Development and implementation of a wellbeing literacy campaign; evaluation of the 'Take a minute' Campaign in Tasmania, Australia.

SUPPLEMENTARY MATERIALS

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Abstract

This chapter provides a comprehensive exploration of the design and implementation of a campaign designed to improve wellbeing literacy across the state of Tasmania, Australia. The 'Take A minute' campaign was designed in collaboration between the Mental Health Council of Tasmania and Be Well Co, supported by the Tasmanian Government. We describe the design, implementation, and initial evaluation outcomes of the 'Take a minute' campaign through the key stages of the Intervention Mapping process. This involved a needs analysis to clarify the problem to be solved by the campaign, and the development of a logic model and behaviour changed techniques designed to achieve the desired campaign outcomes. A needs analysis using academic literature and key stakeholder engagement identified four themes that informed the design of the intervention: 1) the need for campaigns that focus on wellbeing promotion in addition to reduction of mental illness risk factors, 2) wellbeing and wellbeing literacy must be personally defined in language that resonates with participants, 3) the need for public participation using decentralised, flexible campaign language, and 4) the promotion of wellbeing literacy requires consideration of behaviour change, including motivation, capability, and opportunity. The 'Take a minute' 7-minute challenge was developed, which invites participants to consider wellbeing literacy through simple photovoice assignments such that participants develop their own wellbeing language and knowledge of the drivers and resources available in their unique context for their wellbeing. The chapter describes practical application of wellbeing literacy theory, grounded in behaviour change and mental wellbeing promotion principles. Key learnings from community engagement, implementation, and evaluation will be described.

Table S1. Rationale of Theoretical Domain Framework inclusion for the 'Take a minute' campaign desig

Determinant	Rationale	Importance	Changeability	Include
Knowledge: An awareness of the existence of something	**Knowledge lies at heart of literacy.**	+++	+++	**Yes**
Skills: An ability or proficiency acquired through practice	Skills imply delivery over time. Not the focus of the brief	+	++	No
Social/professional role and identity: A coherent set of behaviours and displayed personal qualities of an individual in a social or work setting	Focus is not to lean into roles and group identity, but rather focus on individual nature of MH. Social influence & environment covered via determinants below	+	+	No
Beliefs about capabilities: Acceptance of the truth, reality or validity about an ability, talent or facility that a person can put to constructive use	**Focus is on re-changing the narrative that shows that everyone has the capability to work on wellbeing. Avoiding deep-rooted issues with capability around illness.**	+++	++	**Yes**
Optimism: The confidence that things will happen for the best or that desired goals will be attained	Being optimistic about potential change is more an end-goal. We can tap into motivation as a subpart to 'beliefs about consequences'	++	++	No
Beliefs about consequences: Acceptance of the truth, reality, or validity about outcomes of a behaviour in a given situation	**Follow-up behaviour is unlikely if someone is not expecting a positive return. Crucial to campaign.**	+++	++	**Yes**
Reinforcement: Increasing the probability of a response by arranging a dependent relationship, or contingency, between the response and a given stimulus	Reflective motivation is not sufficient to promote engaging with MH on population level	++	++	No
Intentions: A conscious decision to perform a behaviour or a resolve to act in a certain way	Intentions are poor predictor of behaviour. Most change approaches can also be used across other determinants.	+	++	No
Goals: Mental representations of outcomes or end states that an individual wants to achieve	*Seen as end-goal, not a determinant we wish to change at campaign level. Goal-setting not a crucial element for this project.*	++	++	No

