



YEAR 10 *2025* WELLBEING HANDBOOK

I AM GREAT, TOGETHER WE ARE GREATER





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WELCOME TO YEAR 10 WELLBEING DAY



Today is all about celebrating who you are and the strength we build when we come together. Our theme - “*I am great, but together we are greater*” - reminds us that while each of us had individual strengths and potential, we thrive more when we connect, support and uplift one another.

We've planned a day full of engaging presentations, and opportunities to reflect on your personal wellbeing. You'll hear from external providers who will share valuable tools and ideas to help you build resilience, manage stress and stay mentally and emotionally healthy. There will also be fun, hands-on activities where you can work together, learn new skills and enjoy time with your classmates in a positive and supportive environment.

So, jump in, be curious and make the most of the day. Let's grow stronger - as individuals and as a year level - because together, **WE ARE GREATER!**



MEET OUR TEAM



DAMIEN

Wellbeing Team Leader

Damien is passionate about supporting young people through life's ups and downs. As the leader of the Wellbeing Team, he also supports staff in connecting with students through counselling programs and events. Outside of school, he enjoys watching soccer, AFL, and cricket — and still plays futsal once a week. He also loves spending quality time with family and friends.



LUMBINI

Mental Health Practitioner (MHP)

Lumbini brings a calm and caring energy to the Wellbeing Team. She's all about self-care, balance, and supporting others to feel their best. When she's not helping others, you'll find her spending quality time with the people she loves and recharging with mindfulness and movement.



DOUGY

Community Liaison Officer

Dougy is full of energy, heart and humour. With the voice of an angel and deep love for rugby, he brings life to every space he enters. As a proud member of the Wellbeing Team, he's passionate about culture, connection and creating a sense of belonging. Dougy is always there to support, uplift and celebrate what makes us all unique.



BELISE

Social Worker

Belise brings kindness, creativity, and great vibes to the Wellbeing Team. She loves being part of her youth group, sharing and cooking good food, and creating beautiful spaces through her love for interior design. Whether it's through a chat, a playlist or a helping hand, Belise is all about supporting young people to feel seen, safe and supported.



VANESSA

Youth Counsellor

Vanessa is passionate about helping young people feel supported, empowered, and heard. As part of the Wellbeing Team, she brings warmth, care and a calm presence to every space she's in. Outside of school, vanessa loves cooking, hitting the gym, going for walks, getting lost in a good book – and vibing some good tunes along the way.



HOKI

Social Worker

If you're looking for good vibes and great moves, Hoki's your person! A proud member of the Wellbeing Team, Hoki brings her love of nature, adventure, and connection into everything she does. Whether she's out hiking in the mountains, backpacking through the bush or leading a Breakfast Club dance-off, Hoki is all about creating spaces where people feel seen, supported, and celebrated. Passionate about wellbeing and always ready to lend an ear (or bust a move), Hoki's here to help you feel your best – inside and out!



ZUBEYDA

Student Community Liaison officer (SCLO)

Zubeyda is our Student Community Liaison Officer, passionate about building strong connections and supporting students and their families. Kind and approachable, she's always up for a chat and ready to help wherever she can.

Outside of school, Zubeyda loves spending time with her daughter, exploring markets, travelling and listening to music. She brings warmth, energy and a deep love for community to everything she does.

STEPHEN

Assistant Principal

Stephen is passionate about student wellbeing and creating a safe, supportive space for all. He's approachable, caring, and always available for a chat or support when needed.



Outside of school, Stephen enjoys spending time with his family, travelling, photography, mountain biking, and cooking. He brings warmth and a genuine commitment to everything he does - both in and out of the school community.

MINDFULNESS

Mindfulness means slowing down and paying attention to what's happening right now – your thoughts, your body, and the world around you.

It helps us/you feel calmer, think clearer, and deal with the stress better.

You don't need to sit still for hours – just a few minutes of focused breathing or noticing your surroundings can make a big difference.

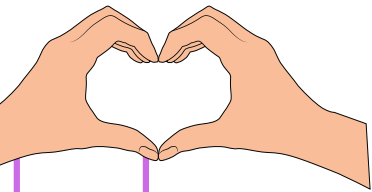


FUN FACT

Did you know?

Mindfulness helps you stay calm, focused and in control – even on tough days.

Just a few deep breaths can make a **BIG** difference



FINGER BREATHING

Deep breathing enables more air to enter your body and can help you calm and reduce stress.

Deep breathing involves taking long, slow breaths to replace the short, quick breaths that you may take when feeling stressed or anxious.

Deep breathing can also help you improve your attention span and refocus on tasks.

Deep Breathing

1. Stretch your hand out in front of you and use a finger on your other hand to trace
2. Breath in as you move your finger up your thumb and out as you move your finger back towards your palm.
3. Repeat for each finger
4. Do this exercise slowly and focus on your breathing



BODY SCAN

Time : 5-7 minutes

Purpose: To calm the body and mind by focusing attention inward

Get comfortable:

Sit or lie down in a comfortable position. Rest your hands gently in your lap or by your sides. Close your eyes if you feel comfortable.

Start with the breath:

Take a slow, deep breath in...and gently breathe out. Do this two more times, letting your body relax more with each breath.

Focus on your feet:

bring your attention to your feet. Notice how they feel - warm or cool, heavy or light. If you feel tension, try to relax it as you breathe out, letting the tension go.

Move up slowly:

Bring awareness to each part of your body, one section at a time:

- Ankles
- Lower legs
- Knees
- Thighs
- Hips and lower back
- Stomach and chest
- Shoulders
- Arms and hands
- Face and jaw
- Forehead and Eyes

At each spot, pause for a moment. Notice how it feels- no need to change anything.

Final breath:

Take one final deep breathe in...and slowly breathe out.
When you're ready , gently open your eyes and return to the room

LET'S REFLECT..

- What did you notice during the scan?
- Did you feel more relaxed or more aware of your body?
- Did you like this activity? Did you not like this activity?
- Do you practice mindfulness?
- What does mindfulness look like to you?



FOCUS



Focus is your ability to pay attention to one thing at a time – whether it's listening in class, playing sport, or having a conversation.

When you can focus, you think more clearly, make better decisions, and feel more in control.

Building focus helps your wellbeing by reducing stress, improving learning and helping you stay present in the moment.

FUN FACT

Did you know?

Your brain can only focus on **one** thing at a time.

Trying to multitask – like doing your schoolwork while checking your phone – actually makes it harder to learn and remember things

Let's give our focusing a go...

