

KNOX TOTAL FITNESS – PRACTICAL APPLICATION

This handout is a snapshot of how Mental Fitness (Robinson, Oades & Caputi, 2014) and Knox Total Fitness (Knox Grammar School, Sydney, Australia) work together in a school community to design and deliver evidence-based Positive Education interventions. These examples are a summary only and not to be used as a substitute for a comprehensive, integrated program. For further information: paula@positivepsychologyinstitute.com.au

THE TOTAL FITNESS MODEL

<http://www.knox.nsw.edu.au/about/knox-initiatives/knox-total-fitness>



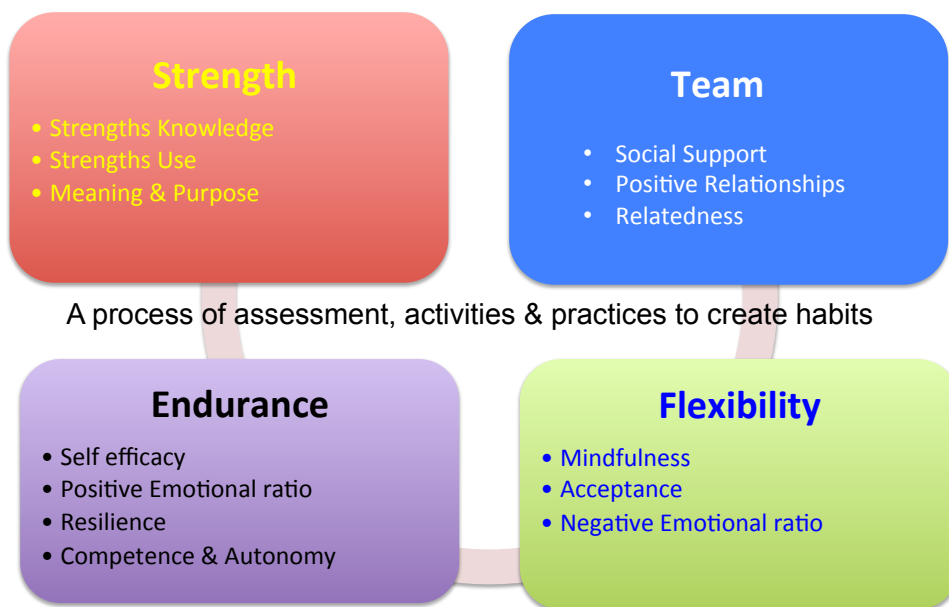
EXAMPLES OF KNOX TOTAL FITNESS TEMPLATE

EXPLICIT= TEACH IT (Formal)	IMPLICIT= LIVE IT (Informal)	COMMUNAL= EMBED IT
MENTOR PROGRAM	PEER MENTORING	CAMPS
YOU CAN DO IT	CLUBS	IMMERSIONS
VIA STRENGTHS	COACHING	CHAPEL
SOCIO-EMOTIONAL LEARNING	TUTORING	ASSEMBLIES
WLF CLASSES	CONVERSATIONS	SOCIAL JUSTICE

TOTAL FITNESS

Underpinned by Positive Psychology & Mental Fitness Research
Supported by a 77 item Mental Fitness Inventory (MFI)

Psychological Resources enabling Total Fitness: MULTIFACTORIAL MODEL OF MENTAL FITNESS



(Robinson, Oades & Caputi, 2014)

Mental Fitness Definition & 4 Guiding Principles

Supported by an International Expert Panel
(Robinson, Oades & Caputi, 2014)

DEFINITION	<i>“Mental Fitness is the modifiable capacity to utilise resources and skills to flexibly adapt to challenges or advantages, enabling thriving (optimal functioning)”</i>
PRINCIPLE 1	<i>“Fitness is a more positive term without connotations of illness implied by mental health or mental illness”</i>
PRINCIPLE 2	<i>“Mental fitness can be understood by the wider community in a similar way to physical fitness”</i>
PRINCIPLE 3	<i>“Mental fitness is measurable”</i>
PRINCIPLE 4	<i>“Mental fitness can be improved in a way similar to physical fitness”</i>



Strength

MENTOR ACTIVITY 1: BUILDING STRENGTHS

ACTIVITY: Discussing Values/ Character Strengths - Students

Purpose: To provide concrete examples of, and a vocabulary to discuss, character strengths.

Duration: Regular sessions of variable duration.

Age Range: Students 14-19 years, adaptable for younger students.

Online resources:

VIA character strengths survey

<http://www.viacharacter.org/>

<http://www.authentic happiness.sas.upenn.edu/Default.aspx>

Example Reference:

Steen, T. A., Kachorek, L. V., & Peterson, C. (2003). Character Strengths Among Youth. *Journal of Youth and Adolescence*, 32(1), 5-16.

Endurance



MENTOR ACTIVITY 2: BUILDING RESILIENCE

ACTIVITY: Learning your ABC

Purpose: Learning your ABC leads to PETS (Performance enhancing thoughts) and reduces ANTS (Automatic negative thoughts). Students learn to view negative emotions as being due primarily to their distressing beliefs about adversity rather than being directly caused by the events themselves.

- **The ABC¹:**
 - o **Adversity**/ activating event (can be a daily hassle or life changing event)
 - o **Beliefs** about the activating event
 - o Emotional and behavioural **Consequences** of your thought

¹ Accessed from <http://londoncognitive.com/2011/05/23/resilience-positive-psychology/>; Reivich, K. J., & Seligman, M. P. (2011). Master Resilience Training in the U.S. Army, *American Psychologist*, 66, 25-34.

Team

MENTOR ACTIVITY 3: BUILDING POSITIVE RELATIONSHIPS

ACTIVITY: Active Constructive Responding (ACR)

Purpose: Develops authentic, constructive interest that will help to build strong relationships.

	Constructive	Destructive
Active	Authentic interest, elaborates the experience; person feels validated and understood.	Squashing the event, brings conversation to a halt; person feels ashamed, embarrassed, guilty, or angry.
Passive	Quiet, understated support; conversation fizzles out; person feels unimportant, misunderstood, embarrassed, or guilty.	Ignoring the event; conversation never starts; person feels confused, guilty or disappointed.

Example Reference:

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228-245.

Flexibility

MENTOR ACTIVITY 4 – BUILDING MINDFULNESS

ACTIVITY: Mindfulness Practice.

Purpose: Increasing research on mindfulness practice has been shown to improve a variety of perceptual and cognitive abilities related to the quality of attention.

Daily Mindfulness Examples

- Everyday activities e.g. eating,
- Tuning into your senses
- Noticing your thoughts
- Being accepting & non-judgmental of self & others
- Mindful moving e.g. walking, stretching
- Book-ending the class/day with 5 minutes of mindfulness.

Mindfulness Tool Examples

- (Apps & Websites)
- Smiling Mind
- Buddhify
- Headspace
- The Now