



WELLBEING

Course guide



St John Ambulance Australia Ltd
PO Box 292, Deakin West ACT 2600
(10-12 Campion Street, Deakin ACT 2600)

www.stjohn.org.au

Youth and Junior Member Course guides and
Assessment sheets © St John Ambulance Australia Ltd 2023



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Wellbeing

Commissioner's Badge & Grand Prior's Award Schemes

'Wellbeing' is one of the elective courses for both the Commissioner's Badge for Junior members (8–11 years) and the Grand Prior's Award for Youth Members (11–25 years).

Wellbeing is not just the absence of disease or illness. It's the complex combination of a person's physical, mental, emotional, and social health factors.

Everyone can feel under pressure, and when you are school-aged or in your 20s, you are especially likely to be exposed to a wide range of negative social pressures. The increasing use of technology, including social media, and being subjected to peer pressures can lead to feeling frustrated and alone.

Choosing wisely can set ourselves on a pathway of personal fulfilment, but it is good to be aware of the pitfalls in life. As a young person, you are learning and trying new things all the time. For some, it is a time of experimentation, of testing boundaries and in some cases, rebellion. This may range from healthy questioning of values, through to an angry rejection of imposed values.

This Course is partly an exploration into some real-life challenges, and is also about identifying positive health-promoting strategies to achieve and maintain an emotionally healthy status. The aim of this Course is to equip our Junior and Youth Members with the tools to know how to keep themselves healthy, happy and safe.

Skills and Attributes

Skills

- Collecting, analysing and organising information
- Communication ideas and information
- Planning and organising activities
- Working with others in teams
- Using mathematical ideas and techniques
- Artistic expression
- Solving problems
- Using technology
- Leadership
- Managing risk
- Using initiative and change

Attributes

- Pursuing and promoting health and wellbeing
- Determination
- Resilience
- A sense of service
- A sense of responsibility
- An ethical outlook
- Cultural awareness and understanding

Cross-curricular links

- This Course links with all Interest and Proficiency Courses.

First Aid integration

This Course supports First Aid integration through empowering and equipping Junior and Youth Members to be healthy, happy and safe while assisting the community.

Safety considerations

- All St John Ambulance Youth child safeguarding policies and procedures must be always followed. Especially activities that are outside the normal divisional meeting.
- Leaders should be mindful of the diversity of Junior and Youth Members.
- It is important that material is delivered impartially, especially regarding the beliefs of others.
- Risk analysis should be completed before any activity outside the division is undertaken.

Assessors

If the jurisdiction and/or division has a Wellbeing Officer, this is the preferred trainer. Otherwise, any member of St John with familiarity of the course content and experience working with or teaching young people.

Objectives

Junior	Juniors will be able to ...
Wellbeing	1.0 Have a basic understanding of what wellbeing is. 1.1 Demonstrate working in a team environment.
Health	2.0 Have a basic understanding of health and how it relates to wellbeing. 2.1 Have a basic understanding of feelings and emotions. 2.2 Participate in health and wellbeing activities.
Body matters	3.0 Participate in, and have a basic understanding of how physical exercise can help with wellbeing. 3.1 Have a basic understanding of how healthy eating can help with wellbeing and the mind.
Social media	4.0 Participate in discussions about bullying. 4.1 Have a basic knowledge of the positive and negative aspects of social media.
Good choices	5.0 Have a basic understanding of good choices. 5.1 Have a basic understanding of how good choices can help with wellbeing. 5.2 Collaborate on a weekly journal.

Objectives

Youth	Youth Members will be able to ...
Wellbeing	1.0 Understand what wellbeing is. 1.1 Demonstrate working in a team environment. 1.2 Have a good understanding of resilience.
Health	2.0 Understand health in relation to wellbeing. 2.1 Understand feelings and emotions. 2.2 Participate in health and wellbeing activities. 2.3 Have a good understanding of depression. 2.4 Have a good understanding of anxiety. 2.5 Have a good understanding of suicide and where to find help.
Body matters	3.0 Participate in and understand how physical exercise can help with wellbeing. 3.1 Understand how healthy eating can help with wellbeing and your mind. 3.2 Understand what healthy eating is.
Social media	4.0 Participate in discussions about bullying. 4.1 Have knowledge of the positive and negative aspects of social media and how to protect yourself. 4.2 Understand the impact of social media on members' lives
Good choices	5.0 Understand good choices. 5.1 Have an understanding of how good choices can assist in wellbeing. 5.2 Collaborate on a weekly journal. 5.3 Discuss what could happen if you get into a vehicle with someone under the influence. 5.4 Work in teams to create a drink driving ad.