SILENT LINE-UP CHALLENGE

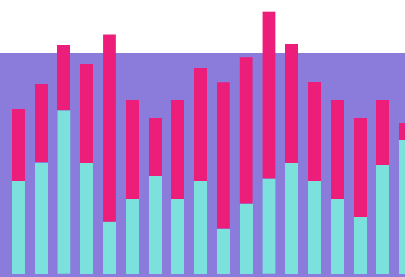
- Without speaking, students must line up by their birthday month (January to December)
- Students are allowed to gesture to one another to help figure out where to go but NO WORDS can be spoken
- When as a class all students agree together they are happy with their order they must all raise their thumbs, still working together
- Once given the all clear from the start of the line, each student will say their birth month – let's see how focused you stayed and how you all worked TOGETHER
- Other options to play the silent line up challenge – Lining in alphabetical order of your first name, smallest to tallest (height order) or as a group make up your own



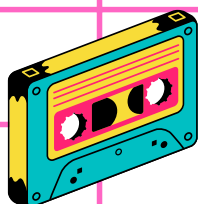
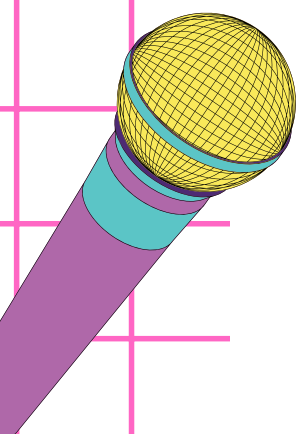
GROUP EFFORT



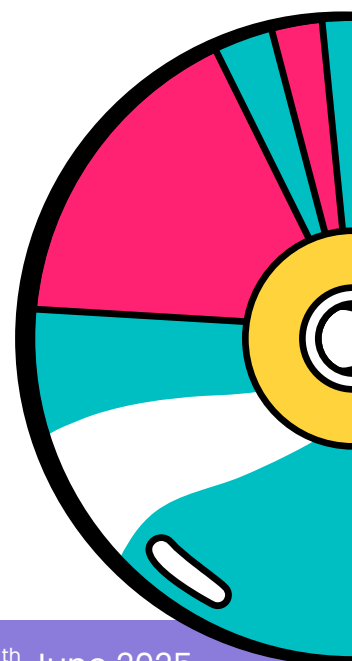
SOUND FOCUS GAME



- Your teacher will ask students to close their eyes
- Around the room, your teacher will make three distinct sounds (e.g. keys, jingling, paper crinkling, a clap or from other objects around the room (it can be as hard or as easy as you like). You can choose to do one or more sound each round but this needs to be explained to students
- Afterward, write down what you heard and in what order
- Let's see who was focusing and how many you got right



	What did you hear?



LET'S CHAT...AND FOCUS

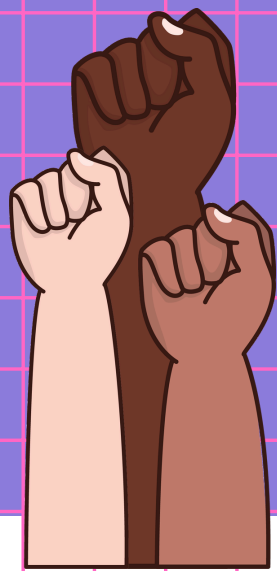


Today we explored just two different way to strengthen our focus. Focusing isn't just about doing well at school – it's about showing up fully for the things and people that matter, we've spent today hearing all about it. When we slow down, pay attention, and tune into what's important, we give ourselves the best chance to grow, connect and for forward with purpose.

AS A CLASS GROUP OR IN SMALL GROUPS, LET'S CHAT...

- What helps you focus best – and what gets in the way?
- What is one thing in your life that really deserves your focus right now?
- When you're focused, how do you feel about yourself, your choices, and your future?





BUILDING RESILIENCE

Resilience is your ability to bounce back when things get tough.

It's about staying strong during challenges, learning from mistakes, and not giving up – even when your life feels hard.

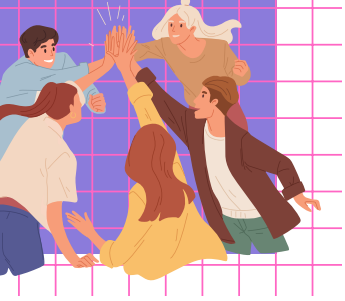
You don't have to be perfect to be resilient – you just have to keep going!



Did you know?

You aren't born with resilience – it's something you build. Every time you face a challenge and keep going, you're getting stronger

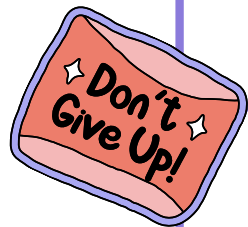
FUN FACT



BOUNCE BACK OR BREAK?

Imagine life throws a tough challenge at you
– like failing a test or getting into a fight with
a friend. When it hits you, do you bounce
back or do you break apart?

Which one do you want to be like when life gets
tough – and why?

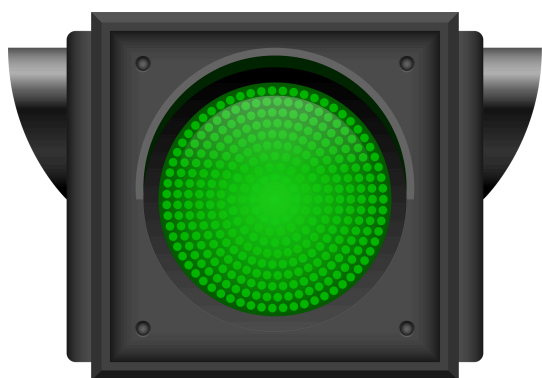




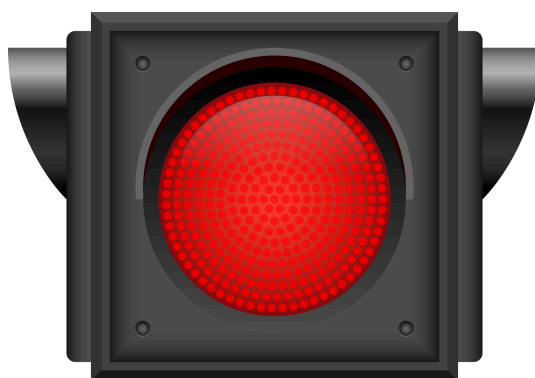
WHAT IS YOUR RESILIENT RESPONSE?

Life throws all kinds of challenges at us – tests, arguments, rejections, mistakes. What matters most is not whether we avoid them – but how we bounce back.

Next activity, **YOU** get to decide what bouncing back looks like.

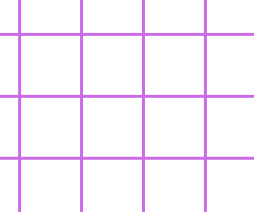


Resilient response



Not resilient response





MOVE TO MATCH ACTIVITY INSTRUCTIONS

Step 1:

Your teacher will label two sides of the room (resilient response and not resilient response)

Step 2:

You will then be asked to stand up

Step 3:

Your teacher will then read the scenarios

Step 4:

Two response options will be given – not resilience response and resilient response

Step 5:

Once you have reflected on the response options you will move the side of the room that matches the response you think shows RESILIENCE



SCENARIO 1



**RADIATE
POSITIVITY**

You fail a
science test



Not resilient response

I'm just dumb at science, no point in trying

Resilient response

I will talk to the teacher and study differently next time

SCENARIO 2

**BE KIND
KEEP GOING**

**one
step
closer**

You freeze
during
presentation



Not resilient response

I am terrible at speaking. I will avoid it next time.

Resilient response

I froze, but i can prepare better next time and improve.



