



**Gotcha4Life Foundation**  
**Mentally Fit Primary Schools**

# Mental Fitness Matters Video Lesson Pack



**Video Lesson Pack**  
**For Primary (Yrs 3-6) Teachers**

**LESSON ONE:** Mental Fitness Matters, Getting Strong on the Inside

**LESSON TWO:** Feel Strong, Think Strong

**LESSON THREE:** Your Village, Your Strength

**LESSON FOUR:** You're Not Alone

# Mental Fitness Matters

## Lessons 3-6

In this series of four lessons, students will explore the concept of mental fitness; its importance, and practical strategies to enhance their emotional wellbeing. The lessons focus on three evidence-based protective factors and how they help build mental fitness capacity. Each lesson begins with engaging video clips and includes printable accompanying worksheets. To support ongoing implementation, every lesson concludes with practical strategies for embedding mental fitness into your classroom routine.

*This lesson pack includes 4 lessons with accompanying resources (video clips & worksheets).*

**Grade Level:** S2 - S3 (Year 3 - Year 6)

**Duration:** All lessons are approximately 50 minutes

**Curriculum Outcomes:** From the Australian Curriculum

### HEALTH & PHYSICAL EDUCATION (HPE)

- Personal, Social and Community Health

#### Stage 2 - Year 3&4:

##### **Interacting with others**

AC9HP4P06: explain how and why emotional responses can vary and practise strategies to manage their emotions

##### **Making healthy and safe choices**

AC9HP4P08: describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations

AC9HP4P10: investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing

#### Stage 3 - Year 5&6

##### **Interacting with others**

AC9HP6P04: describe and demonstrate how respect and empathy can be expressed to positively influence relationships

AC9HP6P06: apply strategies to manage emotions and analyse how emotional responses influence interactions

##### **Making healthy and safe choices**

AC9HP6P09: investigate different sources and types of health information and how these apply to their own and others' health choices

## Lesson Overview

### Lesson One: Mental Fitness Matters, Getting Strong on the Inside

- Video [“MFPS What is Mental Fitness”](#)
- Worksheet L1a (Mental Fitness Plan)
- Worksheet L1b (Scenario Cards)

### Lesson Three: Your Village, Your Strength

- Video [“MFPS Embrace Your Village”](#)

### Lesson Two: Feel Strong, Think Strong

- Video [“MFPS Build Your Emotional Muscles”](#)
- Worksheet L2a (What makes me, ME)
- Worksheet L2b (Emotions Wheel)

### Lesson Four: You're Not Alone

- Video [“MFPS Don't Worry Alone”](#)
- Worksheet L4 (My Support Circle)



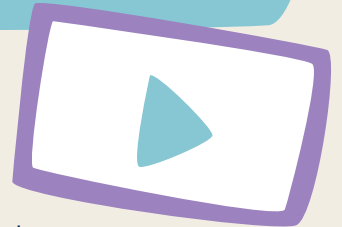
# Lesson One: Mental Fitness Matters, Getting Strong on the Inside

## Materials Needed:

- Video “MFPS Mental Fitness”
- Worksheet (Mental Fitness Plan Template)
- Worksheet (Scenario Cards)
- Individual student notebooks for reflection/journaling

## Learning Intentions:

- Understand the concept of mental fitness.
- Recognise strategies to build mental fitness.
- Reflect on personal mental fitness practices and how to handle life’s ups and downs.
- Build confidence in discussing mental fitness with peers.



## Success Criteria:

- Students can explain that mental fitness is about feeling strong on the inside and managing their emotions.
- Students can identify at least two strategies for building mental fitness (e.g. deep breathing, journaling, talking to someone).
- Students engage in discussions and group activities about ways to handle their emotions.
- Students create a personal mental fitness plan using strategies that work for them.

## Lesson Plan

### Introduction *Brainstorm:*

10min

- Start by asking students, “What do you do to be physically fit?” Encourage responses about activities like sports, dance, or exercise.
- Follow up with: “What about getting strong on the inside? How can we do that?”
- Introduce the idea of “mental fitness” and ask students to share what they already know about it. Explain that just like physical fitness helps us stay strong and healthy on the outside, mental fitness helps us handle our emotions, stress, and challenges on the inside.

### *Hook:*

- Watch the video clip “MFPS What is Mental Fitness.”
- Ask students to pay attention to the different explanations of mental fitness and the examples of how to build it.

### *Discussion:*

- After viewing the the video clip, ask the following questions:
  - “What is mental fitness?” Write student responses on the board (e.g. “managing emotions,” “feeling strong inside,” “talking about feelings”).



