



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

# Mental Fitness Matters Video Lesson Pack



**Video Lesson Pack**  
**For Infants (Yrs K-2) Teachers**

**LESSON ONE:** Mental Fitness & Me

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

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

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

# Mental Fitness Matters

## Lessons K-2

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 our three evidence-based protective factors and how they help build mental fitness capacity. Each lesson begins with an engaging video clip 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:** ES1 & S1 (Kindy - Year 2)

**Duration:** All lessons are approximately 40 minutes

**Curriculum Outcomes:** From the Australian Curriculum Version 9

### HEALTH & PHYSICAL EDUCATION (HPE)

- Personal, Social and Community Health

#### Kindergarten/Foundation Year:

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

AC9HPFP02: practise personal and social skills to interact respectfully with others

AC9HPFP03: express and describe emotions they experience

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

AC9HPFP05: demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe

#### Years 1 and 2:

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

AC9HP2P02: identify and explore skills and strategies to develop respectful relationships

AC9HP2P03: identify how different situations influence emotional responses

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

AC9HP2P05: identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe

## Lesson Overview

### Lesson One: Mental Fitness & Me

- Video [“MFPS What is Mental Fitness”](#)
- Worksheet (Mental Fitness Tree)

### Lesson Two: Becoming Stronger Inside and Out

- Video [“MFPS Build Your Emotional Muscles”](#)
- Worksheet (I Feel)
- Emoji Cards

### Lesson Three: Your Village, Your Strength

- Video [“MFPS Embrace Your Village”](#)
- Worksheet (My Village and Me)

### Lesson Four: You’re Not Alone

- Video [“MFPS Don’t Worry Alone”](#)
- Worksheet (My Worries)
- Cloud and sun templates



# Lesson One: Mental Fitness & Me

## Materials Needed:

- Video “MFPS Mental Fitness”
- Worksheet (Mental Fitness Tree)
- Anchor Chart
- Pencils, Markers (Magazines optional)

## Learning Intentions:

- Understand the concept of mental fitness.
- Recognise strategies to build mental fitness.
- Collaborate to create a mental fitness tree.
- Reflect on personal mental fitness practices.
- Develop confidence in discussing mental fitness.



## Success Criteria:

- Students can explain that mental fitness is about feeling strong on the inside and managing their emotions.
- Students can name at least one way to strengthen their mental fitness (e.g., deep breathing, talking to someone, playing outside)
- Students contribute ideas and work together in their groups to create a “Mental Fitness Tree,” showing different ways to take care of their minds.
- Students can individually draw or write about one thing they can do to improve their mental fitness.
- Students participate in discussions by sharing their thoughts or feelings about mental fitness with the class.

## Lesson Plan

### Introduction **Brainstorm:**

- Gather students in a circle. Ask, “What does it mean to be strong?”
- Prompt responses about physical strength and guide them to connect this with mental strength.
- Write key ideas on a whiteboard, such as “strong inside,” “feelings,” and “challenges.”

### **Hook:**

- Watch the video clip “MFPS Mental Fitness”.

### **Discussion:**

- After viewing the video clip, ask the following questions:
  - “What is mental fitness?” (Reference students’ earlier brainstorm)
  - “How can we look after our mental fitness?” Discuss what the students on the clip said.
- Allow students to share their thoughts and build on each other’s ideas. You may want to record these onto an anchor chart.

## Body

### **Creative Expression (Group Task):**

- Divide students into small groups (3-4 students in each)
- Provide each group with large sheets of paper and colouring materials.
- Explain to students that they will create a “Mental Fitness Tree” where each branch represents a different way to build and strengthen our mental fitness (e.g., deep breathing, talking to a friend, playing outside).
- Encourage creativity—students can draw, write, or use cut-out images from magazines.

*Too Hard? - Use the tree worksheet provided where students cut and paste the different ways to build and strengthen mental fitness on the tree branches.*

### **Written Expression (Individual Task):**

- Ask each student to draw a picture or write a sentence about one thing they can do to build their mental fitness.
- Provide prompt sentences such as “I can build my mental fitness by...” and allow them time to illustrate their ideas.