STAY TRUE
to YOURSELF



SCENARIO 3



You get
laughed at
for your idea
in class



Not resilient response

I will never speak in class again

Resilient response

Not everyone will agree – I will still share
next time

YOU
GOT
THIS!

Your friend
ignores
you at school



SCENARIO 4

Not resilient response

They hate me. I won't talk to them again

Resilient response

I will ask them what is going on and try to
understand

SCENARIO 5



You get a bad grade after studying so hard



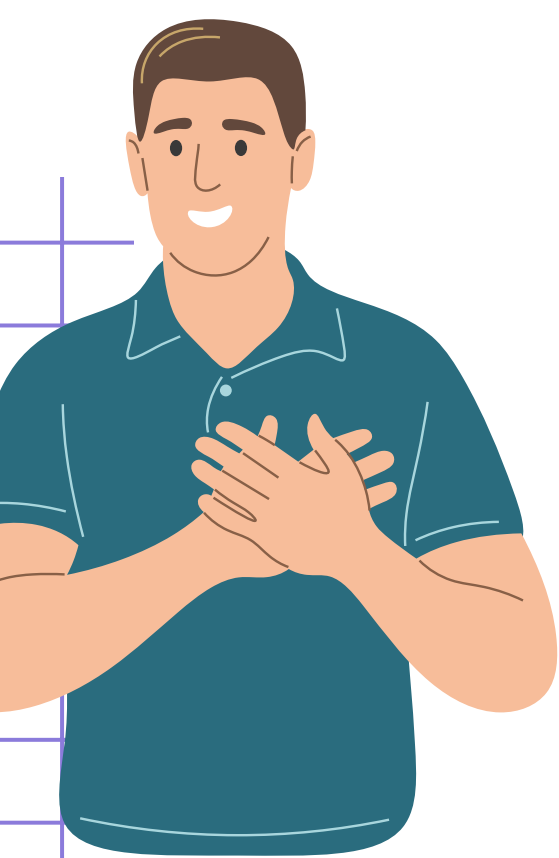
Not resilient response

What is the point of trying?

Resilient response

Effort matters. I will ask for feedback and try again



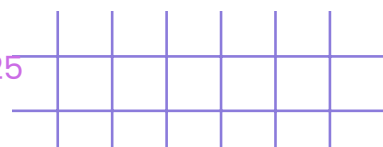


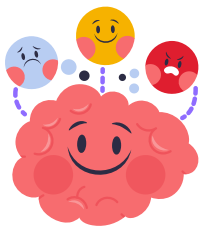
SELF AWARENESS

Self-awareness is the understanding of one's own thoughts, feelings, and actions. It involves recognising the impact of these internal states on oneself and others. Essentially, it's about knowing who you are, your values, and how you perceive the world.

Key aspects of self-awareness

- Understanding your emotions: Recognising and acknowledging your own feelings, even when they're difficult.
- Knowing your thoughts and beliefs: Being aware of the thoughts and beliefs that shape your actions and decisions.
- Recognising your strengths and weaknesses: Identifying your capabilities and areas where you could improve.
- Understanding how your actions affect others: Being mindful of the impact your words and actions have on those around you.
- Seeing yourself through the eyes of others: Having an understanding of how others perceive you and your behaviour.

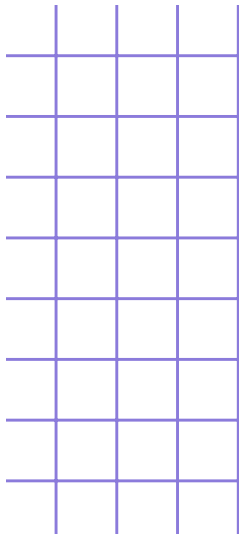




CHECK IN WITH YOURSELF



A SIMPLE WAY TO TUNE INTO YOUR FEELINGS

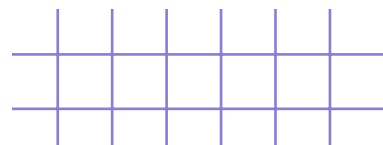


ASK HOW YOU FEEL RIGHT NOW

NOTE ONE THING THAT'S BEEN ON YOUR MIND

IDENTIFY WHAT YOU NEED TODAY

WRITE IT DOWN OR SAY IT OUT LOUD



IDENTIFY THE FEELINGS



Read each scenario below and decide how you would feel in each situation. Then, cut out the feeling words at the bottom of the page and paste them into the correct box.

You lost your mom in a store.

You feel hot and your head hurts.

You lost your glasses.

You got an A on your spelling test.

Your dog ran away from home.

You're going to a birthday party.

You can't find your glasses.

You can't have the toy you want.



happy



sad



scared



angry



proud



worried



excited



sick

WAYS TO HAVE A POSITIVE IMPACT ON OTHERS.



Assist others to succeed without expecting to be rewarded.



Instill in others a sense of self-efficacy and confidence.

Tolerate others' flaws and tap into their strengths.



Recognize what others are interested in.

Listen actively and empathically, be sincere and genuine.



EMOTION'S CHARADES Game



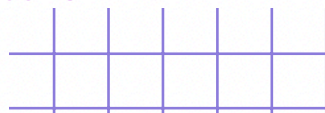
Split students into small groups

Emotion charades is a game where players act out different emotions nonverbally, using only facial expressions and body language, while others guess the emotion

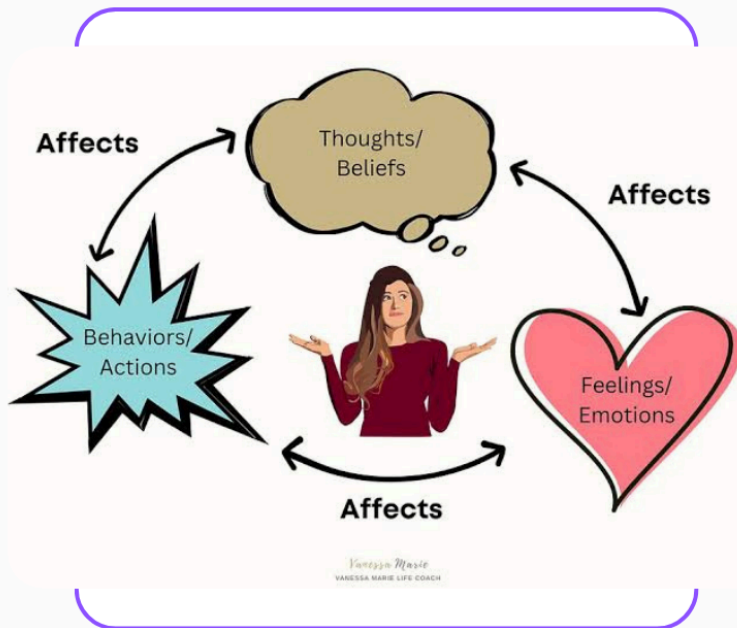
instructions

Here's how to play:

- Prepare: Write down various emotions on slips of paper (e.g., happy, sad, angry, surprised, scared, excited, confused, etc.).
-
- Act it out: One person picks an emotion slip and acts it out without speaking, using only their body and facial expressions.
-
- Guess: The other players observe and try to guess the emotion being portrayed.
-
- Repeat: Continue taking turns acting out and guessing emotions.



