



RU OK? Primary School Toolkit



Classroom Activities

Foundation/Prep/ Kindergarten Activities



EQUIPMENT REQUIRED

- Appendix A: What makes a good friend template
- Appendix B: Prompt cards- Look/Sound/Feels like
- YouTube: www.youtube.com/watch?v=09qk0IXTfi4
- 'It's OK!' K-6 music video info sheet

SWITCH ON

Activity 1: Class discussion (3mins)

Teacher leads discussion with students: 'Why are friends important?'

Activity 2: What makes a good friend? (10mins)

- Using Appendix A: What makes a good friend template, students draw a picture of themselves being a good friend
- Display around classroom
- Group discussion – students volunteer to describe their drawing to the whole group

UNDERSTAND

Teacher note: Read through R U OK? fact sheet

Activity 1: What does someone look/sound/feel like when not OK?

Think-Pair-Share (10mins)

- Using Appendix B: Prompt Cards- Look/Sound/Feels like
 - Copy enough cards so that every student has one card. Divide the class in to three groups and allocate one card per group (each student has their own card)
- Students are given time to think about what a person looks/sounds or feels like if they are not OK
- Students share their answers with the person next to them
- Share answers as a whole class

ABC



APPLY

Teacher note: Emphasise to students that they should use an inside, quiet voice and find a quiet place to ask someone if they are OK. For example, near the front office, not the canteen. The quiet space should also be near a trusted adult, such as a teacher.

Activity 1: How to ask, 'Are you OK?' (10mins)

- Students practice asking, 'Are you OK?', with a partner
 - **Teacher note:** When having a whole class discussion, ensure that you explain to students that if someone is not OK, they need to let an adult know straight away.
- Whole class discussion about when someone isn't OK and letting an adult know

Activity 2: Who at school can help you if someone you ask isn't OK?

- Class discussion (5 mins)

Activity 3: Learn the 'It's OK!' dance and lyrics (15mins)

- Watch YouTube music video: <https://www.youtube.com/watch?v=09qk0IXTfi4> and learn the song and dance



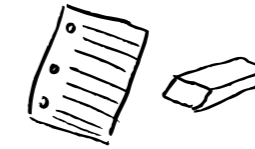
Teacher notes:

Encourage the following actions with your students

1. Ask, 'Are you OK?' next time you see someone looking sad, lonely or angry
2. Ask your teacher if you can be an R U OK? leader in your classroom or school
3. Nominate a friend and help them get a certificate (Appendix E: Certific-mate) and sticker at assembly
4. Tell an adult if you are feeling sad, lonely or angry



Year 1 and 2 Activities



EQUIPMENT REQUIRED

- Yellow paint in trays
- A4 paper (enough for two per student)
- Coloured pencils/crayons
- Appendix C: Gingerbread Outline
- 'It's OK!' K-6 music video info sheet
- YouTube: www.youtube.com/watch?v=O9qkOIXTfi4



SWITCH ON

Activity 1: Friendship hands (15mins)

- Students use yellow paint to dip their hands into to create a personal handprint on an A4 piece of paper
- Students write:
 - Their name
 - What makes a good friend
 - How it makes people feel when they have good friends
- Display handprint pictures on the classroom wall or as bunting for future reference when emphasising the role good friends play when asking, 'Are you OK?'

UNDERSTAND

Teacher notes:

- Read through R U OK? fact sheet
- Emphasise to students that they should use an inside, quiet voice and find a quiet place to ask someone if they are OK. For example, near the front office, not the canteen. The quiet space should also be near a trusted adult, such as a teacher

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Activity 1: Gingerbread person (10mins)

- Students use the template Appendix C: Gingerbread Outline to write down what a friend/classmate would look/sound/feel like if they were OK and not OK
- Share answers as a class
- Display around room for discussion

Activity 2: How to ask, 'Are you OK?' (10mins)

- Students watch 'It's OK!' music video
- Class discussion: How do Blue's friends recognise he is not OK?
 - What words and actions do they use to help him/show him that they'll be OK?

