

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 Years 7 and 8**



**Emotional literacy**

**Learning intention:**

- Students demonstrate and extend their vocabulary for emotions

**Activity: Emotions vocabulary**

- Asks students to brainstorm emotions to grow their emotional vocabulary
- Full instructions: Page 12 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**Learning intention:**

- Students review and demonstrate their emotions vocabulary
- Students associate emotions with triggers or causes
- Students discuss the importance of empathy in developing healthy relationships

**Activity: Empathy quiz**

- Asks students to explore what empathy means and play a game creating empathy quizzes for their classmates
- Full instructions: Page 15 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)



**Personal strengths**

**Learning intention:**

- Students identify the qualities or strengths that they value in others
- Students recognise a range of character strengths
- Students identify personal character strengths

**Activity: Qualities that I admire**

- Uses drawing and discussion to explore the qualities and strengths of people that students admire or respect
- Full instructions: Page 22 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**Learning intention:**

- Students discover their top five strengths when they complete the Seligman Strengths registry

**Activity: Finding your top five strengths**

- Asks students to complete an online survey to find their top five strengths
- Full instructions: Page 26 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)



**Positive coping**

**Learning intention:**

- Students build a vocabulary of strengths to promote positive self and peer recognition
- Students practise references to strengths and capabilities within positive self-talk

**Activity: Remembering our strengths**

- In small groups, students brainstorm positive adjectives and identify strengths for different categories
- Full instructions: Page 33 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**Learning intention:**

- Students learn and use techniques to promote positive self-talk
- Students learn and use techniques to challenge the impact of negative self-talk

**Activity: Building skills in positive self-talk**

- Introduces the I am, I can, I will formula to promote positive self-talk
- Full instructions: Page 35 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**For students in Years 7 and 8 continued**



**Problem solving**

**Learning intention:**

- Students map an issue or problem
- Students identify possible causes or feelings affecting an issue or problem
- Students identify possible strategies for dealing with an issue or problem

**Activity: Tree change!**

- Uses the problem-solving tree to engage students in learning to identify a problems cause and strategies for solving
- Full instructions: Page 40 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**Learning intention:**

- Students understand the concept of assertiveness
- Students identify a range of situations in which it is useful to be assertive
- Students practise techniques for assertiveness in problem solving

**Activity: Introducing assertiveness**

- In pairs, students prepare freeze frames and role play to explore the difference between being aggressive, assertive and submissive
- Full instructions: Page 44 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)



**Stress management**

**Learning intention:**

- Students identify common stressors

**Activity: Sources of stress**

- In small groups, students brainstorm common sources of stress under the headings life event, home, future, school, friends, sport
- Full instructions: Page 49 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**Learning intention:**

- Students investigate the variety of coping strategies people can use to help them cope with stress and challenge

**Activity: Coping strategies**

- In pairs, students make a list of things people can do to calm themselves when they feel stressed
- Full instructions: Page 50 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)



**Help seeking**

**Learning intention:**

- Students consider and identify who to seek help, advice or support from in specific situations
- Students explore ways to ask for help, for one's self or on behalf of others

**Activity: What could you do?**

- In small groups, students work through scenarios identifying when to help seek and different sources of help
- Full instructions: Page 58 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**Learning intention:**

- Students practise asking for help, advice or support from peers and adults
- Students use a model to guide a help-seeking request

**Activity: Assertive help-seeking: What can you say?**

- Role play to learn a three-step help seeking formula
- Full instructions: Page 60 of [Resilience, Rights and Respectful Relationships – Level 7 – 8](#)

**For students in Years 9 and 10**



**Emotional literacy**

**Learning intention:**

- Students revise and demonstrate their ability to recognise emotions
- Students differentiate the strength or intensity of emotions
- Students discriminate between emotions

**Activity: Understanding complex emotions**

- Uses an emotions quiz and checklist for students to explore complexity and intensity of emotions in various contexts
- Full instructions: Page 10 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

**Learning intention:**

- Students identify the possible causes of others' needs, wants and feelings
- Students explore a situation from different perspectives
- Students demonstrate empathy for others
- Students recognise non-verbal cues
- Students identify strategies for problem solving

**Activity: Thinking from different perspectives**

- Uses scenarios to explore different perspectives and learning to compromise
- Full instructions: Page 14 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)



**Personal strengths**

**Learning intention:**

- Students describe and explain a range of character strengths
- Students compare and evaluate the relative value of different character strengths

**Activity: Valuing character strengths**

- In small groups, students use character strengths cards to consider the merits of the certain strengths in different contexts (i.e. home, school, sport)
- Full instructions: Page 20 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

**Learning intention:**

- Students revise the list of strengths they might call on to help make decisions
- Students recognise the consequences of making decisions

**Activity: Using strengths in ethical dilemmas**

- Uses scenarios to explore dilemmas and think through how to use personal strengths to respond
- Full instructions: Page 23 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)



**Positive coping**

**Learning intention:**

- Students explore and investigate the concept of negative and pessimistic thinking styles
- Students practise techniques in the use of a positive explanatory style

**Activity: Understanding the impact of negative self-talk**

- Asks students to explore the difference between being optimistic and pessimistic and the benefits of optimism
- Full instructions: Page 28 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

**Learning intention:**

- Students practise positive thinking techniques
- Students develop their ability to contest the pessimistic explanatory style

