

# Wellness Ball Activity

## Goal

- To demonstrate the importance of self-care, boundaries, and setting limits when they are supporting others.

## Senior 1-4 Education Curriculum Connections

This activity contributes to the following Student Specific Learning Outcomes:

### *Family Studies*

- *S1 4.4.1 Identify sources of positive and negative stress for adolescents.*
- *S3 4.4.4 Demonstrate appropriate stress management/problem-solving techniques.*
- *S1 5.1.3 Identify behaviours that promote health and wellness.*
- *S1 5.1.5 Examine how decisions affect one's well-being.*

*Guidance Education* GLOs under Personal/Social Component.

### *Physical Education*

- *K.4.S2.C.4a Examine the stress management strategies and defense mechanisms that can be healthy or unhealthy ways of managing stress.*
- *K.4.S2.C.2 Describe situations that cause personal stress.*
- *11.MH.1 Identify and apply positive health strategies to deal with issues such as stress, anxiety, depression, and eating disorders.*

## Have Ready

- 3 or 4 similar small balls (depending on size of the group), 2 larger beach or volleyballs, and one, special ball that looks different from all the others.

## Instructions

- Ask youth to stand in a circle, in a clear area.
- The activity facilitator has 3 or 4 similar small balls (depending on size of the group), 2 larger beach or volleyballs, and one special ball near them.
- Tell youth, **“Raise one hand, and leave that hand up until you have been passed a ball. Remember who throws you the ball, and who you throw the ball to. Throw softly and remember this isn’t a race.”**

- Once youth have the hang of the activity, add another small ball and have youth “go through the same pattern with this ball.”
- When all 3 or 4 small balls are in rotation, add a large ball which will start at the facilitator and move around the circle, passed side to side.
- After a couple of rotations of that large ball, add the other large ball, going side to side the other direction. You may need to ask youth to slow down or concentrate on the activity if balls are flying or dropping often.
- After a couple more rotations of all those balls, pause the game and explain, **“The last ball is the most important ball, the one that cannot be dropped, this ball will follow the same rotation as the other small balls, OK, now GO!”**
- After a couple more minutes end the activity and ask youth to sit down where they are standing to debrief.

## Debrief

- **“What did you think of the activity?”**
- **“What did it remind you of?”** (Stress, life, anxiety.)
- **“What did the little balls represent?”** (Everyday stressors. )
- **“The bigger balls?”** (Events that happen that you can’t foresee, like death in the family, break ups, etc.)
- **“The special ball you weren’t allowed to drop?”** (You, the most important and special thing there is.)
- **“What helped you catch the most balls, and not to drop everything?”** (Help from others, cooperation, saying “STOP!” or using people’s names before you threw it etc.)
- This game can represent our lives, how we can support ourselves and each other, and how sometimes we need to drop some parts of our lives to take care of ourselves. (It could be saying no to babysitting, skipping a party, turning off our phone, going to bed early etc.) **“We need to have limits and boundaries. We might not be able to stop stressful things we are not prepared for from happening, but we can ask for help when we need it. It is important to take care of ourselves in order to be great supports, or friends, or partners.”**