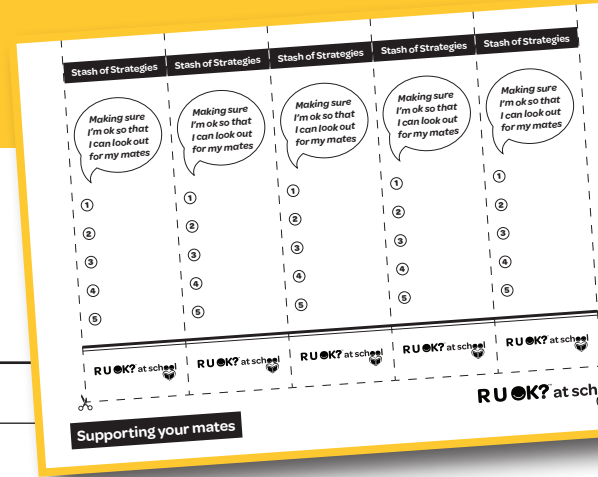


Classroom activity

Supporting your mates

Year level **9**



Duration	20 minutes
Learning intention	Students will be able to recognise and regulate their own emotional response to a friend not being OK.
Activity focus	This activity focuses on students being aware of the feelings that they may encounter when their friend is not OK. Students will identify different emotions that they may experience and strategies to help navigate this.
Resources required	<ul style="list-style-type: none"> ○ Whiteboard and whiteboard markers ○ Stash of strategies bookmark (blank) ○ Colouring pencils
Curriculum and wellbeing themes	<ul style="list-style-type: none"> ○ Emotional awareness ○ Personal and social skills
Success criteria	<p>I can:</p> <ul style="list-style-type: none"> ○ Recognise my own emotions when dealing with difficult situations and am able to control my response.
Activity description	<div> <p><u>Silent brainstorm (5-7 minutes)</u></p> <ol style="list-style-type: none"> 1. Read the following scenario: <i>Imagine that one of your friends is going through a difficult situation. You have noticed this and have asked them, "Are you OK?". They respond that they have been feeling really flat and not wanting to do anything. They have been angry at everything and everyone.</i> 2. Ask the students to brainstorm on a whiteboard the different emotions that they would feel in this situation. This can be words or phrases. 3. Encourage the students to remain silent for the activity whilst others go up to the board. 4. This can also be completed in small groups. </div> <div> <p><u>Class Discussion (5-7 minutes)</u></p> <ol style="list-style-type: none"> 1. Use the brainstorm to prompt a conversation about how to handle their own emotional response. Examples of strategies might include: <ul style="list-style-type: none"> - Taking a deep breath before responding - Walking together to allow time and space 2. Reiterate to students that their own feelings are valid and should not be ignored. 3. Ask the students to come up with strategies that could help them manage their own emotional response. <p><u>Stash of Strategies Bookmark (6-10 minutes)</u></p> <ol style="list-style-type: none"> 1. Students are to pick 5 strategies to add to their "stash of strategies bookmark". 2. Encourage students to keep this in their diary/planner so that they can see it each day. 3. Students can then spend the time colouring in and decorating their bookmark as a mindfulness strategy. </div>
Differentiation	<ul style="list-style-type: none"> ○ Supporting Strategies: Class discussion could be a think/pair/share to make sure that even if students are not comfortable sharing to the wider class, they are able to engage in the activity. ○ Extension Strategies: Students develop a strategy list that could be displayed on a digital school platform using Canva (https://www.canva.com).
Reflection question	Why do we need to make sure we are OK when asking if someone else is OK?

Stash of Strategies	Stash of Strategies	Stash of Strategies	Stash of Strategies	Stash of Strategies
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*Making sure
I'm ok so that
I can look out
for my mates*

1

2

3

4

5

*Making sure
I'm ok so that
I can look out
for my mates*

1

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*Making sure
I'm ok so that
I can look out
for my mates*

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*Making sure
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1

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