- Place students in pairs to practice asking, 'Are you OK?'
- Teacher writes on board, prompts on how to ask are you OK (using a quiet, inside voice and going somewhere quiet, but near adult help if you need it)
- Students use the A4 paper to draw two spaces they could use in the school that would be a good place to ask someone if they are OK
- Display pictures around the classroom

APPLY

Activity 1: Asking, 'Are you OK?'- What to do next? (10mins)

- Teacher writes on the board the following list:
 - Listen to them
 - Run away
 - Make fun of them
 - Ask what would make them feel better
 - Invite them to play games or sit with you
 - Tell a teacher or the school counsellor if you are worried about them
- Teacher reads through the list to the class
- Students stand up in an open space in the classroom and make a cross with their arms if it's a, 'No' they shouldn't do that, after asking someone if they are OK, or place their thumbs up if it's a 'Yes' to the action that the teacher reads out
- Whole class discussion on answers
 - Teacher note: When having a whole class discussion, ensure that you explain to students that if someone is not OK, they need to let an adult know straight away



Activity 2: Personalized help list (5mins)

- Students write down a list of trusted adults they could get help from if they or someone they know wasn't OK

Teacher notes:

Encourage the following actions with your students

1. Ask, 'Are you OK?' next time you see someone looking sad, lonely or angry
2. Ask your teacher if you can be an R U OK? leader in your classroom or school
3. Nominate a friend and help them get a certificate (Appendix E: Certific-mate) and sticker at assembly
4. Tell an adult if you are feeling sad, lonely or angry



Year 3 and 4 Activities

EQUIPMENT REQUIRED

- Appendix D: Nomination Form
- Appendix E: Certific-mate
- Appendix F: Nomination box
- Stickers
- Appendix G: Placemat thoughts
- Appendix H: I'm not OK worksheet
- Coloured pencils/crayons
- 'It's OK!' K-6 music video info sheet
- YouTube: www.youtube.com/watch?v=O9qkOIXTf4



SWITCH ON

Activity 1: How to spot a good friend (15mins)

- Ask students to think of when a friend has asked them, 'Are you OK?'
 - What did they do?
 - How did it make them feel?
- Students nominate a friend who displays positive peer values and behaviour by completing Appendix D: Nomination Form
- Once the nomination form is complete, discuss with students the importance of peer support. Use the following questions to guide discussion:
 - What does it mean to support a friend?
 - Who can help us if we are worried about a friend?
 - What can we do to be a good friend?
 - Ask students to put their nomination form in the nomination box
- Reward students with a certificate using Appendix E Certific-mate and stickers during school class or assembly to highlight their positive behaviour



UNDERSTAND

Teacher notes:

- Read through R U OK? fact sheet
- Emphasise to students that they should use an inside, quiet voice and find a quiet place to ask someone if they are OK. For example, near the front office, not the canteen. The quiet space should also be near a trusted adult, such as a teacher



Activity 1: How to ask, 'Are you OK?'

Placemat thoughts (15mins)

- Students watch, 'It's OK!' music video
- Have students concentrate on the words and actions Blue uses to describe how he is feeling
- What do his friends do to make him feel better?
- Students work in groups of 4 to complete the Appendix G: Placemat thoughts
 - Each student is allocated a corner of the page to write down their ideas about how and where they could ask someone if they are OK
 - After two minutes, students share their thoughts with their group and write down the top responses in the middle box
- Students work in different groups of 4, taking turns at asking, 'Are you OK?'
- Whole group discussion on how it felt to ask someone 'are you OK' and what the next steps would be if they weren't OK

Teacher note: When having a whole class discussion, ensure that you explain to students that if someone is not OK, they need to let an adult know straight away.

Activity 2: Asking, 'Are you OK?' (10mins)

- Students watch, 'It's OK!' music video
- Have students concentrate on the words and actions Blue uses to describe how he is feeling
- What do his friends do to make him feel better?

Teacher notes:

Encourage the following actions with your students

1. Ask, 'Are you OK?' next time you see someone looking sad, lonely or angry
2. Ask your teacher if you can be an R U OK? leader in your classroom or school
3. Nominate a friend and help them get a certificate (Appendix E: Certific-mate) and sticker at assembly
4. Tell an adult if you are feeling sad, lonely or angry

APPLY

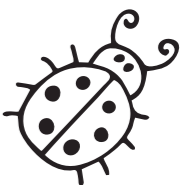
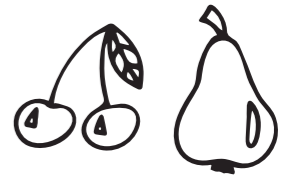
Activity 1: When someone is not OK (10mins)

Students complete Appendix H: I'm not OK worksheet

Activity 2: When someone is not OK (5mins)

- In small groups, students brainstorm people and places they can call upon for help. Encourage ideas that include online, offline, school, home and community sources of help

Teachers note: See front section of this toolbox for notes on help-seeking.



