



NUI Galway  
OÉ Gaillimh



HPRC  
Health Promotion Research Centre

# FIT & WELL



Resource Pack for Secondary Schools  
**Mental Health Promotion Week**

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# Contents

Introduction.....	5
<b>Section 1:</b>	
<b>SPHE ACTIVITIES .....</b>	<b>7</b>
ReachOut.com.....	9
See Me Activities.....	17
<b>Section 2:</b>	
<b>CLASS-BASED ACTIVITIES .....</b>	<b>19</b>
English Activities.....	21
Imeachtaí Gaeilge .....	23
Art Activities .....	25
Home Economics Activities.....	27
Physical Education Activities .....	29
Religious Education Activities .....	31
<b>Section 3:</b>	
<b>WHOLE-SCHOOL ACTIVITIES.....</b>	<b>33</b>
Fit & Well Wall .....	35
Plaques .....	37
Happy Colours Day.....	44
<b>Section 4:</b>	
<b>EVALUATION.....</b>	<b>45</b>
Fit & Well Questionnaire .....	47



# Introduction

## Background

Mental health is increasingly being recognised by Irish society as comprising much more than simply the absence of mental illness. In line with this broadened definition each of us has a duty to support and foster each other's mental health and to promote a balance in mental, physical, social and emotional wellbeing.

## Fit & Well

Dr. Aleisha Clarke and Prof. Margaret Barry at the Health Promotion Research Centre in conjunction with John Campion (a fourth year medical student) have devised a mental health promotion event for secondary schools: *Fit & Well Week*. The event has two main objectives:

- i. to create an understanding of the importance of mental and emotional wellbeing/fitness
- ii. to support the development of problems solving, communication and coping skills among young people.

Each participating school has received a resource pack which contains a series of recommended activities for use as part of promoting positive mental health/fitness throughout your school. Core activities include:

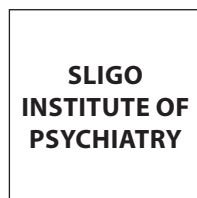
- » **SPHE Activities:** these activities are based on readily available, evidence based online mental health promotion websites which are combined with worksheets designed specifically for the *Fit and Well* week. Whilst the activities are appropriate for all age groups, we recommend using the See Me activities as part of the Junior cycle and the ReachOut.com activities as part of the senior cycle. These activities will require use of the computer room in order to view the online material. It is recommended that the Fit & Well coordinating teacher organises a timetable for SPHE classes to be carried out in the computer room during this week.
- » **Cross-curricular:** in addition to promoting positive youth mental health through SPHE classes, we have included a series of activities to be carried out across multiple subjects including: English, Gaeilge, Home Economics, PE and Art. Schools are encouraged to try get as many subjects involved in Fit & Well activities for the week.

