



### **Connection – stronger together, building our network of support**

#### **Purpose**

To understand that life is full of connections and that we can use these connections to build our networks of support and to help us manage our learning and challenges.

#### **Student Success Criteria**

Two similar activities are provided:

- Activity 1: Students can identify their personal connections
- Activity 2: Students can appreciate the strength of the web of people who support them

#### **Time**

30 minutes

#### **Introduction**

Brainstorm with the class the following questions:

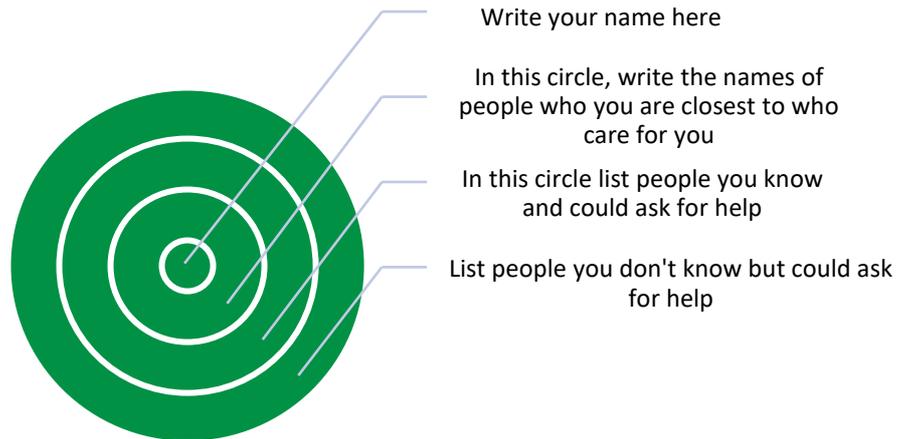
- **What are connections?**  
Brainstorm as many different types of connections as possible. Aim for a mixture of social, personal/wellbeing, practical/scientific and more.
- **What are the connections in your life that make you feel happiest or strongest?**  
This could be family, friends, social clubs or anywhere they feel a strong sense of support. Stress that we don't need lots and lots of people, just enough to feel safe and happy.
- **What connections would you like to develop as you get older?**  
The brainstorm may get students to think about new friends, new competition, new workmates or potential employers. We can work on skills to make connections with people who will then help us in our lives.
- **What skills would you need to develop these connections?**  
Ask students what skills they need to develop to make connections with the people they suggested above. For example, this could be communication skills such as manners, listening skills, collaborative skills, greetings, sharing, requests and offering to help.

\*Brainstorms and class discussions can be facilitated in a number of ways. Online learning tools such as Padlet, NearPod, SeeSaw and shared documents (Google, OneDrive) are great for facilitating an interactive and engaging class brainstorm.

## Activity

Provide students with one of the activity worksheets attached. You have two options to choose from. Choose whichever suits your needs and class. Explanations are as follows.

- **Activity 1: Understanding my personal connections and networks of support.**



- **Activity 2: Networks – use the diagram below or make a mind map.**





# Lesson Plan

Connection

## **Discussion questions:**

What can you do to build your networks of support? How can you look after (nurture) those networks? Do they work both ways (You support your friends and they support you)?

Ask students to make their own list then ask some others about how they would build their networks of support. If they are at home, ask whoever is in your house, if you are at school, ask some friends or teachers.

## **Concluding reflection**

What have I learnt from this activity?

What would I like to learn more about?

Where could I go to find more information?

*Prepared by Dr Maryann Brown, July 2020*



## **Stronger together, building our network of support**

### **Understanding my personal connections and networks of support.**

In this activity you will identify your own personal connections and the people who already support you and some who might help you in the future. Use the diagram below or draw your own target. Follow the questions asked in the target.

People you don't know but could ask for help

People you know and could ask for help

People who you are closest to who care for you

Your name

## Stronger together, building our network of support

### My network of support

In this activity you will identify your own personal connections and the people who already support you and some who might help you in the future. Use the diagram below or make a mind map. Students can draw lines between any of the groups or people that are connected or when someone is in two groups.