- Recap key points from the video, emphasizing the importance of taking care of our emotional muscles.
- Ask students to share what the kids in the video said about building mental fitness (e.g. deep breathing, journaling, talking to friends, meditating).
- Lead a brief discussion on how different strategies can help in different situations.

## Body

35min

### ***Collaborative Problem-Solving (Group Task):***

- Divide students into small groups (3-4 students in each).
- Provide each group with a “scenario card” that presents a situation where a person’s mental fitness is being tested (e.g. dealing with peer pressure, preparing for an exam, handling social media stress, etc).
- Ask each group to discuss and identify ways the person in each scenario could strengthen their mental fitness to handle the situation.
- They should draw on strategies from the video (e.g. deep breathing, talking to someone, exercising) and add any new ideas.

### ***Group Discussion & Reflection:***

- Each group will present their scenario and solution to the class. As they present, encourage other students to add suggestions or ask questions about how these strategies can be used in real-life situations.
- After presentations, hold a class discussion on the different strategies explored. Ask students to think about which strategies would work best for them and why.

### ***Written Expression (Individual Task): My Mental Fitness Plan***

- Hand out the “Mental Fitness Plan” template (or ask students to use their workbooks).
- Ask students to reflect on their own emotional muscles and think of one or two strategies they can use to build their mental fitness.
- Use prompts like:
  - “I can build my mental fitness by...”
  - “When I feel overwhelmed, I will...”
  - “One thing I do to feel strong on the inside is...”
- Allow students time to write or draw their ideas.

## Conclusion

5min

### ***Reflection:***

- Gather students together and ask:  
“What is one thing you learned today about mental fitness?”
- Reinforce the key message: Mental fitness is about being strong on the inside, and just like we take care of our bodies, we need to take care of our minds too.

### ***Takeaway:***

- End the lesson by reminding students that building mental fitness is a lifelong practice and they can use the strategies they learned today whenever they need to handle life’s ups and downs.



## Extension Opportunities:

- *Ongoing Mental Fitness Plans:* Have students continue updating their mental fitness plans throughout the school year as they encounter new challenges or learn new strategies.
- *Mental Fitness Journal:* Encourage students to keep a mental fitness journal, where they can write about their feelings, track their emotional wellbeing, and reflect on how they use the strategies they've learned.

## Assessment Opportunity:

- *Observe student participation:* Assess how well they are able to translate ideas from the video into their group tasks.
- *Listening During Discussions:* Pay attention to how students respond to questions and share their thoughts on mental fitness.
- *Individual Reflection Work:* Review students' personal mental fitness plans to see if they can identify meaningful strategies and make connections between mental fitness and their daily lives.

## Strategies for embedding Mental Fitness in the classroom:

- ★ Display the poster "[Boost Your Mental Fitness K-6](#)" in your classroom for students to refer to.
- ★ Classroom "Stress-Free Zone" - Designate a quiet corner or "Stress-Free Zone" where students can go when they feel overwhelmed or need a break. Equip the area with tools like calming books, stress balls, or noise-cancelling headphones. Encourage students to use the space when they need time to collect their thoughts or practice a mental fitness technique.
- ★ Mental Fitness Goal-Setting- At the start of each term or month, encourage students to set personal mental fitness goals (e.g., "I will practice deep breathing every time I feel anxious" or "I will talk to a friend when I'm upset"). Revisit these goals regularly, allowing students to reflect on their progress and make adjustments.
- ★ Integrate 3-5 minute mental fitness breaks during transitions or after challenging activities. These breaks could involve deep breathing, mindfulness exercises, or stretching. Find these in [Educator Resources](#).
- ★ Group Discussions on Mental Fitness - Dedicate a regular time each week for an open mental fitness discussion. Use real-life scenarios, stories, or current events to prompt discussions about handling emotions, building resilience, and managing stress. Let students brainstorm solutions and share personal experiences.



# My Mental Fitness Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1 What makes me feel strong on the inside?

*Draw or write about what helps you feel strong emotionally.*

I feel strong on the inside when I: .....

.....

.....

## 2 My mental fitness superpowers

*List or draw three strategies you can use to build your mental fitness.*

1. ....

2. ....

3. ....

## 3 When I feel upset or stressed, I can:

- |  |  |
|--|--|
| <input type="checkbox"/> Take deep breaths         | <input type="checkbox"/> Talk to someone I trust         |
| <input type="checkbox"/> Go for a walk or exercise | <input type="checkbox"/> Draw or write about my feelings |
| <input type="checkbox"/> Other: .....              |  |

Let's build our mental fitness together

gotcha4life.org ©2025 Gotcha4Life Foundation



## **4** My mental fitness goal

*Set a goal to practise (1) mental fitness strategy.*

I will practise my mental fitness by: .....