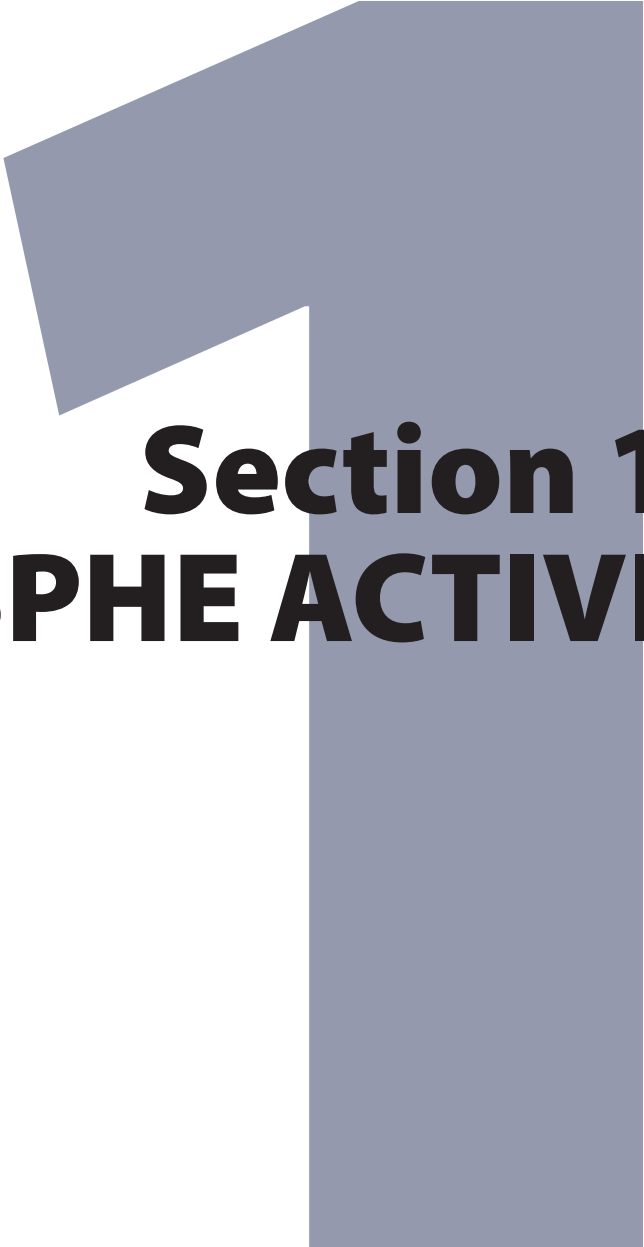
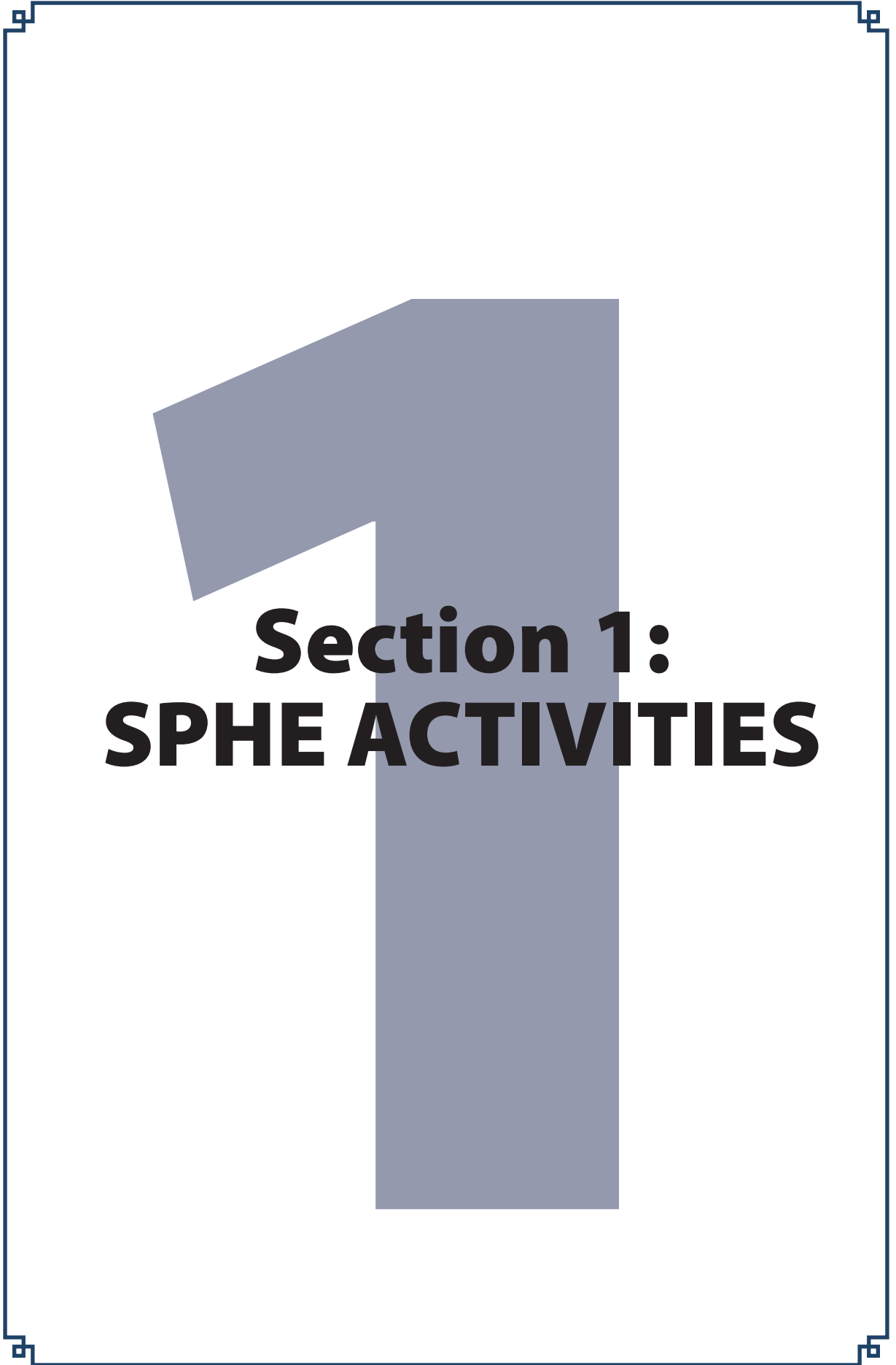


- » **Fit & Well Wall:** Each school is asked to create a Fit & Well Wall in a prominent area of the school. This wall can display key messages from the week (for suggestions, see pages 37–43) and also relevant work created during Art, Home Ec, Gaeilge etc. Transition Year students could be given the responsibility of organising the Fit & Well Wall. We have also included a Fit & Well Wall Activity which can be carried out with the Religion teacher as part of Religion class.
- » **Happy Colours Day:** We recommend concluding the week with a Happy Colours (non uniform) Day where students are encouraged to wear bright clothes and if the schools wishes, donate money to a local youth mental health charity.
- » **Evaluation:** At the end of the pack you will find a short questionnaire. The Fit & Well coordinator is asked to complete this questionnaire outlining what activities your school engaged with, your overall impression of the week and recommendations for improving Fit & Well Week.
- » Should you have any questions over the course of the week or prior to running Fit & Well, please do not hesitate to contact [fitandwellweek@gmail.com](mailto:fitandwellweek@gmail.com)

## Acknowledgements

We are grateful to the funders of this project, including: Explore, NUI Galway Students Union, NUI Galway Medical Society, The Sligo Institute of Psychiatry and O<sub>2</sub> Think Big.





# **Section 1: SPHE ACTIVITIES**







## Teacher Information

Please log onto <http://ie.reachout.com/>

ReachOut.com is an information based website that aims to provide quality assured mental health information and inspiring real life stories by young people to raise awareness about mental health and the development of personal skills

ReachOut.com also provides information about other services that can help people deal with mental health problems. ReachOut.com is run by the Inspire Ireland Foundation which is a not for profit, non government registered charity.

There are five Areas of Learning within the National Council for Curriculum and Assessment's Social, Personal and Health Education (Senior Cycle) curriculum framework, 2011. The ReachOut.com factsheets, real stories and videos below are organised in accordance with the Senior Cycle SPHE five areas of learning.