THOUGHTS, EMOTIONS, ACTIONS CYCLE



Applied Knowledge is power:

The cycle of thoughts, actions, and emotions describes how our thoughts influence our feelings, which in turn affect our actions, and these actions can then influence our thoughts, creating a continuous loop. When learning this cycle, we can empower ourselves with the knowledge that if I know my thoughts and understand this cycle I can control my thoughts to control my actions. Now let's practice flipping negative thoughts to positive thoughts, and seeing the outcome.

Reflect on your answer and choose your preferred outcome, if you feel confident, share with the class.

Write a **NEGATIVE** thought...

-flip it-

Write a **POSITIVE** thought...

Then the **EMOTION** that would follow.

-flip it-

Then the **EMOTION** that would follow.

Then the **ACTION**.

-flip it-

Then the **ACTION**.

CHARACTER STRENGTHS



Character strengths are positive personality traits that help define the character of an individual. After conferencing with your teacher and classmates, highlight your top 5 character strengths and write about how you demonstrate one of them:



PERSEVERANCE



GRATITUDE



KINDNESS



ZEST



LOVE



LOVE OF LEARNING



CREATIVITY



FAIRNESS



TEAMWORK



FORGIVENESS



HOPE



SPIRITUALITY



PERSPECTIVE



BRAVERY



JUDGMENT



CURIOSITY



HONESTY



HUMILITY



PRUDENCE



HUMOR



LEADERSHIP



SOCIAL INTELLIGENCE



SELF-REGULATION

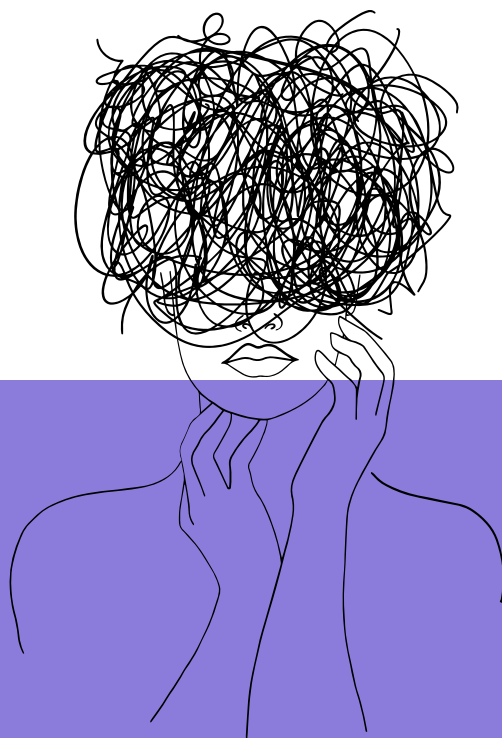


APPRECIATION OF
BEAUTY



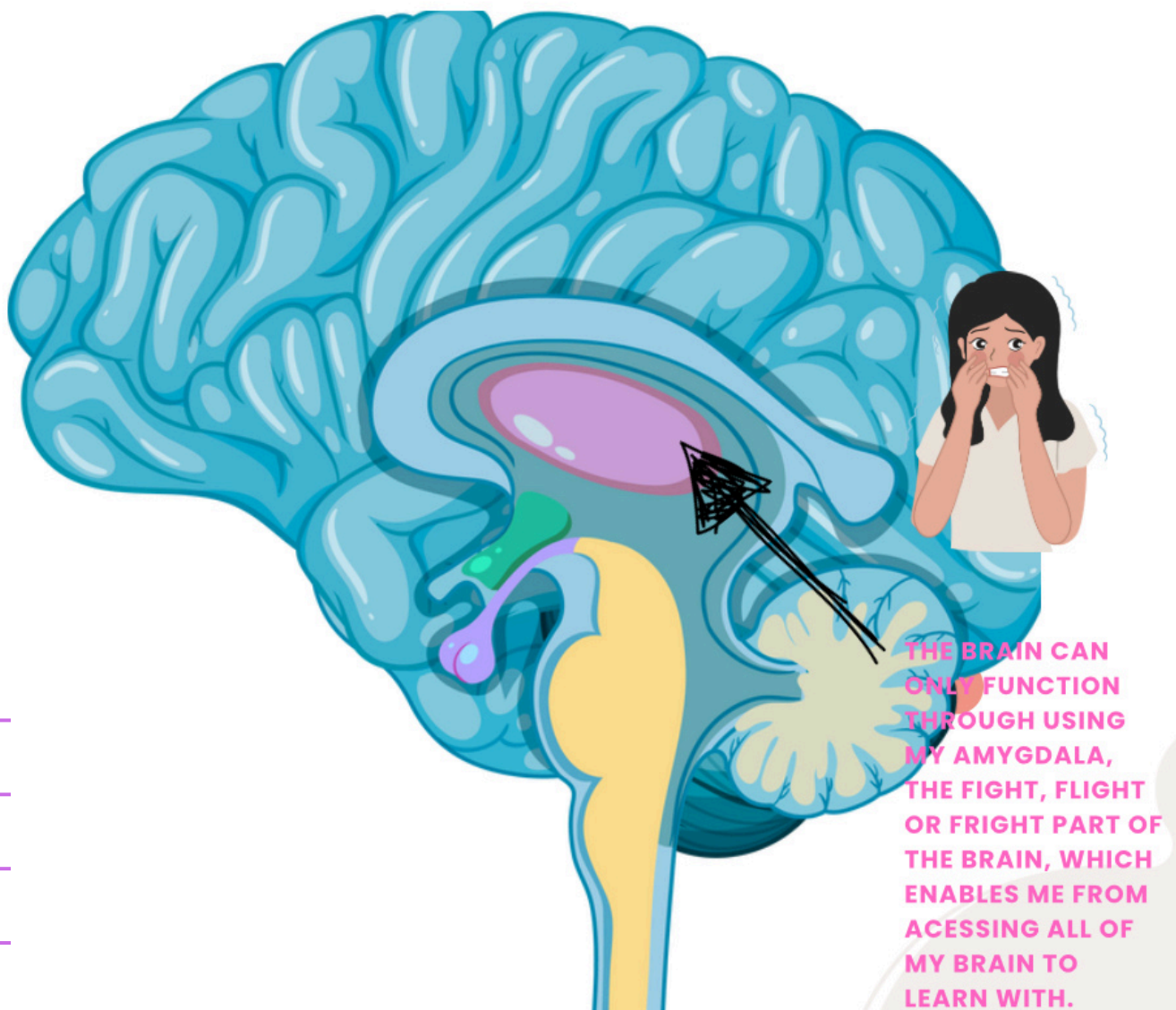
EMOTIONAL REGULATION

Emotional regulation refers to the ability to manage and respond to one's own emotions in a healthy and adaptive way. It involves influencing which emotions we feel, when we feel them, and how we express or experience them. This can involve strategies to amplify, maintain, or decrease emotional responses. Essentially, it's about having control over your emotional state, rather than letting your emotions control you.



it's okay to
feel your
feelings

WHAT HAPPENS TO MY BRAIN WHEN I'M DYSREGULATED?