## Conclusion

### **Reflection:**

- Gather students back in a circle and invite them to share their pictures or sentences with the class.
- Ask students, “How can we remember to take care of our mental fitness every day?”
- Reinforce the importance of talking about feelings and using strategies discussed in class.

## Assessment Opportunity:

- Observation During Group Work: Look for how well students collaborate and communicate while creating their tree. Do they build on each other’s ideas? Are they engaged in the activity?
- Listening During Discussions: Pay attention to which students are actively participating and whether they are building on earlier brainstormed ideas about mental fitness.
- Individual Reflection Work: Review the clarity and creativity of students’ individual tasks to see if they can connect strategies to build mental fitness to real-life practices.

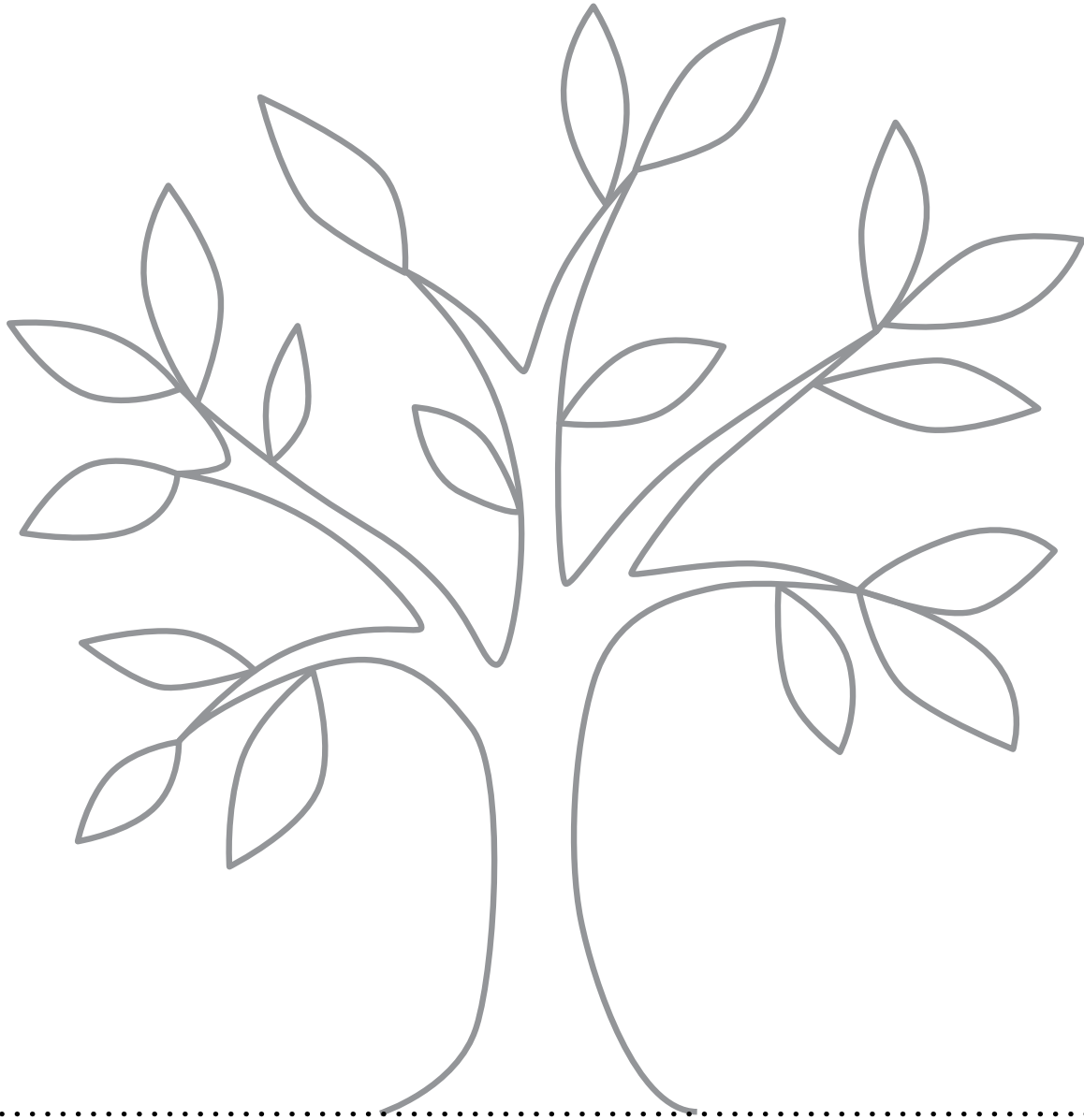
## Strategies for embedding Mental Fitness in the classroom:

- ★ Display the poster “[Boost Your Mental Fitness K-6](#)” in your classroom for students to refer to.
- ★ Assign a classroom job related to mental fitness, such as a “Mental Fitness Leader” who leads mental fitness breaks.
- ★ Turn the “Mental Fitness Tree” activity into a permanent display. Add new branches or leaves as students learn new strategies or experience new challenges.
- ★ 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](#).
- ★ Send home a weekly or monthly mental fitness update where students share strategies they’ve learned with their families. You can include a family activity, such as practising a mental fitness strategy together.

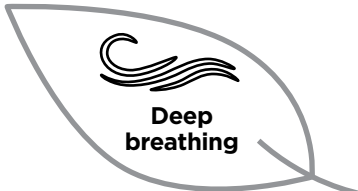
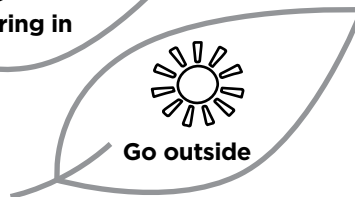
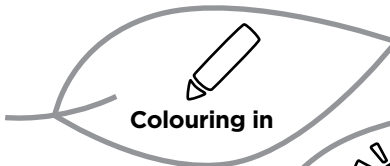


# Mental Fitness Tree

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



Choose some ways you can look after your mental fitness.  
Cut them out and paste them on your mental fitness tree.



Let's build our mental fitness together

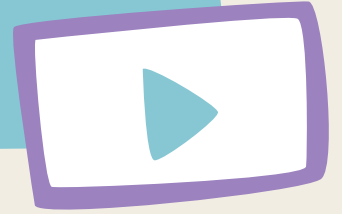
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# Lesson Two: Becoming Stronger Inside and Out

## Materials Needed:

- Video “MFPS Build Your Emotional Muscles”
- Worksheet (I Feel)
- Anchor Chart/Poster Paper
- Emoji cards



## Learning Intentions:

- Understand the concept “emotional muscles” and how they help us handle different feelings.
- Explore ways to build our emotional muscles.
- Identify and express emotions in ourselves and others.

## Success Criteria:

- I can identify different emotions I have felt.
- I can share one way I can build my emotional muscles.

## Lesson Plan

### Introduction *Teacher Prompt:*

- Today, we’re going to learn about our emotional muscles. Just like we exercise to take care of our physical muscles, we can also do things to build our emotional muscles.

### *Hook:*

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

### *Discussion:*

- Discuss with students the different emotions they have felt.
- As a class, brainstorm these emotions (e.g., happy, sad, angry, fear, excitement, surprise, frustration) and write them on a whiteboard or chart paper.
- Use emoji cards to help younger students visualise emotions.
- Re-watch the section of the video where students are describing their emotions. Pause and ask:
  - “Have you ever felt like that before?”
  - “How did you handle those feelings?”Give time for students to share their responses.

### Body

#### *Creative Expression (Group Task):*

“What can we do to help ourselves feel better or stronger when we have tricky/big emotions?” (Discuss)

- Students work in groups. Each group writes the name of a ‘tricky emotion’ brainstormed earlier on a large poster.



## Body cont.

- On their poster, students draw an emoji or picture that matches their emotion.
- Students record or draw things they can do to help feel better when they feel this emotion.
- Students return to the floor and share their posters with the class.

*Too Hard? - Complete this task as a whole class exploring 2-3 tricky emotions and recording it on chart paper.*

### **Written Expression (Individual Task):**

Students reflect on their own emotions and complete the attached worksheet.