## Areas of Learning

### Mental Health

- » **Defining Mental Health**
- » **Self Awareness and Personal Skills**
- » **Relationship Skills**
- » **Stress Management**
- » **Bereavement and Loss**
- » **Mental ill health and mental illness**
- » **Being health literate**

### Gender studies

### Substance Use

### Relationship and sexuality education

### Physical Activity and nutrition



## Aims of ReachOut.com Activities

The aims of the ReachOut.com activities are to assist pupils in:

- » developing an understanding of mental health and issues that can affect their mental health
- » exploring ways to support their mental health and wellbeing
- » identifying ways to deal with problems that may arise during adolescent years

## Age Group

These activities are appropriate for all year groups. We recommend using these activities with students in TY, 5<sup>th</sup> year and Leaving Certificate. These sessions must take place in a computer suite.

## Activities

### Introduction

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- » Ask the students if they have heard on any mental health online websites or resources. Make a note of the website that student suggest (If you have time at a later stage in the week, you can ask the students to compare these sites with the ReachOut.com site once the students have had time to explore ReachOut.com – students can compare and contrast websites in terms of content, appearance, appeal etc.)
- » Ask students if they have ever heard of Reachout.com. If so, what do they know about it etc.
- » Students are asked to log on to <http://ie.reachout.com/> **or Google “reachout.com Ireland”**

### Activity 1: Unstructured review of ReachOut.com website (15-40 min)

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- » Students are asked to review the ReachOut.com website – students are encouraged to explore all parts of the website (Inform yourself, Getting Help, Help a Friend, Real stories, Video Wall, Ask the Expert).
- » This activity could be carried out in pairs to enable discussion among students. Depending on the class group, this activity can take between 15 – 40 minutes.



### **Activity 2: Worksheet with defined tasks (recommended 30 - 40 min)**

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- » Students, in pairs, are provided with a ReachOut worksheet (See pages 12 – 16).
- » Each Worksheet has a different theme: Mental Health; Bullying; Eating Disorders; Relationships; Alcohol, Drugs and Addiction.
- » Students are asked to explore the ReachOut.com website as a means to finding answers to questions on their worksheet. Encourage students to use all parts of the website to find accurate information.
- » Some of the answers will require the students to do quite a lot of searching – through blogs, posts, factsheets etc. It is important that the teacher is familiar with the website and worksheets prior to doing this activity.

### **Activity 3: Presentation of worksheet information (recommended 30 – 40 min)**

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- » Using their completed worksheets, students present the information they obtained through the ReachOut.com website to the whole class.
- » Students are encouraged to guide the class to aspects of the website that they found particularly useful in relation to the topic they explored.
- » Class discussion about aspects of the website that appealed to them the most.

*Worksheets overleaf...*

**ReachOut.com Worksheet 1: Mental Health**

Topic: Mental Health – Depression and Anxiety	
Q1	What does the term “Mental Health” mean?
Q2	What types of mental health problems can young people experience?
Q3	Explain one of these problems.
Q4	What causes mental health problems?
Q5	What should you do if a friend is experiencing signs of a mental health problem?
Q6	Read one of the “Real Stories” about someone that experienced a mental health problem – what was their problem and what did they do to help themselves?
Q7	Listen to one of the videos about mental health problems – identify 3 pieces of advice that they provide young people.

**ReachOut.com Worksheet 2: Eating Disorders**

Topic: Mental Health – Eating Disorders	
Q1	What are the main eating disorders?
Q2	Why might an eating disorder occur?
Q3	How is self esteem related to eating disorders?
Q4	What are the dangers associated with having an eating disorder?
Q5	What supports are available for young people with an eating disorder?
Q6	How would you reply to one of the posts a young person put up on the ReachOut website about having an eating disorder? How would you show support, what would you recommend they do?

**ReachOut.com Worksheet 3: Bullying**

<b>Topic: Bullying</b> (Visit ReachOut.com and Bully4u.ie website)	
<b>Q1</b>	Why do people bully?
<b>Q2</b>	Identify ways to avoid cyberbullying.
<b>Q3</b>	Identify some warning signs that someone is (a) being bullied and (b) bullying.
<b>Q4</b>	How could you help someone that is being bullied?
<b>Q5</b>	What should you do if you are being bullied and it's getting you down?
<b>Q6</b>	What should parent do if they suspect their child is being bullied?
<b>Q7</b>	How would you reply to a post from a young person put up on the ReachOut website about being bullied? How would you show support, what would you recommend they do?

**ReachOut.com Worksheet 4: Relationships**

<b>Topic: Relationships</b>	
<b>Q1</b>	What are the common reasons for disagreements / conflict between parent and their son / daughter?
<b>Q2</b>	How could a young person try to prevent conflict from occurring?
<b>Q3</b>	Identify the top tips for clear communication.
<b>Q4</b>	How might you resolve a difference you have with a parent / peer / sibling?
<b>Q5</b>	What is "Peer Pressure" and how does it affect us?
<b>Q6</b>	Identify some top tips for someone who is being affected by peer pressure?

**ReachOut.com Worksheet 5: Alcohol, Drugs and Addiction**

Topic: Relationships	
Q1	Define the word "Addiction".
Q2	What are the signs of an addiction?
Q3	What is the definition of <i>binge drinking</i> and what are its negative long term effects?
Q4	Can you recommend ways of breaking the habit of smoking or drinking or excessive Internet use?
Q5	Read story "My brothers alcohol problem made me depressed" and "The ups and downs of head shop craze". Identify the problem situation, the effect of problem on people and sources of support that were used.



**Fit and Well Online SPHE Resources**

**See Me Activities**



**Teacher Information**

“See me” is a Scottish campaign which is dedicated to helping young people to understand the problems that they might face and what they can do to look after each other.

The online resource pack is intended for use by teachers with secondary schools students. It is designed to help SPHE teachers talk about and approach the subject of mental health with an emphasis on the current use of online technologies.

The online resource pack is made up of:

- » A short film “What’s on your mind?” which students need to watch prior to commencing activities.
- » A series of 16 activities which can be used as part of SPHE for the Fit & Well Week. These activities all relate directly to the issues in the film. The step by step instructions provided in the See Me Resource Pack should lead teachers comfortably through each activity.

