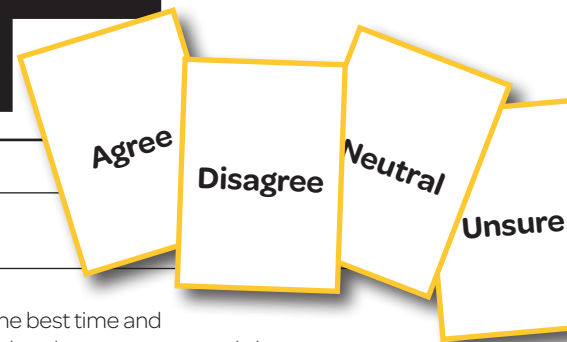


When to connect with someone and see how they are doing



Duration	20 minutes
Learning intention	Students will be able to consider if they are ready to offer another person support.
Activity focus	Selecting the right time to ask someone how they are going can be challenging. During this lesson students will explore and consider the best time and conditions to start a conversation with a friend, peer or family member they are concerned about.
Resources required	<ul style="list-style-type: none"> List of statements
Curriculum and wellbeing themes	<ul style="list-style-type: none"> Empathy Relationships
Success criteria	<ul style="list-style-type: none"> I can identify a good time to check in with a friend.
Activity description	<p>Explain to students that you are going to do an activity about checking in and connecting with a friend peer or family member you are concerned about. Remind students of classroom rules such as not using names when telling a story about someone else and what to do if they are feeling overwhelmed.</p> <p>Class discussion: How do we know when to check in?</p> <ol style="list-style-type: none"> Invite students to share different ways to identify that someone they know might not be doing well. Prompts for the discussion could include: <ul style="list-style-type: none"> What might they be saying? What is going on in their life? What are they doing? <p>Opinion line – when is a good time to check in and connect</p> <ol style="list-style-type: none"> Create some space in the classroom that will allow students to move safely with or around furniture or other obstacles. Designate one side of the room as ‘Agree’ and the other side as ‘Disagree’ with ‘Unsure’ or ‘Neutral’ in the centre. Explain to students that the line through the room is a continuum and that you will read a series of statements to them, and they should stand along the continuum corresponding with where best matches their opinion. After reading each statement invite students to share why they have chosen to stand where they are. Once everyone has shared their thoughts, give students a chance to move elsewhere on the continuum if they have heard a point of view that has changed their opinion. Once everyone has settled on a place, share with the class the additional information under each statement. <p>Note: It is important students don’t feel their contributions are wrong, and that they are thanked for sharing. The additional information can be offered as a point to consider.</p> <p>Statements:</p> <ul style="list-style-type: none"> I need to be in a good headspace to check in with others. <i>Key point: If we are not feeling OK ourselves, it can be difficult for us to support another person, and sometimes we don’t have enough energy to help someone with their problems. It’s OK not to take on more than we’re able to; we can still offer to help another person find the right person to talk to.</i> I should ask someone if they are OK as soon as I notice they seem a bit different. <i>Key point: Sometimes we genuinely want to help another person but it’s a good idea to make sure you are both going to have time to have a meaningful conversation. Immediately before a class starts may not be a good time.</i> It’s a good idea to start a private conversation at lunchtime. <i>Key point: it’s a good idea to have a think about where and when to start a conversation. A busy place is probably not going to feel comfortable for a personal conversation. It could be distracting, or they might worry about other people overhearing. If you start a conversation and you notice the other person is uncomfortable, you can always offer to go to another location.</i>

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Activity description (continued)	<ul style="list-style-type: none"> It's important to offer a solution if someone shares that they are struggling. <i>Key point: Sometimes it isn't your role to solve a person's problem, and it's OK if you can't. It could be that all you need to say is that you understand they are having a difficult time. It's OK to have ideas on how to make the situation better, but it's good to ask if they want to hear them. It's also OK not to have a solution to a problem and to be able to identify when you need to go to other people for help.</i> If you ask someone if they are OK, and they say they are, but you don't believe them, ask again at another time. <i>Key point: A person who is having a hard time won't always be ready to talk. If you believe they are saying they are OK but they're really not, let them know you are there to listen if they want to talk at another time. A good way to be a supportive person is to leave the door open for them to talk if/when they are ready.</i> <p>I used to think, now I think</p> <ol style="list-style-type: none"> Ask students to take a moment to think about something from the conversation that was new to them. Ask them to fill in the gaps in the following statement: 'I used to think _____, now I think _____. <p>Invite students to share their sentence with the class.</p>
Differentiation	<ul style="list-style-type: none"> Support strategies: <ul style="list-style-type: none"> Simplify the language used for the statements. Extension strategies: <ul style="list-style-type: none"> Ask students to share considerations before sharing the examples.
Reflection question	<p>When checking in with someone, what do we need to consider?</p>