

Develop My Support Team



CHECK LIST

- 40-60 minutes
- Questions

ACTIVITY DESCRIPTION

Students need people in their lives they can count on and who can help them make healthy, happy, and rewarding decisions. This activity is designed to help students think through who makes up the team of people who can support them.

THE STEPS

1. THINK THROUGH YOUR SUPPORT TEAM.

Have students think through the following prompt and questions. They can respond independently on paper, on a computer, or do this as a group activity if you have a group that lends itself toward conversation.

FOR STUDENTS: Who do you turn to when you have questions, need support, or simply want to talk through an issue or concern? Peer pressure is as much about peer selection as it is about negative influences. Who we seek out for advice and support makes a big difference. In this activity, simply identify who you turn to for help with different activities and then share why. You do not have to include names if you do not want to—use “friend,” “classmate,” or “relative” instead. Identify the person/people you would ask for help with the following situations and briefly share why you identified them.

- Who do you turn to for help with math homework? Why?
- Who do you turn to for help with friends? Why?
- Who can you always call for help? Why?
- Who can you ask for a ride home from school? From a party? Why?
- Who can you turn to for help with household chores? Why?
- Who can you talk to about anything? Why?

Think about all the people you know who can help you deal with challenging situations. If people at school or outside of school were pressuring you to try something that made you uncomfortable, who would you turn to for help dealing with the situation? (Again, you don't have to include names.) What do you think they would say or how do you think they would support you in making the healthy, positive decision?



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2. CONTACT YOUR SUPPORT TEAM.

Students generate a plan to contact their support team. Have students generate a plan to contact one or more people on their Support Team. The plan should include:

- When they will reach out
- How they will reach out
- Who they will reach out to
- What they will say to this person/people on their support team
- Any questions they may want to ask

Contact could include reaching out by phone or text, letting them know they are a member of your support team and explaining what that entails, and thanking them for being someone in your life you can count on.

3. SHARE YOUR PLAN OF CONTACT.

Have students get back into pairs or small groups to share their plan to reach out to their support team.

- When will they do this?
- How will they make contact?
- What will they share and/or ask of their team?

Making a commitment to do this will help to ensure they follow through.

The Outcome: Students will begin to think through people in their lives they can truly count on and create a group to lean on when needed. By contacting members of the support team, the student is committing to making a connection and letting the support team know they have a responsibility to the student.



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