



# R U OK? Primary School Toolkit



**R U OK?**™ at school





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# Introduction

R U OK? is a national charity inspiring and empowering everyone to meaningfully connect with people around them and support anyone struggling with life. Looking out for one another and lending support is a key life skill for any age group. This toolbox has been designed to encourage students to look out for their classmates by asking R U OK? Activities have been linked to the Australian Curriculum, General Capabilities and the Health and Physical Education Curriculums across Australian States and Territories.

We encourage teachers to embed this series of activities into existing comprehensive units of work that contain content which includes themes such as: friendships, resilience, respectful relationships, help-seeking, mental health and wellbeing. Activities have been designed to be flexible - your class may decide to complete all activities or you may choose the activities which best fit your school context and time allocation for your lesson.

It may also be of benefit to involve the counsellor/psychologist at your school in the running of these activities (where appropriate) to remind students of their role at school and to know where to go to for help if needed.

**Disclaimer:** This resource has been developed for use by teachers in K-6. Before relying on the material, users should carefully evaluate its accuracy, currency, completeness and relevance for their purposes, and should obtain any appropriate professional advice relevant to their particular circumstances and current versions of syllabus/ curriculum documents from specific State/Territory/Country and local Educational Sectors.



## Accessing help

Guide discussion so that students consider online and offline places to go for help, including organisations/supports in the local school area. Discussion may include: If you or a student are worried about someone and feel urgent professional support is needed, turn to a trusted adult for help. If the need for assistance is life threatening, call 000 (Triple zero; Australia only).

Places students can go to for help include:	
In-school supports:	Out-of-school supports:
<ul style="list-style-type: none"><li>Teacher</li><li>Head of Welfare/Wellbeing</li><li>Teachers Aide/Support</li><li>Aboriginal Education Officer/School/Support Officer or Teachers Aide</li><li>Chaplain/Pastoral Care Worker/School Counsellor</li></ul>	<ul style="list-style-type: none"><li>Parent/carer/extended family member</li><li>Friends</li><li>Community/cultural groups</li><li>Sports coach</li><li>Online services, such as Kids Helpline (1800 55 1800)</li><li>Counsellors/psychologists/GPs</li></ul>





# R U OK?™ at school



## K-6 fact sheet



### Signs that a friend may not be OK

R U OK? seeks to create a world where we're all connected. We're never too young to look out for one another and meaningfully connect.

Many factors can contribute to someone feeling low. It isn't always easy to know whether someone is OK, particularly if they haven't talked about it or children have yet to recognise the importance of changes in behaviour. However, there are signs children can become familiar with which could indicate that a friend may not be OK.

#### What causes struggles?

A range of circumstances can lead to a child feeling low, including:

- Big life changes like moving house or school
- Experiencing grief or loss
- Being around people going through tough times
- Arguing with someone
- Problems with school work
- Being bored
- Having a medical condition or chronic illness
- Not sleeping well
- Not exercising enough
- Hormonal changes
- Special needs

#### When to bring it up

It's a good idea to check in with a friend and ask, 'Are you OK?' if:

- They've been showing signs of being upset or angry for some time
- Their mood is having an impact on others
- They're not enjoying school or life in general
- You're worried about their safety
- They start to miss school, or don't want to play with others or take part in their favourite activities

#### Other resources

Use our lesson plans and activity templates to embed R U OK? in your school year round.

R U OK? has developed this resource to help teachers embed peer support in classroom and playground settings.

By recognising and celebrating positive peer behaviour, we can encourage children to learn from an early age

that being supportive, asking, 'Are you OK?' and being comfortable with the answer, 'No, I'm not OK' can help that person feel supported and more connected.

#### What signs can children look out for?

Going through difficult times can have a big impact on a child's life, including their:

- Relationships with other people
- Physical health
- Emotional health

So, it's a great idea to be aware of certain behaviours and signs that can indicate a friend might be struggling. The first thing to look out for is changes in behaviour. When people feel low, they often:

- Withdraw from their friends or their family
- Lash out at people and get angry or upset easily, including towards the people they care about
- Cry or become emotional
- Lose interest in activities and things they usually love
- Have changed sleeping patterns. They might be sleeping all the time, not sleeping much at all, or sleeping at strange hours (such as in the middle of the day)
- Have a changed appetite. They could be eating more than usual, or less.

