

RESOURCE PACK 1

OJC | Lifehack | Changing Minds | Auckland Council Libraries

FEATURED RESOURCES

[Ko Wai Au? Who are you?](#)

[Wellbeing Trees](#)

[Mapping Your School](#)

[Dream School](#)



ABOUT THESE RESOURCES

The Wellbeing Collaboration between Ormiston Junior College, Lifehack, Changing Minds and Auckland Council Libraries is firmly positioned as a primary prevention intervention and these are some of methods used.

Each page will outline a session and include a QR code to download the resources you'll need.

In this resource set we will be sharing some of the tools, activities and methods we used during this collaboration. We invite you to consider these resources in context of your own mahi. As always these tools are open sourced, it's up to you how to apply them in your work.

Wellbeing is often thought about in terms of a person's mind and body, and their personal actions.

Whilst these aspects of wellbeing are important, we wanted to ensure a broader concept of wellbeing was explored, including for example the influence of our build environment (the school) or our broader environments (home and community).

Resources included in this document are open sourced under Creative Commons.

SESSION ONE: KO WAI AU: WHO AM I?

Session Purpose:

We use this in the first day of any of our programmes and workshops, where we allow time for whaka-whanaungatanga and giving people space to introduce themselves and arrive.

Time Required:

60 – 90 minutes

Resources Required:

- Pens
- Post it notes
- A4 or A3 paper
- Tablet/Laptop
- Ko wai au Worksheet
- Picture Sort Cards



Part 1. Ko Wai Au

Some things about ourselves we can share to get to know each other and how we like to work

Whakapapa/Family Tree

Draw/write some of the people and places in your whakapapa/family history, or places you are connected to.

What do you know about those places? Represent what and how you like.

Prompts: Where do your parents / grandparents /tīpuna come from, who are they? What languages do they speak? What foods are important? Where else are you connected to?

Part 2. Ko Wai Koe

Interview your partner to tell you first about their skills and passions. Ask them some questions to prompt them if they get a bit stuck. Then, using the opposite hand to the one you write with, draw an image of your partner that represents what you've heard.

Part 3. Ko Wai Tātau

Three pairs join together.

Prompts: What is different? What are the collective strengths? Can you add any strengths to each others pages?

As a group discuss the things that are important to you about working together, what your "shared kawa" might be based on this.

Part 4. Collective Knowledge

Learners self-select roles: half the group to produce a word cloud of the groups strengths using: www.wordclouds.com.

Half of the group grab a set of Picture Sort Cards and select some images that match the things the group identifies as important when working together. Learners write on the cards and place them on the wall.

Part 5. Reflection

On post it notes learners write down a reflection.

Prompts: What is something you learnt about someone else today? What is something you learnt about yourself? What questions do you have about this programme?

MY WHAKAPAPA

the people and places I'm connected to are ...

MY STRENGTHS

I am good at these things ...

MY NEEDS

When working in a group, I find these things really helpful ...

SESSION TWO: WELLBEING TREES

Session Purpose:

To use fun creative processes to explore what helps and hinders our wellbeing on an individual and (school) community level. Help young people to realise the power they have to change their environment(s) for theirs and others' benefit. Build shared language for thinking, talking, drawing and writing about wellbeing.

Time Required:

60 - 90 minutes

Resources Required:

- Pens
- Crossing the Circle Prompts
- A3 paper
- Pens, pencils & felts
- Wellbeing tree example

Part 1. Introductions

In a full group start by teachers introducing themselves, focussing on the links in their own work between wellbeing and creative practice. This introduction is another opportunity for adults to role-model different types of mahi.

Part 2. Warm Up

In a full group host two exercises:

Body rhythm - Where the group follows the leader in body percussion. The leader gradually ramps up the energy and complexity of rhythms.

Crossing the Circle - Standing in a circle, one person reads out one statement at a time and if true learners cross the circle.

