

AFL GOALS

INSIDE THE BRAIN

This module explores what happens inside the brain during puberty, and how this can impact adolescents.

PRIMARY SCHOOL MODULE 2 LESSONS 1-4



AFL **PLAY**
Schools

LEARNING AREA

Personal and
Social Capability

ELEMENT

Self-Awareness

SUB-ELEMENT

Personal Awareness

PROGRAM OVERVIEW

This module explores what happens inside the brain during puberty, and how this can impact adolescents. Students will be introduced to puberty and learn about some of the changes it involves. They will learn about the development of the brain and that the prefrontal cortex, responsible for rational thought and decision making, is the last to develop. Students will reflect on what this means for them throughout their teenage years. Throughout the unit students will explore various key factors that can influence brain development including diet, physical activity, screen time, sleep and relationships with the people around them. Students will then consolidate this learning in a Physical Education or on-field practical lesson. Suggested activities incorporate AFL-specific skills. If you would like to build your capacity or familiarise yourself with how to teach these skills, you may like to learn more through our professional learning platform Professional Learning – Play AFL. In addition, there is a range of free, downloadable content that supports the teaching of practical skills on the AFL Play/Schools website under Teacher Resources.



LESSON SUMMARIES

LESSON 1

In this lesson students will be introduced to the term puberty and some of the changes adolescents go through during it. They will learn about the changes in the brain and that the prefrontal cortex - responsible for decision making and rational thought - develops last, and reflect on what this means for them. Students will learn about some of the changes that occur during puberty and think about how individuals might react to these changes. They will also start to be introduced to the idea of how their actions can impact their relationships with those around them.

LESSON 2

Students will learn about moods and the various factors that influence them. They will reflect on how this applies to their own moods, and some of the things they can do to take control and change their moods when in a negative space. The lesson will focus on the factor of sleep and its impact on a student's emotional state. Students will learn some strategies they can put in place to ensure they have good sleep routines and hygiene.

LESSON 3

This lesson explores more deeply some of the other key factors that influence brain development and mood; diet, physical activity and relationships, as well as recapping previous lessons' work on sleep and screen time. Students will reflect on how the actions they take in these areas can influence their brain development, moods and overall mental health for good or bad. They will consolidate these learnings into a list of ways to 'superpower their brain'.

LESSON 4

This final lesson in the Module is an on-field activity designed to consolidate the last 3 lessons, while getting students out and about practising some of the learnings. This can be done on a field or in a gym. In this lesson students will explore in depth how practising something leads to improvement. They will make the connection between this in sport and physical skills - e.g. kicking - and mental skills/habits e.g. practising positive thinking.

The **Reflection Journal** has been provided to record student learning. This is an opportunity for students to make notes about their thoughts, feelings and reflections throughout the module.

FOR TEACHERS

Puberty (the period during which adolescents reach sexual maturity and become capable of reproduction) is a process that starts in your brain, with the release of hormones. It usually starts between ages 10-12, but the timing can vary by up to five years.

Puberty happens to everyone and there are positive and negative aspects to it. Change is both:

- Physical (changes to your body)
- Psychological (changes to your mind)

This module focuses on the psychological or social emotional changes adolescents experience rather than the physical.

Sub-strand	Content Descriptors	Content Elaborators
Identities and Change	Investigate resources and strategies to manage changes and transitions, including changes associated with puberty - AC9HP6P02 .	<ul style="list-style-type: none"> • understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal • examining how the developmental changes that occur through puberty prepare a persons' body for reproduction
Interacting with others	Apply strategies to manage emotions and analyse how emotional responses influence interactions - AC9HP6P06 .	<ul style="list-style-type: none"> • exploring when emotional responses can be intense or unpredictable, including feelings of grief associated with loss, and practising strategies to self-regulate and manage expression of strong emotions
Making healthy and safe choices	Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities - AC9HP6P10 .	<ul style="list-style-type: none"> • investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health • proposing strategies they can use in daily routines to increase physical activity levels and reduce sedentary behaviour • describing strategies to support a sense of belonging and connection, and recognising the importance of social support for enhancing mental health and wellbeing

LESSON 1

WHAT'S HAPPENING INSIDE YOUR BRAIN?

Year Level

Upper Primary

Learning Area

Health & Physical
Education

Duration

40–60 minutes



OVERVIEW

This lesson explores how our brains change as we go through puberty, and how this can affect our bodies and minds. Students will gain an understanding of the physical and psychological changes that happen during puberty.