#### How can children help?

Children cannot be expected to fix someone's problems, nor know the best way to help and support.

However, they can be encouraged to listen to what their friend is saying, let them know they care and tell a teacher, school counsellor or trusted adult if they are worried about their friend.

By promoting an environment of positive peer support and accessing support channels via an adult, children can learn that asking, 'Are you OK?', is a key life skill.

# "It's OK!"

## K-6 music video



"Sometimes when I feel down, I call my friends around"

Supporting someone who is feeling down is something that Blue's friends know how to do.

Listen to Blue describe how he is feeling.

Note how his friends react, and what actions they take to help him feel better.



#### Lyrics

Here is a transcript of the 'It's OK!' song:

##### Verse 1

Sometimes when I feel down  
I call my friends around  
They tell me it's OK  
Sometimes to feel that way

##### Verse 2

Every time we meet  
They get me off my seat  
They bring that happy beat  
And together we find our dancing feet

##### Pre-Chorus

Ask the question, yeah don't delay  
Hey there friend are you OK?



#### Chorus

Remember it's OK sometimes if you're feeling blue  
You're not alone you have friends who can comfort you  
They'll be the ones by your side and they'll get you through  
Soon it'll be OK

##### Verse 3

Sure it's a heavy thing  
That baggage we all bring  
But we all have our own  
and it's lighter when we share the load

##### Pre-Chorus

##### Chorus x3

##### Tag

Together we will find a way  
Tomorrow is a brand new day  
Together we will be OK

#### Watch the 'It's OK!' music video

Watch Blue and his friends ask each other 'Are you OK?', while noting how they use their words and actions to show that together they'll be OK.

YouTube: [www.youtube.com/watch?v=09qk0IXTfi4](https://www.youtube.com/watch?v=09qk0IXTfi4)

#### Song and Dance

Encourage your students to learn the song and dance. Consider performing 'It's OK!' at assembly or on special occasions.

You can also record your own version of the video with your class or school.

Send your videos to [hello@ruok.org.au](mailto:hello@ruok.org.au) so we can see your students in action!





## Asking, 'Are you OK?'

R U OK? seeks to create a world where we're all connected. We're never too young to look out for one another and meaningfully connect.

R U OK? have produced a comprehensive and curriculum aligned K-6 package for schools to introduce and emphasise the value of close connections and strong relationships. Being able to meaningfully support someone and strengthening peer-to-peer support skills should begin in the early years of a child's life through teaching them to look after themselves and their peers.

### Newsletter Snip 1

A range of circumstances can lead to a child feeling low, including:

- Big life changes like moving house or school
- Experiencing grief or loss
- Being around people going through tough times
- Being bullied
- Arguing with someone
- Problems with school work
- Being bored
- Having a medical condition or chronic illness
- Not sleeping well
- Not exercising enough
- Hormonal changes
- Special needs

### Newsletter Snip 2

Be aware of certain behaviours and signs that can indicate a child might be struggling. The first thing to look out for is changes in behaviour. When people feel low, they often:

- Withdraw from their friends or their family
- Lash out at people and get angry or upset really easily, including towards the people they care about
- Cry or become emotional
- Lose interest in activities and things they usually love
- Have changed sleeping patterns. They might be sleeping all the time, not sleeping much at all, or sleeping at strange hours (such as in the middle of the day)
- Have a changed appetite. They could be eating more than usual, or less.

### Newsletter Snip 3

Children cannot be expected to fix someone's problems, nor know the best way to help and support.

However they can be encouraged to listen to what their friend is saying, let them know they care and tell a teacher, school counsellor or trusted adult if they are worried about their friend.

By promoting an environment of positive peer support and accessing support channels via an adult, children can learn that asking, 'Are you OK?' is a key life skill.

### Newsletter Snip 4

R U OK? has 4 Conversation Steps to help navigate a conversation when someone says, "No, I'm not OK". These steps are:

- 1 **Ask**
- 2 **Listen**
- 3 **Encourage action**
- 4 **Check in**

### Newsletter Snip 5

Useful contacts when a child is not OK:

- School counsellor
- GP or psychologist
- Kids Helpline on 1800 55 1800
- Lifeline on 13 11 14
- '000' if life is in imminent danger

### Other resources

Complimentary lesson plans and activity templates can be used to embed R U OK? in school all year round.