Memory, attention and decision processes: The ability to retain information, focus selectively on aspects of the environment and choose between two or more alternatives	Focus is not on directly changing into these processes. Environmental influences can be covered in determinants below.	++	+	no
Environmental context and resources: Any circumstance of a person's situation or environment that discourages or encourages the development of skills and abilities, independence, social competence and adaptive behaviour	**Need to create an environment that gives the individual the tools to build literacy and support pro-active behaviours around MH.**	**+++**	**++**	**Yes**
Social influences: Those interpersonal processes that can cause individuals to change their thoughts, feelings, or behaviours	**Highly important for campaign success and ability/motivation to work on MH**	**+++**	**++**	**Yes**
Emotion: A complex reaction pattern, involving experiential, behavioural, and physiological elements, by which the individual attempts to deal with a personally significant matter or event	Is an end-goal, not a variable we wish to manipulate	+	++	No
Behavioural regulation: Anything aimed at managing or changing objectively observed or measured actions	Core focus is not to regulate or control behaviour over longer period of time.	+	++	No

Table S2 Behavioural and environmental outcomes, and performance objectives (PO) for 'Take a minute'.

Behavioural outcome 1: Individual develops interest in engaging in a campaign around wellbeing

PO 1.1	Knows of the existence of a wellbeing literacy campaign
PO 1.2`	Engages with wellbeing literacy recruitment campaign materials
PO 1.3	Understand the components of the campaign and what steps are involved
PO 1.4	Considers personal drivers for engaging in the campaign activities

Behavioural outcome 2: Individual forms an understanding of the sources of meaning and enjoyment that contribute to their wellbeing

PO 2.1	Understands what wellbeing is and how it differs from mental illness
PO 2.2	Understands that the way we feel is influenced by the amount/quality of positive activities, interactions and behaviours (resources) we experience
PO 2.3	Understands we can all improve our wellbeing meaningfully in practical and tangible ways by tapping into our resources
PO 2.4	Describes what good wellbeing looks like for the individual

Behavioural outcome 3: Individual determines wellbeing needs in response to developing literacy

PO 3.1	Identifies current wellbeing needs they want or need to action
PO 3.2	Understands that different mental health needs require different services
PO 3.3	Engages in positive action based on identified wellbeing or wider mental health needs

Environmental outcome 1: Community groups, organisations and workplaces (community) create an open and positive environment that stimulates action around mental health

PO 4.1	Community groups & organisations accept the role they can play to stimulate mental wellbeing
PO 4.2	Community groups & organisations educate themselves how they can join the wellbeing literacy campaign
PO 4.3	Community groups & organisations contextualise wellbeing campaign resources for their setting
PO 4.4	Community groups participate in campaign activities to promote engagement

Table S3: Matrices of change for each behavioural and environmental outcome, showing the change objectives of each determinant and performance objective (PO).

Behavioural outcome 1: Individual develops interest in engaging in a campaign around wellbeing					
Code	Performance Objective	Determinants			
		Knowledge	Beliefs in capabilities & consequences	Environmental context and resources	Social influence
PO 1.1	**Knows of the existence of a wellbeing literacy campaign**	**K1.1a** recalls engaging with recruitment material **K1.1b** remembers information about the wellbeing literacy campaign	**B1.1** Expresses positive attitude towards learning about wellbeing	**ER1.1** Accesses resources or information that provides overview of literacy campaign	**SI1.1** Engages with social actors who introduce individual to literacy campaign
PO 1.2	**Engages with wellbeing literacy recruitment campaign materials**	**K1.2** Describes how and where to access recruitment materials		**ER1.2** Accesses an environment where recruitment material is present (in a way that is familiar to the individual)	**SI1.2** Encounters social actors who provide recruitment information
PO 1.3	**Understand the components of the campaign and what steps are involved**	**K1.3a** List the components of the campaign **K1.3b** Describes what participation in the campaign requires	**B1.3** Expresses positive attitude that participation in the campaign lies within their capabilities		**SI1.3** Engages with social actors who help outline the requirements of the campaign
PO 1.4	**Considers personal drivers for engaging in the campaign activities**	**K1.4** Describes potential reasons or drivers for joining the campaign	**B1.4** Beliefs that participating in the campaign has positive consequences linked to the individuals' personal drivers		**SI1.4** Engages with social actors who outline the benefits of participating in the campaign
Notes. Each change objective is coded according to the determinant, i.e. Knowledge (K), beliefs about capabilities and consequences (B), Environmental context and resources (ER) and Social Influence (S), and the performance objective (PO), as depicted by the number after the letter, it belongs to. When multiple change objectives belong to the same determinant and performance objective, change objectives are separated by alphanumeric symbols.					