.....

.....

## **5** Who can help me?

*List the people who can help your mental fitness.*

1. ....
2. ....
3. ....

## **6** Reflection

*At the end of the week, reflect on how you've built your mental fitness.*

How did I build my mental fitness this week? .....

.....

.....

How did it make me feel? .....

.....

.....

**Let's build our mental fitness together**

gotcha4life.org ©2025 Gotcha4Life Foundation



**Moving school  
or house.**



**Didn't make  
the team  
I wanted.**



**My favourite  
teacher has left  
the school.**



**Had an argument  
with a friend.**



**My first  
school camp.**



**My best friend  
is absent from  
school today.**





**Didn't get the  
mark on the test  
I wanted.**



**Didn't get  
invited to the  
birthday party.**



**I forgot my  
homework.**



**My parents  
have been  
arguing a lot.**



**My friends are  
talking about  
a celebrity I've  
never heard of.**



**My first day at  
my new school.**



# Lesson Two: Feel Strong, Think Strong



## Materials Needed:

- Video “MFPS Build Your Emotional Muscles”
- Emotions Wheel (optional)
- Coloured textas/pencils
- Whiteboard and markers
- Stapler
- Worksheet (What makes me...Me!)

## Learning Intentions:

- Introduce the concept of emotional muscles and their role in mental fitness.
- Explore practical strategies for strengthening emotional muscles.
- Foster students' ability to identify and manage their emotions.
- Encourage students to show empathy and build social connectedness.

## Success Criteria:

- Students can identify new terminology, including: emotions, emotional muscles, empathy, self-compassion.
- Students can categorise emotions as a spectrum and understand that all emotions are welcome.
- Students can navigate and negotiate roles within a group setting.
- Students practise applying gratitude as a means of building resilience when experiencing both positive and negative emotions.

## Lesson Plan

### Introduction

10min

#### ***Class Brainstorm: What emotions have you felt recently?***

- Write student responses on the board under these headings:
  - Positive, Neutral, and Challenging.
- If a prompt is needed, the teacher could suggest words like:
  - annoyed, excited, terrified, overwhelmed, bored, scared, nervous.
- Optional Handout: Use the Emotions Wheel to assist in generating more emotions.
- Reassure students that while some emotions don't feel good, all emotions are normal. Every emotion, whether easy or more difficult to experience, is valid and worthy of recognition. It encourages individuals to embrace their feelings as a natural and normal part of being human, and to engage with them constructively rather than denying or squashing them down or bottling them up.

#### ***Hook:***

- Watch the video clip “ MFPS Build Your Emotional Muscles.”



**Discussion:**

- Answers can be verbal or recorded on the whiteboard, show me boards or chart paper
  - “Why do you think we need emotional muscles?”
  - “What emotions do you think are easy to feel? Which are tougher?”

*Extension: “Why do you think people experience emotions differently?”*

*Suggested answer: Every person experiences emotions in their own way. For example, something that feels exciting to one person, like bungee jumping, might feel terrifying to someone else.*

**Body****20min****Written Expression (Individual Task):**

- Use the “What makes me...me” profile worksheet.
- Around the profile, students write affirmations about themselves like “I am strong” or “I learn from my mistakes”.
- Inside the profile they can draw images or symbols that represent things that they are good at, interests that are important to them, people who that they love and love them.
- Students can decorate their profiles to capture their personality and interests, for example: hair and eye colour, glasses, footy boots, ballet shoes, holding a book.

**Group Presentation****10min****Presentation:**

- Each student has the opportunity to share their profiles.
- As a class, students will staple their profiles together, highlighting the importance of connections. (This can then be hung up in the classroom).

**Conclusion****5min****Reflection:**

- Thank students for their openness and participation today.
- Ask students to think about this: What is one emotion you felt today, and how did you respond to it?
- Share: Turn to the person next to you and tell them one way you plan to use your emotional muscles this week (e.g., talking to someone when feeling nervous, or celebrating when feeling proud).

**Takeaway:**

- Today, we learned that all emotions - whether they feel good or challenging - are a normal and important part of being human. By recognising and naming our emotions, we build our “emotional muscles,” which help us understand ourselves better and connect with others. Remember, it’s okay to feel a mix of emotions, and embracing them helps to build our emotional muscles.