R U OK? has produced a music video promoting close connections. The video can be viewed and replicated by schools.

**YouTube:**

[www.youtube.com/watch?v=09qk0IXTfi4](https://www.youtube.com/watch?v=09qk0IXTfi4)



# Curriculum links



## Australian Curriculum: Health and Physical Education

### Foundation Year Content Descriptions

## Personal, Social and Community Health

### Being healthy, safe and active

Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)

#### Elaborations

- Identifying knowledge, skills and understandings that can help keep them safe and healthy
- Identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported
- Naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios

### Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing (ACPPS006)

#### Elaborations

- Recognising that being kind, fair and respectful to others can support class health and wellbeing

## General Capabilities

### Personal and Social Capability

- Self-management
  - Become confident, resilient and adaptable
- Social awareness
  - Understand relationships

## Cross Curricula

### Literacy

- Composing texts through speaking, writing and creating
- Use language to interact with others





# Year 1 and 2 Content Descriptions

## Personal, Social and Community Health

### Being healthy, safe and active

Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

#### Elaborations

- Identifying and rehearsing strategies they can use when requiring assistance, such as: asking an adult, reading basic signs and solving a problem with friends

### Communicating and interacting for health and wellbeing

Examine health messages and how they relate to health decisions and behaviours (ACPPS021)

#### Elaborations

- Identifying popular health slogans and discussing the behaviours these slogans are encouraging

## General Capabilities

### Personal and Social Capability

- Social awareness
  - Understand relationships
- Self-awareness
  - Recognise emotions

## Cross Curricula

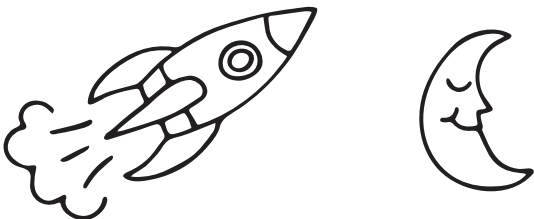
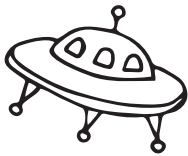
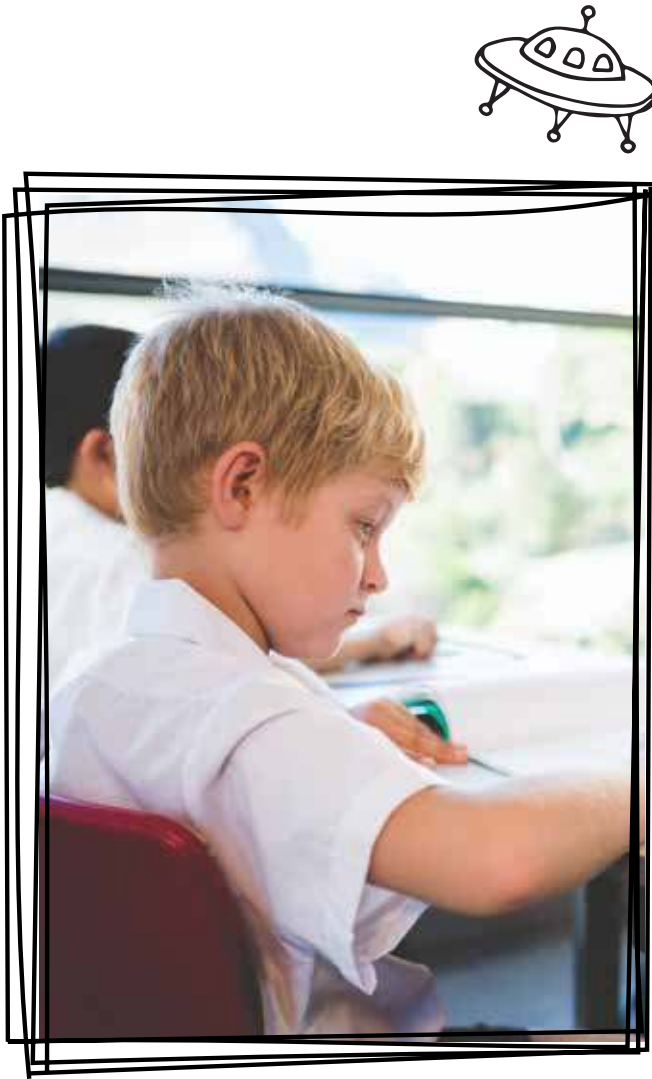
### Literacy