Years 5 and 6 Activities

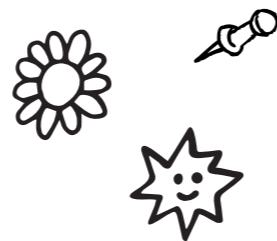
Activity 3: Life stressors (10mins)

- Teacher writes lists of potential stressful situations for students which may make them feel not OK
 - Moving house or school
 - Feeling upset because a family member or pet has died
 - Arguing with someone
 - Being bullied
 - Problems with school work
 - Feeling bored
 - Feeling unwell
 - Not sleeping well
 - Not eating healthy
 - Not getting enough exercise
- Students consider a time when they felt one of these things
- Students write down what made them feel better
- Share with a partner
- Whole class discussion



Activity 3: After you have asked, 'Are you OK?' (5 mins)

- Once you have asked, 'Are you OK?' there are a variety of things students can do
- Students discuss the following list of actions with another student
 - Students discuss if these actions would be helpful or not helpful
 - Listen to them
 - Run away
 - Make fun of them
 - Ask what would make them feel better
 - Invite them to play games or sit with you
 - Tell a teacher or the school counsellor if you are worried about them
 - Share answers as a whole class



Activity 4: 'It's OK!' music video (10mins)

- Students watch the video, 'It's OK!' and read the lyrics on the music video info sheet
- Students discuss in small groups, what health message meaning the video is trying to encourage/convey?
- Share answers as a whole group

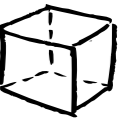
Teacher notes:

Encourage the following actions with your students:

1. Ask someone, 'Are you OK?', next time you see someone looking sad, lonely or angry
2. Ask your teacher if you can be an R U OK? leader in your classroom or school
3. Nominate a friend and help them get a certificate (Appendix E: Certific-mate) and sticker at assembly
4. Tell an adult if you are feeling sad, lonely or angry

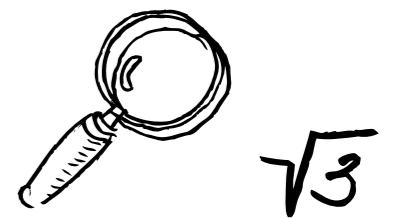
EQUIPMENT REQUIRED

- Appendix I: Feelings chart
- Appendix J: Continuum worksheet
- Appendix K: Asking R U OK? table
- Coloured pencils/crayons
- 'It's OK!' K-6 music video info sheet
- YouTube: www.youtube.com/watch?v=09qk0IXTf4



SWITCH ON

Activity 1: How to spot a good friend



Circle Chat (10mins)

- Move students in to a large free space
- Position students in two circles, the inside circle facing out and the outside circle facing in so everyone has a partner
- Teacher reads out the questions and each pair has 30 seconds to discuss their responses
- The outside circle moves one space to the left and the next question is read out and answered and so on until all questions are answered

QUESTIONS

1. Think of a time you asked a friend if they were OK. What did they do? How did it make them feel?
2. What does it mean to support a friend?
3. Who can help us if we are worried about a friend? At school? At home?
4. What can we do to be a good friend?
5. When someone asks you, 'Are you OK?', how does it make you feel?
6. What can you do to encourage more students like you to ask their friends, 'Are you OK?'



UNDERSTAND

Teacher notes:

- Read through R U OK? fact sheet
- Emphasise to students that they should use an inside, quiet voice and find a quiet place to ask someone if they are OK. For example, near the front office, not the canteen. The quiet space should also be near a trusted adult, such as a teacher

Activity 1: When someone is not OK (10mins)

- Students complete Appendix H: I'm not OK worksheet

Activity 2: Continuum: OK or not OK? (10mins)

- Students complete Appendix J: Continuum worksheet

Teacher note: Continuum cards will need to be printed and cut out prior to the lesson. There are 16 cards in total, to be divided up among your number of students within your specific class. Depending on your class numbers, it may require you to have more than one copy of each card, or have the card shared amongst 2 or more students.