## Extension Opportunities:

- *Research Challenge:* Investigate how people in different cultures practise emotional wellbeing.
- *Interview my School Community:* In groups, students create a set of survey questions where they interview students and teachers about how they practise self-compassion. Share findings back to the class or at an assembly. Students can use the Mental Fitness Interview or google forms.

## Assessment Opportunity:

- *Observation:* Monitor participation in discussions and reflection to assess understanding, level of contribution and comfortability.

## Strategies for embedding Mental Fitness in the classroom:

- ★ Daily Check-ins: Start each day with a quick emotional “weather report” (e.g., “sunny, cloudy, stormy”) or use the G4L poster [How do you feel today?](#)
- ★ Continue to integrate 3-5 minute mental fitness breaks during transitions or after challenging activities. These breaks could involve deep breathing, mindfulness exercises, or stretching.  
Find these in [Educator Resources](#).



# What makes me...ME!

You will create a visual representation of yourself by drawing and writing things that show what you're good at, what you enjoy, and the people and things that are important to you.

## Instructions:

### 1 Personal Affirmations

Around the outline of the person, write positive affirmations about yourself. These can be things that you believe about yourself or qualities you want to focus on. Here are a few examples to get you started:

- "I am creative."
- "I am kind and caring."
- "I am proud of who I am."
- "I am strong and capable."
- "I learn from my mistakes."
- "I am confident in myself."
- "I'm a good friend"

### 2 Illustrate Inside the Profile Outline

Inside the profile outline, **draw images or symbols** that represent:

- Things you're **good** at (e.g., a pencil for drawing, a soccer ball for sports, a musical note for singing).
- **Interests** that are important to you (e.g., a book if you love reading, a paintbrush if you enjoy art).
- **People** who are important to you, such as family, friends, or pets (you can draw hearts or symbols that represent these people, like a family tree or a group of stick figures).

### 3 Be creative

Make your profile unique! Add personal touches like your hair and eye colour, glasses, hats, sports equipment, or anything that's important to you. Use colours, patterns, and decorations to show your personality, interests, and what makes you special.

### 4 Staple Your Profile Together

Once your profile is complete and you have shared it with your class your teacher will help you staple your profiles together, **CONNECTING** you all together.

**We are all connected by our strengths, our interests,  
and the people who care about us!**

**Let's build our mental fitness together**

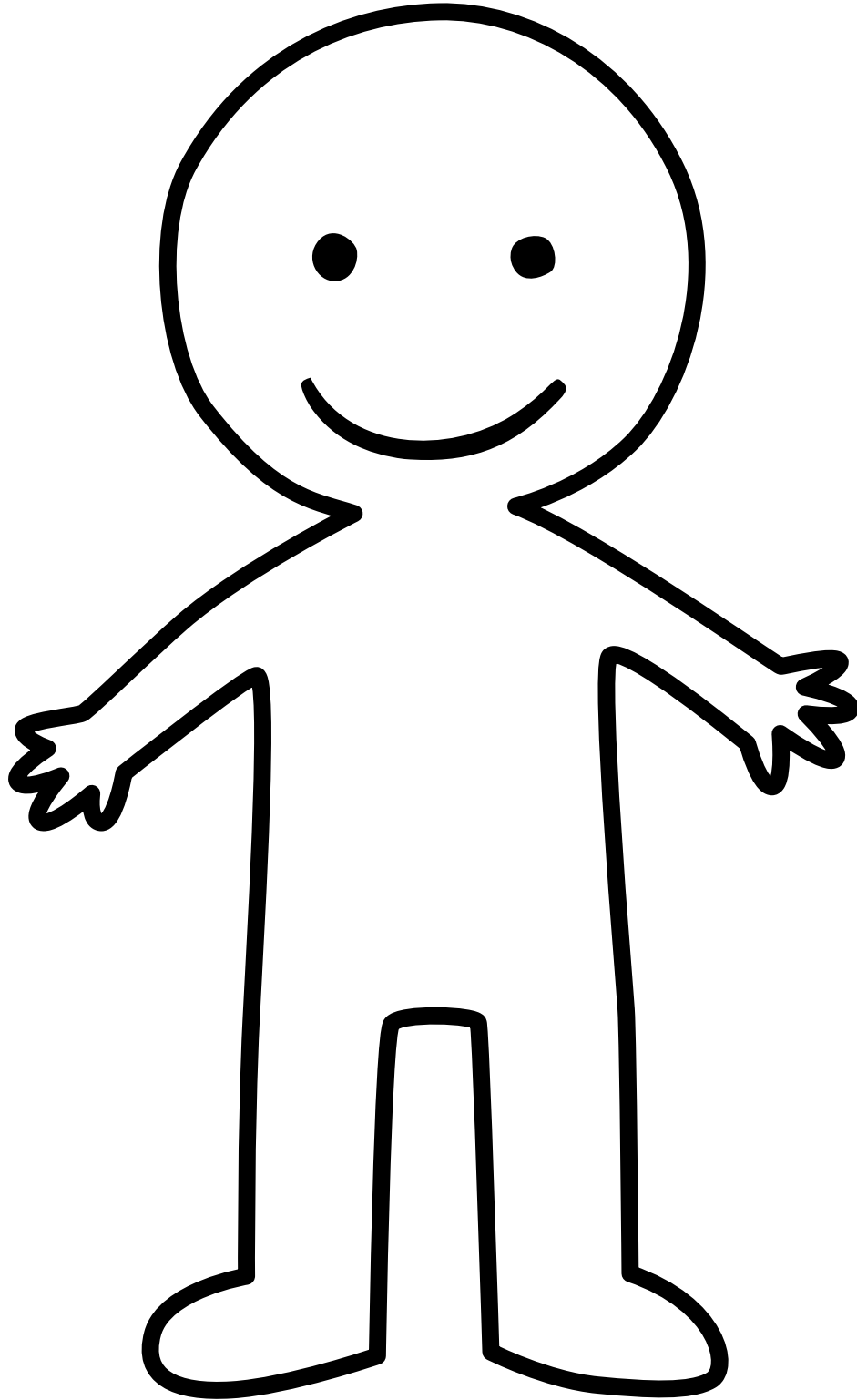
gotcha4life.org ©2025 Gotcha4Life Foundation