		Determinants			
Behavioural outcome 2: Individual forms an understanding of the sources of meaning and enjoyment that contribute to their wellbeing					
Code	**Performance Objective**	Knowledge	Beliefs in capabilities & consequences	Environmental context and resources	Social influence
PO 2.1	**Understands what wellbeing is and how it differs from mental illness**	**K2.1a** Describes wellbeing and some of its characteristics **K2.1b** Describes the difference between working on wellbeing and working on illness	**B2.1** Expresses positive attitude towards learning about mental health		
PO 2.2	**Understands that the way we feel is influenced by the amount/quality of positive activities, interactions and behaviours (resources) we experience**	**K2.2a** Describes how our mental health is a balancing act between resources and challenges **K2.2b** Lists resources for our wellbeing **K2.2c** Describes that resources can be within and external to individual	**B2.2** Expresses positive attitude towards learning about wellbeing resources	**ER 2.2** Accesses resource that provides information on resources to our wellbeing and ways to build it	**SI2.2** Engages with social actors (both known and unknown) that give examples of personal resources to their wellbeing
PO 2.3	**Understands we can all improve our wellbeing meaningfully in practical and tangible ways by tapping into our resources**	**K2.3** describes that psychological health is malleable via different approaches within oneself and their environment	**B2.3** Beliefs that there are benefits to changing our wellbeing	**ER2.3** Accesses resource that provides information on resources to our wellbeing and ways to build it	**SI2.3** Engages with social actors (both known and unknown) that shows how attainable it is to connect with resources
PO2.4	**Describes what good wellbeing looks like for the individual by interrogating**	**K2.4** lists the activities, interactions and behaviours that make them feel good	**BI2.4a** beliefs that they are able to undertake the activities, interactions and behaviours that make them feel good.	**ER2.4** Encounters resource that facilitates reflection on personal resources and why these activities represent something important and meaningful to them	**S2.4** Gets inspiration from social actors on which actions to consider

			B2.4b Describes why taking action on wellbeing is important to them		
their personal wellbeing resources					

Notes. Each change objective is coded according to the determinant, i.e. Knowledge (K), beliefs about capabilities and consequences (B), Environmental context and resources (ER) and Social Influence (S), and the performance objective (PO), as depicted by the number after the letter, it belongs to. When multiple change objectives belong to the same determinant and performance objective, change objectives are separated by alphanumeric symbols.

Behavioural outcome 3: Individual determines wellbeing needs in response to developing literacy					
Code	**Performance Objective**	Determinants			
		Knowledge	Beliefs in capabilities & consequences	Environmental context and resources	Social influence
PO 3.1	**Identifies current wellbeing needs they want or need to action**	**K3.1** Lists positive wellbeing resources within the individual's life **K3.2** Lists areas of improvement for their wellbeing (challenges)		**ER 3.1** Accesses a resource that allows individual to create an overview of wellbeing needs	**S3.1** Engages with social actors who promote the importance and benefit of understanding personal wellbeing needs
PO3.2	**Understands that different mental health needs require different services**	**K3.2a** Describes the difference between wellbeing and mental illness **K3.2b.** Describes various mental health services and their purpose **K3.2c** Describes evidence-based ways to improve their wellbeing	**B3.2** Holds positive attitudes towards engaging with formal mental health services		
PO 3.3	**Engages in positive action based on identified wellbeing or wider mental health needs**	**K3.3** Describes how to access services in case of needs	**B3.3.** Demonstrates ability to contact mental health or wellbeing services		

Notes. Each change objective is coded according to the determinant, i.e. Knowledge (K), beliefs about capabilities and consequences (B), Environmental context and resources (ER) and Social Influence (S), and the performance objective (PO), as depicted by the number after the letter, it belongs to. When multiple change objectives belong to the same determinant and performance objective, change objectives are separated by alphanumeric symbols.

