

Activity 4:

Who supports me?

Learning Outcome:

To identify people who support me.

Context:

Schools play a key role in helping pupils to have a sense of belonging. Schools can help pupils to identify support networks. Help pupils to think about the supportive aspects in their new schools, including the people who will be there to support them. It is also important for pupils to be aware that not everything will change and many people who support them will remain constant.

Activity:

Start the session with groundrules, to ensure that children feel safe to speak and only share what they don't mind others knowing.

- Show the class the circle diagram.
- In the middle circle ask them to write all the names of people they live with.
- In the next circle ask children to write all the names of more distant family members, friends or carers they are close too and who support them.
- In the next outer circle ask pupils to then write all the names of their close friends.
- In the next outer circle write in all the people including pupils, teachers, office staff, librarian, school nurse who are supportive at school. Then write in the names of people they see out of school and in their neighbourhood, e.g. friends, youth workers, youth club friends, people at their sports club, neighbours, religious leaders etc.
- In the final circle write down organisations and other support systems they could go to if they need help (GP, NSPCC, emergency services etc).
- Once the pupils have completed their circles ask the pupils to highlight all the people who will still be there when they go to secondary school.
- Key questions. Which relationships are particularly important to you? How do you feel supported by that person/people? How do you feel looking at your support network on paper?
- Ask pupils to consider which of those in their network they will be able to turn to during the transition period to secondary school, if they are worried.

Time:

30 mins



Resources:

- Concentric circle diagram

Thing to consider:

Pupils will need to feel safe when they are writing their circles. They may not want other pupils to know what they have written. Pupils also may not have many names in their circles – treat this sensitively, as some pupils may want to keep their relationships private.

Extension activity:

Make a list of qualities that make us feel supported.

What additional support might there be in secondary school that you don't have now?

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Circle diagram