Composing texts through speaking, writing and creating

- Use language to interact with others

Visual Knowledge

- Understand how visual elements create meaning



# Year 3 and 4 Content Descriptions

## Personal, Social and Community Health

### Communicating and interacting for health and wellbeing

Discuss and interpret health information and messages in the media and internet (ACPPS039)

#### Elaborations

- Examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages

## Cross Curricula

### Literacy

Visual Knowledge

- Understand how visual elements create meaning

Comprehending texts through listening, reading and viewing

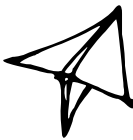
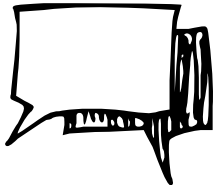
- Interpret and analyse learning area texts

### Mental Health

- Coping skills, help-seeking strategies and community support resources

### Relationships

- People who are important to them



# Year 5 and 6 Content Descriptions

## Personal, Social and Community Health

### Being healthy, safe and active

Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

#### Elaborations

- Researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy

### Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

#### Elaborations

- Discussing the importance of social support and a sense of belonging in promoting mental health and wellbeing



# NSW PDHPE Curriculum

## Early Stage 1

### Skills Outcomes

#### Communicating

- COES1.1 Expresses feelings, needs and wants in appropriate ways
- Identifies people who can help them

### Knowledge and Understanding Outcomes

- Interpersonal relationships
- IRES1.11 Identifies how individuals care for each other
- Identifies people they can trust
  - Lists ways of showing kindness to others

## Stage 1

### Skills Outcomes

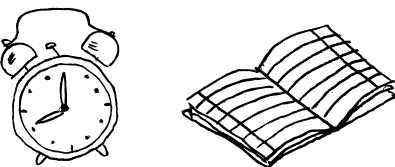
#### Communicating

- COS1.1 Communicates appropriately in a variety of ways
- Talks about why they need friends
  - Shows understanding about others feelings

### Knowledge and Understanding Outcomes

#### Interpersonal relationships

- IRS1.11 Identifies the ways in which they communicate, cooperate and care for others
- Demonstrates ways to help encourage and care for others



## Stage 2

### Knowledge and Understanding Outcomes

- IRS2.11 Describes how relationships with a range of people enhance wellbeing
- Identifies people from whom they can seek advice and support
  - Demonstrates communication skills that enhance relationships, e.g. listening, showing care, negotiating, refusing, assertiveness

### Safe Living Outcomes and Indicators

- SLS2.13 Discusses how safe practices promote personal wellbeing
- Identifies people from whom they can seek advice and support in emergency situations

## Stage 3

### Knowledge and Understanding Outcomes

- IR3.11 Describes roles and responsibilities in developing and maintaining positive relationships
- Develops and maintains a personal network of trusted adults who could provide advice and support

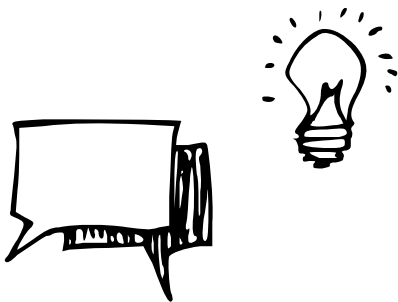
### Growth and Development Outcomes and Indicators

- GD3.9 Explains and demonstrates strategies for dealing with life changes
- Devises strategies to cope with life changes, e.g. puberty, changing friendships, commencing high school

### Values and attitudes Outcomes

- Increasingly accepts responsibility for personal and community health
- Values their health and safety and that of others

# QLD Health and PE Curriculum



## Prep standard elaborations

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Identification and clear and informed description of the different emotions people experience	Identification and informed description of the different emotions people experience	Identification and description of the different emotions people experience	Guided identification and description of the different emotions people experience	Directed statements about the different emotions people experience

