSPORT

A Wellbeing Passport is a useful tool for wellbeing awareness raising activities.

How can this passport be used?

- Students can participate in activities which allow them to Connect, Be Active, Take Notice, Keep Learning, and Give.
- Students can practice identifying examples of the Five Ways and how they make them feel.
- When students have engaged with a Fives Way's activity, it is then checked off.



Developed by Fairfield Outreach, Youth off the Streets

- Full size in Appendix.

3. FIVE WAYS TO WELLBEING & THE FIVE SENSES

The 'Five Senses' or '5,4,3,2,1' technique works by connecting someone with each of their five senses: sight, touch, hearing, smell, and taste, as a form of mindfulness.

This technique can be adapted in various ways, for all stages. It can help students to focus on the present moment and it can be used as a coping tool for stressful situations.

How to run his activity:

Ask students to sit comfortably and take a deep breath. Then, calmly, go through the five senses:

5 - NOTICE five things that you wouldn't normally SEE.

For example, a small crack in the wall or a freckle on your skin.

4 - NOTICE four things that you can FEEL.

For example, the texture of your uniform, the feeling of the breeze on your skin, or the surface of the chair you are sitting on.

3 - NOTICE three things that you can HEAR.

Take a moment to listen and note something you can hear. The faint sound of traffic, other classes working, the buzzing of the air conditioner.

2 - NOTICE two things that you can SMELL.

Take a breath through your nose and notice any smells, good or bad. If you can't smell anything, think of two of your favourite smells.

1 - NOTICE one thing you can TASTE

Maybe something eaten before class. If you can't taste anything, think of one of your favourite things to taste.

To end, ask students to take a deep breath and consider how they are now feeling.



- Full size in Appendix.

Alternative ways to run this activity can include to find only one of each of the five senses, or to focus on only one sense, i.e., listen for multiple things you can hear.

FOR FURTHER INFORMATION

For further information or resources, please contact the Mental Wellbeing Team of the SWSLHD Health Promotion Service at SWSLHD-Wellbeing@Health.nsw.gov.au.

To find out more about the Five Ways to Wellbeing, visit: [Five Ways to Wellbeing Australia](#).

APPENDIX






Extension of Curriculum Outcome Links, sited from NSW Education website:

Stage	Curriculum outcome links: PDHPE
EARLY STAGE 1	<p>PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.</p> <p>PDe-6 Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity.</p> <p>PDe-7 Identifies actions that promote health, safety, wellbeing and physically active spaces.</p> <p>PDe-8 Explores how regular physical activity keeps individuals healthy.</p>
STAGE 1	<p>PD1-6 Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity.</p> <p>PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces.</p>
STAGE 2	<p>PD2-1 Explores strategies to manage physical, social and emotional change.</p> <p>PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe.</p> <p>PD2-6 Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.</p> <p>PD2-8 Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing.</p>
STAGE 3	<p>PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.</p> <p>PD3-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.</p> <p>PD3-9 Applies and adapts self-management skills to respond to personal and group situations.</p>

	<p>PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.</p>
<p>STAGE 4</p>	<p>PD4-1 Examines and evaluates strategies to manage current and future challenges.</p> <p>PD4-9 Demonstrates self-management skills to effectively manage complex situations.</p>
<p>STAGE 5</p>	<p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations.</p>
<p>LIFE SKILLS 7-10</p>	<p>PDLS-1 Recognises strategies to manage current and future challenges.</p> <p>PDLS-10 Develops skills for effective self-management.</p>
<p>STAGE 6 PDHPE</p>	<p>Module 1 - Growth and Development</p> <p>Outcome 1.7 Recognises and demonstrates protective behaviours.</p> <p>Outcome 1.10 Recognises and responds appropriately to emotional transitions.</p> <p>Module 3 - Interpersonal Relationships</p> <p>Outcome 3.7 Demonstrates awareness and use of strategies to cope with changing relationships.</p>

