

# Happiness Survey 2020

## Focus Questions

1. Discuss the BTN story with another student. Record the main points of your discussion.
2. According to this year's BTN Happiness Survey, how many young people said they've been worried about COVID-19 lots of the time?
3. Complete the following sentence. One in five kids say \_\_\_\_\_ had an impact on their mental health.
4. How has COVID-19 affected kids? Give some examples.
5. Most kids agree or strongly agree with:
  - a. Washing your hands regularly
  - b. Getting tested
  - c. Socially distancing
  - d. All of the above
6. How are phones or other devices affecting kids?
7. Do you think your devices affect your sleep? Why or why not?
8. Who should you talk to if you are feeling worried, angry or sad?
9. What was surprising about the survey results?
10. What things make you happy?

## Activity

### Class Discussion

As a class, discuss the information raised in the *Happiness Survey* story and then ask students to respond to the following questions:

- What makes you happy?
- Name something that makes you worried, angry or sad.
- What can kids do if they are feeling worried, angry or sad?
- What do you do to help yourself feel calm?
- What have you found challenging in 2020?
- How have you coped with those challenges?
- Who do you talk to when you're feeling sad, stressed or anxious?
- What are ways that you keep yourself healthy? Spend a few minutes writing down your ideas on post-it notes. Stick your post-it notes together on a board or wall in the classroom. As a class decide upon a definition of mental health.
- What questions do you have about mental health?

## Activity

### Happiness Survey

2020 has been a strange year for everyone and we want to know how it's affected the happiness of Aussie kids. Students can complete the Happiness survey [here](#).

## Key Learning

Students will develop a deeper understanding of things that affect their mental health.

## Curriculum

### Health and Physical Education – Years 3 and 4

Investigate how emotional responses vary in depth and strength.

### Health and Physical Education - Years 5 and 6

Examine the influence of emotional responses on behaviour and relationships.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing.



## Activity

As a class, talk about experiences or situations which generate particular feelings. List a range of positive and negative feelings which can be experienced at home, in the classroom and in the school playground. Organise your responses into two columns, *Situation* and *Feelings*. Below are some examples.

Situation	Feelings
You are giving a presentation to your class	
Someone has asked if you would like to join in a game in the school playground	
Someone in your family gets sick	
Kids in the playground are joking about the clothes you are wearing	
You can't get back to sleep in the middle of the night	
Someone in your class invites you to their birthday party	
It's your first day at a new school	
You have just won the basketball grand final	

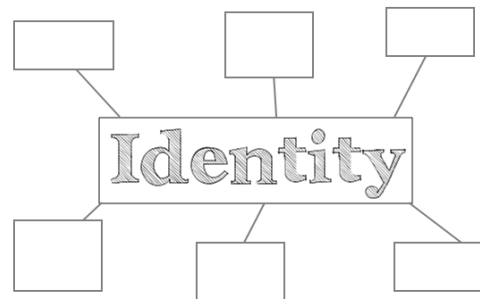
## Activity

### Understanding Identity

Getting an idea of who you are and knowing your strengths and talents can be really useful in building confidence and self-esteem.

### Identity

As a class, students will begin this activity by discussing and brainstorming what makes up your personal 'identity'. Use a mind map to record the students' responses about identity and then find a dictionary meaning.



### Who am I?

*Who am I?* Students will reflect on this question through discussion, writing and art. Students will brainstorm and record how they see themselves, responding to the following reflective questions. Student will then take the information they have learnt about themselves and create a collage that illustrates who they are.

- Who are you?
- What words best describe you?
- What are you really passionate about?
- What are your most important values?
- What do you think is unique and special about you?
- What are your strengths? Check out this website for [tips on figuring out your strengths](#).
- What are your challenges?
- How are you similar/different to other people? How do you feel about your differences?
- When do you feel most like yourself?

## Activity

### Choose a project

#### Mental Health Journal

What things affect your mental health?  
Keep a journal of positive and negative things you experience, think about or hope for, over one week.  
After a week share with a partner or the class how your journal made you feel.

#### Mental Fitness

Design a mental health guide for students at your school. Think about things like:

- Positive thinking
- A good sleep routine
- Regular physical activity
- Healthy eating
- Skills for managing stress

#### Reaching Out

Create a mind map of all the support places/people/organisations you can think of that are available to help young people going through a tough time.  
Choose one of the categories and explain how someone might find support.

#### Heart on my Hand

Draw on your hand or on a picture of your hand all of your best characteristics. It is an opportunity for you to visually express and celebrate yourself.

### Mental health resources

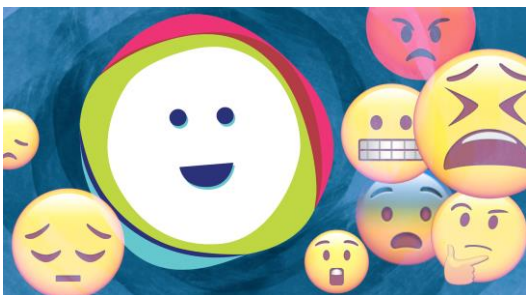
Here are some resources to help children manage and look after their mental health.



[Students: How to look after your mental health](#)



[BTN Coronavirus Mental Health](#)



[BTN Coping During COVID](#)



[BTN Healthy Minds](#)

## Useful Websites

Happiness Survey – BTN

<https://www.abc.net.au/btn/features/happiness-survey-2020/12795914>

Reach Out – Mental Fitness

<http://au.reachout.com/wellbeing/mental-fitness>

Behind the News – Resilience

<http://www.abc.net.au/btn/story/s4067152.htm>

Kids Helpline

<https://kidshelpline.com.au/>

Developing Minds – How teachers can help kids deal with negative emotions in the classroom

<http://developingminds.net.au/teacherhelpworriedmadsadkids>

Students: How to look after your mental health – ABC Education

<https://education.abc.net.au/newsandarticles/blog/-/b/3511707/students-how-to-look-after-your-mental-health>

Coping During COVID – BTN

<https://www.abc.net.au/btn/classroom/coping-during-covid-19/12553468>

Coronavirus Mental Health – BTN

<https://www.abc.net.au/btn/classroom/coronavirus-mental-health/12094046>