## Year 1 and 2 standard elaborations

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Clear and informed examination of messages related to health decisions	Informed examination of messages related to health decisions	Examination of messages related to health decisions	Guided examination of messages related to health decisions	Directed statements about messages related to health decisions
Considered selection and application of strategies to keep themselves healthy and are able to ask for help with tasks or problems	Informed selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	Selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	Guided selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	Directed selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems
Purposeful demonstration of positive ways to interact with others	Effective demonstration of positive ways to interact with others	Demonstration of positive ways to interact with others	Guided demonstration of positive ways to interact with others	Directed use of positive ways to interact with others





Year 3 and 4 standard elaborations



A	B	C	D	E
The folio of student work has the following characteristics:				
Clear and informed description of the connections they have to their community and identification and explanation of local resources to support health, wellbeing, safety and physical activity	Informed description of the connections they have to their community and identification and description of local resources to support health, wellbeing, safety and physical activity	Description of the connections they have to their community and identification of local resources to support health, wellbeing, safety and physical activity	Identification of the connections they have to their community and identification of aspects of local resources to support health, wellbeing, safety and physical activity	Statements about their community and local resources for health, wellbeing, safety and physical activity

Years 5 and 6 standard elaborations

A	B	C	D	E
The folio of student work has the following characteristics:				
Access to and considered interpretation of health information	Access to and informed interpretation of health information	Access to and interpretation of health information	Access to and explanation of health information	Access to and statements about health information



Western Australia Health and Physical Education



Personal, social and community health

Being healthy, safe and active

Pre-primary

- Protective behaviours to keep safe and healthy: saying 'no', moving away, telling an adult and asking for help
- Trusted people in the community who can help individuals feel safe

Year 1

- Strategies to use when help is needed, such as: dialing 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network and asking a trusted adult

Year 2

- Strategies to use when help is needed: procedure and practice for dialing 000 in an emergency, locating safety houses and trusted networks in the local community

Year 3

- Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills and seeking help

Year 4

- Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help and thinking optimistically

Year 5

- Reliable sources of information that inform health, safety and wellbeing, such as: internet-based information, community health organisations, publications and other media





# Personal, social and community health

## Communicating and interacting for health and wellbeing

### Pre-primary

Personal and social skills to interact with others:

- Expressing needs, wants and feelings
- Active listening
- Self-discipline



### Year 1

- Ways health messages are communicated on: television, posters, radio

### Year 2

- Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap'

### Year 3

- Behaviours that show empathy and respect for others
- Choices and behaviours conveyed in health information and messages



### Year 4

- Strategies to cope with adverse situations and the demands of others
- Ways in which health information and messages can influence health decisions and behaviours

### Year 5

- Skills to establish and manage positive relationships, such as: showing respect and empathy, being cooperative, actively listening, being trustworthy and accepting differences

## Contributing to healthy and active communities

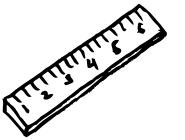
### Year 6

- Preventive health measures that can promote and maintain community health, safety and wellbeing, such as creating social connections for better mental health



# Tasmania Health and Wellbeing Curriculum K-10

## Strands



## 1. Understanding health and wellbeing

### Performance criteria (PC2)

- Students use health knowledge to promote personal and group health and wellbeing (PC2)

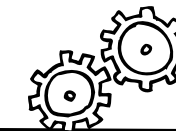
## 2. Skills for personal and social development

### Performance criteria (PC5)

- Students understand concepts of identity and relationships (PC5)

### Performance criteria (PC6)

- Students demonstrate self-management skills that promote personal identity and positive relationships





# 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](https://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:

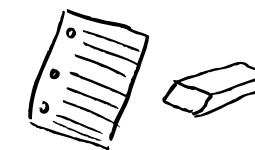
Encourage the following actions with your students

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=09qk0IXTf4](https://www.youtube.com/watch?v=09qk0IXTf4)



## 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

@ 123

### 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

- Ask, 'Are you OK?' next time you see someone looking sad, lonely or angry
- Ask your teacher if you can be an R U OK? leader in your classroom or school
- Nominate a friend and help them get a certificate (Appendix E: Certific-mate) and sticker at assembly
- 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=09qk0IXTfi4](https://www.youtube.com/watch?v=09qk0IXTfi4)



## 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

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

## APPLY

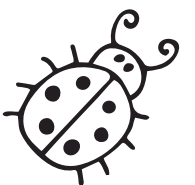
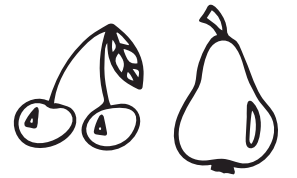
### Activity 1: When someone is not OK (10mins)

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.





