

There are a range of activities that will help build and maintain students' wellbeing.

The activities cover six key elements that are important to wellbeing.

These activities are based on the optional Resilience, Rights and Respectful Relationships teaching and learning materials.

Six key elements that are important to wellbeing



Emotional literacy

Understanding emotions helps students to understand themselves and other people.

We can do this by focusing on recognising, expressing and managing emotions.

Understanding emotions is key to building empathy and self-awareness.



Personal strengths

Help to build students' ability to recognise and understand positive qualities in themselves and others.

This will help to build your students' self-confidence and their capacity to face and manage challenges.



Positive coping

Provide opportunities for your students to discuss and learn different types of coping strategies.

This will increase your students' ability to manage stress, control impulses and overcome obstacles.



Problem solving

Students can develop their critical and creative thinking skills to explore different types of problems.

This can build your students' ability to make responsible decisions that consider the likely consequences of different ways of solving problems.



Stress management

Learn about different calming strategies to deal with stress.

This can help your students to cope with challenges they are facing now and in the future.



Help seeking

In these challenging times, it is important to normalise asking for help.

Students will learn to recognise situations in which to seek help, how to identify trusted people in their lives to ask for help and practice asking for and providing help.



For students in Foundation level



Emotional literacy

Learning intention:

- Students recognise and name some commonly experienced emotions
- Students identify what the emotions look like through facial and body expressions

Activity: What do emotions look like?

- Reading a story that illustrates different emotions
- Full instructions: Page 5 of [Resilience, Rights and Respectful Relationships - Foundation](#)



Personal strengths

Learning intention:

- Students explore what it feels like when they have to do something they are afraid of
- Students explore what bravery looks like

Activity: What does being brave look like?

- Using drawings to explore personal strengths that can be used when children feel nervous or scared
- Full instructions: Page 12 of [Resilience, Rights and Respectful Relationships - Foundation](#)



Positive coping

Learning intention:

- Students learn self-talk techniques to understand and manage their emotions

Activity: Managing emotions

- A statue game that encourages children to think about what can help them feel calm or happy
- Full instructions: Page 21 of [Resilience, Rights and Respectful Relationships - Foundation](#)



Problem solving

Learning intention:

- Students recognise that problems are a normal part of life
- Students increase their ability to identify and name problems
- Students recognise that there are solutions to problems

Activity: The picnic problem solving game

- Uses the scenario of preparing for a picnic to explore finding solutions for different problems
- Full instructions: Page 24 of [Resilience, Rights and Respectful Relationships - Foundation](#)



Stress management

Learning intention:

- Students identify activities that can help them to reduce their stress levels

Activity: The picnic problem solving game

- Students share ideas of how they like to calm down or cheer up and draw pictures to show one of their coping strategies
- Full instructions: Page 30 of [Resilience, Rights and Respectful Relationships - Foundation](#)



Help seeking

Learning intention:

- Students identify people who they can go to for help
- Students identify people who they can share their good times with

Activity: My helpful people

- Uses drawings for students to identify who they would share happy news with and who to ask for help
- Full instructions: Page 33 of [Resilience, Rights and Respectful Relationships - Foundation](#)

For students in Years 1 and 2



Emotional literacy

Learning intention:

- Students name some of the commonly experienced emotions
- Students identify the ways in which emotions are shown in body language

Activity: Emotions statues

- A statue game that encourages students to think about the causes of different emotions and recognise when others express their emotions
- Full instructions: Page 4 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)

Learning intention:

- Students identify experiences that can trigger particular emotions

Activity: Emotion triggers

- Uses drawings for students to show how experiences can cause emotions
- Full instructions: Page 5 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)



Personal strengths

Learning intention:

- Students describe the kinds of actions that generate a sense of pride or accomplishment
- Students identify key strengths used in the school setting

Activity: Strength detectives

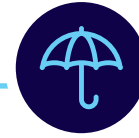
- Uses a scenario to encourage students to think about what sorts of experiences can lead someone to feel proud of themselves
- Full instructions: Page 9 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)

Learning intention:

- Students describe how to use strengths to be a good friend and family member

Activity: Building the strengths display

- Creates a display of strengths from words, pictures and photographs in the classroom based on students' individual strengths
- Full instructions: Page 10 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)



Positive coping

Learning intention:

- Students explore the difference between calming and cheering coping strategies
- Students identify times when they need to use calming or cheering coping strategies

Activity: Cheering up and calming down

- Uses music to explore strategies for students calm themselves down or cheer themselves up

Learning intention:

- Students identify situations that can cause fear
- Students select coping strategies to help deal with their fears

Activity: Facing fears

- Uses nursery rhymes and books to help students identify fears and explore coping strategies
- Full instructions: Page 20 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)

For students in Years 1 and 2 continued



Problem solving

Learning intention:

- Students describe the cooperative behaviour that helped the team to succeed in the activity
- Students identify how the cooperative behaviour can help with solving problems

Activity: Let's work together: cooperative games

- Uses two games that encourage teamwork to explore solutions to different problems and how it can be applied in the classroom
- Full instructions: Page 25 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)

Learning intention:

- Students use the problem-solving model to help them identify options for children experiencing problems
- Students identify possible sources of help
- Students describe and enact problem-solving and help-seeking strategies

Activity: Real world problems

- Uses different scenarios to explore different options to address problems and consider upsides and downsides
- Full instructions: Page 27 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)



Stress management

Learning intention:

- Students develop a definition of stress
- Student recognise how stress can be felt in the body
- Students identify experiences that can cause feelings of stress

Activity: What is stress?

- Asks students to think about how stress is felt and its causes, using a character named Wibbly
- Full instructions: Page 31 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)

Learning intention:

- Students choose favourite strategies for dealing with the fears, anger and sadness

Activity: Coping with stress

- Asks students to think about ways to calm down or cheer up, using a character named Wibbly
- Full instructions: Page 34 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)



Help seeking

Learning intention:

- Students practise skills in peer helping

Activity: I can help my friends

- Uses scenarios to encourage students to think of ways they can provide help to other children in need

Learning intention:

- Students discuss the types of situations in which they would be best to seek adult assistance
- Students understand the importance of finding the language to name problems when help-seeking

Activity: How do I ask for help?

- Uses scenarios and role-play to explore ways in which children can ask an adult for help
- Full instructions: Page 47 of [Resilience, Rights and Respectful Relationships - Years 1 and 2](#)

For students in Years 3 and 4



Emotional literacy

Learning intention:

- Students develop their vocabulary to identify and describe their emotions
- Students identify the ways in which emotions are shown in body language

Activity: The emotions echo game

- The game explores emotions and body language and asks students to think about how they can work out what emotions other people are experiencing
- Full instructions: Page 4 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

Learning intention:

- Students develop their vocabulary to identify and describe their emotions
- Students identify and demonstrate the ways in which emotions are shown in body language
- Students enhance their ability to recognise emotions in others
- Students identify the types of events and situations that are associated with positive and negative or comfortable and uncomfortable emotions

Activity: What do emotions look like?

- Creates freeze frames and role play to show a situation where someone might feel certain emotions, then asks students to guess the emotions
- Full instructions: Page 5 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)



Personal strengths

Learning intention:

- Students develop an understanding of the concept of personal strengths
- Students identify and name their personal character strengths
- Students recognise how different strengths help people to learn and thrive

Activity: What are personal strengths?

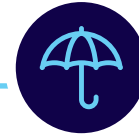
- In small groups, students discuss character strengths and what actions people take who are showing that strength
- Full instructions: Page 13 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

Learning intention:

- Students describe the personal character strengths that people use in their everyday lives
- Students identify examples of ways in which strengths can be seen in the actions people take
- Students identify the strengths that they would like to further develop

Activity: Strengths we use every day

- A 'pass the parcel of strengths' game, where students explore examples of actions someone can take to show strengths
- Full instructions: Page 18 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)



Positive coping

Learning intention:

- Students identify the types of events and situations that can lead to feeling strong emotions
- Students practise techniques for controlling anger and reflect on how these techniques might help them to control their emotion

Activity: Taming angry feelings

- Introduces techniques and activities for controlling anger and asks students to describe how these strategies made their bodies feel
- Full instructions: Page 25 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

Learning intention:

- Students focus on the impact their actions can have on others
- Students learn a technique for making a strong apology

Activity: Making apologies

- Asks students to make a fictional apology letter based on the strong apology model
- Full instructions: Page 27 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

For students in Years 3 and 4 continued



Problem solving

Learning intention

- Students develop their recognition that problems are a normal part of life
- Students increase their ability to identify and name problems
- Students recognise that there are solutions to problems
- Students develop a range of strategies to use in working to solve problems

Activity: Roads and roundabouts problem-solving model

- Introduces the 'roads and roundabout model,' where the 'roundabout' is a place to think about which 'road' to take when a problem arises in everyday life
- Full instructions: Page 29 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

Learning intention:

- Students develop an understanding that different problems can require different types of problem-solving strategies
- Students identify a range of strategies they use to solve problems

Activity: Problem-solving in peer situations

- Uses scenarios and the 'problem roundabout' model explore solutions to different problems and make a display in the classroom of these different strategies
- Full instructions: Page 30 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)



Stress management

Learning intention:

- Students use a game to help them develop self-calming techniques
- Students discuss the role of self-calming and self-control in managing their daily challenges
- Students explain the value of self-discipline in helping them to learn

Activity: Slow motion mirror game

- The game asks students to mirror each other's reflections then explores the skills needed and what messages relate to good friendship
- Full instructions: Page 39 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

