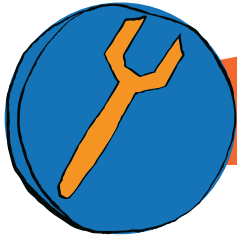


# Who ELSE MATTERS?



## TOOL 6D: MY SUPPORTERS

### LINKED TO:

- Sections 1.6, 2.11, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 & 6.9



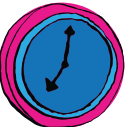
### WHY?

- To help children identify their support people
- To help children recognise that they are not alone
- To identify supports who can help children and families now and into the future
- Good for:
  - Breaking the ice
  - Building kids up
  - Identifying community resources



### WHO WITH?

- Children aged 6+ (either with their families or individually)



### TIME?

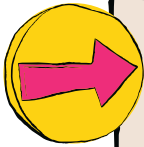
- 25 minutes +



### YOU'LL NEED?

- Copy of the template
- Coloured markers/pencils

# Who ELSE MATTERS?



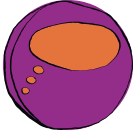
## WHAT TO DO:

- Explain to kids that we all need people in our lives who are there to help out at different times and in different ways.
- Ask the kids if they can think of people in their lives who help them out and ask them a little bit about how those people support them.
- Have kids identify friends, family, adults, community members or others who might fulfil the various roles identified on the sheet.
- When kids aren't able to fill in a particular role leave it and come back later, asking "What might we do to find someone who fits here?" – use this to inform your case plan.
- Complete the activity by celebrating the fact that there are people around the child who are there to support them and that they are obviously special to have these champions.



## SOMETHING DIFFERENT?

- Rather than filling out the proforma, you might want to call out the roles and get the kids to think of someone who helps them in that way.
- Have kids write down the names of all the people in their lives who help them in different ways. Call out the roles and get the kids to draw symbols around the people who support them in the different ways identified. Children may come up with a broader list as a result.



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## TO THINK ABOUT:

- With the child's permission spend some time with parents: helping them to understand the part that these important champions are in the lives of their children and affirm the special relationship that they have with their children



## HAZARD ZONES:

- Some children will find this activity difficult to complete. It is important after step 2 for the worker to consider whether or not the child (a) has enough champions around them and (b) is going to find the activity confronting.
- It's important that you communicate that sometimes its OK for boxes to be left empty and that one of your jobs might be to help them find people who can take on those roles.

# My supporters



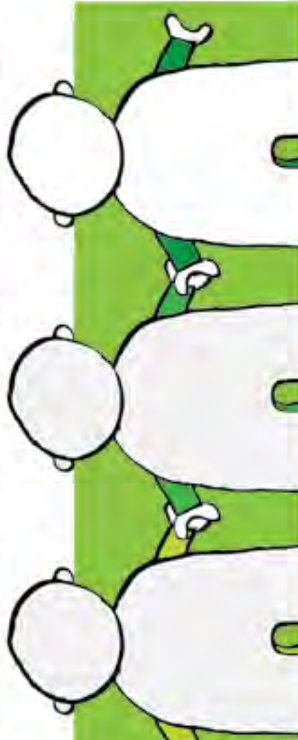
If I needed a hug, I'd go and see...



If I felt scared, I'd go to...




My best friends are... because...



If I wanted someone to tell me a story I'd ask...



The people who love me the most are...



If I just won a race or did something special, I'd tell...



The people who cook the best food are...