Delivery

The suggested delivery plan below is intended to provide guidance on activities and tasks that members can participate in over 10 weeks to meet the objectives of the Course. It is flexible and can be modified to suit the jurisdiction's or division's particular circumstances. As an example, the Course could be completed over one full weekend, with a sleepover or camp to provide two full days to cover the material and complete activities, ending in mind and body fulfilment.

Juniors

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Start 15 mins	physical exercise	breathing exercise	smelling exercise	quiet colouring	guided imagery
5 min. emotion	emotion check	emotion check	emotion check	emotion check	emotion check
AT DIVISION	Wellbeing	Health	Mental health	Making friends	Body matters
	Wellbeing is a state of being comfortable, healthy, or happy.	The World Health Organisation (WHO) states health is a complete state of physical, mental, and social wellbeing, not merely the absence of disease or infirmity.	Mental health issues are common in young people.	Friendships are a great contributor to positive mental health and wellbeing.	Having a healthy body is key to wellbeing. Poor body image can lower self-esteem.
SET TASKS	- What does wellbeing mean to you? - Why is it important to St John? - Start each week setting up a challenge for members to show how they are feeling? See Ideas for Delivery. - Participate in a team building exercise.	- What is health? Watch the YouTube video regarding wellbeing for children. Link: See Ideas for Delivery. - Make a Healthier Calendar. Pick a month and come up with a name. For example, 'Meaningful May' or 'Joyful June' and think up some activities for each day of that month.	- Talk about emotions. What worries young people? As a group, make a list of the types of stresses and anxieties that young people have. - What can we do to keep our minds healthy? Come up with 10 activities. - Organise a speaker from Kids Help Line, Lifeline or Beyond Blue.	- Without friends, who could you turn to for help? - Organise a virtual meeting with another division, visit another division or attend a combined sleepover or camp. - Making friends is important. As a division, make a list of how you could make friends at school and out of school.	- Physical exercise: split the division in half to plan and participate in an obstacle course. - Healthy eating: split the division into teams and come up with a healthy menu for the school canteen. - How many hours should you sleep to rejuvenate your body?

	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Start 15 mins	walking	make a music playlist	floating on a cloud	mindful listening	yoga
5 min. emotion	emotion check	emotion check	emotion check	emotion check	emotion check
AT DIVISION	Social media	Eating and nutrition	Resilience	Good choices	Celebration
	Having a social media account can be good and problematic.	Healthy eating can help make a healthy mind and body.	Wellbeing is aided by self-help, accessing a range of support mechanisms, and coping skills when things get tough.	Good choices are essential for wellbeing.	Let's celebrate feeling happy.
SET TASKS	- Who are you <i>really</i> talking to you on social media? - If someone wants to meet you on social media, should you go if you don't know who it is? - Discuss what bullying is. What tips can you use with a bully. See Ideas for Delivery. - What's on the internet is there for life. What should you do before posting anything on the internet? - Make a list of some of the benefits of having a social media account?	- Healthy eating is key to a healthy mind and body. - What happens when you eat unhealthy food compared to healthy food? - Make a poster that explains what's good to eat and what's not good to eat.	- Make a journal of your activities and how people made you feel during the week. - In groups, create a weekly wellbeing routine timetable. Write in your journal how well you stuck to the routine.	- Play a game of Stuck on a Deserted Island. - Play Food Decision and let the members choose their own food. Instructions: See Ideas for Delivery	- Invite parents, carers and family to a celebration of happiness. Get members to bring a plate of food that is healthy to share with everyone. - Wear yellow and talk about RUOK day.

