

6. Building my support crew

Australian blueprint for career development

Career management competency											
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Learning intention

Students will be able to define the concept of a support network and explain its significance in personal development.

Success criteria

Students can:

- define what a support network is and explain how it is relevant to their lives
- describe a range of potential areas where having a support network would be beneficial
- identify key individuals in their support network
- construct a visual representation that includes various aspects of their lives and the specific individuals or groups that can provide support in each area.

Resources

- Chart paper and markers
- Worksheet - My support crew (optional)

Classroom organisation

- Whole class
- Pairs/small groups
- Individual

Preparation

Teachers should review the concepts in this lesson for background knowledge and ensure required resources are organised. The optional 'My support crew' worksheet could be printed for each student.

Activity 1

- Ask the students if they know what a support network is and why it is essential.
- Explicitly define the concept of what constitutes a support network.
 - *A support network is a group of people who are there to help and support you in various aspects of your life.*
- Divide the class into small groups or pairs and provide them with the chart paper and markers.
- Ask students to brainstorm and list various areas of their lives where they may need support. Expect to hear examples such as schoolwork, emotions, family issues, relationships, etc. Ask each group to share their findings with the class.
- Ask students to write down the names of the people they would rely on for support in each of the areas described above.

Activity 2

- Ask students to write their name in the centre of a piece of paper (individual task).
- Around it, students should write down the names of the people who provide them with the greatest support.
- Instruct students to draw an arrow from each name inwards towards their own. The thickness of each arrow should represent the amount of support each person provides the student (the thicker the arrow, the greater the amount of support).
- Optional: Ask students to draw arrows outwards from their names to the names of their support crew to show how much support the student provides to them. They may add more names here if they like.
- Once the map is completed, ask students to reflect on the relationships they have drawn. Some suggested lines of enquiry might be:
 - Are there relationships that need strengthening? Which ones?
 - Are they depending a lot on one person in particular?
 - Is there somebody that they are surprised that they haven't written on the map?
 - What types of supports do they have? (e.g., family, teachers, friends)

Note: students could complete this as a table instead of a mind map (see worksheet).

Activity 3

- In pairs, students take turns describing one of the support network relationships they have identified. They should be encouraged to describe the qualities or strengths of the person that they believe make them a good support. Examples may include (or expect to hear):
 - They are good listener
 - They are non-judgemental
 - They take my issues seriously
 - They cheer me up.

Reflection

Students reflect on the importance of building a support network and how they can depend on different people in their lives for different types of support. They may also recognise and reflect on the fact that they may be in someone else's support crew.

Worksheet - My support crew

Name	Strengths/Qualities	What may I need support with?	Have you spoken to them about it?
<i>E.g. My Friend Chloe</i>	<i>She is positive and makes me laugh.</i>	<i>Being stressed about having four tests next week.</i>	<i>Yes, we are going to study together on Saturday morning and then have a fun afternoon together.</i>