THE BRAIN CAN ONLY FUNCTION THROUGH USING MY AMYGDALA, THE FIGHT, FLIGHT OR FRIGHT PART OF THE BRAIN, WHICH ENABLES ME FROM ACCESSING ALL OF MY BRAIN TO LEARN WITH.

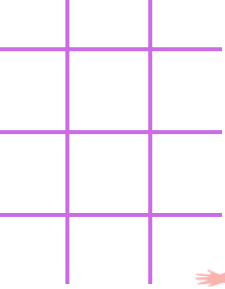


WHAT CAN I DO TO ACCESS ALL OF MY LEARNING BRAIN

To manage the fight, flight or fright response, focus on calming your nervous system through techniques like deep breathing, relaxation exercises, and physical activity.

Additionally, building a strong support network and practicing mindfulness can help regulate your stress response.





SQUARE BREATHING

BRAIN BREAK

Hold for 4

Breathe in for 4

Breathe out for 4

**Start
here**

Hold for 4

Start at the bottom left of the square. Trace your finger up the side, while you take a deep breath in. Hold your breath for four seconds as you trace the second side. Breathe out as you slide down the other side. Hold your breath for four seconds, as you trace the bottom of the square.

MINDFUL SENSES WALK



INSTRUCTION

Focus on what you see, hear, smell, touch, and possibly taste in your environment.
Read the questions. Write your answers in the boxes below.

I SEE..

Look around and notice the colors, shapes, and patterns in your surroundings.
Write down at least three things you see, and briefly describe what catches your eye.



I HEAR..

Listen carefully to the sounds around you. What can you hear?
Write down at least three distinct sounds, and note how they make you feel.



I SMELL..

Identify any scents in the air. What can you smell?
Describe at least three different smells and their characteristics.



I FEEL..

Explore the sense of touch by reaching out and feeling various objects or surfaces.
Describe the textures and sensations you experience when touching things like leaves, rocks, or tree bark.





GRATITUDE

Gratitude is about noticing and appreciating the good things in your life - big or small.

It could be a friend who makes you laugh, a sunny day, the amazing dinner you had or spending time with loved ones.

Practicing gratitude can boost your mood, improve your outlook, and help you feel more connected to others.

FUN FACT

Did you know?

People who practise gratitude regularly are proven to feel happier, sleep better and handle stress more calmly.

Even just writing down one thing you're thankful for each day can boost your mood.





THE LUCKY THREE

Take a moment to pause and think about your day or week. Then, write down...

1. **One thing that made you smile:** *(it could be a moment, a person, a funny memory, or even a meal you enjoyed)*
2. **One person you're thankful for:** *(a friend, teacher, family member, or someone who showed you kindness)*
3. **One simple thing you often take for granted:** *(like a warm bed, clean water, your pet, or fresh air)*





GRATITUDE LETTER



Write a short letter or note to someone you appreciate. It could be a friend, teacher, family member or even yourself! You could take a photo and send to the person, or give it to them or even just keep it for yourself .



GRATITUDE LETTER



Handwriting practice lines for the Gratitude Letter. The page contains 12 horizontal lines, each composed of a solid top line, a dashed middle line, and a solid bottom line. To the right of these lines is a vertical pink grid consisting of 10 horizontal lines and 2 vertical lines, forming a series of rectangular boxes.



CONNECTION



GRATITUDE WEB

We are all connected.

In a group circle, toss a ball of wool/string to someone and say something you're grateful for. Once the person has said what they are grateful for, throw to the next person and repeat the process. Repeat until all the wool is finished or everyone has had a go.

This is connection.

This is gratitude.

REFLECTIONS



Let's reflect on this activity you have all done together

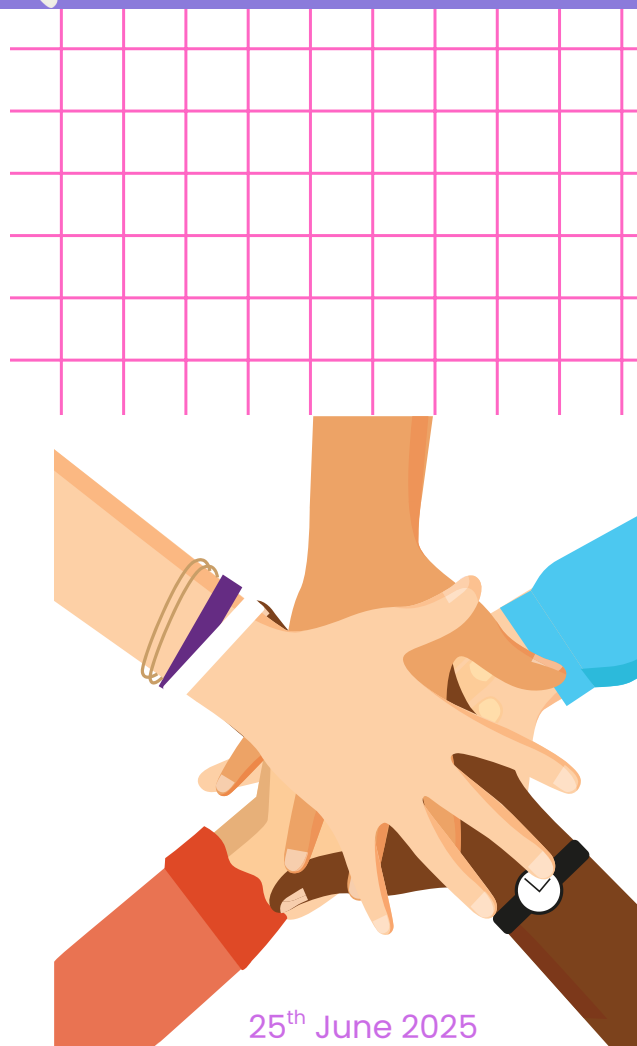
1. What do you see?
2. What do you feel?
3. What do you think?



IT'S ALL ABOUT YOU...