LEARNING OBJECTIVES

- To understand a key part of our brain and describe its function
- To identify the ways our brains change during puberty
- To describe some of the psychological and social emotional changes that occur during puberty

RESOURCES

▶ Video: [Inside the Brain: Booksmarts](#)

▶ Video: [6 Points With Mikayla Bowen](#)

STUDENT SUCCESS CRITERIA

- 1 I can explain what the prefrontal cortex is
- 2 I can describe the changes our brains go through during puberty
- 3 I know some of the psychological and social emotional changes that happen during puberty

CURRICULUM LINKS

**Australian Curriculum /
Health and Physical Education (HPE)
Years 5/6**

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Identities and Change
- **Content Descriptor:** Investigate resources and strategies to manage changes and transitions, including changes associated with puberty – [AC9HP6P02](#).
- **Elaborations:**
 - understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal
 - examining how the developmental changes that occur through puberty prepare a person's body for reproduction

LESSON 1

WHAT'S HAPPENING INSIDE YOUR BRAIN?

INTRODUCTION

5-10 mins

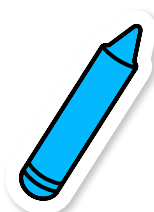
Start by sharing the learning objectives and student success criteria.

- Opening question (individual reflection, group or class):
 - Think of a time you went through a change - for example moving house or changing school. How did you feel? How easy was it to adjust to your new normal?

Explain that the following video will help students understand more about what changes in your brain as you go through puberty. This affects both your mind and body.

Video

▶ Play [Inside the Brain: Booksmarts](#)



FOR TEACHERS

For the purposes of this lesson we will focus on the psychological or social emotional changes that adolescents experience in puberty, rather than the physical.



WHAT'S HAPPENING INSIDE YOUR BRAIN?

MAIN LESSON CONTENT

30–40 mins

Activity 1

Ask students if they remember from the video what happens to your brain as you hit puberty. (It declutters - gets rid of what it doesn't need - and strengthens the things it does need, going from back to front.) During this 'decluttering' you might say and do things without thinking about what it could mean for others. This is all part of your brain getting stronger and more mature.

Explain that the front of your brain is called the prefrontal cortex, and it declutters last. This process starts during puberty and finishes by the time you're in your mid-twenties. The prefrontal cortex is the part of your brain responsible for:

- Planning and thinking
- Consequences of actions
- Decision-making
- Solving problems
- Controlling impulses

Write what the prefrontal cortex does on the board and take a few moments to ask students what they think each point means. Can they think of everyday examples? E.g. Planning and thinking = packing your school bag; controlling impulses = looking before you cross the road, say something you regret etc.

Extension 1

Read the following scenarios out and ask students to put their hands up if they think the prefrontal cortex is responsible:

- You accidentally touch a hot pan on the stove and you shout and pull your hand away (no - this is instinctive)

- You don't jump out of the tree you've climbed because you've realised it's really high and you might hurt yourself (yes - you have thought rationally and concluded it is not safe to jump)
- You eat the last chocolate in the bowl - oops, that was meant for your sibling (no - perhaps you didn't give this as much thought as you should have. The prefrontal cortex could have helped you out here!)
- You plan how to get to your friend's house by bus after school (yes - you are planning and reasoning)
- You finish your homework before you jump online to chat to your friends (yes - you have made the sensible choice to get your work done first)
- You faint after you stand up too quickly (no - this is a physical response that you have no control over)

Students could also discuss these scenarios in groups/pairs and share their answers.

Video

Explain to students that as well as physical and psychological changes in puberty, there are big life changes too. The following clip features footballer Mikayla Bowen talking about six things that changed for her when she went from primary to high school.

 Play [6 Points With Mikayla Bowen](#)

Discussion questions

- Which of the things Mikayla listed were physical changes?
- What's a challenge you've tackled in the last year?



LESSON 1

WHAT'S HAPPENING INSIDE YOUR BRAIN?

MAIN LESSON CONTENT

Activity 2

Remind students that everyone goes through physical (body) and psychological (mind) changes during puberty. Compared to before, students may have a harder time controlling emotions and behaviour. This is because their brains haven't completed decluttering.

Explain that sometimes it can feel like puberty brings lots of negative changes. But the decluttering and re-organisation of your brain during puberty brings positive changes too, like:

- Thinking more logically
- Becoming more aware of emotional cues
- Seeing problems from different perspectives
- Learning new skills by taking risks

Traffic Lights: Ask students to think of a time they went through a change, e.g. moving house, changing school, getting a younger sibling. Split the class into groups and assign each group to a table with an A3/piece of butcher's paper.

