

Worry Web

Respectful Relationships

To help students understand the importance of seeking help during emotional challenges and build confidence in identifying people who form their real-life support web.



Learning Intentions

Students learn to recognise times when they might need help or support.

This builds emotional awareness and encourages help-seeking behaviour.

For students to identify trusted people I can turn to when I feel worried or upset.

This helps students build and visualise a strong, diverse support network.

Students practice how to offer support to others and seek to understand how to ask for help themselves.

This promotes empathy, connection, and confidence in asking for support.



Success Criteria

Help-Seeking Awareness:

Students can describe scenarios where support is needed and name safe adults or peers they trust.

Support Network Mapping:

Students can identify a range of internal (classmates, teachers) and external (family, community) support options.

Peer and Self-Reflection:

Students can reflect on how they can support others and recognise when to reach out themselves.



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Objective:

To help students understand the importance of seeking help during emotional challenges and build confidence in identifying people who form their real-life support web.

Players:

Whole class or small groups (ideally 8+)

Materials:

- Ball of wool or string
- Small pieces of paper with names of external help options beyond classmates and teachers (e.g. Parent, Coach, Sibling, Grandparent, Mentor)(Can brainstorm these as a class or have them pre-made)
- Sticky tape/Blu-Tack to secure external support names around the circle
- A heavy object to wrap a piece of string around eg., a stack of books.

Setup:

1. Form a large seated or standing circle with the class.
2. Discuss and agree on 3 - 6 **external support people** (beyond classmates and teachers). Write each on a piece of paper and place them evenly around the outside of the circle (on the floor, walls, or tables).
3. Explain the idea of a “Support Web” we’re all connected, and it’s okay to lean on others when needed.

Activity:

1. Individual reflection:

Ask each student to privately think about a worry or concern they have personally experienced, it doesn't matter how small or insignificant the student thinks it may have been, encourage them to be honest with themselves.

2. The Sharing Begins:

Ask the class for a volunteer to go first. The first student holds the ball of wool, shares a worry they've experienced (e.g. “I felt nervous before my swimming race”), and says who they would turn to for help (e.g. “my aunt” or “a teacher” or “a friend”).

3. Making the Web:

- If it's a **peer or teacher**, they toss the ball of wool across the circle to that person, holding onto the end.
- If it's an **external support person**, the student **walks** to that labelled area outside the circle, wraps the wool around it once, and returns to toss the wool to someone new.

The next student shares their moment of worry, builds the web accordingly, and the pattern continues.

4. Continue Until All Have Shared:

By the end, the wool will form a **visual web of connections** showing how many people and supports are available.



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Reflection & Debrief:

Encourage students to reflect using prompts like:

- “Who is in your real-life support web?”
- “Did you learn about a new support person you hadn’t considered before?”
- “What can we do to be a stronger support for each other?”

Discuss how support networks grow stronger when we’re open, brave, and respectful.

Extension Ideas:

- Students can draw or map their personal support web on paper after the activity.
- Create a classroom “Support Wall” where students post kind messages and shout-outs to peers who have supported them.

Winning the Game:

There’s no winner, just students who bravely open up, connect with others, and learn the power of **helping and being helped**. You may acknowledge students with “Web of Courage” stickers for empathy, honesty, or thoughtful reflections.

Additional Notes:

Worry Web is a powerful way to visualise that no one is alone and that asking for help is a strength. This game strengthens the *Respectful Relationships* curriculum focus on emotional literacy, help-seeking, and empathy-building for upper primary learners.