Environmental outcome 1: • wellbeing literacy campaign	Community groups, social actors or organisations (Community) create an open environment that stimulates joining the		
Code / Performance Objective	Determinants		
	Knowledge	Beliefs in capabilities & consequences	Environmental context and resources
PO 4.1 **Community groups & organisations accept the role they can play to stimulate mental wellbeing**	**K4.1a** Community describes the difference between working on wellbeing and working on illness **K4.1b** Community describes the role of community plays when it comes to promoting wellbeing	**B4.1** Community expresses positive attitudes towards their role in promoting community wellbeing	
PO 4.2 **Community groups & organisations educate themselves how they can join the wellbeing literacy campaign**	**K4.2a** Community understands the benefit of a partnership model to access resources **K4.2b** Community describes information about the wellbeing literacy campaign and how community can assist	**B4.2** Community beliefs that participating in the campaign has benefits for them and their people	**ER4.2** Community can access a partnership model that facilitates access to resources
PO 4.3 **Community groups & organisations contextualise wellbeing campaign resources for their setting**	**K4.3** Community describes how to contextualise resources	**B4.3** Community is confident they are able to contextualise	**ER4.3** Community has access to campaign material templates
PO 4.4 **Community groups participate in campaign activities to promote engagement**	**K4.4** Community describes potential reasons or drivers for joining the campaign	**B4.4** Community beliefs that participating in the campaign has benefits for them and their people	
Notes. Each change objective is coded according to the determinant, i.e. Knowledge (K), beliefs about capabilities and consequences (B), Environmental context and resources (ER), and the performance objective (PO), as depicted by the number after the letter, it belongs to. When multiple change objectives belong to the same determinant and performance objective, change objectives are separated by alphanumeric symbols.			

Table S4: Mapping behaviour change techniques and practical applications to Performance Objectives.

Change Objective	BCT	*Theory*	Practical Application
K1.1 remembers information about the wellbeing literacy campaign	• Facilitation	• *SCT*	• Campaign recruitment information provided in multiple formats across a variety of settings to increase visibility (posters, email templates, text and imagery templates). Keep campaign recruitment material should be simple and straight forward with motivational component and information.
K1.2 Describes how and where to access recruitment materials	• Facilitation	• *SCT*	• Campaign recruitment information provided in multiple formats across a variety of settings to increase visibility. Develop materials that are easily implemented within community and organisational communication processes. Use recognisable branding so individual recognises recruitment material.
K1.3a List the components of the campaign	• Facilitation • Using Imagery	• *SCT* • *TIP*	• Ensure the campaign is as simple and easy to perform as possible. Create recruitment material that outlines the steps for participating in the campaign. • Use an analogy or a campaign concept that acts as a way to make the campaign more interesting while also referring to core concepts of the campaign\
K1.3b Describes what participation in the campaign requires	• Facilitation • Using Imagery	• *SCT* • *TIP*	• Within campaign material outline steps for participation clearly. • Use an analogy or a campaign concept that acts to make the campaign interesting to join while also referring to core concepts of the campaign
K1.4 Describes potential reasons or drivers for joining the campaign	• Individualisation • Facilitation • Arguments	• *TTM* • *SCT* • *CPM, ELM*	• Provide multiple reasons for participating within the recruitment material so individual can choose a reason that matches their personal drivers • Craft recruitment approaches that ensures the individual can match reasons for participation back to personal drivers • Provide evidence to back up personal reasons to join the campaign
K2.1a Describes wellbeing and some of its characteristics	• Facilitation	• *SCT*	• Create a website and other resources to be used in recruitment and promotion that describe what wellbeing means, its characteristics and how it differs from illness
K2.1b, K3.2a Describes the difference between	• Facilitation	• *SCT*	• Create a website and other resources that describe what wellbeing means, its characteristics and how it differs from illness

