



MY SUPPORT COMMUNITY

GOAL: Students will be able to identify people in their support system and ways to give support to others.

TIME: 40 minutes

MATERIALS: Activity Sheet 3

LESSON STEPS:

1. Ask students if they know what the word *support* means. Use the example of legs supporting, or holding up, a table.
2. Explain that other people can support us when we need help. Share an example from real life. For example, if I got bad news that upset me, I could go talk to someone I trust, like a family member or a close friend, who will listen and help me think through what to do next.
3. Review active listening with students. Discuss what active listening *looks like* (eye contact and facing the speaker) and *sounds like* (staying quiet when someone is talking or saying, "That must have been hard....").
4. Ask students to think of a time when a person supported them in solving a problem. Have students share their memories with a partner.
5. Explain that sometimes we need help in managing emotions, and we can find other people to support us in that. Share an example, such as talking to a friend when you were feeling overwhelmed.
6. Ask students to think of a time when a person supported them in dealing with a strong emotion, and have them share their memories with a partner.
7. Introduce the idea of a support community or a group of people in your life you can trust to help you. Share examples of people in your support community. Invite students to think of three or four people they can talk to about their feelings; have them share why they can talk to them with a partner.
8. Distribute Activity Sheet 3. Have students draw themselves in the circle and add the people in



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their support community in the boxes. Encourage them to think about their caregivers, teachers, and friends. **Acceleration Option:** Ask students to write about one of the people they listed on Student Activity Sheet 3. How is this person supportive?

9. As a class, discuss some of the ways students in the class can provide support. Make a list on chart paper as a class reference.

Extension: Invite students to role-play providing support with a partner. One student will act out a negative emotion, and the other will provide support. Students can refer to the class list of strategies for ideas. Possible scenarios include:

- A student is feeling lonely at recess.
- A student is feeling angry about losing a game.
- A student is feeling sad because of a sick pet.

End with a class reflection.

Extension: As a class, discuss the different ways that people in the school are able to support each other. Encourage students to think about their classmates, classroom teachers, specialist teachers, aides, counselors, custodial staff, volunteers, and beyond. Create a class mural or bulletin board to show your school's support system.



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We'd love to see your students' SEL progress!
Email photos of completed student activity sheets to
scholastic submissions@scholastic.com by 4/15/18,
and Scholastic will send you three (3) classroom books!



MY NAME



ACTIVITY
SHEET 3

MY SUPPORT COMMUNITY

Who is part of your support community?
Think about your family, teachers, and friends.

1. Draw yourself in the circle in the middle of the web.
2. Draw and name other people who support you in the boxes.

color me in :)