Please download the resource pack (16 lesson plans) at:

<http://www.seemescotland.org/whatsonyourmind/teachers>

Alternatively you can Google “See me Scotland whats on your mind teachers” to access the resource pack.

**Areas of Learning**

- » Supporting others through a tough time.
- » Developing empathy.
- » Identifying solutions to problem situations.

**Aims of See Me Activities**

The specific aims of the See Me activities are to develop an awareness among students regarding:

- » difficult situations young people may be experiencing that we are often not aware of



- » the use of online technologies and the impact of what others say on their mental health and wellbeing
- » ways to support others going through a tough time

## Age Group

These activities are appropriate for all year groups. We recommend using these activities with students in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year. Students will need to watch the video in a computer suite prior to completing the activities.

## Activities

### Introduction (10 minutes)

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- » Teacher asks students to log onto:  
<http://www.seemescotland.org/whatsonyourmind/teachers>
- » Students watch video (5 minutes). Sound is required for this video.

### See Me Activities

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This resource pack contains 16 activities for the teacher to choose from, these activities range between 15 and 30 minute duration. We have identified six activities which we would encourage the SPHE teachers to do with their class groups as part of Fit & Well week.

### Activity 5: How are you doing? (30 min)

### Activity 6: Word Association (30 min)

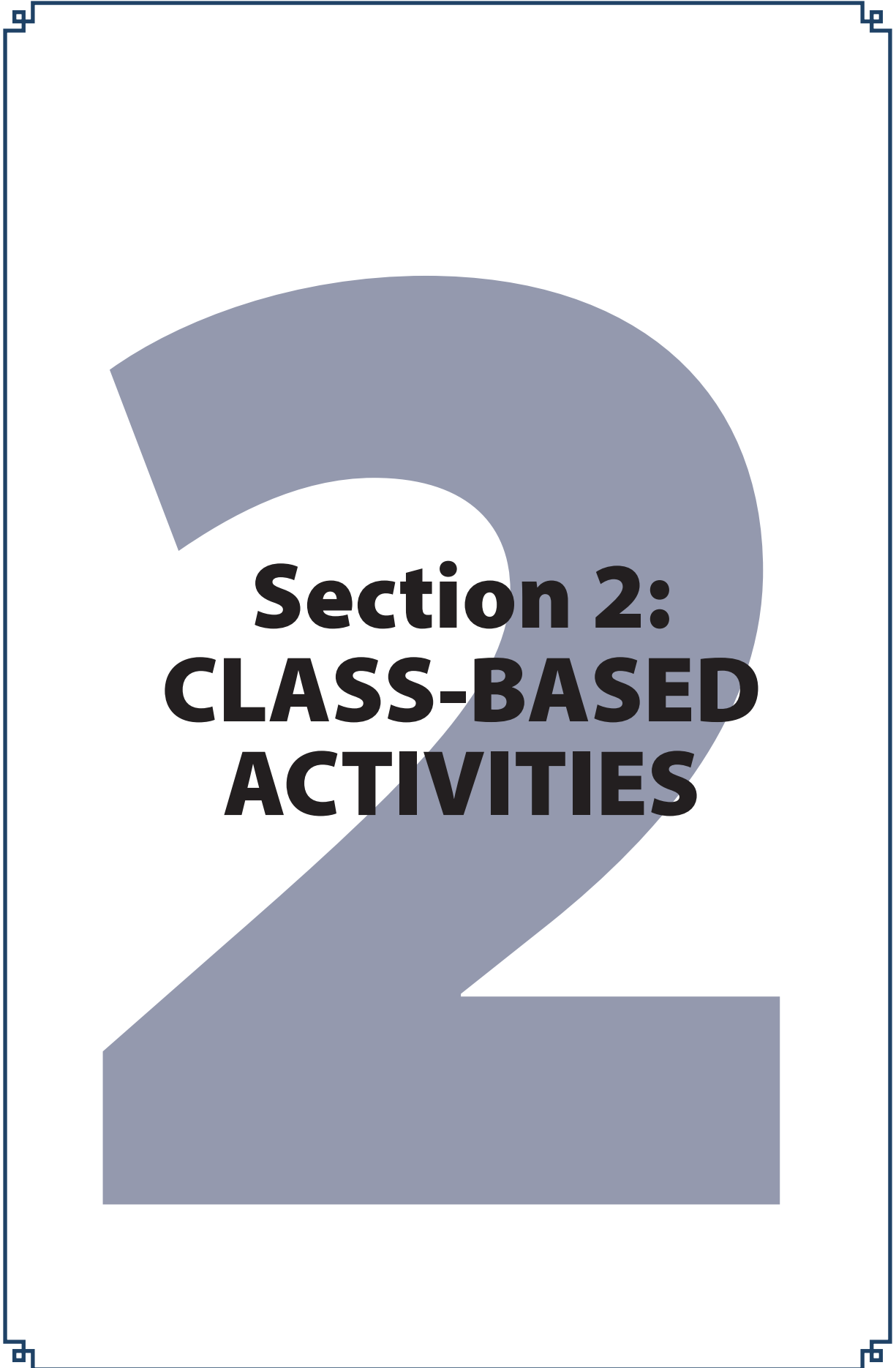
### Activity 7: What's on Kirsty's mind? (15 min)

### Activity 11: Group Chat (30 min)

### Activity 13: In her shoes (25 min)

### Activity 13: What's on Your Mind (25 min)

See resource pack for lesson plans and worksheets to accompany these lessons.



**Section 2:  
CLASS-BASED  
ACTIVITIES**



# English Activities

## Teacher Information

During Fit & Well week the English teacher is asked to conduct a series of activities that are designed to encourage an open discussion about youth mental health and wellbeing.

