

# Who's in your circle?

# Respectful Relationships

To help students visualise their personal support network and practise identifying safe people they can turn to in different situations, promoting a strong sense of well-being and emotional safety.



## Learning Intentions

**Students explore who are their safe and trusted adults and peers.**

This helps students build awareness of the people they can rely on in times of need.

**Students learn to recognise when and how to seek help.**

This encourages students to reflect on situations where help is needed and how to ask for it confidently.

**Students practice supporting others to seek help too.**

This builds empathy and promotes a supportive classroom community where help-seeking is normalised.



## Success Criteria

**Recognition of Peer Pressure:**

Students can identify trusted individuals in their lives across different layers of support.



**Help-Seeking Confidence:**

Students demonstrate confidence in naming when they might need help and how to ask for it.

**Peer Support Reflection:**

Students can describe how they might encourage or support others in accessing help.



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## Objective:

To help students visualise their personal support network and practise identifying safe people they can turn to in different situations, promoting a strong sense of well-being and emotional safety.

## Players:

Whole class or small group activity.

## Materials:

- A4 paper
- Pens or pencils
- Scenario cards (found in PDF resource tab)

## Setup:

Distribute one blank piece of paper per student. Draw three rings or concentric circles:

- **Inner Circle** – People I trust deeply (e.g. parents, best friend)
- **Middle Circle** – People I feel okay talking to (e.g. teacher, school counsellor)
- **Outer Circle** – Emergency or community supports (e.g. Kids Helpline, police, coach)

## Activity:

### 1. Draw your circles:

Students create their “Support Circle” by drawing themselves in the centre and then adding names to the rings based on their level of trust and comfort.

### 2. Scenario time:

Read aloud or provide written scenario cards to students (e.g. “*You’re feeling anxious about a test*,” “*You’re worried about a friend’s safety*,” “*You feel overwhelmed at school*.”). For each, students reflect and identify who in their support circle they could go to and list a few dot points as to why they would turn to them for help in each situation. Encourage students to think about how their support person would react, how they would help, how they would handle the situation, how likely they are to keep it private from others, have they experienced something similar in the past?

### 3. Pair & share (optional):

In pairs, students can share a general summary (not names) of who’s in their circle and how they might help. Emphasise privacy and respect.

### 4. Whole class debrief:

Facilitate a group discussion with prompts such as:

- Who can we turn to when a problem feels too big?
- How can we support each other to ask for help?
- What qualities make someone trustworthy?



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## Reflection Prompt:

- Who is someone you trust in your green (inner) circle, and why?
- How do you know when you need to ask for help?
- How could you support a friend who might be struggling?

## Winning the Game:

There is no winner, this activity is designed to build self-awareness and confidence around help-seeking and identifying trustworthy people. The success is in the honest conversations and personal growth.

## Additional Notes:

"Who's in your circle?" promotes emotional safety, encourages open discussion around support systems, and strengthens help-seeking behaviours. This activity can be adapted for younger or older age groups by simplifying or expanding the types of scenarios used.



# SCENARIO CARDS

PRINT AND CUT OUT THE CARDS. READ ONE SCENARIO AT A TIME AND ASK STUDENTS TO IDENTIFY WHO IN THEIR CIRCLES THEY WOULD TURN TO FOR SUPPORT, WRITING A FEW WORDS ABOUT WHY.

YOU'RE FEELING  
ANXIOUS ABOUT  
AN UPCOMING  
TEST.



YOU'RE WORRIED  
ABOUT A  
FRIEND'S SAFETY  
OR WELLBEING.



YOU FEEL  
OVERWHELMED BY  
SCHOOLWORK  
AND  
RESPONSIBILITIES.



YOU'VE HAD AN  
ARGUMENT WITH  
SOMEONE YOU  
CARE ABOUT.



# SCENARIO CARDS

YOU'RE BEING  
PRESSURED TO  
DO SOMETHING  
YOU KNOW ISN'T  
RIGHT.

 THE SCENE IS  
PLAY

YOU'VE BEEN  
CAUGHT  
BREAKING A  
SCHOOL RULE.

 THE SCENE IS  
PLAY

YOU FEEL  
LONELY OR LEFT  
OUT BY YOUR  
FRIENDS.

 THE SCENE IS  
PLAY

YOU'RE  
STRUGGLING  
WITH YOUR  
MENTAL HEALTH  
BUT DON'T  
KNOW WHO TO  
TELL.

 THE SCENE IS  
PLAY



# SCENARIO CARDS

YOU'VE HURT  
SOMEONE'S  
FEELINGS AND  
DON'T KNOW  
HOW TO  
APOLOGISE.



YOU'VE BEEN  
CAUGHT  
BREAKING THE  
LAW OR DOING  
SOMETHING YOU  
REGRET.



YOU SAW  
SOMETHING  
ONLINE THAT  
MADE YOU  
UNCOMFORTABLE  
OR SCARED.



YOU FOUND OUT A  
FRIEND IS HIDING  
SOMETHING  
SERIOUS AND  
YOU'RE NOT SURE  
WHAT TO DO.