- Write their chosen scenario in the middle of the paper (make sure each group has a different scenario) and list as many positive things about it as they can in green.
- Each group moves to the next table and now lists as many negative things as they can about the new scenario in red.
- Each group moves to a third table. Imagine you have a friend going through this scenario and think of what you would say to support them. Write these down in black/blue.
- Return to your original scenario and reflect on what has been added. Can you add anything else? Are there more positive or negative things? Share thoughts with the class.

Explain to students that the process they just went through is one of rationality and reflection. They stopped and thought about the scenario and reflected on it deeply. This is a really good skill to practise as a teen, even though sometimes your instinct might be to react emotionally.

Extension 1

In groups, pairs or individually, ask students to choose a film, game or fiction book they know well. Reflect on a young/teenage character and identify:

- What changes and challenges the character experiences over the course of the story.
- How does the character react to them? Do they react rationally, using their prefrontal cortex, or do they react emotionally and instinctively, not using the prefrontal cortex?
- **Bonus:** to what extent could the character blame puberty for their actions?

Possible examples include:

- Harry Potter in *The Order of the Phoenix* when Ron is made a prefect instead of him, and he feels like everyone is excluding him (Harry is generally angsty and moody at this time)
- Red Riding Hood veering off the path despite her mother telling her not to (impulse control)

Reflection (5–10 mins)

Support your students to think reflectively about whether they've met the lesson's success criteria.

- How can puberty and changes in the brain affect you during your teenage years?

Reflection could be written, verbal, in class or set as homework.

LESSON 2

WHAT INFLUENCES BRAIN DEVELOPMENT?

Year Level

Upper Primary

Learning Area

Health & Physical
Education

Duration

40–60 minutes



OVERVIEW

This lesson explores the difference between normal emotional ups and downs and mental health concerns like depression and anxiety. It also explores how screen time can negatively impact mental health.

LEARNING OBJECTIVES

- To understand what mental health concerns like anxiety and depression are
- To discuss strategies that can help with mental health concerns
- To identify how screen time can affect your mental health

RESOURCES

- ▶ Video: [Inside the Brain: IRL](#)
- ▶ Video: [Ask Me Anything with Mikayla Bowen](#)

STUDENT SUCCESS CRITERIA

- 1 I can explain the difference between sadness and depression
- 2 I can describe anxiety and some strategies to help if I feel overwhelmed
- 3 I can identify how screen time can impact mental health

CURRICULUM LINKS

**Australian Curriculum /
Health and Physical Education (HPE)
Years 5/6**

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Interacting with Others
- **Content Descriptor:** Apply strategies to manage emotions and analyse how emotional responses influence interactions - [AC9HP6P06](#)
- **Elaboration:** exploring when emotional responses can be intense or unpredictable, including feelings of grief associated with loss, and practising strategies to self-regulate and manage expression of strong emotions

LESSON 2

WHAT INFLUENCES BRAIN DEVELOPMENT?

INTRODUCTION

5-10 mins

Start by sharing the learning objectives and student success criteria.

- Opening question (individual reflection, group or class):
 - Did you wake up in a good mood, a bad mood, or a neutral mood this morning? Why? Discuss what can affect your mood – list as many factors as you can on the board e.g. other people, whether or not I get to watch TV before school, whether or not we had my favourite breakfast food this morning, etc.

Remind students that moods are totally normal. Another way of thinking about them is as emotional ups and downs. Sometimes they're easy to manage, but sometimes the feelings get too big and affect how you cope with life's challenges and stresses.

In the last video Inside the Brain: Booksmarts host Jazz talked about the changes in our brains during puberty. In this video students will learn how sleep can support your brain development.

Video

▶ Play [Inside the Brain: IRL](#)

FOR TEACHERS

Ask students to take notes while they watch the video. Why is sleep important? How can you have a good night's sleep? Students will use their notes to write quiz questions later.



LESSON 2

WHAT INFLUENCES BRAIN DEVELOPMENT?

MAIN LESSON CONTENT

30–40 mins

Activity 1

Students now use the notes they took during the video to write questions to quiz each other (in pairs or groups). Gamify it (30 seconds to answer, buzzers, points for correct answers) or draw students' names out of a hat to ask or answer.

Example questions:

- How many hours of sleep a night should you aim for?
- What's a bedtime routine?
- What should you avoid eating before bed?

