

Who's Your Crew?

Respectful Relationships

To help students identify their personal support network and practise asking for help in a respectful, confident, and safe way, reinforcing that no one has to handle problems alone.



Learning Intentions

Students explore and identify the people in their lives they trust and feel safe with.

This helps students build a strong sense of who they can turn to in different areas of their life.

Students aim to learn to practise how to ask for help when they need it.

This builds confidence and removes the fear or stigma around help-seeking.

Students learn to understand the difference between a small problem and one that needs adult support.

This supports student safety and emotional well-being by encouraging appropriate action.



Success Criteria

Trusted Support Identification:

Students can name at least 3 people they trust at home, school, or in their community.

Help-Seeking Practice:

Students can use sentence starters and respectful language to ask for support confidently.

Problem Sizing:

Students can recognise when a situation needs adult help and describe how they would respond.



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Objective:

To help students identify their personal support network and practise asking for help in a respectful, confident, and safe way, reinforcing that no one has to handle problems alone.

Players:

Individual activity with partner and group sharing opportunities

Materials:

- A4 Paper
- A list of "Help-Seeking Sentence Starters" (e.g. "I need help because...", "Can I talk to you about something?", "I feel upset and don't know what to do"). A class brainstorming activity is a great starting point for creating the sentence starters, list them on the board as students contribute their ideas. Alternatively as the teacher create 3-5 sentence starters and have them visible for students to see.
- Drawing/colouring materials - coloured pencils etc.

Setup:

Give each student a piece of paper and drawing materials.
Have sentence starters visible to all students.

Activity:

1. Discuss What Trust Looks Like:

As a group, discuss:

- "What makes someone trustworthy?"
- "How do you feel when someone listens and helps you?"

2. Create Your Crew Map:

In the middle of the page, students draw themselves. Around them, they draw trusted people they can go to for help. This can include:

- Family members
- Teachers
- Friends
- Coaches, neighbours, or community leaders

Encourage use of names and roles to make the map personal and meaningful.



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3. Help-Seeking Practice:

Ask students to think about 2-3 real life examples when they felt unsafe, left out, misunderstood, lonely, hurt (emotional), frustrated, confused or disappointed. On the back of their Support Crew sheet, for each example they thought of, students then write out the scenario or situation that made them feel that way. Next, have students select their support crew member/s who they would turn to for help (it can be more than one crew member). List each member underneath their written example (drawings can be used instead of writing out the scenario).

4. Pair up and swap Support Crew sheets:

Have students form a pair with the person next to them or with another student they trust and are comfortable with, asking them to swap their sheets with each other.

Using the prepared sentence starters, students read the examples given by their partner and then select one sentence starter their partner could use to help address the scenario with the chosen support crew member. Peer to peer coaching is underway, have students openly discuss possible ways to initiate asking for help for each scenario/example the students listed.

Example scenarios:

- "I was feeling left out at lunchtime."
- "I had a disagreement with a friend."
- "I was worried about something at home."

5. Celebrate Supportive Crew Members:

As students discuss the options for how to ask for help, encourage them to practice using the chosen sentence starters by their partner, pretending their partner is the Support Crew member being used to help.

Reflection Prompts:

- Who is in your support crew and why?
- When was a time you asked for help and it really helped?
- What can you do if you don't feel ready to talk yet?

Winning the Game:

Everyone wins when they know they're not alone. Celebrate every student for creating their own map and practising ways to ask for support. Kindness, courage, and connection are the big wins here!

Additional Notes:

Who's Your Crew? Encourages self-awareness, safety, and belonging by helping students recognise the importance of asking for help. It supports respectful relationships by reinforcing that support is a strength, not a weakness, and that we're better when we support each other.