Part 3. Wellbeing Trees

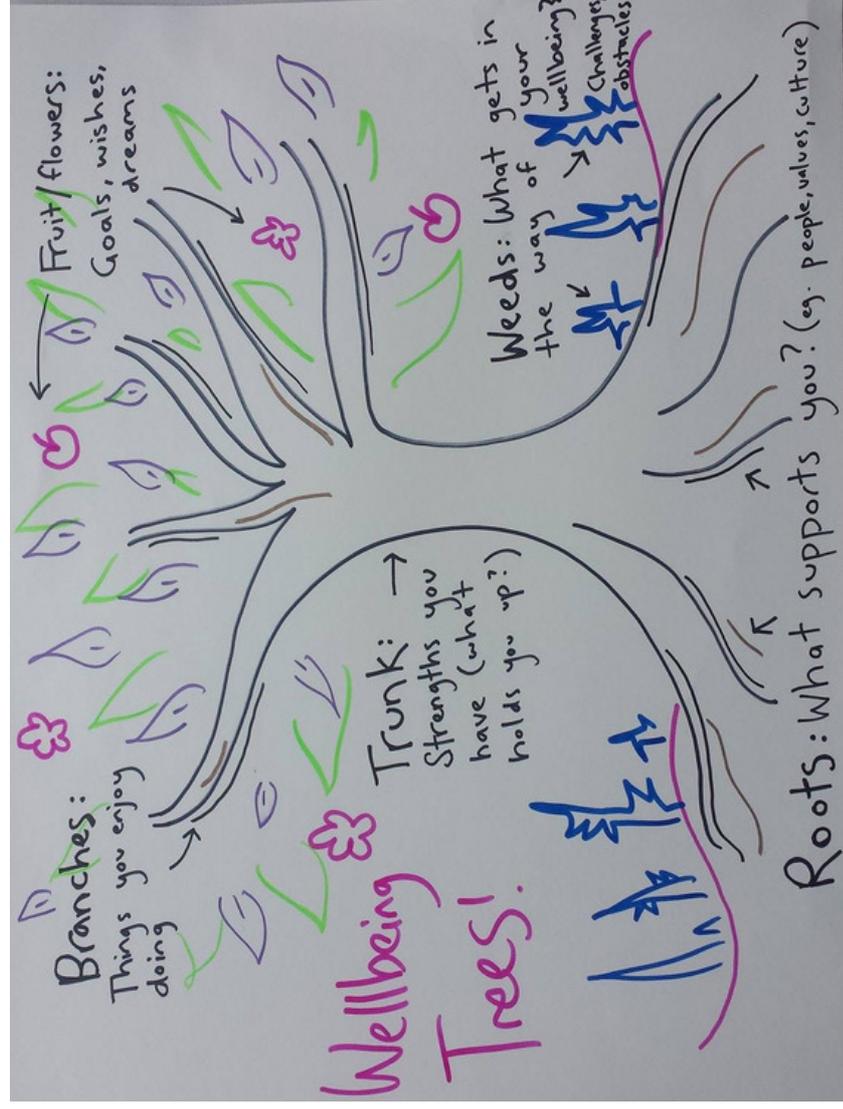
Briefing in full group. Divide into 6 groups to work around a single table in a quiet space (breakout room or corner of bigger room). Each person draws a tree outline on A3 paper and then adds:

- roots: things that support you (eg loved ones, values, culture)
- trunk: strengths you have (what holds you up?)
- branches: things you enjoy doing
- fruit/flowers: goals, wishes and dreams
- weeds: challenges, obstacles, things that get in the way

Part 4. Reflections

Opportunity for participants to share a chosen feature of their trees, and for others to put hands up if they have this too (note to emphasise that diversity is just as good as commonality here!). Then create a forest/ecosystem on a wall/window with all of the trees that people want to display.

WELLBEING TREE EXAMPLE



SESSION THREE: MAPPING THE SCHOOL

Session Purpose:

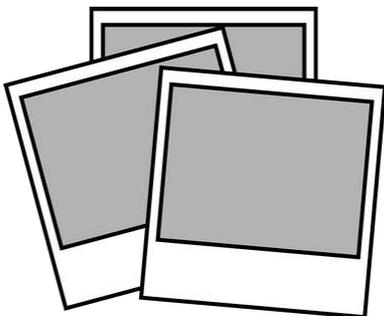
Begin analysis process by getting participants thinking spatially and specifically about what is wellbeing-enabling and inclusive about different spaces at school, and what they could change to make things better.