Extension

Ask students to describe, write or draw their bedtime routine (pairs, groups or individually). What could be improved? What would they like to change?

Video

Remind your students that it's normal to have emotional ups and downs. The following video features footballer Mikayla Bowen talking about how she manages her moods.

▶ Play [Ask Me Anything with Mikayla Bowen](#)

Discussion questions

- What is an outlet?
- What are some of your outlets?



LESSON 2

WHAT INFLUENCES BRAIN DEVELOPMENT?

MAIN LESSON CONTENT

Activity 2

Ask students where moods come from. What influences them? Any ideas or examples? Write them on the board.

Explain that moods are influenced by many things, including:

- **Social and emotional factors**
 - Thoughts, emotions, friends, family, responsibilities
- **Brain factors**
 - Remember the prefrontal cortex? It's only just starting to declutter, which affects your ability to regulate emotions and moods.
- **Physical factors**
 - Big body changes in puberty
- **Looking after yourself**
 - How you care for your body, including sleep, regular exercise and healthy food

Explain to students that while it's normal to feel down sometimes, if you feel flat, irritable or sad for two or more weeks, or if your bad mood is stopping you from enjoying your usual daily activities (like eating dinner with your family, or hanging with friends at lunch), it could be a sign of a more serious problem. You should reach out for help from a trusted adult.

Explain to students that just as our moods are influenced by things in our lives, our moods in turn influence other things. Ask students what events/situations/actions might be influenced by our moods. Read out the following scenario to help:

Kate has been stressed about school lately and has been in a bad mood most of the time. She's stressed and anxious when she goes home, and hardly likes talking to her family anymore. When she does, she often snaps at them, even though she feels bad about it later. Her friends keep asking her to come hang out after school, but she just wants to go home. What things in Kate's life might her moods be influencing?

Answer

Her relationships with the people around her, and her decision-making.

Can students think of a time their mood/emotions impacted their relationships or their decision-making?

Extension

Can students think of a time the mood of another person impacted them? For example, they were in a bad mood but their friend came over and was really positive and energetic and it helped turn their mood around.

LESSON 2

WHAT INFLUENCES BRAIN DEVELOPMENT?

MAIN LESSON CONTENT

Set students a memory challenge. In pairs or groups, the first student lists 6 things that put them in a positive mood. Then challenge them (or a different student) to repeat them back. Bonus points for getting them in the same order. Alternate with negative mood. Each student has a go. Then each group shares with the class – verbally or on Post-It notes – to create a mind map of positive and negative mood triggers.

Extension

Ask groups to brainstorm strategies for improving their mood. Some of these may come from the ‘positive mood’ list. Students could even create a list for ‘school’ and ‘home’ – any differences? Gamify it by asking students to share these strategies via Charades or Pictionary.

Reflection (5–10 mins)

Support your students to think reflectively about whether they’ve met the lesson’s criteria.

- What are some things that might influence your mood?
- What are some things you can do if you’re in a bad mood?

Reflection can be written, verbal or set as homework.



FOR TEACHERS

If you’ve taught your class AFL Goals Module 1:

- Remind them of the online help available – [Beyond Blue](#), [Lifeline](#), [Kids Helpline](#), [ReachOut](#) and [13YARN](#)
- Reference the Mental Health Continuum – what zone might you be in if you’re feeling flat, sad or irritable? (You might be struggling or overwhelmed, but please note there are no right or wrong answers here. A student may well feel sad, flat or irritable but place themselves in any zone of the Mental Health Continuum.)

LESSON 3

HOW CAN YOU HELP YOUR BRAIN DEVELOPMENT?

Year Level

Upper Primary

Learning Area

Health & Physical Education

Duration

40–60 minutes



OVERVIEW

This lesson explores how we spend our time and how this affects our brain development. It introduces students to ways to build healthy brains through diet, sleep, physical activity, relationships and screen time.

LEARNING OBJECTIVES

- To describe and evaluate contributing factors to brain development
- To analyse, compare and represent the key ways to positively influence brain development

RESOURCES

- ▶ Video: [Inside the Brain: Gameplan](#)
- ▶ Video: [Drills with Mikayla Bowen](#)
- 📖 Student worksheet: [Positive or Negative?](#)

STUDENT SUCCESS CRITERIA

- 1 I can identify factors that influence my brain's development
- 2 I can evaluate these factors and identify which ones best support brain development

CURRICULUM LINKS

Australian Curriculum / Health and Physical Education (HPE) Years 5/6

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Making Healthy and Safe Choices
- **Content Descriptor:** analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities - [AC9HP6P10](#).
 - Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health ([HBPA](#), [MH](#), [FN](#), [RS](#))
 - understanding the importance of social support and a sense of belonging in promoting mental health and wellbeing ([MH](#), [RS](#))
- **Elaboration:**
 - investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health
 - proposing strategies they can use in daily routines to increase physical activity levels and reduce sedentary behaviour
 - describing strategies to support a sense of belonging and connection, and recognising the importance of social support for enhancing mental health and wellbeing

LESSON 3

HOW CAN YOU HELP YOUR BRAIN DEVELOPMENT?