working on wellbeing and working on illness			
K2.2a Describes how our mental health is a balancing act between resources and challenges	• Using imagery • Arguments	• *TIP* • *CPM, ELM*	• Refer to a seasaw or other analogy to make balancing act come alive within recruitment material • List various evidence based aspects of wellbeing that can be considered a resource or challenge and use these aspects as part of the campaign concept
K2.2b Lists resources for our wellbeing	• Tailoring • Facilitation	• *TTM, PAPM, PMT, CPM* • *SCT*	• Where required, tailor recruitment material to identify resources that match the individuals characteristics. • Provide a curated set of wellbeing resources and develop an activity that gets individuals to reflect on their resources
K2.2c Describes that resources can be within and external to individual	• Facilitation • Using Imagery	• *SCT* • *TIP*	• Create a website and other resources that describes the different wellbeing resources we can have. Cover both internal and external resources within the campaign activities. • Use analogies with other areas such as health where needed to explain internal and external influences •
K2.3 describes that psychological health is malleable via different approaches within oneself and their environment	• Persuasive communication • Modeling • Arguments	• *CPM, ELM, DIT* • *SCT* • *CPM, ELM*	• Provide evidence on the ability to improve our wellbeing within recruitment material. • Have role models provide information about their own ability to improve their wellbeing through campaign • Provide evidence resource that provides argumentation for involvement of resources and challenges
K2.4 lists the activities, interactions and behaviours that make them feel good	• Facilitation • Individualisation	• *SCT* • *TTM*	• Design an activity to help individuals reflect on wellbeing activities, interactions and behaviours. Use photographs to make it easier to complete the campaign as a complement to reflection for people who don't have access to a camera. • Allow individual to select and identify their own activities matched to their unique circumstances
K3.1a Lists positive wellbeing resources within the individual's life	• Facilitation • Tailoring	• *SCT* • *TTM, PAPM, PMT, CPM*	• Design an activity to help individuals reflect on wellbeing activities, interactions and behaviours. Use photographs to make it easier to complete the campaign as a complement to reflection for people who don't have access to a camera. • Embed ability to tailor campaign concepts to different population groups

K3.1b Lists areas of improvement for their wellbeing (challenges)	• Facilitation	• *SCT*	• Create a website that prompts reflecting on challenges after completion of the challenge
K3.2b. Describes various mental health services and their purpose	• Facilitation	• *SCT*	• Create a webpage and other information that outlines various mental health services and refer to this within the campaign
K3.2c Describes evidence-based ways to improve their wellbeing	• Facilitation	• *SCT*	• Refer to or create resources that outline evidence-based ways to improve wellbeing
K3.3 Describes how to access services in case of needs	• Facilitation	• *SCT*	• Create a webpage or other information that outlines how to reach out to formal services
K4.1a Community describes the difference between working on wellbeing and working on illness	• Facilitation	• *SCT*	• Create dedicated resources for community and organisations that describes what wellbeing means, its characteristics and how it differs from illness
K4.1b Community describes the role of community plays when it comes to promoting wellbeing	• Facilitation	• *SCT*	• Create recruitment material that describes the positive role that community can play
K4.2a, K4.4 Community understands the benefit of a partnership model to access resources	• Arguments	• *CPM, ELM*	• Provide rationale for benefit to community within recruitment material that is targeted at community
K4.2b Community describes information about the wellbeing literacy campaign and how community can assist	• Facilitation	• *SCT*	• Create a dedicated stream for community organisations and design recruitment material that describes how the community can join the campaign