- “I feel \_\_\_\_ when \_\_\_\_ because \_\_\_\_.”  
*Example: I feel happy when I play with my friends because they make me laugh.*
- “When I feel \_\_\_\_, I can \_\_\_\_ to help me feel better.”  
*Example: When I feel sad, I can talk to my teacher or hug my teddy bear to feel better.*
- “One way I can help a friend when they feel \_\_\_\_ is to \_\_\_\_.”  
*Example: One way I can help a friend when they feel lonely is to sit with them and ask them to play.*

## Conclusion

### **Reflection:**

- Rewatch the clip “MFPS Build Your Emotional Muscles”
- Ask students “what can we do to build our emotional muscles?”
- Encourage students to share the different emotions they explored today and things they can do to help feel better with their families.

## Assessment Opportunity:

- Observation During Group Work: Are students contributing to their group activity? Are they building on each other's ideas? Do they have a clear understanding of the emotion they are exploring?
- Listening During Discussions: Are students engaging in discussions and sharing ideas?
- Individual Reflection Work: Evaluate responses on the worksheet for understanding of emotions. Can students share emotions and describe ways to feel better when dealing with tricky emotions?

## Strategies for embedding Mental Fitness in the classroom:

- ★ Display the poster “[Build your Emotional Muscles](#)” in your classroom for students to refer to.
- ★ Morning Emotions Check-In: Create a class “Emotion Chart” where students place their name or a marker on how they're feeling at the start of each day.
- ★ Create a class display where students can write or draw something they are thankful for each week.
- ★ Emotion Stories: Incorporate books and stories that explore emotions and discuss characters' feelings and responses. (Eg: ‘Boys Do Cry’, by Gus Worland)
- ★ Mindfulness Minutes: Introduce quick breathing or visualisation exercises to practice calming emotions. Find these in [Educator Resources](#).



# I Feel

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

**Build your emotional muscles by completing these sentences:**

I feel happy when .....

.....

I feel sad when .....

.....

I feel .....

.....

When I feel .....

I can ..... to help feel better.

One way I can help a friend when they feel .....

is to .....

**BUILD** your  
**EMOTIONAL MUSCLES**

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**Happy**

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**Sad**

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**Angry**

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**Surprised**

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**Frustrated**

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**Worried**

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**Calm**

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**Excited**

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**Empathetic**

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**Embarrassed**

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**Proud**

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**Scared**

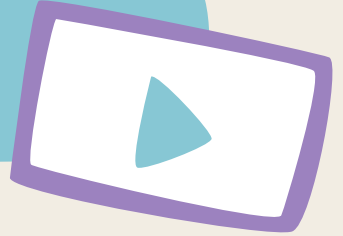
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# Lesson Three: Your Village, Your Strength

## Materials Needed:

- Video “MFPS Embrace Your Village”
- Worksheet (My Village and Me)
- Anchor Chart/Poster Paper



## Learning Intentions:

- Students will understand the concept of a “village” as a group of supportive people in their lives.
- Students will identify the special people in their village and understand ways to show appreciation for them.

## Success Criteria:

- Students can name the supportive people in their village.
- Students can explain at least one way to show appreciation to the people in their village.

## Lesson Plan

### Introduction *Discussion:*

- Ask students, “Who are the special people in your life who help you feel happy and cared for?”
- Write responses on the board, categorising them into groups like family, friends, teachers, and others.

### *Hook:*

- Watch the video clip “ MFPS Embrace Your Village”

### *Discussion:*

- After the video, discuss with students:
  - “What does ‘village’ mean in the video?”
  - “Why is having a village of people to support you important?”
  - “How do the people in your village make you feel supported?”
  - “What can you do to show the people in your village that you care?”
- Record students’ responses on chart paper or whiteboard.

### Body

#### ***Creative Expression (Group Task): My Village Handprint***

- In small groups, provide students with large paper and markers.
- Have them trace their hands on the page.
- Students write their name in the center of their hand and write 5 important people in their village in the fingers of their hand (e.g. family, friends, teachers).
- Students share with each other their village handprint.



## Body cont.

### **Written Expression (Individual Task):**

- Students reflect on their village and complete the attached “My Village and Me” worksheet:
  - “These people make up my village \_\_\_\_.” (Write names of people.)
  - “They help me by \_\_\_\_.” (Write how they support you.)
  - “I can show I care by \_\_\_\_.” (Write a way to show appreciation.)
  - Alternatively, students can draw a picture of themselves with someone from their village.