INTRODUCTION


5-10 mins

Start by sharing the learning objectives and student success criteria.

- Opening question (individual reflection, group or class):
 - What makes a good friend? Why are friends important? What do you like to do with your friends?

Explain to students that friendships are one of the ways you can influence your brain's development. In the following video host Jazz talks to Kate Murdock about the importance of positive friendships.

Video

 Play [Inside the Brain: Gameplan](#)



LESSON 3

HOW CAN YOU HELP YOUR BRAIN DEVELOPMENT?

MAIN LESSON CONTENT

30–40 mins

Activity 1

In the video Jazz and Kate talked about the importance of positive friendships for your brain development. Explain there are other things that influence your brain development. Elicit suggestions from the class. Examples include:

- Sleep
- Diet
- Exercise
- Screens

Split students into pairs and ask them to work together to complete the Student worksheet: Positive or Negative?. Students classify each prompt into either positive or negative. Discuss the answers first in pairs, then as a class - some might be both, depending on how long/often you do it.

FOR TEACHERS

More information on:

- healthy food choices for pre-teens
- healthy screen time

Extension 1

Students brainstorm their own examples of positive or negative influences & share them with the class.

Extension 2

Students interview each other to find out:

- How much sleep they got last night
- What they had for breakfast this morning
- How they moved their body yesterday
- What they used screens for yesterday

Create a class list on the board and tally up the answers. Are there any surprises? What breakfasts are most popular? What different kinds of physical activity did students do?

Video

Explain that the following video shows footballer Mikayla Bowen sharing her top tips for brain development.

 [Play Drills with Mikayla Bowen](#)

Discussion questions:

- What are Mikayla's top tips?
- What else would you recommend she do to help her brain and mental fitness?



LESSON 3

HOW CAN YOU HELP YOUR BRAIN DEVELOPMENT?

MAIN LESSON CONTENT

Activity 2

Ask students to create a newspaper article, poster or presentation about how they can 'superpower their brain'. Choose 2-3 of the categories on the board (relationships, sleep etc) and list their top tips for each, e.g. don't use screens before bedtime, grab an apple instead of a chocolate biscuit, ride your bike to school, hang out with your friends and do something you both enjoy, etc.

Extension

A key part of positive friendships is getting to know someone and learning what they're like. In pairs, students ask each other the following questions:

- What's one thing that makes you unique?
- Who is someone you look up to? Why?
- What's one thing I don't already know about you?
- When was the last time you had to do something really hard?

Reflection (5-10 mins)

Support your students to think reflectively about whether they've met the lesson's success criteria.

- Try a 'I used to think; now I think ' exercise to elicit what students have learnt about ways to enhance their brain development.



In-class Module Reflection

This reflection can be completed at the end of this third lesson or after completing the on-field activity.

The Reflection Journal has been provided to record student learning. This is an opportunity for students to make notes about their thoughts, feelings and reflections throughout the module.

- What have you learnt about puberty and brain development over the last few lessons?
- What key factors can influence mood and brain development, and how? (sleep, diet, exercise, relationships, screen time)
- What one thing from this module can you do in your daily life - by practising each day - to improve your brain development and mental health?

ON-FIELD ACTIVITY

Year Level

Upper Primary

Learning Area

Health & Physical Education

Duration

40–60 minutes



OVERVIEW

These on-field activities are designed to be used as part of a Physical Education class to reinforce learnings in this module. Students will explore how practising small habits can positively impact brain development, and will focus in particular on coming up with things they are grateful for. Students will learn that just like physical skills require practice to help us get better at them, so do mental skills.

LEARNING OBJECTIVES

- To apply an understanding of ways to positively influence our brain development and wellbeing, for example gratitude
- To develop skill/s of handballing or kicking

SKILL FOCUS

- Decision-making
- Creative thinking
- Ball handling
- Catching
- Handpassing
- Kicking

EQUIPMENT

- One football per 2 students

STUDENT SUCCESS CRITERIA

- 1 I can identify things I am grateful for in my life.
- 2 I can demonstrate a range of football specific skills.