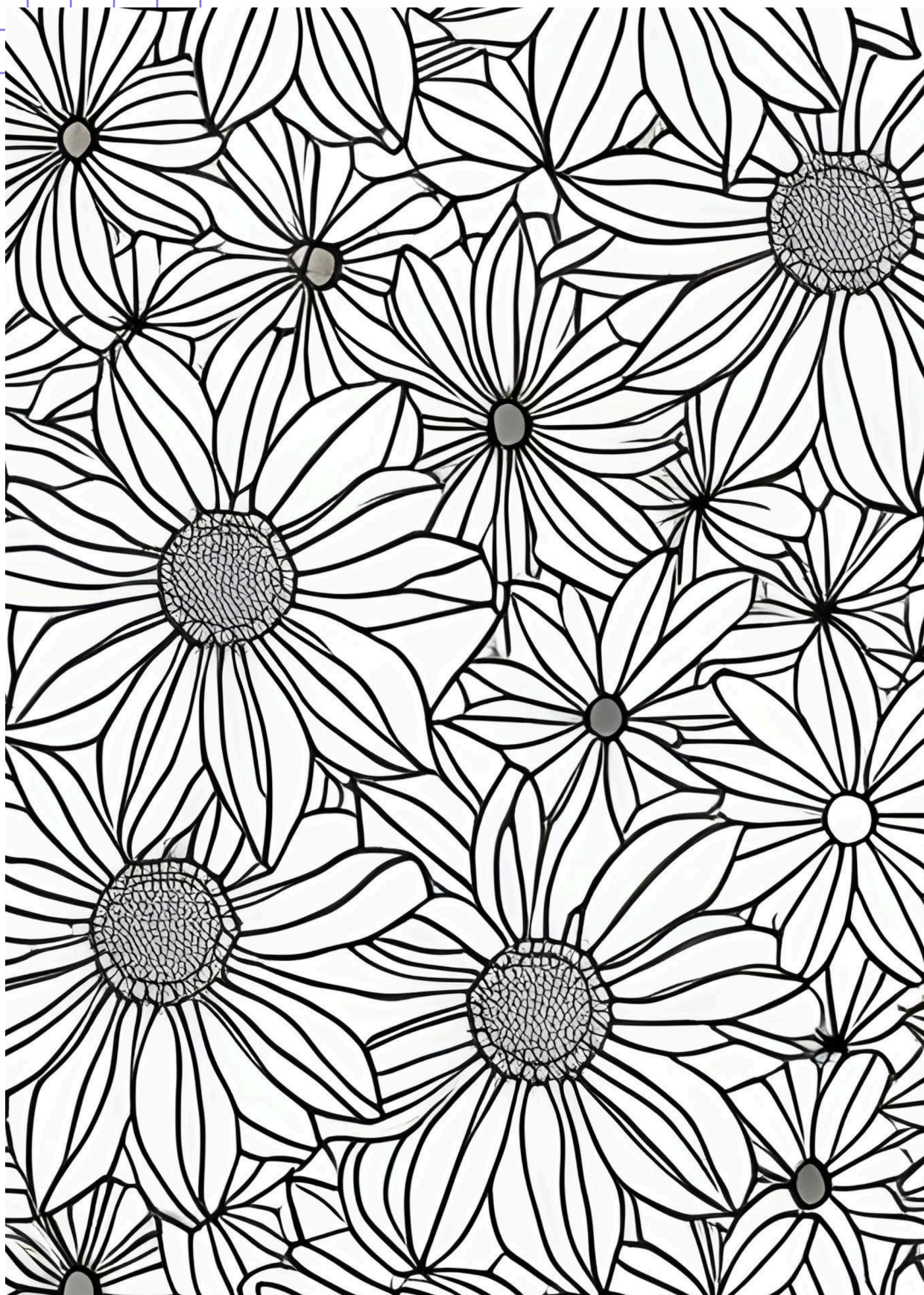


These pages are yours to use however you like. Whether it's mindful colouring, jotting down your thoughts, doodling, or drawing while you listen - there's no right or wrong way. This is your space to slow down, reflect and create. Let it be whatever you need it to be.