### 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:

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

# Years 5 and 6 Activities

## 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=09qk0IXTfi4](https://www.youtube.com/watch?v=09qk0IXTfi4)

## 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

- Think of a time you asked a friend if they were OK. What did they do? How did it make them feel?
- What does it mean to support a friend?
- Who can help us if we are worried about a friend? At school? At home?
- What can we do to be a good friend?
- When someone asks you, 'Are you OK?', how does it make you feel?
- 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:

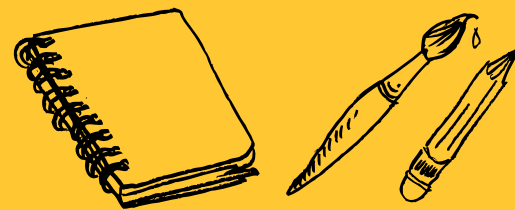
- At the front of this toolkit there are examples of places to go for support/help
- Encourage the following actions with your students
  - Ask, 'Are you OK?' next time you see someone looking sad, lonely or angry
  - Ask your teacher if you can be an R U OK? leader in your classroom or school
  - Nominate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

**RUOK?**™ at school



# 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**



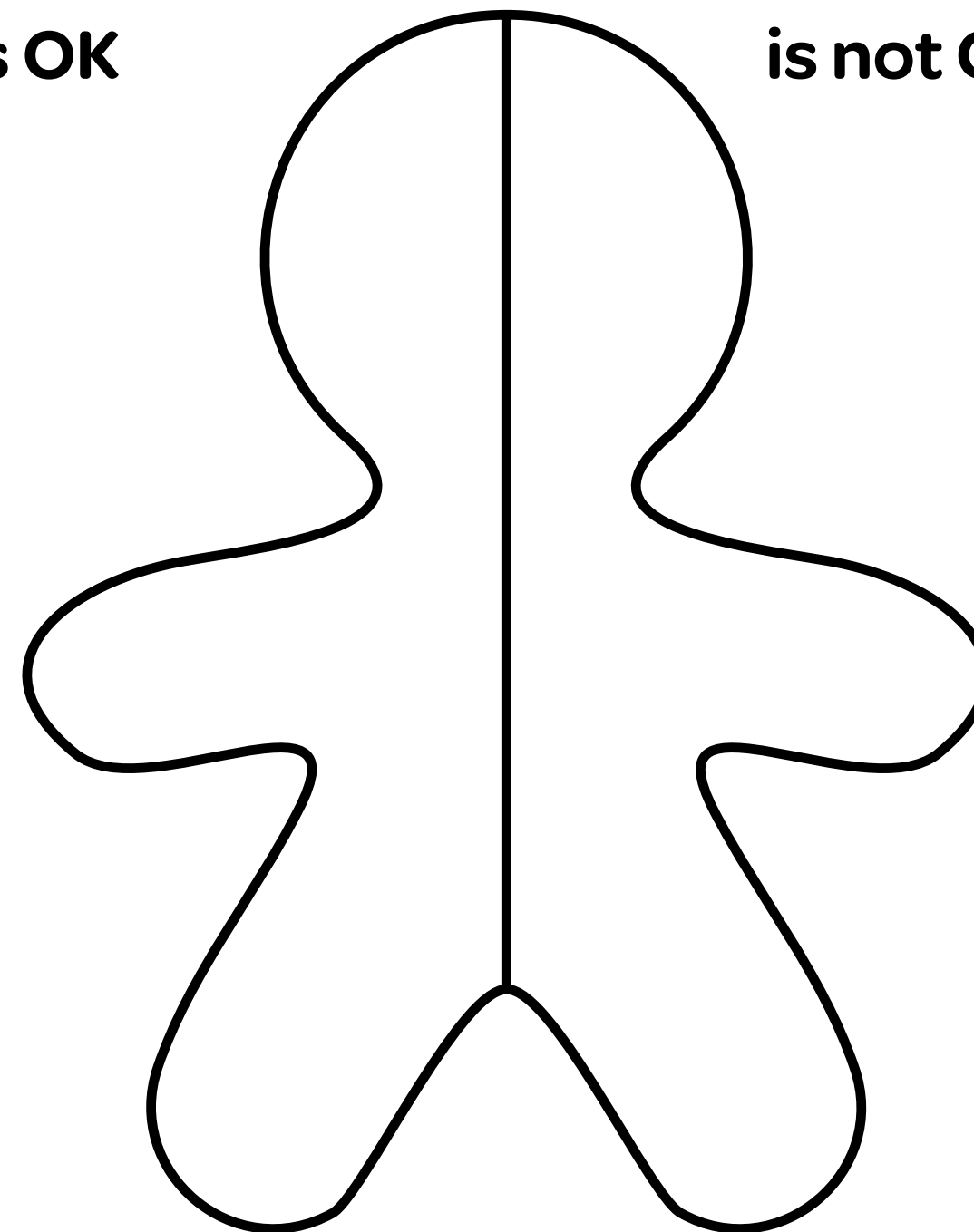