APPLY

Activity 1: Asking R U OK? (15mins)

a) Teachers read the following notes to the class:

- One of the ways you can help someone feel better is by asking, 'Are you OK?'
- Talking about how your friend is feeling can help them open up about what is going on in their life and why they feel sad, upset or lonely
- You can ask someone, 'Are you OK?,' in the playground, your classroom or at a friend's house
- Try to find a quiet place so your friend can talk to you
- Try to use your quiet voice when asking your friend as sometimes they may not want others to hear you

b) Students complete Appendix K: Asking R U OK? table

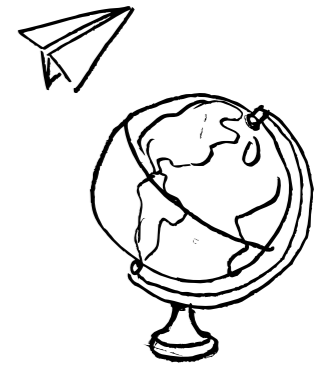
- Share ideas with class



Activity 2: Things that may cause someone not to be OK (15mins)

Once you have asked, 'Are you OK?', there are a variety of things students can do

- Students discuss with a friend the following list of actions with another student
- Students discuss if these actions would be helpful or not helpful
 - Listen to them
 - Run away
 - Make fun of them
 - Ask what would make them feel better
 - Invite them to play games or sit with you
 - Tell a teacher or the school counsellor if you are worried about them
- Share answers as a whole class
- Students consider a time when they felt one of these things
- Students write down what helped them feel better



Activity 3: Checking in (5 mins)

An important component of asking are you okay? is checking in with the person, with a focus on letting the person know you are there for them and care how they are, a few days/a week later.

- Whole class discussion;
 - Students come up with a list of ways they could check in with a person they ask are you okay?
 - Students discuss ways you could set a reminder for you to check in with a person you ask are you okay? (eg, setting phone reminder, writing on a calendar).

Activity 4: 'It's OK!' music video and research (10mins)

- Students watch the video, 'It's OK!' and read the lyrics on the music video info sheet
- Students research people and trustworthy, reliable places to go for help if they or a friend is not OK, including trusted adults
- Encourage students to think about school, home, online and offline places



Teacher notes:

- At the front of this toolkit there are examples of places to go for support/help
- Encourage the following actions with your students
 1. Ask, 'Are you OK?' next time you see someone looking sad, lonely or angry
 2. Ask your teacher if you can be an R U OK? leader in your classroom or school
 3. Nominate a friend and help them get a certificate (Appendix E: Certific-mate) and sticker at assembly
 4. Tell an adult if you are feeling sad, lonely or angry



Appendices list

- **Appendix A:** What makes a good friend template
- **Appendix B:** Prompt cards - Look/Sound/Feels like
- **Appendix C:** Gingerbread outline
- **Appendix D:** Nomination form
- **Appendix E:** Certific-mate
- **Appendix F:** Nomination box
- **Appendix G:** Placemat thoughts
- **Appendix H:** I'm not OK worksheet
- **Appendix I:** Feelings chart
- **Appendix J:** Continuum worksheet
- **Appendix K:** Asking R U OK? table



What makes a good friend?

Draw a picture of yourself being a good friend.



Appendix A

Prompt Cards

Look/Sound/Feels like

Copy and cut out cards for individual students.