## Age Group

Appropriate for all year groups.

## Activities

### Activity 1: Class Debate

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- » Students are provided with the motion *"The Internet exacerbates mental health problems"*.
- » Class is divided into four teams. Two teams are asked to write a five minute speech in favour of the motion and the other two teams are asked to write against the motion.
- » Two class debates are held with discussions after the debates about some of the issues raised.
- » Other debate topics:
  - *"Schools should be doing more to support young people's mental health"*
  - *"Young people and life – parents just don't understand!"*

### Activity 2: Poetry/Prose

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- » Students examine the topic of mental health through poetry / prose that they are already familiar with.
- » Poetry: Compare and contrast poems that deal with emotions – expression of positive / negative emotions.
- » Prose: Examine characters problems situation, impact it has on them, how they deal with the problem situation, alternative ways of dealing with the problem.

*Continued...*



## **Activity 2: Radio Clip: Transition Year Students**

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- » Identify key features of an effective media campaign.
- » Ask the class to design a 30 second radio ad highlighting the importance of mental wellbeing and supporting others
- » Get the class to practice the ad.
- » Get the class to deliver the ad over the school PA system at an appropriate time.

# Imeachtaí Gaeilge

## Orduithe don Múinteoir

Roinn an rang i 4 ngrúpaí.

Iarr ar gach grúpa póstaer a chruthú as Gaeilge, ar cheann amháin de na téamaí seo a leanas

- a. Chun sláinte intinne a chosaint...
- b. 5 rudai gur féidir liom déanamh nuair atá brón orm.
- c. Cad is brí le sláinte intinne.

Cuir suas na postaeirí timpeall ar bhalla na seomra ranga.





# Art Activities

## Teacher Information

- » The Fit & Well Art activities are designed to encourage the pupils to explore the idea of *positive* youth mental health through the medium of art and design.

## Age Group

These art activities are appropriate for all year groups. Alternatively, activity 1 could be run throughout the senior end of the school and activity 2 could be run throughout the junior end of the school.

## Activities

### Activity 1: Photography Competition

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- » Pupils are asked to capture “Positive Mental Health” through the lens of a camera.
- » Pupils upload their photo onto school laptop / computer. Art teacher prints out photos and displays them on Fit & Well Wall. Pupils and/or teachers are asked to vote on the photo that best captures “Positive Mental Health”.
- » Each school is asked to submit their top three photos to NUI Galway (email photos to [fitandwellweek@gmail.com](mailto:fitandwellweek@gmail.com)). Photos from each school will be displayed on the NUI Galway Medical Society website – [nuigmedsoc.com](http://nuigmedsoc.com). Award of €100 for best overall photograph and €50 for runner up across the participating schools.

### Activity 2: Art Images

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- » Students in all year groups are asked to draw / paint / sketch / create an image that defines positive youth mental health for them.
- » This can be done individually, in pairs or in groups.
- » Different year groups could be asked to use different materials (pencil, paint, chalk, clay) if this is appropriate.
- » Students’ drawings could be displayed around the school as a means to developing awareness of positive mental health.

*Continued...*



### **Activity 3**

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» Students design their own school logo for “Fit and Well Week”

# Home Economics Activities

## Teacher Information

- » Food can be a source of comfort for many people but it's important to realise the impact that seeking comfort in unhealthy food can have on young people's mental fitness and wellbeing.
- » This activity aims to enable students to find comfort in healthy foods during times of stress.

## Age Group

Appropriate for all year groups.

## Activities

### Activity / Session 1

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- » Teacher introduces session by discussing the importance of food to health.
- » Food pyramid could be used to revise which foods should be eaten regularly, less regularly and seldom.
- » Ask the class to suggest what links they see between food and emotion.
- » Ask the class to name foods that they like to eat when they are unhappy or under stress.
- » Students are asked to, in pairs, design a snack which is healthy but which they feel would cheer them up if they are feeling down.

### Activity / Session 2

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- » Students are invited to bring in ingredients to make their snack in Home Ec class (in pairs). Students present their snack to the class – outlining key ingredients, why it would be an appropriate snack

### Activity / Session 3

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- » Compile a class booklet of healthy snacks, providing information on ingredients, method and nutritional value.



# Physical Education Activities

## Teacher Information

The purpose of the Physical Education activities during Fit & Well Week are to:

- i. encourage students to engage in physical activity
- ii. develop an awareness of the links between physical and mental fitness
- iii. promote enjoyment of physical activities.

## Age Group

Appropriate for all year groups. These sessions need to take place in the gym.

## Activities

### Activity 1: Circuit training

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- » Set up a series of stations using variety of equipment in the PE hall for the week (e.g. bench jumps, squats, sprints).
- » Students are assigned 30 second at each station – students record progress at each station.

### Activity 2: Obstacle Course (indoor / outdoor)

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- » Set up obstacle course using variety of equipment – balls, cones, items to climb over, crawl under etc.
- » Class divided into two teams and compete to complete obstacle course.

### Activity 3: Teachers vs Students

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- » Lunch time Fit & Well Teachers vs Students Tournament – teachers compete with students in basketball, soccer, tag rugby over the course of the week.



# Religious Education Activities

## Teacher Information

### What is mindfulness?

Mindfulness is a spiritual or psychological faculty that, according to the teaching of the Buddha, is of great importance in the path of enlightenment.

Mindfulness meditations have been proven to reduce anxiety, aid attention and there have even been studies which show that mindfulness can make people more compassionate towards others and themselves.