**RU OK?**™ at school 

# Gingerbread Outline



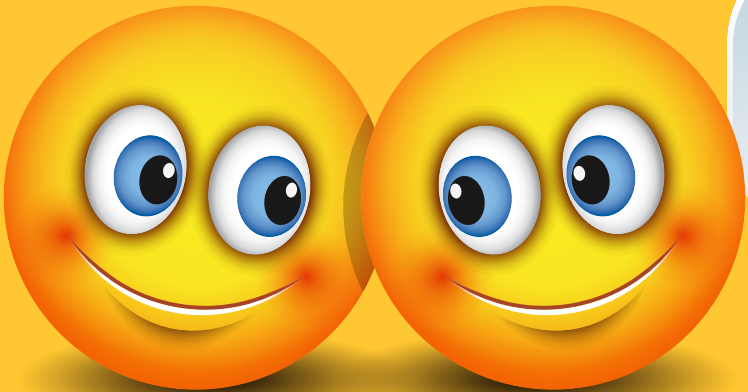
**Someone who  
is OK**

**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?™

# 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?™



# 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.**

**RU OK?**™









# Placemat thoughts

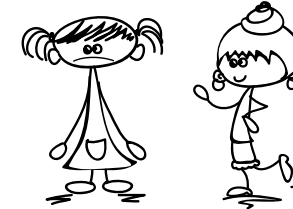




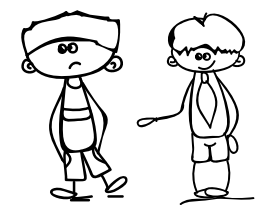

# "I'm not OK" worksheet



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



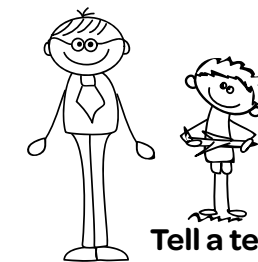
Make fun of them



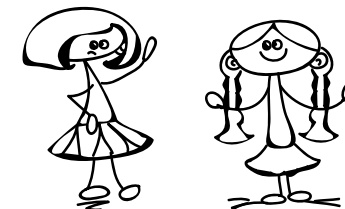
Ask them to play games with you



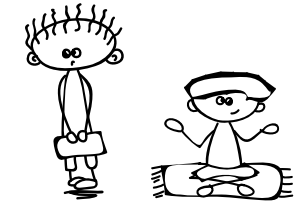
Run away



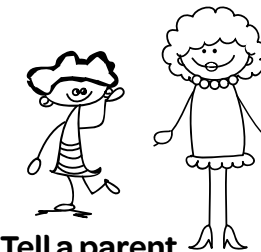
Tell a teacher



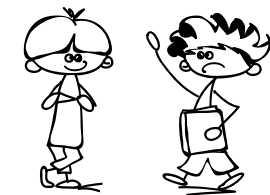
Listen to them



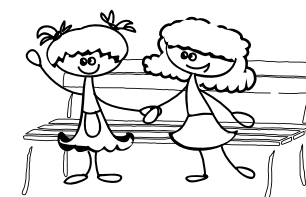
Ask them to sit with you



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

Not OK





# Continuum cards



OK

RU OK? at school 

Not OK

RU OK? 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?'

[illegible]



# Remember these 4 steps to starting a conversation



**1. Ask R U OK?**



**2. Listen**



**3. Encourage action**



**4. Check in**