Time Required:

60 – 90 minutes

Resources Required:

- Pens
- Polaroid cameras
- A1/A2 paper
- Blu-tak
- Post-it notes
- pens
- sound system setup



Facilitation note:

Facilitators will need to be sensitive to the level of trust and safety in the group as to how general or personal to make the prompts.

We also need to discuss and remind people about the ethics of taking photos of other people.

Part 1. Activity Introduction

This is your chance to be a wellbeing researcher on location! In your group, choose an area of the school to investigate (eg. gym, toilets, outside the theatre, cafeteria, commons).

Host a conversation about what qualities make a good space, one that people like to use. Ask learner's what areas of the school they like to spend time in.

Part 2. Split into small groups and find a space

Either ask learners to self-select small groups or facilitator arranges of groups of 3-5 people.

Each group gets a polaroid camera and take their lpads.

Each group investigates their chosen space using your five senses and your knowledge of how people use it, and take notes, drawings and photos with lpads and Polaroids (only 5 Polaroid shots per group!) of the elements of the space that help people to feel good there, and any elements that could be improved (15 mins).

Part 3. Map your findings

Return to your small group areas to collectively draw a map of your specified area on big sheets of paper, and draw/write/place photos of your findings (15 mins).

Part 4. Reflection/Group Share

Each group is invited to share with the wider group their findings (10 mins) or do a gallery walk.

SESSION FOUR: DREAM SCHOOL

Session Purpose:

To think expansively and creatively about possibilities for the school through creative experimentation.

Time Required:

60 - 90 minutes

Resources Required:

- Pens
- Paper (various sizes)
- Visual art resources (eg. shapes, cardboard, pipe cleaners, paints etc)
- Four separate break out spaces
- At least four facilitators (one per creative medium)

Facilitation Notes

Make sure that everyone in the group has had the opportunity to contribute something - an idea, a word, a gesture, an image.

No ideas are too silly. Really! Even if something seems ridiculous or irrelevant at first, follow the thread because it may lead somewhere important or at least interesting.

Part 1. Session Introduction

This is an opportunity for students to dream big and wide about how the school could be. The most important element of this activity is play.

Part 2. Assign learners to creative medium

Learners either self select or be split across four groups:

- writing/slam poetry
- visual arts
- performance theatre
- dance

Part 3. Experiment!

In your group, create a collaborative piece of artwork (poem, visual art, performance) which captures their collective exploration, which they will then present back to the larger group.

Invite students to use the creative medium they have been assigned (writing, visual arts, performance) to explore creative possibilities for spaces in their school. They are encouraged to think widely and not get too caught up in 'what is reasonable' or 'what is possible'. Think idealistic, strange, enormous, miniature, confusing, silly, brilliant etc.

Part 4. Reflections

Each group will have the opportunity to present their artwork back to the larger group and receive applause.

DREAM SCHOOL POETRY PROMPTS

1. Have students do individual writing pieces with the following prompt:

"Imagine if my school...."

Encourage them to include plenty of sensory information and have each student generate at least 10 different ideas.

For example:

- Imagine if my school had a hydroslide.
- Imagine if my school gave everyone free lunch.
- Imagine if we didn't have to wear a uniform at my school.
- Imagine if my school had donkeys and bees.

2. Then have the students scramble up the words in their writing to create new sentences and ideas. Be silly!

For example:

- Imagine if my school gave everyone a donkey for lunch.
- Imagine beesuit uniforms.
- Imagine tipping lunch down a hydroslide.

3. Use lines from Parts 1 and 2 to create a poem somehow. You could do this individually or as a group.

If working as a group, have them write 2 or 3 of their favourite lines on A4 sheets of paper, and as a group arrange them into a poem on the floor.

REFLECTION TOOL

Session Purpose:

We have covered heaps of content over the past four sessions. This is a space to reflect on that!

Time Required:

60 - 90 minutes

Resources Required:

- Pens
- Post it notes
- Tablet/Laptop

Part 1. Individual

Learners invited to reflect on these questions for 1 min each

"I discovered..."

"I was challenged by ..."

"I wonder ..."

Part 2. Peer Share

Turn to the person beside you and share your responses to each question.

Part 2. Post it

After sharing their reflections in a peer, learners write down one on a post it note and stick it on the wall as they head out the door.