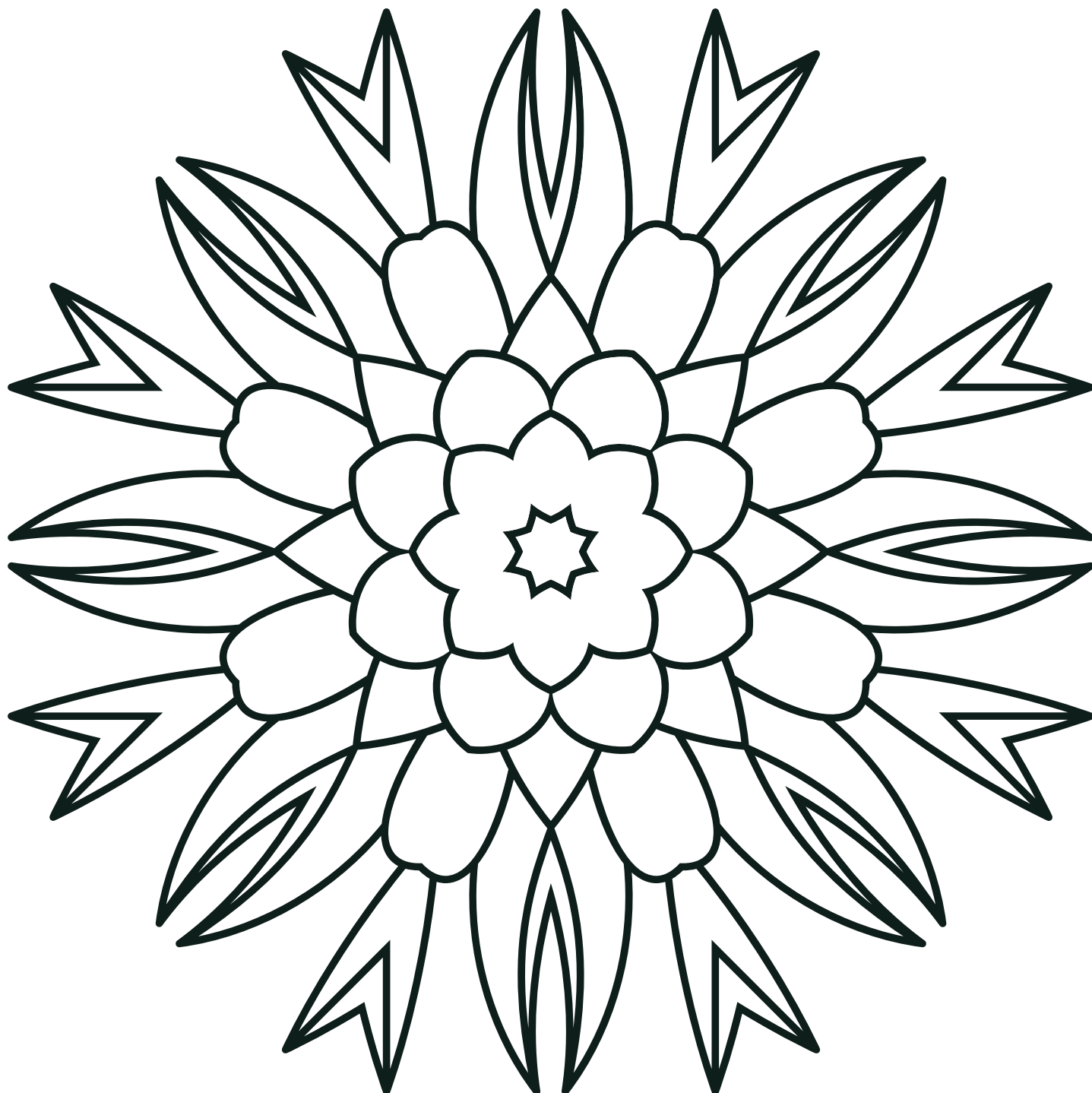
MINDFUL COLOURING

Let your mind relax with some mindful colouring



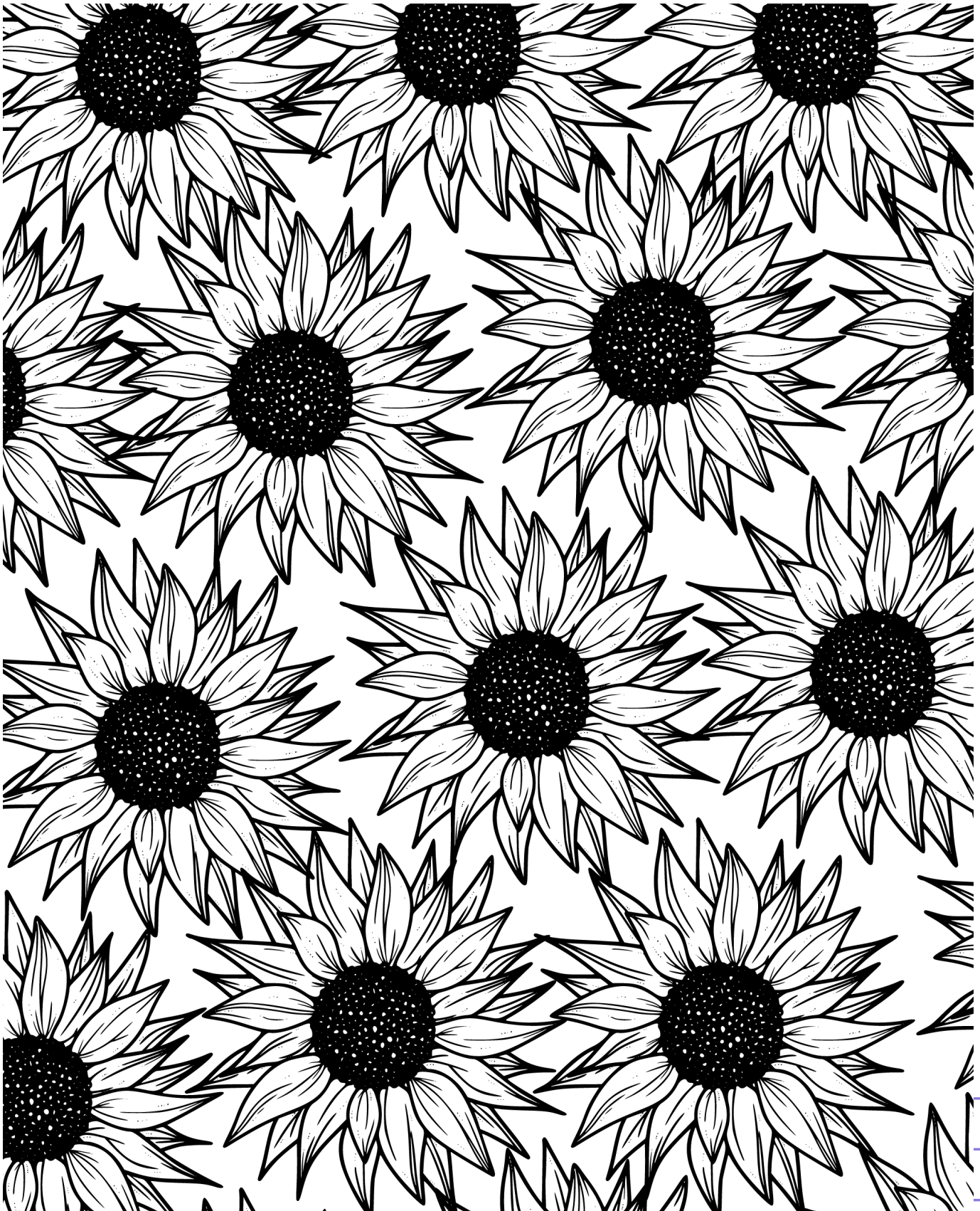
MINDFUL COLOURING

Let your mind relax with some mindful colouring



MINDFUL COLOURING

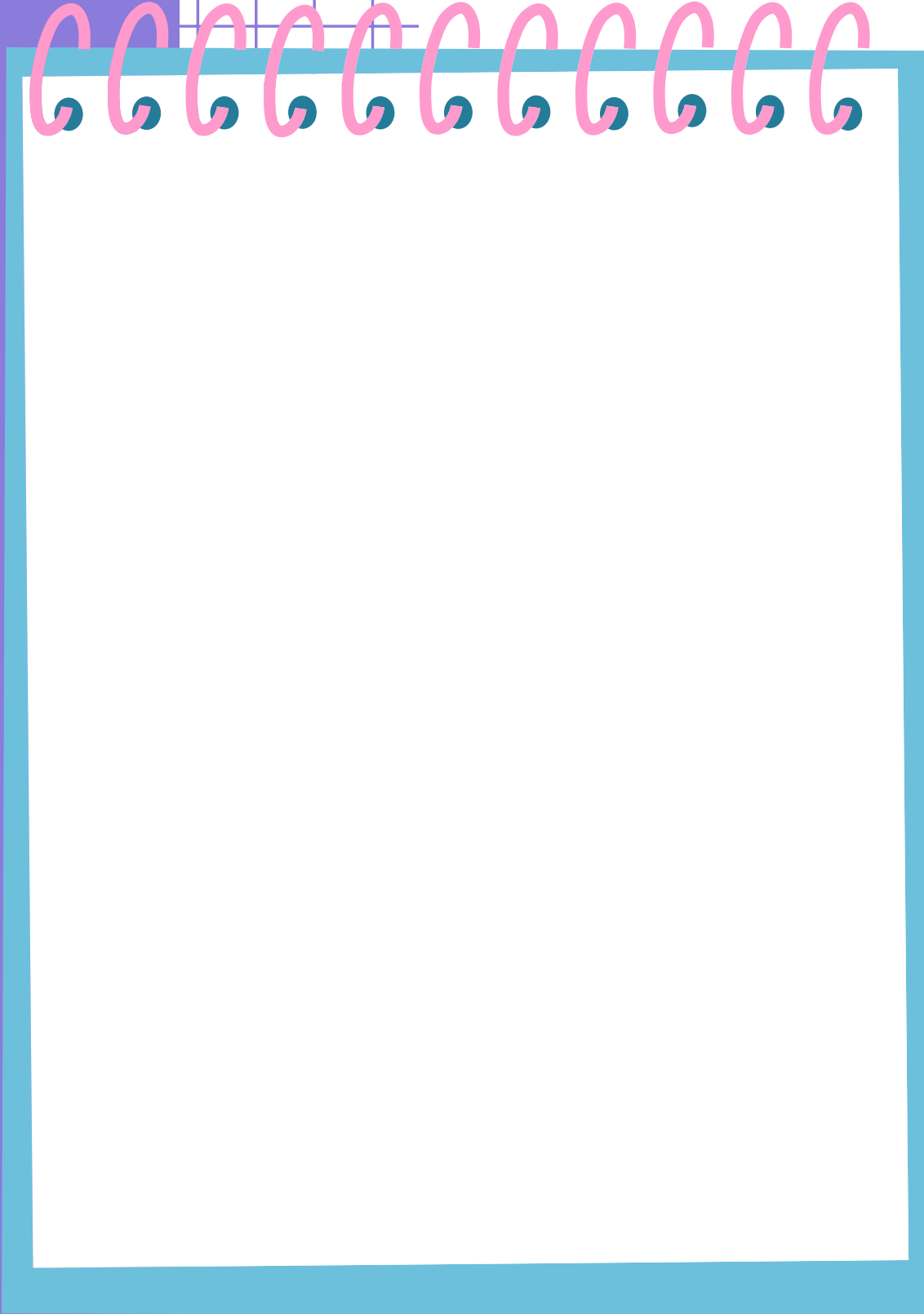
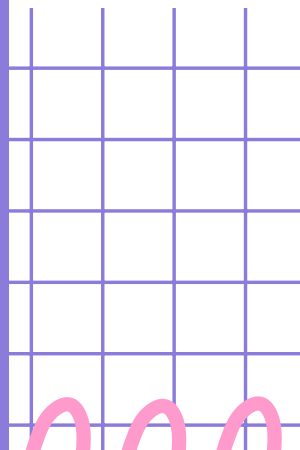
Let your mind relax with some mindful colouring



