

R U OK? at School

Year 7-8 tool box

R U OK?TM
A conversation could change a life.

Lesson plan 1: Signs that could mean a friend isn't ok

Key message

Asking someone if they're ok can help them cope with stressful times, such as exam periods or when school work is building up.

Outcomes

By the end of this lesson students will be able to:

- Understand and identify situations where people may not feel ok
- Identify the signs that people may not be ok
- Identify appropriate times to ask 'are you ok?'

Activity 1 – What are the signs that someone's not ok?



Resources

- Continuum Cards
- Continuum Worksheet (A)
- Fact Sheet: Signs that could mean a friend isn't ok

Instructions

- Print the set of **Continuum Cards**.
- Place the OK card at one end of the room and the NOT OK card at the opposite end.
- Hand out the rest of the cards to the students.
- Ask them to place traits and characteristics that a friend might show on the continuum in relation to the OK or NOT OK cards.
- Once all the cards have been placed on the continuum, discuss as a class if any should be moved.
- When moving the cards, encourage students to explain why they should be moved up or down the continuum. e.g. Someone who is the life of the party may fall at either end of the continuum, as they may be a naturally happy person or their hyperactivity may be hiding their insecurities.
- Once the class agrees on most of the placements, students can complete the **Continuum Worksheet** with their own answers.
- Share the **Fact Sheet: Signs that could mean a friend isn't ok**.

Computer lab option

Replace the paper version of the cards with electronic cards and have the students place them on a continuum on the interactive white board.

Activity 2 – Situations where someone may not be ok



Resources

Situation Mind Map (B)

Instructions

Ask the students to use the **Situation Mind Map** to group the signs that show someone might be struggling with life e.g. Refusing to complete homework may fall under having trouble at school or trouble at home.

Activity 3 – How might someone show that they are feeling disconnected?



Resources

- Phone Chat Worksheet (C)
- Connectedness Y-Chart (D)

Instructions

As a think-pair-share activity, ask students to complete the **Connectedness Y-Chart**.

- What does connectedness look like?
- What does connectedness sound like?
- What does connectedness feel like?

When the chart is complete, discuss with students the importance of connectedness and feeling connected. Use the following questions to guide discussion:

- What does it mean to be connected?
- Who can make us feel connected?
- What makes us disconnected?
- Who can we connect with?

Students are to use the **Phone Chat Worksheet** to respond to texts they may receive from a friend that demonstrates a sense of connection and support.

Computer lab option

- Set up a Google Docs for the Y-chart so that the students can write up their responses from their personal device, which can be projected onto the board at the front of the classroom.
- Use the Poll Everywhere website to get students to text in ways they could ask a friend 'R U OK?'

Activity 4 – When is it ok to ask 'are you ok?'



Resources

Asking R U OK? Table (E)

Instructions

- Students complete the **Asking R U OK? Table** as an individual then discuss in small groups the similarities.
- Students should be able to identify appropriate times when it's ok to ask, as well as understand the need for ongoing meaningful conversations.

Computer lab option

Create an online forum using your schools online learning management system (e.g. Edmodo, Wiki or Moodle). Ask the question: *When is it ok to ask 'are you ok?'*

School partners:

Brainstorm
Productions



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