Looks like



RU OK?™ at school 

Sounds like



RU OK?™ at school 

Feels like



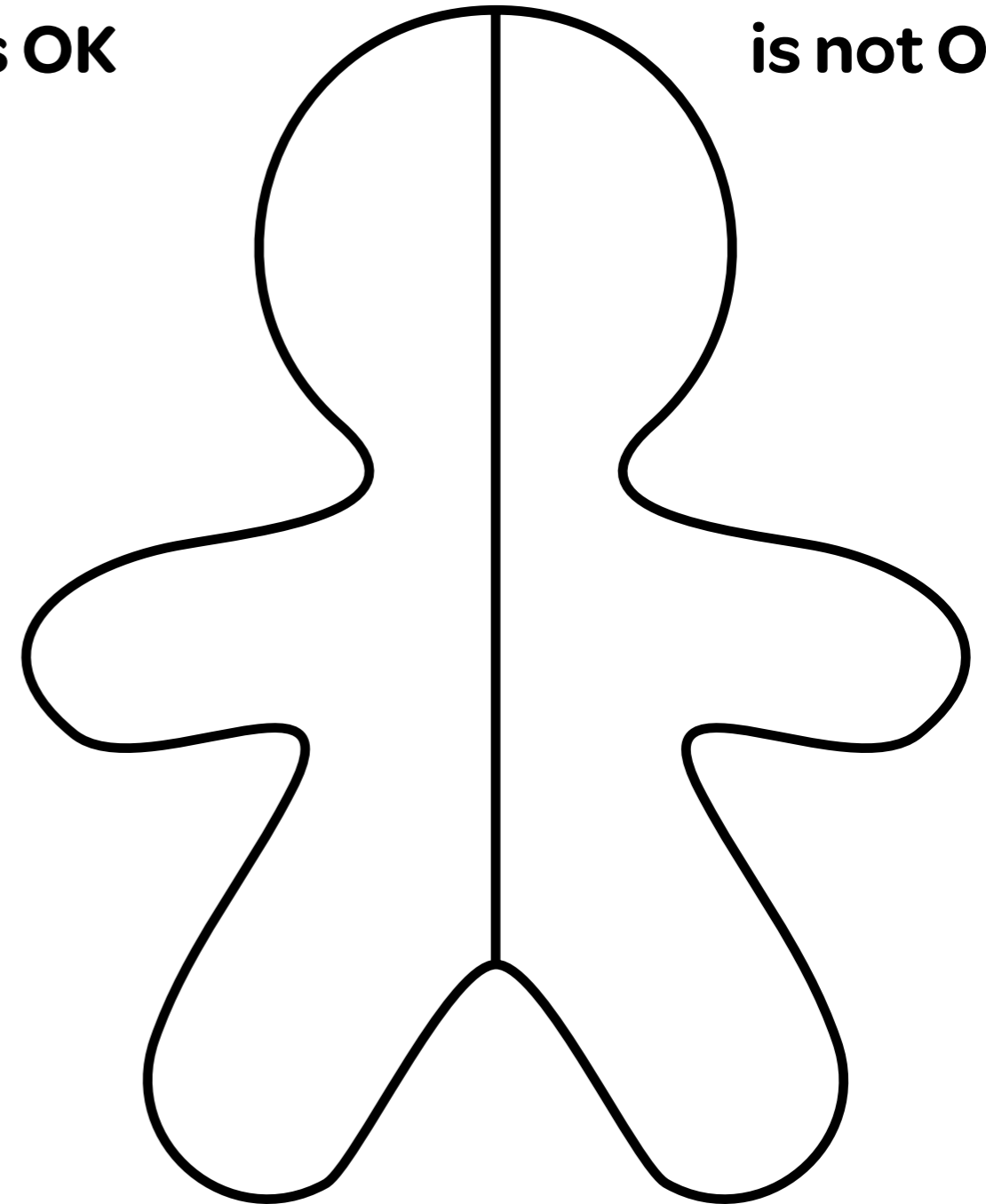
RU OK?™ at school 

Gingerbread Outline

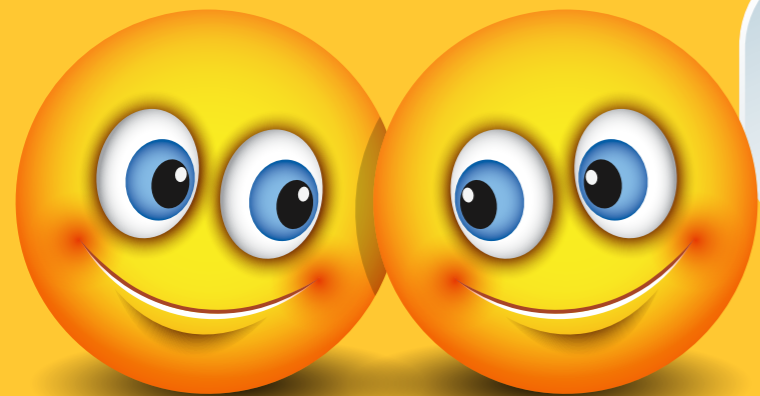


Someone who is OK

Someone who is not OK



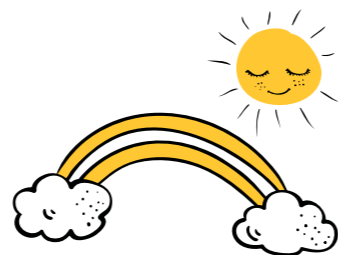
Nomination form



Together we'll be OK

A friend will be the one by your side and they'll get you through.