### Useful resources

Smiling Mind is an Australian based website that deals specifically in introducing mindfulness meditations into everyday life. Smiling Mind is directed at young adults. It is an excellent resource for incorporating mindfulness into everyday routines. Short simple meditations can be downloaded onto one's MP3 or phone and listened to whenever is convenient. One of the biggest benefits of the Smiling Mind website is its meditations are graded. One can choose how long these meditations are. This facility makes it easy to incorporate mindfulness meditations into everyday life.

<http://smilingmind.com.au/>

## Age Group

Appropriate for all year groups.

## Activities

### Activity 1: Meditation

1. Exploring the breath a meditation available on the Smiling Mind website. It's a short (15 minute) meditation that guides you through how to deal with stress by just being mindful of your breathing. <http://smilingmind.com.au/my-smiling-mind/#>
2. "A thought is not a fact – a thought is just a thought." - Jon Kabat-Zinn. Mindfulness of thoughts is an important area for reducing anxiety. We often treat thoughts as if they are facts e.g. "I'm bad at maths""Nobody like me""I'll never do well". When we have a thought many times it can condense into a belief. "A belief is just a thought or thoughts that I have a lot of the time". Beliefs can then be taken as facts.

In this exercise have an open discussion with the class about the differences between thoughts, beliefs and facts. Ask them to identify the pseudo-facts that they might believe.

### Activity 2: Meditation

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Start this activity with mindfulness of the breath (See point #1). Ask the students to notice any thoughts that come into their heads as they are being aware of their breathing. Ask the students to accept these thoughts, without judging them. Tell the students that these thoughts are not bad or good, positive or negative, they just are what they are – the thought that they happen to be having at this particular moment. If some students are having difficulty with their thoughts tell them to think about that. They may notice that just at the moment they become aware of a thought; it passes and is replaced by another thought. That’s what happens – thoughts come, and they go. Finally, bring the students awareness back to their breath.

### Activity 3: Discussions

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Maureen Gaffney is a clinical psychologist who wrote the book “Flourishing”. In this she describes the necessary ratio of positive to negative experiences to “flourish”. It is important to remember the ratio for flourishing is not 5:0. It is 5:1. (5 positive thoughts/experiences to one negative). It is 5:1 because everyday problems do arise and things invariably go wrong. To flourish it is vital to have appropriate negativity. Appropriate negativity plays a role in the “constructive confrontation of problems and unacceptable behaviour”.

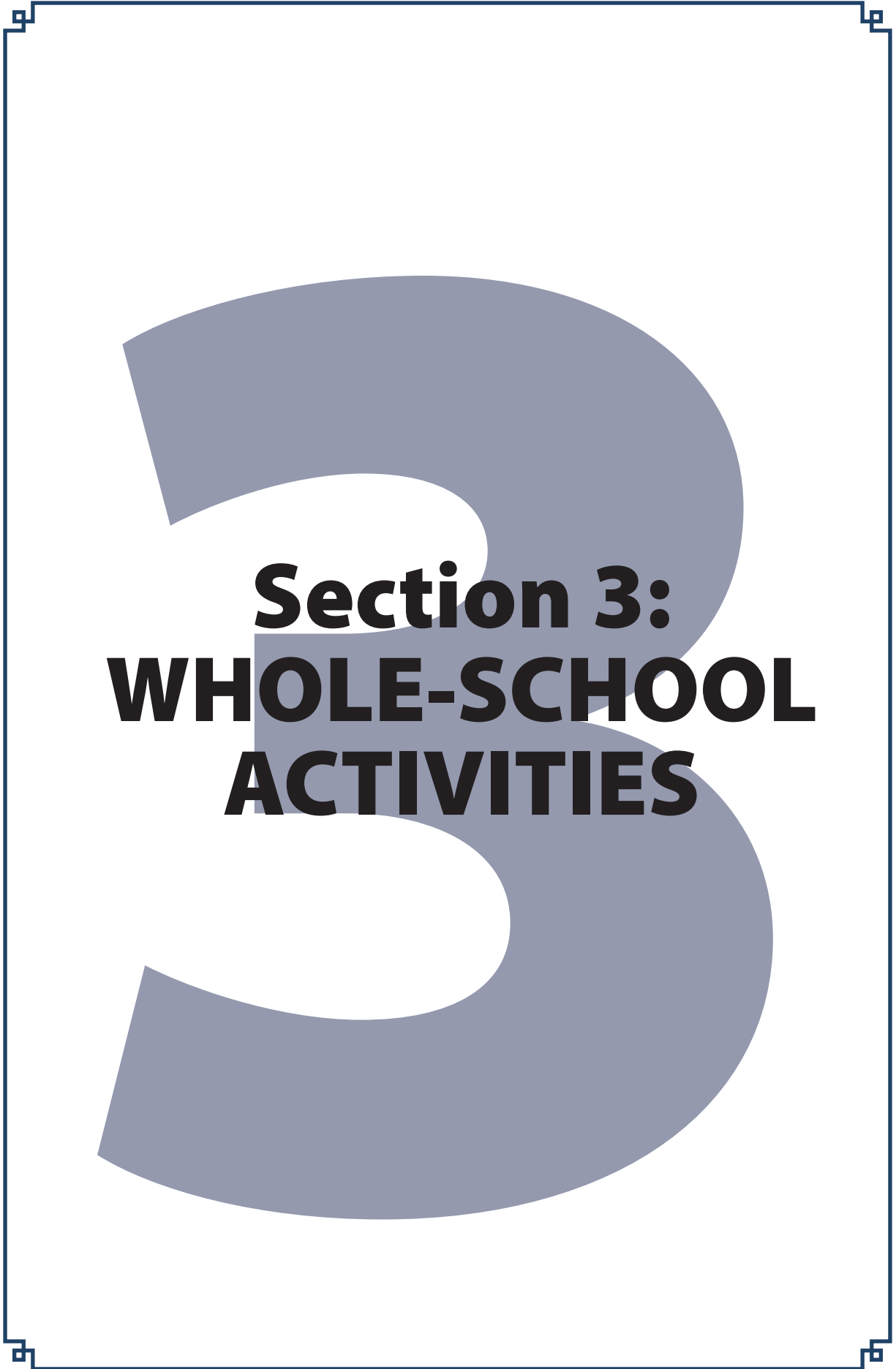
Have a discussion with your class with your class about what it means to “flourish” in one’s life, be it academically, socially or personally.

