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.
Wellbeing activities and conversation starters for teachers of primary school-aged children

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*

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**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*

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**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 to 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*
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

Stress management

Learning intention:
• Students develop a definition of stress
• Students 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

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

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 1 and 2 continued
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*

### 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*

### 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*
Wellbeing activities and conversation starters for teachers of primary school-aged children

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

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

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

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

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
Wellbeing activities and conversation starters for teachers of primary school-aged children

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*
Wellbeing activities and conversation starters for teachers of primary school-aged children

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*

**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*

**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*