# What makes me...ME!

Name:

---

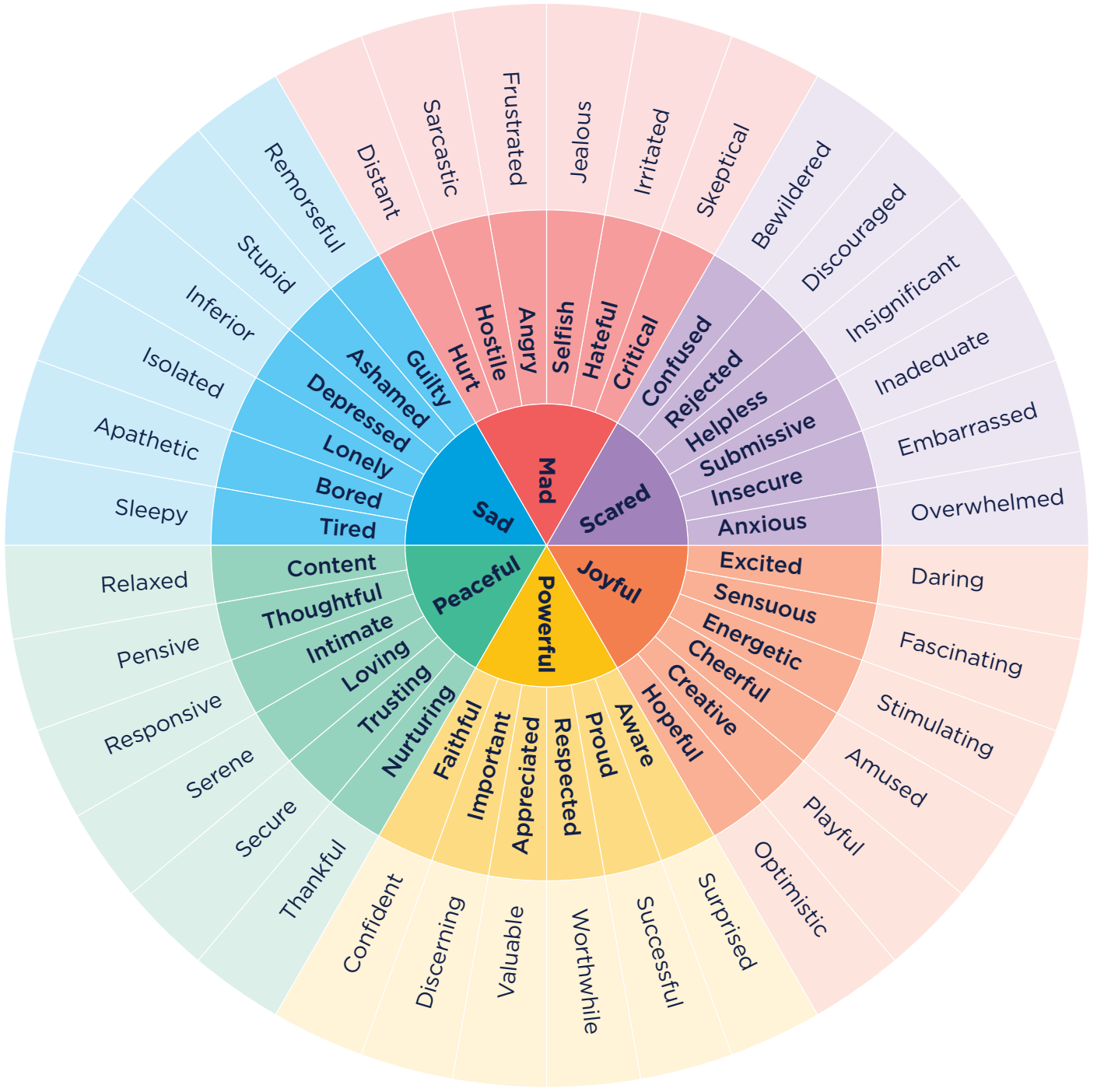


Let's build our mental fitness together

[gotcha4life.org](http://gotcha4life.org) ©2025 Gotcha4Life Foundation



# Emotions Wheel



Originally developed by Dr. Gloria Willcox  
 Willcox, G. (1982). *The Feeling Wheel: A tool for expanding awareness of emotions and increasing spontaneity and intimacy*. *Transactional Analysis Journal*, 12(4), 274-276.  
<https://doi.org/10.1177/036215378201200411>

Let's build our mental fitness together

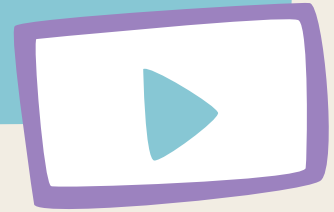
gotcha4life.org ©2025 Gotcha4Life Foundation



# Lesson Three: Your Village, Your Strength

## Materials Needed:

- Video “MFPS Embrace Your Village”
- Embrace Your Village Poster
- Large poster or butcher paper
- Sticky notes
- Markers, crayons, or coloured pencils



## Learning Intentions:

- Reinforce the importance of a strong community.
- Students can define the term “village” and at least one person that is in their village.
- Students connect with others in their class, promoting a sense of belonging.

## Success Criteria:

- Students can identify a variety of people who support them (family, friends, teachers, etc).
- Demonstrate an understanding of reciprocal care (how they can both receive and give support).
- Students can link mental fitness to the support they receive from their village.
- Students engage in discussions and group activities successfully.

## Lesson Plan

### Introduction

#### **Class Brainstorm:**

10min

- Gauge prior knowledge by asking the following questions:
  - *Who helps and supports you when you need it?*
- Explain to students that today they will be learning about how important it is to have a “village” — a group of people who care for them, support them, and help them stay strong emotionally.
- Ask:
  - *Who is in your ‘village’ at home or school?*