K4.3b Community describes how to contextualise resources	• Facilitation • Participation	• *SCT* • *DIT,TP, ODT, TMCO*	• Provide information sessions to community that explains how they can tailor the campaign materials • Use community stakeholders to determine how to approach development of templates and others ways to contextualise
B1.1 Expresses positive attitude towards learning about wellbeing	• Verbal persuasion • Framing	• *SCT, TSR* • *PMT*	• Design positive and encouraging recruitment and informational resources to encourage participation in learning about wellbeing via the campaign • Develop campaign concept that is not overtly about mental health and wellbeing, but rather its drivers to encourage engagement in learning about wellbeing via campaign
B1.3 Expresses positive attitude that participation in the campaign lies within their capabilities	• Verbal persuasion • Facilitation	• *SCT, TSR* • *SCT*	• Emphasise the low threshold nature of the campaign within the recruitment and information resources, including presentations. • Ensure that the wellbeing literacy campaign uses simple exercises
B1.4 Beliefs that participating in the campaign has positive consequences linked to the individuals' personal drives	• Tailoring • Verbal persuasion	• *SCT, TSR* • *SCT, TSR*	• Design recruitment and informational material that can be tailored to group characteristics • Ensure messaging outlines the benefits of participating, both in terms of wellbeing as well as having an enjoyable experience
B2.1 Expresses positive attitude towards learning about mental health	• Direct experience • Entertainment education	• *TL* • *DIT, SCT*	• Make the campaign activities be about more than simply wellbeing and mental health, allowing individuals to join because they want to join the activity itself • Build the campaign around a fun activity, that can be done alone or together with others.
B2.2 Expresses positive attitude towards learning about wellbeing resources	• Direct experience • Entertainment education	• *TL* • *DIT, SCT*	• Make the campaign activities be about more than simply wellbeing and mental health, allowing individuals to join because they want to join the activity itself • Build the campaign around a fun activity, that can be done alone or together with others.
B2.3 Beliefs that there are benefits to changing our wellbeing	• Arguments • Modeling	• *CPM, ELM* • *SCT, TL*	• Provide arguments throughout the campaign to show the positive effects of engaging in wellbeing promotion activities • Use models to show the positive impact within the campaign.

B2.4a beliefs that they are able to undertake the activities, interactions and behaviours that make them feel good.	- Direct experience - Mobilising social support - Modeling - Facilitation	*TL* *DIT, TSNSS* *SCT, TL* *SCT*	- Use direct experience of an activity to show how easy it is to identify what improves someone's wellbeing literacy - Have social supporters provide encouragement to join the campaign - Have social supporters demonstrate campaign activities and encourage participation to ensure individual feels able to do it themselves - Rely on existing skills (eg taking photos) to increase approachability of campaign and make the campaign activities easier.
B2.4b Describes why taking action on wellbeing is important to them	Direct experience	*TL*	Within the campaign, directly ask participant to relate participation to their personal drivers
B3.2 Holds positive attitudes towards engaging with formal mental health services	Framing	*PMT*	Use non-deficit focused language to describe formal service and benefits people get when interacting with the services
B3.3. Demonstrates ability to contact mental health or wellbeing services	Facilitation	*SCT*	Provide contact information for mental health services on campaign materials (e.g. website)
B4.1 Community expresses positive attitudes towards their role in promoting community wellbeing	- Arguments - Verbal persuasion - Tailoring	*CPM, ELM* *SCT, ELM* *TTM, PAPM, PMT, CPM*	- Design dedicated recruitment materials for community that shows the positive impact that can have in promoting wellbeing - Use project personal to talk to community stakeholders and persuade them to join by outlining positive flow on effects - Tailor messaging on positive effects to the specific community group or organisation
B4.2, B4.4 Community beliefs that participating in the campaign has benefits for them and their people	- Arguments - Public Commitment - Participation - Facilitation	*CPM, ELM* *TAIHB* *DIT,TP, ODT, TMCO* *SCT*	- Outline the benefits that community has within recruitment information dedicated to community - Work together with leading community organisations to commit to joining the campaign - Develop a steering group with representatives from community to guide the development of the campaign. - Send project officers for 1:1 engagements with community and organisations to ensure benefits are understood