Delivery

Youth

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Start 15 mins	physical exercise	breathing exercise	smelling exercise	quiet colouring	guided imagery
5 min. emotion	emotion check	emotion check	emotion check	emotion check	emotion check
AT DIVISION	Wellbeing Wellbeing is a state of being comfortable, healthy, or happy.	Health The WHO states health is a 'complete state of physical, mental, and social wellbeing, not merely the absence of disease or infirmity'.	Mental health There is an increase in mental health issues in young people. The top two mental health issues for youth in Australia are depression and anxiety.	Alcohol and drugs Alcohol and other drugs are addictive and can take over physical and mental wellbeing.	Food and nutrition Healthy eating helps make a healthy body and mind.
	SET TASKS - What does wellbeing mean to you? - Why is it important to St John? - Start each week setting up a challenge for members to show how they are feeling? See Ideas for Delivery.	- In small groups answer the following 2 questions and present to the division using the following headings: Fatigue / Pandemics / School / Peer traffic accidents / Suicide / Mental health / Unplanned pregnancy / Substance misuse: - What is health? This question should be considered from a holistic (or whole person) point of view. - Young people are vulnerable. Why do you think this is? - Discuss: What is depression? What is anxiety? What is suicide? What can you do if you feel depressed, anxious and/or suicidal? What are some of the warning signs of someone wanting to commit suicide? - Access the Beyond Blue Mental Health Check-in. Was it helpful? What did you learn about yourself? - What ways can you stay mentally healthy? Split into groups and come up with 10 ways you could stay healthy. - Invite a speaker (e.g. from Beyond Blue, Kids Helpline) to talk about mental health.		- Watch some drink driving ads on YouTube. (Remember this could be confronting for the members). 'Would you get into a vehicle with someone who has taken alcohol and/ or other drugs? Ask how they feel watching these ads? - What are some illicit substances? - In a group, make a list of people that could be affected at a road traffic collision scene. For example, police, fire, ambulance, bystanders etc. - Make your own drink driving ad.	- Ask members to bring in what they believe is a healthy food dish. - In a group discuss what healthy food and nutrition means to the group. What kind of foods could you snack on? - Discuss eating disorders. - In groups research an eating disorder and give a five-minute presentation regarding the findings.

	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Start 15 mins	walking	making a music playlist	floating on a cloud	mindful listening	yoga
5 min. emotion	emotion check	emotion check	emotion check	emotion check	emotion check
AT DIVISION	Social media	Good choices	Resilience	Peer education	Celebration
	Having a social media account can be good and problematic.	Good choices are essential for wellbeing.	Wellbeing is aided by self-help, accessing a range of support mechanisms, and coping skills when things get tough.	People of the same or similar age are often called 'peers', but age is not the only characteristic that makes a group 'peers'.	Let's celebrate feeling happy
SET TASKS	• What types of social media do you use? Write these on the whiteboard. • As a group discuss each social media platform and how it works. • Do you know who is really talking to you on social media? Discuss the dangers of not knowing who you are talking to. • Discuss what bullying is. • What's on the internet is there for life? Discuss what impact this could have on a member's future.	• Good choices! Discuss how we can make a negative into a positive. For example: Five steps of failure: 1. Failure makes you strong and resilient. 2. Failure helps you learn what doesn't work. 3. Failure builds your character. 4. Failure helps you learn how to solve a problem. 5. Every failure is a steppingstone. • Make a list of activities that could help build resilience. Discuss with the division and participate in a group activity.	• What are other characteristics that makes a group 'peers'? • What is the difference between productive and harmful processes of peer influence and peer education. • What are some strengths and weaknesses of peer education?	• Invite parents, carers and family to a celebration of happiness. Get members to bring a plate of food that is healthy to share with everyone. • Wear yellow and talk about RUOK day.	

Ideas for delivery

These activities can be used for any level as long as the difficulty is modified to ensure the course is both achievable and challenging.

If you have a fresh idea to add, please email it to youth@stjohn.org.au

Suggested activities

1. Emojis

Pin up/blue-tack up butchers paper around the room with emoji emotions for 'angry', 'scared', 'sad', 'happy' and 'grumpy'. As members walk into the room ask them to place a post-it note with their name on it, to one of the emotions. They can change their emotions during the lesson and hopefully before leaving the training night they are all in happy.

2. Maze

Imagine you are in a maze and at every turn you take you might end up at either a dead end or on another path. Every time you hit a dead end you feel trapped, can't get out and feel like you are heading to a black hole, with no way out. Then just as you are about to give up you see a path that shows you the way out. This is sometimes how our minds act.