## Conclusion

### **Reflection:**

- Recap the importance of a village and ask students to share one thing they learned or appreciated about their village by discussing the following questions:
  - “How did it feel to think about your village and the people in it?”
  - “What’s one thing you can do this week to show someone in your village that you care?”



## Assessment Opportunity:

- Observation During Group Work: Assess students’ ability to identify and include different people in their village handprint.
- Listening During Discussions: Check for understanding of the concept of a village and its importance.
- Individual Reflection Work: Evaluate completeness and depth of responses on the “My Village and Me” worksheet.

## Strategies for embedding Mental Fitness in the classroom:

- ★ Display the poster “[Embrace your Village](#)” in your classroom for students to refer to.
- ★ Daily Gratitude Moments: Start or end the day by having students share one person in their village and how they helped them.
- ★ Classroom Support Network: Create a visual “Classroom Village” where students can add names or symbols representing classmates or school staff who support them.
- ★ Kindness Challenges: Encourage students to perform acts of kindness for people in their village, such as writing thank-you notes or helping a friend.
- ★ Parent Involvement: Share the lesson’s concept with parents and encourage them to discuss how they embrace the people in their village at home.

# My Village Hand

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



These people  
make up my village...

They help me by...

I show them I care by....

## My **VILLAGE** and Me

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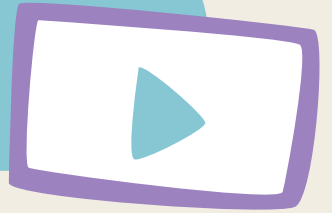
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# Lesson Four: You're Not Alone

## Materials Needed:

- Video "MFPS Don't Worry Alone"
- Worksheet (My Worries)
- Anchor Chart
- Cloud and sun templates



## Learning Intentions:

- Students will understand the concept of not worrying alone and how asking for help is brave.
- Students will identify trusted people they can talk to when they feel worried or upset.
- Students will practice ways to express their worries and ask for help.

## Success Criteria:

- I can name people I trust and who are part of my support circle.
- I can explain why sharing my worries can help me feel better.
- I can practice asking for help in a clear and confident way.

## Lesson Plan

### Introduction **Brainstorm:**

- Ask students, "What do you do when you're feeling worried or upset?" Write answers on the board.
- Introduce the idea of "Not Worrying Alone." Share how it means talking to someone you trust when you feel stuck or sad.

### **Hook:**

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

### **Discussion:**

- After the video, discuss with students:
  - "What was your favourite thing someone in the video said about not worrying alone?"
  - "What does it mean to not worry alone?"
  - "Who are the people we can trust to help us when we feel worried?"
  - "Why is it important to talk to someone when we're feeling stuck?"
- Record students' responses on chart paper or whiteboard.

## Body

### ***Creative Expression (Group Task): Turning Worries into Sunshine***

- On a large sheet of paper each group draws large “worry clouds.”
- Students write down some worries they have in each cloud (e.g., “I’m scared of spiders” or “I’m worried about making friends”).
- On a “sunshine” cutout, students write ways to share or solve those worries (e.g., “Ask a teacher for help” or “Talk to a friend”). Students paste the sun cutouts onto their sheet.
- Students return to the floor and share their posters with the class.

*Too Hard? - Provide students with cut out clouds with worries written in them for students to cut out and paste on the sheet.*

## Conclusion

### ***Reflection:***

- Recap the lesson: *“Today we learned why it’s important to not worry alone and how to ask for help when we need it.”*
- Ask students: *“What will you do the next time you feel worried or stuck?”*
- Provide a quiet moment for students to think about someone they could talk to if they feel worried.
- Encourage students to share their thoughts with a partner or the class (if comfortable).

## Assessment Opportunity:

- Observation During Group Work: Observe students’ engagement and participation while creating their worries poster.
- Listening During Discussions: Are students engaging in discussions about their worries and sharing ideas about ways to solve their worries?