Ask your class why they think the ratio to flourish is 5:1 and not 5:0. Discuss the implications of “constructive confrontation”. Ask them what they think “unacceptable behaviour” means. Ask them whether their opinion of “unacceptable behaviour” towards others is different than “unacceptable behaviour” towards themselves.

Ask your class to give examples of positive or negative thoughts/experiences that can be a hindrance or a help in the quest to flourish.

Discuss with your class the times that the ratio of positive and negative favours the negative. How can we improve this?





**Section 3:  
WHOLE-SCHOOL  
ACTIVITIES**



## Fit & Well Wall

Each school is asked to create a Fit & Well Wall in a prominent area of the school. We suggest that the Religion teacher could take charge of the Fit & Well Wall for the week.

### Religion Teacher Information

This wall has two purposes:

- » Firstly, this wall can display key messages from the week and also relevant work created during Art, Home Ec, Gaeilge, etc. Transition Year students could be given the responsibility of organising the Fit & Well Wall with the Religion Teacher.
- » Secondly, the Religion teacher can use it to display class Fit & Well suggestions devised from the activity below.

### Fit & Well Suggestion Activity

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1. Each student is asked to reflect on three things they do to keep (mentally) Fit & Well and to write it in their Religion copy. For sample suggestions / hints please refer to messages on pages 37–43.
2. Students are asked to share their suggestions with the class. The teacher reviews the suggestions to ensure that they are suitable for display. Class discussion about suggestions.
3. Teacher photocopies the Suggestion Sheet on the next page. Students are asked to recommend one way of keeping Fit and Well from the suggestions they made earlier. The class makes a sign to accompany their suggestion sheet (name of their class perhaps).
4. The class is brought to the Fit & Well Wall to put up their sign and suggestion sheet.



Class suggestions for keeping Fit & Well.

# Plaques

We have devised a series of positive mental health messages that can be displayed around the school. Please photocopy the messages on the next six pages, mount them on colourful card and display in classrooms / around the school. We would encourage you to do this at the start of the week in order to promote wellbeing from day one

Alternatively, the Transition Year students could be given the task of recreating these messages using art material and displaying these instead.

<p><b>Think Positive</b></p> <p>Be kind to yourself</p> <p>Be kind to others</p> <p>Accept and give praise</p> <p>Believe In Yourself</p>	<p><b>Be Realistic</b></p> <p>Set goals you think you can reach</p> <p>Be aware of what you can and cannot change</p>
<p><b>Mind Your Physical Health</b></p> <p>Eat well</p> <p>Sleep well</p> <p>Keep physically active</p>	<p><b>Talk About It</b></p> <p>Talk to people you trust</p> <p>Talk about how you feel</p> <p>Spend time with people you like</p> <p>Give help to others if you are able</p> <p>A Problem Shared...</p>
<p><b>Time Out</b></p> <p>Have hobbies</p> <p>Laugh at yourself and with others</p> <p>Learn new skills</p> <p>Take time to relax</p> <p>Me Time</p>	<p><b>My Support Network</b></p> <p>Family</p> <p>Friends</p> <p>Teachers</p> <p>Hobbies</p> <p>Sport</p> <p>Work</p>



# **Think Positive**

**Be kind to yourself**

**Be kind to others**

**Accept and give praise**

**Believe in yourself**



## **Be Realistic**

**Set goals you think you can reach**

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**Be aware of what you can and  
cannot change**

