

## Classroom activity

# When to ask R U OK?

Year level **2**



<b>Duration</b>	30 minutes
<b>Learning intention</b>	Students learn to identify when to ask someone Are you OK?
<b>Activity focus</b>	This activity focuses on learning when to ask Are you OK? and identifying when others might need help. Students are encouraged to consider what it might look like, sound like or feel like to not be okay, and different ways they could ask someone how they are.
<b>Resources required</b>	<ul style="list-style-type: none"> <li>○ Y chart template: looks like, feels like, sounds like</li> <li>○ R U OK? Personal Pledge template</li> </ul>
<b>Curriculum links</b>	<p><b>Australian Curriculum: Health and Physical Education</b> <b>Years 1 and 2</b></p> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>○ Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Investigate how emotional responses vary in depth and strength (ACPPS038)</li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>○ I can identify what it can look like, sound like or feel like to not be OK.</li> <li>○ I can ask someone how they are.</li> </ul>
<b>Activity description</b>	<ol style="list-style-type: none"> <li>1. As a class, discuss: How do you know if someone is not OK? Brainstorm ideas on the board.</li> <li>2. Distribute the Y chart provided to students</li> <li>3. On the chart, students record: what does it look like, sound like, feel like when someone is not OK?</li> <li>4. As a class, discuss: How can you check in and ask someone 'Are you OK'? What are some things we can say? Record ideas on the board.</li> <li>5. Students create a personal pledge saying what they can do if they think someone isn't OK. For example: "I pledge to ask Are you OK? by (saying/doing/telling) when I see someone who (Looks like, sounds like, feels like).</li> </ol>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>○ Support strategies: joint construction of personal pledge</li> <li>○ Extension strategies: students create a comic strip showing a situation where a friend needs to ask Are you OK?</li> </ul>
<b>Reflection question</b>	Do you have to look, feel or sound a certain way to not be OK?
<b>Remote learning</b>	<ul style="list-style-type: none"> <li>○ Distribute worksheets to students as part of their take home pack or digitally</li> <li>○ Students write their pledge digitally and send to the teacher via email or other sharing tool through the class's digital platform</li> <li>○ Show students the Y chart so they can draw their own</li> </ul>

## When to ask R U OK?

Looks like:



Sounds  
like:



Feels  
like:

I pledge to ask 'Are you OK?' by:

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when I see someone who:

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