- Link back to Protective Factors-focusing on [“Embrace your Village.”](#)  
Having a strong, supportive community or village is a key Protective Factor in mental health.

#### **Hook:**

- Watch the video clip “ MFPS Embrace Your Village”



## Body

25min

### **Class Discussion and Reflection:**

- Discuss with students the following questions:
  - “Who are the special people in your village? Can you think of people who support you and are always there for you?”
  - “What are some ways that you show these people you care for them, just like they care for you?”

### **Collaborative Task: Village Tree Activity**

- **Objective:** To create a collaborative visual representation of students’ collective “villages,” promoting the sense of community and support.
- **Activity Instructions:**
  - Preparation:  
Draw a large tree outline on a poster or butcher’s paper and label it “Our Village Tree.” The trunk represents the class as a whole, and the branches represent the individual students’ villages.
  - Individual Contribution:
    - Have each student write the names of key people in their village on sticky notes, or cut up paper (e.g. family, friends, teachers) and then attach them to the “branches” of the tree.
    - Encourage students to add little illustrations or symbols to represent each person (e.g. a heart for family, a trophy for a coach, etc).
  - **Discussion:** Once the tree is filled, discuss the diverse sources of support in the class and how the tree represents everyone’s interconnectedness.

## Conclusion

5min

### **Reflection:**

- Summarise the importance of having a village, making sure students understand that they should care for both others and themselves.
- Encourage them to think about how they can actively “embrace” their village every day by showing care, love, and appreciation.