## Strategies for embedding Mental Fitness in the classroom:

- ★ Display the poster *“Don’t Worry Alone”* in your classroom for students to refer to.
- ★ Daily Check-ins: Start the day with a “How are you feeling?” activity where students can share their emotions.
- ★ Help Posters: Create a classroom poster of ways to ask for help, using student contributions from the lesson.
- ★ Regular Reminders: Reinforce the lesson during times of conflict or worry, using phrases like, “Remember, we don’t worry alone. Who can you talk to?”

# My Worries

I **WORRY** about...

Making  
**MISTAKES**

Trying  
**NEW**  
things

Being  
**LEFT**  
out

The **DARK**

**SPIDERS**

**STORMS**

School  
**WORK**

**MY**  
family

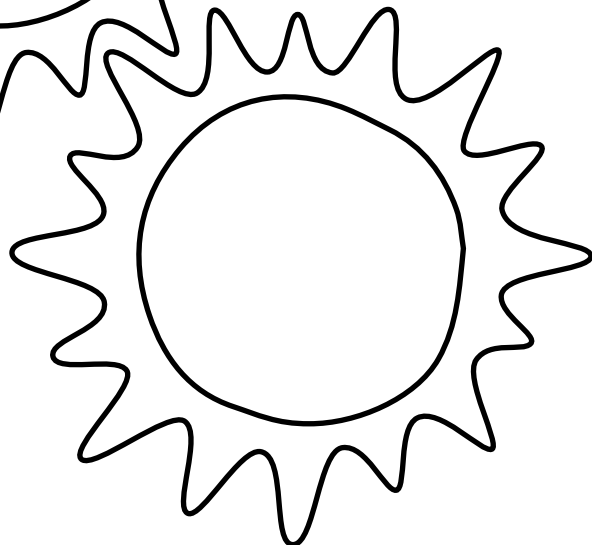
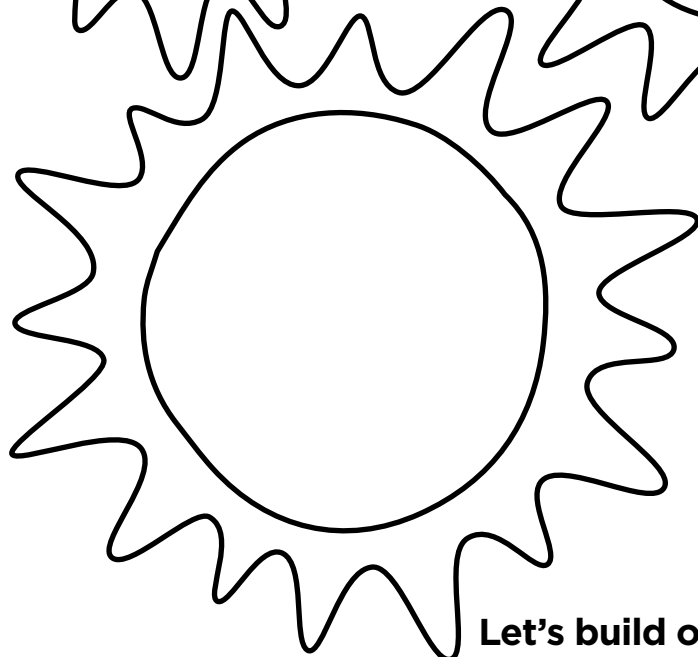
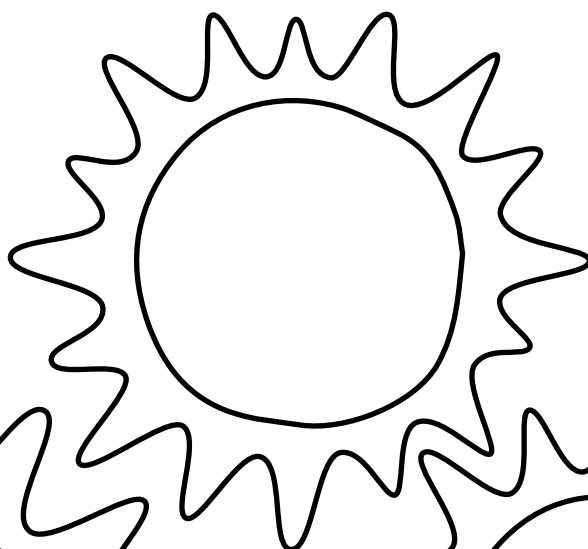
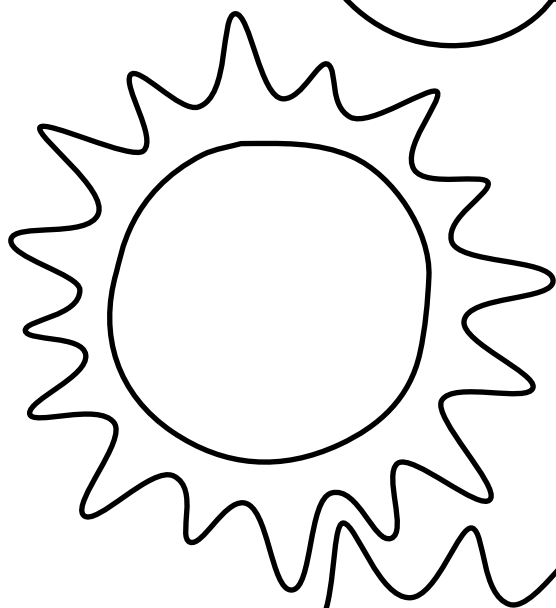
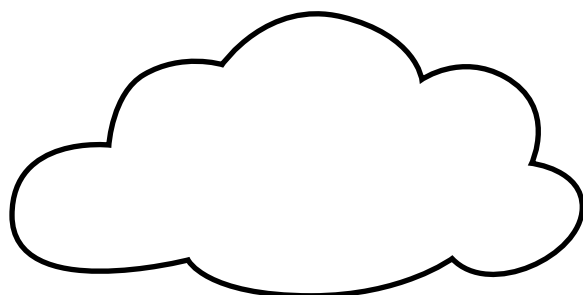
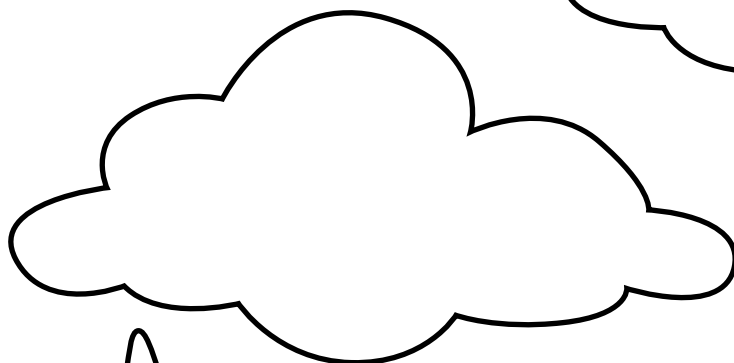
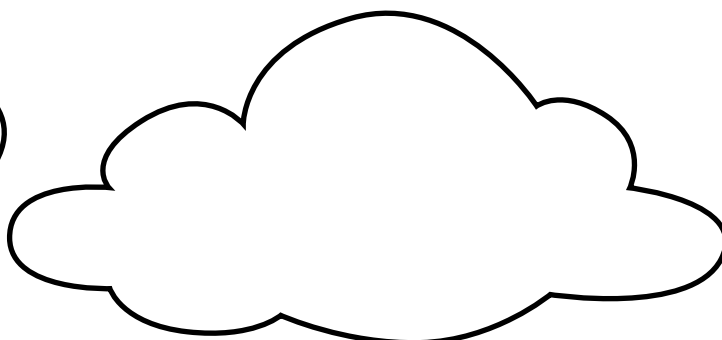
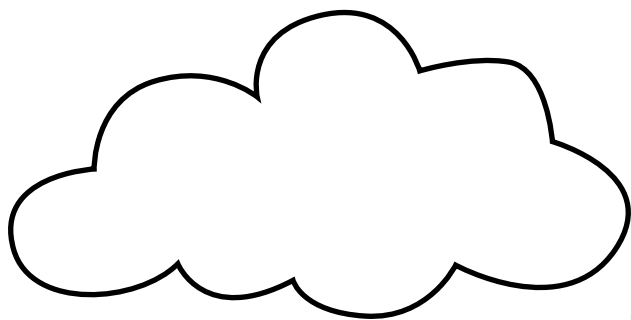
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# Cloud and Sun Templates



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