**Activity: Applying techniques for positive self-talk**

- Uses role play to practice techniques for positive self-talk
- Full instructions: Page 32 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

**For students in Years 9 and 10 continued**



**Problem solving**

**Learning intention:**

- Students learn and practice a method of problem solving

**Activity: Using a logical model for problem solving**

- Asks students to use the six steps for problem solving method to solve problem scenarios
- Full instructions: Page 36 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

**Learning intention:**

- Students understand the concept of assertiveness
- Students understand and construct 'I' statements
- Students practise making 'I' statements

**Activity: Making an assertive 'I' statement**

- Uses scenarios to explore using 'I' statements and practice through role play
- Full instructions: Page 42 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)



**Stress management**

**Learning intention:**

- Students examine the concept of stress as a response to change or challenge
- Students identify common stressors

**Activity: Understanding stress**

- Asks students to explore what stress is, and work in groups to brainstorm different stressors in six domains and coping strategies
- Full instructions: Page 46 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

**Learning intention:**

- Students investigate and reflect on the strategies they use to cope with stressful situations
- Students identify the positive coping strategies they plan to activate more in the future

**Activity: Self-reflection on coping**

- Uses a self check-up on coping strategies handout to explore strategies already used and other helpful strategies to practice
- Full instructions: Page 48 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)



**Help seeking**

**Learning intention:**

- Students assess the relative severity of a range of situations and decide whether help-seeking or peer referral is warranted
- Students identify formal and informal sources of help

**Activity: Should I ask for help?**

- Uses scenarios to explore the seriousness of different situations and identify when to ask for help and who to go to
- Full instructions: Page 62 of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

**Learning intention:**

- Students identify some key resources where they could seek help, support or advice in a range of settings

**Activity: Research sources of support**

- In small groups, students brainstorm sources of help and review help sites
- Full instructions: Page of [Resilience, Rights and Respectful Relationships – Level 9 – 10](#)

For students in Years 11 and 12



### Challenge, opportunity and personal strengths

#### Learning intention:

- Students highlight which strengths are key to managing study demands during the senior years of schooling

#### Activity: Study strengths

- Brainstorm strengths to survive Year 11 & 12 and identify the most important strengths to help them cope with study demands
- Full instructions: Page 5 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)

#### Learning intention:

- Students identify strengths needed to meet a specific goal

#### Activity: Using strengths to reach a goal

- Using a fish diagram, students identify a goal and the strengths that will help them overcome barriers and challenges to achieve it
- Full instructions: Page 6 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)



### Goal setting and time management

#### Learning intention:

- Students learn about how to set personal goals and objectives
- Students practice using a planning tool to help develop strategies to assist in pursuing goals

#### Activity: Setting goals and objectives

- Complete a planning map by setting goals, objectives and SMART strategies (Specific, measurable, achievable, realistic, timely)
- Full instructions: Page 10 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)

#### Learning intention:

- Students practice using a planning tool to assist with time management

#### Activity: Managing your time

- Uses the development of a personal timetable to explore managing time
- Full instructions: Page 16 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)



### Positive self-talk

#### Learning intention:

- Students revise definitions of self-talk, optimism and pessimism
- Students identify the differences between positive self-talk, negative self-talk and technical self-talk
- Students develop positive self-talk scripts designed for use in a range of relevant challenges

#### Activity: Making success scripts

- Write positive self-talk scripts for different scenarios
- Full instructions: Page 24 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)

#### Learning intention:

- Students identify and practice ways of encouraging peers to identify the effect of negative self-talk, and to use positive or technical self-talk

#### Activity: Positive self-talk and peer support

- Uses role play using strength-based questions to support peers
- Full instructions: Page 30 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)

**For students in Years 11 and 12 continued**



**Stress management**

**Learning intention**

- Students identify common stressors and preferred coping strategies

**Activity: Stress and coping**

- Draw examples of stress and strategies for coping and share in groups
- Full instructions: Page 34 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)

**Learning intention:**

- Students experience a self-calming or relaxation technique

**Activity: Relaxation techniques**

- Students are guided through a form of progressive muscle relaxation to reduce tension
- Full instructions: Page 40 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)



**Safer socialising**

**Learning intention:**

- Students understand the concept of assertiveness
- Students identify a range of situations in which it is useful to be assertive
- Students practice the skills of assertive communication

**Activity: Assertive talk**

- Asks students to prepare and show a brief scenario showing an assertive, submissive and aggressive version of the one scene
- Full instructions: Page 42 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)

**Learning intention:**

- Students learn about the use of 'I' statements to tell others how they feel
- Students practice making assertive 'I' statements

**Activity: Explaining how you feel**

- Students write and practice assertive 'I' statements using different formats
- Full instructions: Page 43 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)



**Help seeking and peer support**

**Learning intention:**

- Students identify different sources of help, support or advice
- Students consider the pros and cons of different sources of help, support or advice in different situations
- Students identify potential barriers that might prevent young people seeking help for themselves or their friends

**Activity: Debate of the helpers**

- Students perform in a mock chat show to explore the benefits of different helpers in different scenarios
- Full instructions: Page 50 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)

**Learning intention:**

- Students identify some useful online resources that provide information, support and advice
- Students critically appraise internet resources

**Activity: Web quest: searching online for help**

- In small groups, students answer questions about help websites
- Full instructions: Page 61 of [Resilience, Rights and Respectful Relationships – Level 11 - 12](#)