Recommend a friend who's been a star and has been a comfort to you.



I nominate: _____

Because: _____

My name: _____



RUOK?TM

Certific-mate



Together we'll be OK

CERTIFIC-MATE

This certificate is proudly presented to

For being a fabulous friend, a brilliant buddy, a magical mate

Date: / / By: _____



RUOK?TM

Nomination box

Instructions to create your nomination box

1



Take an empty paper carton.

2



Cover it in plain white paper.

3



Print the main image on the following page on A3 paper and stick it on the lid of the carton remembering to cut out the submission hole. Decorate the sides of your submission box with the emojis (overleaf).



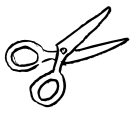

NOMI-MATE

**A friend will be the one by your side
and they'll get you through.**

**Recommend a friend who's been a star
and has been a comfort to you.**

RUOK?TM





Appendix F

RUOK? at school 



Appendix F

RUOK? at school 

Placemat thoughts

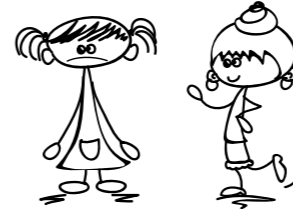




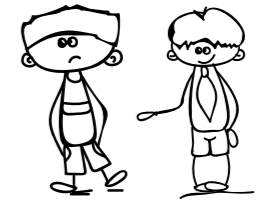
"I'm not OK" worksheet



Circle what you would do if your friend was not OK.



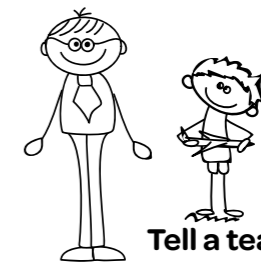
Make fun of them



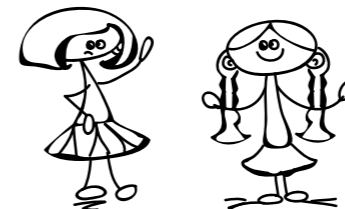
Ask them to play games with you



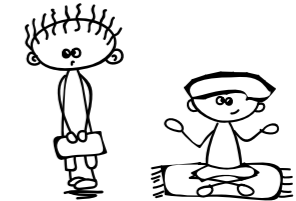
Run away



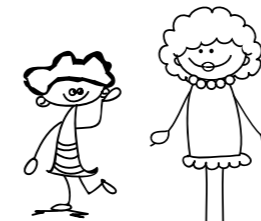
Tell a teacher



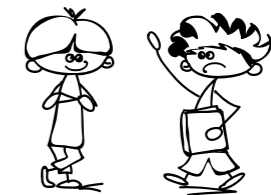
Listen to them



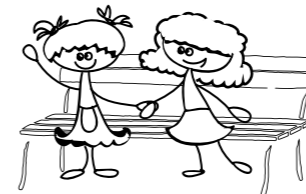
Ask them to sit with you



Tell a parent



Tell them you care about them



Use your quiet voice



Talk to them somewhere really noisy



Feelings Chart



A Y-chart identifies what something:

- Looks like
- Feels like
- Sounds like

Use the chart below to record what you think not feeling OK looks, sounds and feels like.

Looks like:		
Sounds like:		Feels like:



Continuum worksheet



Place the characteristics along the continuum as a class, then complete your own.

OK

A vertical line with horizontal dashed tick marks, representing a continuum from OK at the top to Not OK at the bottom.

Not OK



Continuum cards



OK

RUOK?™ at school 

Not OK

RUOK?™ at school 



Continuum cards



Crying

Smiling

Angry

Sleepy

Not talking

Shy

Not playing

Playing nicely



Continuum cards



Not sharing	Poor hygiene
Sad	Sitting alone
Frowning	Worried
Left out	Happy



Asking R U OK? table

Complete the table by listing when it is and isn't the right time to ask a friend, 'Are you OK?'

A good time to ask	Not the right time



Remember these 4 steps to starting a conversation



1. Ask R U OK?



2. Listen



3. Encourage action



4. Check in