## Extension Opportunities:

- **Drawing and Writing:** Give each student a piece of paper and ask them to draw a “village” centered around themselves. In the centre, they should draw themselves and around them, draw the people who support them, including family, friends, and others. Ask them to label each person and think of at least one way they can show appreciation for each person (examples: giving a hug, saying thank you, writing a note).
- **Reflection Writing:** Once the students finish their drawings, have them write a short reflection (3-5 sentences) on the following prompts:
  - “What does it feel like to have a village of people who support you?”
  - “How do you plan to show appreciation to the people in your village?”
  - “How can you also take care of yourself and be there for others in your village?”

## Assessment Opportunity:

- *Observation of answers:* During the group discussion, observe students as they answer questions such as “Who are the special people in your village?” and “What are some ways to show that we care about the people in our village?”
- *Observe student participation:* Assess how well they are able to translate ideas from the video into their trees.
- *Listening During Discussions:* Pay attention to how students respond to questions and share their thoughts on mental fitness.
- *Written feedback:* of the student’s post-its after the lesson.
- *Exit Ticket:* As students are leaving, ask them a question of understanding: “Who is in your village?”

## Strategies for embedding Mental Fitness in the classroom:

- ★ Reinforce key takeaway from today’s lessons regularly, using the visual reminder of the [Embrace Your Village Poster](#)
- ★ Create a “Village Wall” or “Wall of Support” where each student’s name is displayed with a few lines about what they bring to the village (e.g., “Emma is a great listener,” “Max always helps others when they’re in need”).
- ★ Allow students to add positive messages, encouragements, or praise for their classmates to the wall throughout the year.
- ★ Students can also write thank-you notes or small affirmations to others, which are then pinned to the wall.



# Lesson Four: You're Not Alone

## Materials Needed:

- Video "MFPS Don't Worry Alone"
- Worksheet (My Support Circle)
- A whiteboard to write student responses
- [Don't Worry Alone Poster](#)
- Pens



## Learning Intentions:

- Students will understand the importance of not keeping worries to themselves.
- Students will feel empowered to seek help when they are feeling worried or upset

## Success Criteria:

- Students can describe the concept of "Don't Worry Alone" and explain why it is important to ask for help.
- Students can reflect independently and demonstrate this in written form.
- Students actively participate in activities and demonstrate understanding by expressing their worries and solutions in a safe and supportive way.
- Students engage in discussions.

## Lesson Plan

### Introduction

10min

#### **Warm-up Discussion:**

- Class Question: "Who do you talk to when you need help or feel worried?"
- Write their answers on the board (e.g., parents, teachers, friends, counsellors).

#### **Hook:**

- Watch the Gotcha4Life video "Don't Worry Alone."

### Body

25min

#### **Independent Task: "Who's in Your Support Circle?"**

- Objective:** Students will identify people they can turn to for help and understand what makes a good helper.
- Activity Instructions:**
  - Give students the "Who's in your support circle?" worksheet and in the box they jot down some of the qualities that these people offer to us (kindness, compassion, empathy)
  - As explained on the worksheet, students fill in each ring of the circle with names or drawings of people they trust (family, friends, teachers, coaches etc).



- *Post-activity Class Discussion:*

- Give students the opportunity here to share some of the people that are in their circle and the qualities that these people offer to us (kindness, compassion, empathy) This can be written in the box on the worksheet.
- Emphasise that it's brave to ask for help when feeling worried.
- Remind students that no worry is too big or too small to talk about.
- Thank students for sharing.

## Conclusion

### **Reflection:**

- Discuss with the class how having a support network helps us feel less alone.

### **Takeaway:**

- It's important to know who we can talk to and practice asking for help.



## Extension Opportunities:

- *Create a "Thank You" Card:* Have students write a thank-you card to one person who has helped them in their life, expressing their appreciation for that person's support.
- *Help-Seeking Journal:* Students can create a "Help Journal" where they draw pictures of people they can talk to, along with situations when they might need help as the year progresses as their friendships might change.
- *Classroom Help Agreements:* Make a classroom agreement that encourages everyone to ask for help when they need it. This can be a shared commitment that the class discusses and agrees on.

