

Festival for Healthy Living

Instructions for administering student questionnaire

Purpose:

This simple questionnaire is designed to explore the understandings students have about mental health. It is designed to be administered before the students have been involved in the Festival for Healthy Living process. Information from the questionnaire will help to:

- Gain an understanding of students' knowledge and attitudes about health/mental health
- Inform the workshops program and process of performance development by identifying any areas of knowledge and understanding which might need further work

Principles:

1. The questionnaire is anonymous.
2. Staff can help explain the questions but it is important not to "lead" the students into answers by giving too much detailed information.

Process:

1. Preparation:

- a) Please keep the questionnaires separated by classroom (e.g. a large envelope per class)
- b) Identify a time in the timetable when these can be administered.
- c) Have an activity prepared which students can go on to after completing the questionnaire while others are still finishing.

2. Administration

- a) Set the scene e.g. something like "We are always looking for ways to make sure that our school is a place where everyone is healthy and feeling OK. Today we are going to fill out a survey which gives us some information about what students think about health. This will help us to plan activities for the future."
- b) Give out the questionnaires and explain how they are to be completed, e.g "In each box, write down any words or ideas you have about the question or sentence in that box". Explain what you want the students to do when they have finished e.g. Put the questionnaire in the envelope, and go on with the other activity.
- c) As students finish, have them place their questionnaires in the envelope, clearly marked with the class or group name.

3. *Processing:* Teaching staff should review and discuss the students' responses together with the Professional Learning Coordinator and/or Artist and/or Mental Health Promotion Officer and/or other Health Professionals in lieu of where students are at in terms of mental health knowledge and help seeking behaviours. The responses offer an opportunity to identify areas where further work could be directed throughout the FHL Program.