3. Video Junior Healthy

<https://www.youtube.com/watch?v=dhpCdqOtuj0>

4. Calendar

<https://actionforhappiness.org/all-calendars>

5. Drink driving YouTube sites:

<https://www.youtube.com/watch?v=0Bds6fC5-Ng>

<https://www.youtube.com/watch?v=n138AXDPoWM>

<https://www.youtube.com/watch?v=etbEHT2cnyA>

<https://www.youtube.com/watch?v=5IDf4vVFsfU>

<https://www.youtube.com/watch?v=otR8V7rInjA>

<https://www.youtube.com/watch?v=CtWirGxV7Q8>

6. Stuck on a deserted island

Ask members to write on a piece of paper three items they may take on a deserted island. Then one by one each member stands up and lets the division know what they are taking with them. After everyone has had their turn ask if anyone would change what they are taking after listening to the other member. Ask members why they changed? Was it because you thought the item was beneficial or was it because you wanted to be like that member?

Tip: You could change the activity by only allowing first aid items to be taken on the deserted island.

7. Food decision

Split the training hall into four sections: 'fruit', 'salad sandwich', 'packet of chips', 'sausage roll'. Ask each question below and direct members to move to the section of the room that they think the answer is:

Which food would you take to school? Why did you make that choice?

Which food do you think is unhealthy? Why did you make that choice?

Which food is healthy? Why did you make that choice?

Which food after this activity would you take to school now? Why did you make that choice?

8. Ten tips to beat a bully

1. Walk tall! Practice walking tall with shoulders back and head held high. Try not to act scared.
2. Develop self-confidence — learn new skills. Get involved with people and activities. Remember everybody is good at something.
3. Start a school program — make sure that your school has an anti-bullying program with tips on dealing with bullying incidents. If not, talk to your teacher or principal about starting one.
4. Tell a friend — tell a friend or a trusted adult. Having someone by your side supporting you will help.
5. Walk away — if you can, ignore the bully and walk away. The bully is just seeking attention.
6. Ignore the teasing — if you act like you don't care, the bully might get bored and give up.
7. Don't fight back — bullies are generally stronger than their victims are. By fighting back, you could make matters worse.
8. Give up your possessions — material things can be replaced; you cannot. If the situation is getting dangerous, then give them what they want.
9. Stick with others — bullies tend to pick on those who are all alone. Try not to be in a place where you could be unsafe, such as in an empty schoolyard, washroom or dark alleyway etc.
10. Don't be scared to tell your family — you have nothing to be embarrassed of. Your family can help you get through this situation.

Southern Cross award 16+ ideas

Challenge

- Complete a Mental Health First Aid course.

Relationship

- Complete and become a mentor and/or peer support for a Youth Member.

Community

- Assemble a Youth 'round table' and develop ways to assist young people with their wellbeing. Present to your Leader.

Service

- Create a 15 minute wellbeing program for the start and end of your training night.

Resources

- My Dragon Books. A children's book series that effortlessly teaches social-emotional learning. <https://www.mydragonbooks.com/>
- Body matters Harold : <https://www.youtube.com/embed/MvkqcRdFyf8>

15 minutes of Div. wellbeing activities

- Physical exercise. Get everyone to stand up in the training hall and do some exercise, such as jumping jacks, push ups, etc.
- Breathing exercise. Get everyone to sit comfortably on the floor. Ask everyone to close their eyes, and empty their minds. Direct everyone to do deep breaths for 5 minutes.
- Smelling exercise. Get a couple of diffusers and different oils, and set them up in different rooms. As everyone enters, direct them to sit comfortably with their eyes closed, to empty their minds of all thought, and take deep breaths for 5 minutes.
- Quiet colouring. Have some basic colouring sheets and pencils set up around the training hall. Direct everyone that there should be no talking while colouring in.
- Guided imagery. Get everyone to lay on their backs without touching anyone, with their eyes closed and to empty their minds of all thought. Have one person guide (talk) them through an imagery scenario.
- Walking exercise. Go for a 15 minute walk as a group.
- Make a music playlist. Make a list of everyone's favourite song to listen and wind down to.
- Floating on a cloud. Similar to guided imagery, have Members lay on the ground, eyes closed and mind empty (without thought). Ask the Members to imagine they are on a cloud, floating. Softly guide the Members to feel their thoughts out of their bodies through their fingers, while imaging they are floating.
- Mindful listening. Play music (your Members' playlist) while all Members sit or lay comfortably with their eyes closed and focused on the music.
- Yoga. Learn and practice some yoga poses to stretch the mind and body. <https://education.qld.gov.au/curriculum/learningfromhome/wellbeing-activities-booklet.pdf>.