CURRICULUM LINKS

Australian Curriculum / Health and Physical Education (HPE) Years 5/6

- **Strand:** Personal, Social and Community Health
- **Sub-Strand:** Making Healthy and Safe Choices
- **Content Descriptor :** analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities - [AC9HP6P10](#).
- **Elaboration:**
 - proposing strategies they can use in daily routines to increase physical activity levels and reduce sedentary behaviour
 - describing strategies to support a sense of belonging and connection, and recognising the importance of social support for enhancing mental health and wellbeing

Note for teachers

We suggest you choose either kicking or handball as a skill to focus on for this lesson.

ON-FIELD ACTIVITY

WARM-UP ACTIVITY

5 mins

A warm-up game where students work as a group to verbalise things that they are thankful for - use this information on **Positive Thinking** to prepare for the activity. The exercise enables students to notice and appreciate the good things in their life, which encourages a more positive daily outlook. It could be as simple as sunny weather or having a favourite class today. Students also practise decision-making and ball-handling skills in choosing a peer to kick/handball to.

Teachers can use this time to observe students practising the focus skill (kicking or handball) to identify teaching points for Activity 1.

- Students assemble and form a circle
- The group uses a football to kick or handball to one another
- Each student says one thing that they are grateful for before passing the ball
- For example, 'I'm grateful for my dog Billie'; or 'I'm grateful the sun is shining'

Option

Instead of gratitude, students could list an activity or action to enhance their brain development, drawing on their prior knowledge from this module. Examples include getting enough sleep, balancing screen time, hanging out with friends or family, eating well, going for a run/doing exercise, etc.



ON-FIELD ACTIVITY

ACTIVITY 1: EXPLICIT TEACHING AND PRACTICE

15-20 minutes

Model the relevant focus skill (kicking or handball) for students using observation of the warm-up to identify any common errors among students. Pair students up and give them time to practise the skill based on explicit teaching. Move around supporting and modifying practice.

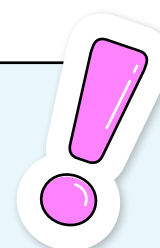
Bonus: Ask students to continue sharing gratitude or 'something that makes me happy' every 5 passes/kicks

Goal setting

Have a discussion with students around goal setting (you may like to refer to and teacher SMART goals - specific, measurable, achievable, relevant and time-bound), both in sports and personal life. Emphasise that setting a goal and putting a plan in place to achieve it can result in positive outcomes. Ask students to set a goal related to sport/their fitness. This might be specific to the skill above, or more general.

FOR TEACHERS

We recommend you support students with setting their goals to ensure they are realistic for students to achieve!



ACTIVITY 2: AFL WEBSITE

With any extra time play one of the following games from the AFL website:

Focus on kicking with Collect the Coins or Cool Kicks.

Focus on handball with Escape the Chaos.

Reflect

Ask students to come back to the goal they set above. How did the game/s you just played relate to their goal? Did they help students make progress towards their goal? How, or why not? Remind students that by practising regularly they can make progress and work towards their goals.



ON-FIELD ACTIVITY

COOL DOWN / REFLECTION

5 minutes

Come back to the **Positive Thinking** exercise from the start of the lesson. Ask students how easy/hard they found it to come up with things they were thankful for at the beginning of the lesson. Why/why not?

Remind students that like any skill, including kicking or handballing, looking after our mental health takes practice too. Verbalising the things we are grateful for can be a really strong tool to protect our mental health, but it's not always easy at first. Encourage students to try to think of one thing each day this week that they are thankful for.

Optional

End the lesson with a mindfulness activity like **this breathing exercise** or **this grounding exercise** here. Remind students that while this might not be easy at first, like anything we have learnt today e.g. kicking, goal setting, practising positive thinking, practising on a regular basis will mean we get better at it.



Disclaimer

This educational material is based on evidence-based research previously conducted by the Murdoch Children's Research Institute. It is general in nature and not intended to be clinical advice or a substitute for professional treatment. You should seek advice from a qualified professional, as Murdoch Children's Research Institute, Matterworks Pty Ltd and the AFL, and their current and former officers, employees and contractors, do not take any responsibility from reliance on this material.

Credits



MATTERWORKS

This program is produced by Matterworks and has been developed with research from



with contribution from the Raising Children Network.