Learning intention:

- Students identify that there are a range of strategies that can be used to help deal with strong emotions
- Students practise strategies for calming and coping when upset

Activity: Calming and coping

- Encourages students to identify and share self-calming strategies, which are then displayed in a class list
- Full instructions: Page 40 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)



Help seeking

Learning intention:

- Students normalise help-seeking behaviour
- Students identify strategies for peer support and peer referral
- Students identify sources of help for children experiencing a range of problems

Activity: Help-seeking scenarios

- Uses scenarios to explore options to either provide help, or seek help, for situations involving children experiencing distress
- Full instructions: Page 50 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

Learning intention:

- Students explore the notion of trust and how they know they trust someone
- Students list five trusted people who they would seek help from

Activity: Help-seeking sources

- Uses two 'helping hands', where students write the names of five different people they can provide help to and seek help from
- Full instructions: Page 53 of [Resilience, Rights and Respectful Relationships - Years 3 and 4](#)

For students in Years 5 and 6



Emotional literacy

Learning intention:

- Students demonstrate their understanding of emotions through a focus on the way in which they are embodied
- Students understand how people interpret the emotional responses of others through observation of body language

Activity: What do emotions look like?

- Uses a guessing game and role play to encourage discussion of body language and understanding emotions
- Full instructions: Page 5 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)

Learning intention:

- Students review a vocabulary that can be used to describe a range of positive and negative emotions
- Students identify triggering events or situations that can lead to particular emotional responses
- Students investigate the notion of mixed emotions or emotional complexity

Activity: Recognising positive, negative and mixed emotions

- Explores concepts of 'positive/comfortable' emotions and 'negative/uncomfortable' emotions through discussion and examples
- Full instructions: Page 7 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)



Personal strengths

Learning intention:

- Students review their understanding of the difference between talents and character strengths
- Students identify the character strengths they admire or value in others

Activity: What are character strengths?

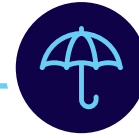
- Asks students to draw someone doing something positive for, or with, someone else to explore qualities defined as character strengths
- Full instructions: Page 16 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)

Learning intention:

- Students identify character strengths they admire in others
- Students identify the kind of actions that match particular character strengths

Activity: What are character strengths?

- Uses small group discussions to explore admirable actions in fictional characters and learn about character strengths
- Full instructions: Page 19 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)



Positive coping

Learning intention:

- Students investigate the concepts of positive and negative self-talk
- Students develop a positive self-talk vocabulary
- Students practise using positive self-talk

Activity: Introducing the concept of self-talk

- Uses scenarios and discussion to introduce the concepts of 'positive and negative self-talk
- Full instructions: Page 28 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)

Learning intention:

- Students practise using positive self-talk

Activity: Enacting positive and negative self-talk

- Uses role play and discussion to explore the advantages of positive self-talk to win an argument
- Full instructions: Page 28 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)

For students in Years 5 and 6 continued



Problem solving

Learning intention:

- Students identify the problem in a scenario
- Students brainstorm possible options for a solution
- Students compare options and choose one to try

Activity: We have a problem, how can we deal with it?

- Uses scenarios and introduces the daisy problem-solving model to explore personal problems
- Full instructions: Page 36 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)

Learning intention:

- Students role play the selected option in a problem situation
- Students reflect on the challenges of carrying out choices in social situations
- Students evaluate an action
- Students modify an action based on advice

Activity: Exploring what works

- Uses role play and rehearsal to demonstrate chosen strategies to help a personal deal with a problem
- Full instructions: Page 39 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)



Stress management

Learning intention:

- Students identify the various contexts and situations in people's lives that can cause stress
- Students recognise that stress is often felt when we feel challenged

Activity: Stressors

- Uses brainstorming in small groups to examine the way different places or contexts provide different types of stressors
- Full instructions: Page 46 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)

Learning intention:

- Students use collaborative play to lift the mood and build a sense of social support

Activity: Lifting the mood

- A collaborative game that encourages students to think about personal strengths and dealing with differences in opinion
- Full instructions: Page 49 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)



Help seeking

Learning intention:

- Students identify people who they can turn to when they need help
- Students identify people who already contribute to, support or help them
- Students identify ways in which they provide help to others

Activity: Who to turn to, and who to thank

- Uses 'helping hands' or 'support hands' so students can record information about whom they could turn to for help, and who already provides them with support
- Full instructions: Page of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)

Learning intention:

- Students identify sources of help
- Students rehearse help-seeking conversations

Activity: Who to turn to, and who to thank

- Uses scenarios and role-plays to encourage reflection on being a helper and a help-seeker
- Full instructions: Page 60 of [Resilience, Rights and Respectful Relationships - Years 5 and 6](#)