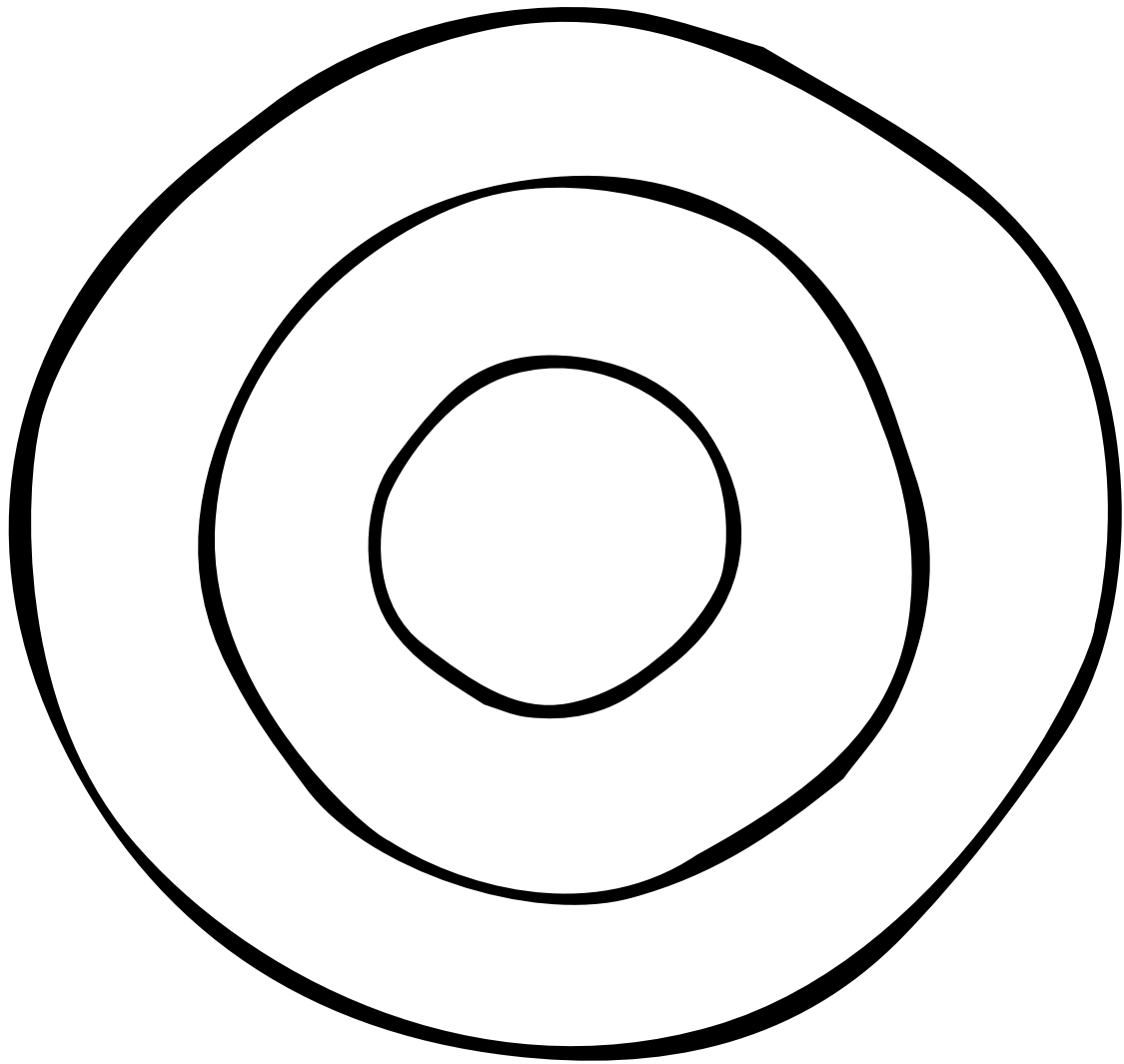
## Assessment Opportunity:

- *Observation of answers:* During the group discussion, observe students as they answer questions in the warm up and post-activity discussions.
- *Written:* Collect worksheets for assessing how well they are able to translate their ideas into the correct categories.

## Strategies for embedding Mental Fitness in the classroom:

- ★ Reinforce key takeaway from today's lessons regularly, using the visual reminder "Don't Worry Alone".
- ★ Exit Ticket: Ask students as they leave the lesson to tell you verbally one person that they put in the Circle.

# My Support Circle



## Task:

1. In the centre of the circle write your name.
2. In the next layer, write or draw the people you can turn to for help at any time.
3. In the last layer, write or draw some of the places you feel safe to talk. (For example: home, my Grandparents place, the soccer field, my School Counsellor's office)

## Qualities of my support **PEOPLE:**

.....

.....

.....

.....

.....

.....

**No worry is too big or too small to talk about!**

Let's build our mental fitness together

[gotcha4life.org](http://gotcha4life.org) ©2025 Gotcha4Life Foundation





**Let's build our mental fitness together**

**[gotcha4life.org](https://gotcha4life.org)**

© Gotcha4Life Foundation.