B4.3 Community is confident they are able to contextualise	• Facilitation	• *SCT*	• Create templates for community to use to contextualise materials • Send project officers for 1:1 engagements with community and organisations to help with any contextualisation
ER1.1 Accesses resources or information that provides overview of literacy campaign	• Technical assistance • Participation • Facilitation	• *ODT, DIT, SCT, MCO* • *DIT,TP, ODT, TMCO* • *SCT*	• Assign champions within organisations to help facilitate onboarding to the campaign • Engage champions within project development phase and ensure champions can influence adoption within organisation • Have project group coordinators do targeted presentations to community groups about the campaign via a community engagement pathway
ER1.2 Accesses an environment where recruitment material is present (in a way that is familiar to the individual)	• Technical assistance • Participation	• *ODT, DIT, SCT, MCO* • *DIT,TP, ODT, TMCO*	• Assign champions within organisations and community that help promote the campaign • Engage champions within project development phase and ensure champions can influence adoption within organisation • Utilis existing processes and opportunities within community and organisation to promote and recruit (e.g. use dedicated poster locations for recruitment, use recruitment sections within organisational emails)
ER 2.2, ER2.3 Accesses resources that provides information on resources to our wellbeing	• Technical assistance • Participation	• *ODT, DIT, SCT, MCO* • *DIT,TP, ODT, TMCO*	• Work together with community champions to create an environment that facilitates participation in the campaign • Integrate community champions at all stages of campaign development to ensure buy in
ER2.4, ER 3.1 Encounters resource that facilitates reflection on personal resources and why these activities represent something important and meaningful to them	• Facilitation • Technical assistance	• *SCT* • *ODT, DIT, SCT, MCO*	• Develop a mechanism that embeds the campaign within the community and facilitates group-buy-in • Ensure that community champion provides support when the campaign is run and feels supported to provide that support
ER4.2 Community can access a partnership model that facilitates access to resources	• Participation	• *SCT*	• Develop a partnership pathway that community and organisations can join who just want to join the campaign
ER4.3 Community has access to campaign material templates	• Facilitation	• *SCT*	• Provide adaptable templates targeting an organisational stream for the campaign
S1.1 Engages with social actors who introduce	• Mobilising social networks	• *TSNSS, SNT*	• Social actors participate in wellbeing literacy campaign to encourage others to participate with them

individual to literacy campaign	• Participation	• DIT,TP, ODT, TMCO	• Utilise champions within partner organisations to steer the wellbeing literacy design and implementation
S1.2 Encounters social actors who provide recruitment information	• Mobilising social networks	• TSNSS	• Social actors outline the wellbeing literacy campaign steps to the individual in methods that they deem fit, for example social media influencers with local community reach
S1.3, S1.4 Engages with social actors who help outline the requirements and benefits of the campaign	• Modeling • Mobilising social networks • Developing new social network linkages	• SCT, ODT, DIT, ET • TSNSS, SNT • TSNSS	• Social actors demonstrate the steps of the campaign • Social actor who are part of organisations or who live within the community and has community buy in is used to demonstrate the campaign • Use social influencers to reach individuals in the community that aren't being reached via direct recruitment channels
S2.2 Engages with social actors (both known and unknown) that give examples of personal resources to their wellbeing	• Developing new social network linkages • Mobilising social networks	• TSNSS • TSNSS, SNT	• Individuals can join groups within organisations that provide new people to connect to who also participate in the campaign. Use local social media influencers to stimulate development of local 'wellbeing campaign' groups. • Social actors actively participate in the wellbeing literacy campaign
S2.3 Engages with social actors (both known and unknown) that shows how attainable it is to connect with resources	• Modeling	• SCT, ODT, DIT, ET	• Social actors demonstrate accessing resources on video or in-person
S2.4 Gets inspiration from social actors on which actions to consider	• Modeling	• SCT, ODT, DIT, ET	• Use social media influencers and champions within organisations and community who participate in the campaign activities.
S3.1 Engages with social actors who promote the importance and benefit of understanding personal wellbeing needs	• Modeling	• SCT, ODT, DIT, ET	• Use social media influencers and champions within organisations and community to provide explanation of the benefits they have received from understanding wellbeing needs.