FOCUS



Finding it hard to focus...let you pen
wander -no rules, no pressure, just
flow



FOCUS



Finding it hard to focus...let you pen
wander -no rules, no pressure, just
flow

FOCUS



Finding it hard to focus...let you pen
wander -no rules, no pressure, just
flow

BUILDING RESILIENCE

Let's sit with building resilience and think of these questions...

Write about a time you overcame something hard - what helped you through?

List 3 strengths you've used during tough times

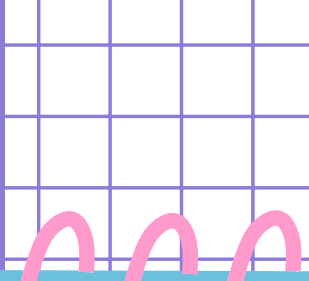
What does bouncing back mean to you? Draw it or describe it

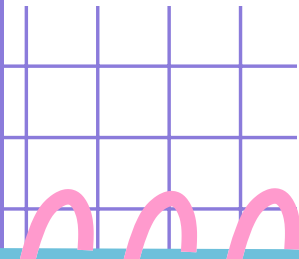


self
love
club



Write your answers on the page to
the questions above





Write your answers on the page to the questions above

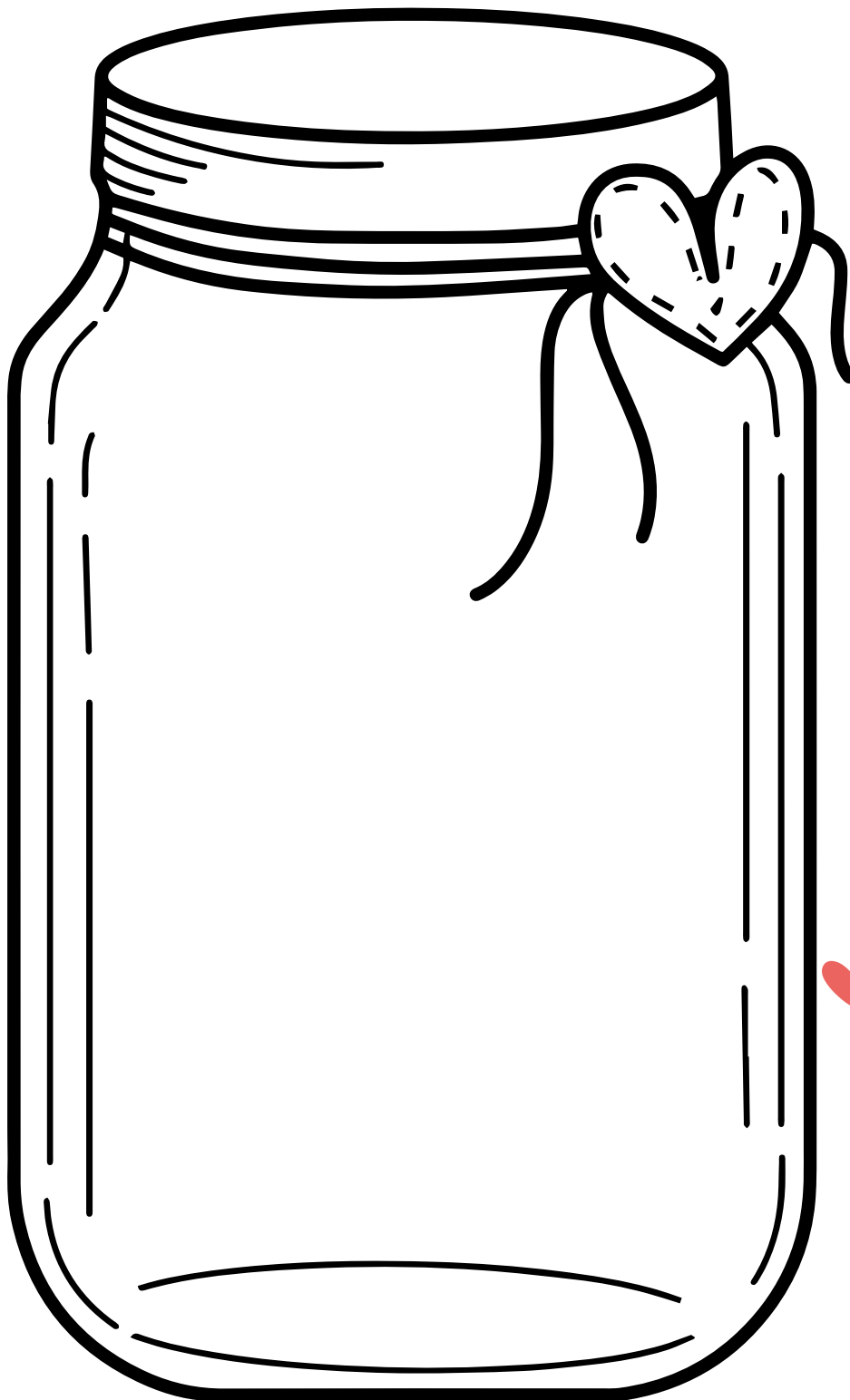


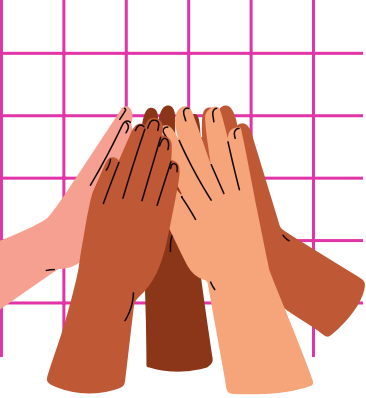
A large white rectangular area with a blue border, intended for writing answers. The top edge of the white area features a series of pink loops, resembling a spiral binding, with small blue dots at the base of each loop.

GRATITUDE

Gratitude feels good...let's do some more!

Fill this gratitude jar with words or images of things you're thankful for





TEAM INFORMATION



We are located near the end of C Block, next to breakfast club



If you would like to be referred to Wellbeing you can come talk to a Wellbeing Staff member or ask your teacher to refer you