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# Mind Your Physical Health

Eat well

Sleep well

Keep physically active





## **Talk About It**

**Talk to people you trust**

**Talk about how you feel**

**Spend time with people you like**

**Give help to others if you are able**

**A problem shared...**



# **Time Out**

**Have hobbies**

**Laugh at yourself and with others**

**Learn new skills**

**Take time to relax**

**Me time**



# My Support Network

**Family**  
.....

**Friends**  
.....

**Teachers**  
.....

**Hobbies**  
.....

**Sport**  
.....

**Work**  
.....



# Happy Colours Day

## Teacher Information

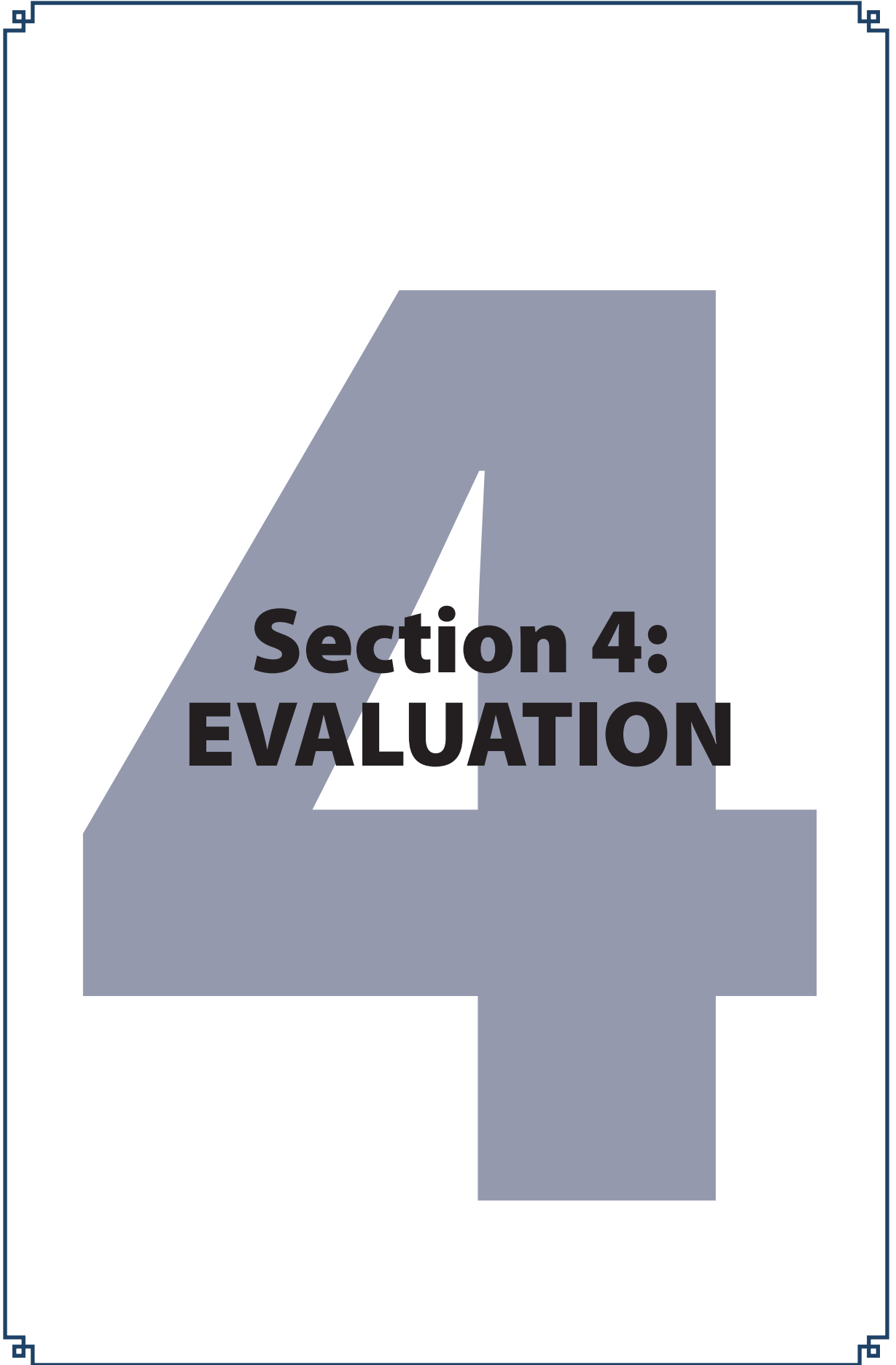
Research has shown that colour can have an impact on mood, with bright colours linked to improved mood. Happy Colours Day is a non-uniform day where every student who participates is asked to wear bright colours, in place of their school uniform.

If your school wishes, the Transition Year students could organise a €1 donation from each participating student towards a local youth mental health charity of your choice.

School photo / individual class photos of Happy Colours Day could be displayed on Fit & Well Wall.

### Fit & Well Stickers

We have included Fit & Well Stickers for the students to wear as part of Happy Colours Day. This rationale behind wearing the stickers is to create a sense of unity and to promote wellbeing (smiley face) amongst the students.



# 4

**Section 4:  
EVALUATION**





## Fit & Well Questionnaire

In order to build on this pilot project, we are asking the school coordinator for Fit & Well to complete the Fit & Well Questionnaire at the end of the Resource Pack. To complete this questionnaire accurately, the School Coordinator will need to consult with teachers that participated in the Fit & Well Week

Please complete the survey and email a scanned copy to [fitandwellweek@gmail.com](mailto:fitandwellweek@gmail.com).

**1. Please indicate (i) what activities your school completed during Fit & Well Week and (ii) how you / class teacher would rate these activities**

	Yes, implemented in my school	1 = Poor	2	3	4	5 = Excellent
SPHE: See Me activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPHE: ReachOut.com activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English: Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English: Poetry / Prose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English: Radio clip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaeilge: Postaeir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art: Photography competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art: Positive youth mental health drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art: Fit & Well Logo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Ec: Designed healthy snack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Ec: Made healthy snack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Ec: Compiled class book of healthy snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE: Circuit training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE: Obstacle course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE: Teachers vs Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Please indicate what year group completed the activities**

	1st Year	2nd Year	3rd Year	Transition year	5th Year	Leaving Certificate	N/A
SPHE: See Me activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPHE: ReachOut.com activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English: Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English: Poetry / Prose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English: Radio clip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaeilge: Postaeir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art: Photography competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art: Positive youth mental health drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art: Fit & Well Logo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Ec: Designed healthy snack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Ec: Made healthy snack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Ec: Compiled class book of healthy snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE: Circuit training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE: Obstacle course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE: Teachers vs Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





**3. Did your school have a Fit & Well Wall to display positive mental health messages on?**

**4. Did you school have a Happy Colours (non uniform) day?**

**5. Did you include any additional activities that were not recommended in the resource pack?**

**6. Did you encounter any problems executing Fit & Well Week in your school?**

**7. What is your overall impression of the Fit & Well Week?**

1 = Poor      2      3      4      5      6      7      8      9      10 = excellent

Please comment

**8. How strongly do you agree / disagree with the following statements - Fit & Well Week had a positive impact on:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
young people's attitude toward mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
young people's knowledge of support strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teachers' awareness of mental health promotion activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the promotion of positive mental health and wellbeing throughout our school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**9. Are there any recommendations you can make that would improve Fit & Well week?**

**10. Would your school be willing to run Fit & Well Week next year?**

Yes

No

Unsure

Please comment

**11. Would your school be interested in using additional online resources such as See Me and ReachOut as part of promoting positive mental health in your school?**

Yes

No

Unsure

Please comment