Stage	Curriculum outcome links: Visual Arts
EARLY STAGE 1	<p>VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.</p> <p>VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.</p> <p>VAES1.4 Communicates their ideas about pictures and other kinds of artworks.</p>
STAGE 1	<p>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <p>VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</p>
STAGE 2	<p>VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful* by choosing among aspects of subject matter.</p> <p>VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <p>VAS2.4 Identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques.</p>
STAGE 3	<p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.</p> <p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p>
STAGE 4 Artmaking	<p>Conceptual Framework 4.2 Explores the function of and relationships between artist – artwork – world – audience.</p> <p>Representation 4.4 Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.</p> <p>Conceptual Strength and Meaning</p>

	<p>4.5 Investigates ways to develop meaning in their artworks.</p> <p>Resolution</p> <p>4.6 Selects different materials and techniques to make artworks.</p>
<p>STAGE 5</p> <p>Artmaking</p>	<p>Practice</p> <p>5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.</p> <p>Conceptual framework</p> <p>5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.</p> <p>Representation</p> <p>5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.</p> <p>Representation - Photographic Digital Media</p> <p>5.4 Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works.</p> <p>Conceptual strength and meaning</p> <p>5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks.</p>
<p>STAGE 6</p> <p>Preliminary Course</p>	<p>Conceptual Framework</p> <p>P2 Explores the roles and relationships between the concepts of artist, artwork, world and audience.</p> <p>Representation</p> <p>P4 Investigates subject matter and forms as representations in artmaking.</p> <p>Conceptual strength and meaning</p> <p>P5 Investigates ways of developing coherence and layers of meaning in the making of art.</p> <p>Resolution</p> <p>P6 Explores a range of material techniques in ways that support artistic intentions.</p>

Keep track of what activities you do that are linked to the Five Ways to Wellbeing.				
Five Ways Diary	Week 1	Week 2	Week 3	Week 4
	 <p>BE ACTIVE DO WHAT YOU CAN, ENJOY WHAT YOU DO, MOVE YOUR MOOD.</p>			
 <p>CONNECT TALK & LISTEN, BE THERE, FEEL CONNECTED.</p>				
 <p>Give Your time, your words, your presence.</p>				
 <p>KEEP LEARNING EMBRACE NEW EXPERIENCES, EXPLORE NEW THINGS, SURPRISE YOURSELF.</p>				
 <p>TAKE NOTICE REMEMBER THE SIMPLE THINGS THAT GIVE YOU JOY.</p>				

FIVE WAYS TO WELLBEING ACTIVITY PASSPORT



FIVE WAYS TO WELLBEING ACTIVITY PASSPORT



5 SENSES - 5,4,3,2,1 FOR MINDFULNESS

- 5 things you can **SEE** 
- 4 things you can **FEEL** 
- 3 things you can **HEAR** 
- 2 things you can **SMELL** 
- 1 things you can **TASTE** 



Mental Health Month 2022

Five Ways to Wellbeing



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Entry Form

Artist's Name	
Age Category	<input type="checkbox"/> 5-6 years old <input type="checkbox"/> 13-15 years old <input type="checkbox"/> 7-9 years old <input type="checkbox"/> 16-18 years old <input type="checkbox"/> 10-12 years old
School Name	
Contact Name (if different from Artist's)	
Contact E-mail	
Select which of the Five Ways your artwork demonstrates.	Select all that apply: <input type="checkbox"/> Connect <input type="checkbox"/> Be Active <input type="checkbox"/> Take Notice <input type="checkbox"/> Keep Learning <input type="checkbox"/> Give
Optional Artist Statement: Describe the techniques used to create the artwork or how the artwork expresses the Five Ways.	
Did you know about the Five Ways to Wellbeing before entering this competition?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How do you think you will use the Five Ways?	
By entering this competition, you agree to have the artwork entered displayed and or reproduced for promotional purposes in any medium, including print and web, and for the artists name to be published if they are a winner.	
<input type="checkbox"/> Yes, I agree This information will be used to contact the winners and for evaluation purposes only.	