

Community Resources Activity (Elementary & Middle Levels)

Objectives:

- To establish resources and supports for students within their communities and highlight how to access them.

Resources:

- List of scenarios for appropriate age level
- Cards of 'supports' to visibly display on each youth

Procedure:

1. Ask for a volunteer to be the person seeking support.
2. Choose more volunteers to be the "supports", hand a card to each of these students and have them hold/tape/pin it so that it is visible that identifies each support.
 - **Have some blank cards available and ask students if there are any supports missing. It can be helpful to include contact information/instruction on the back of each card so that the group can discuss exactly how to reach the support.**
3. Have students classify the supports as either inner circle or outer circle supports.
 - **Inner circle supports are people who students interact with regularly, they are easily accessible and the student knows them well (peer, parent, trusted adult, coach, family member). Outer circle supports are part of the greater community at large, students may be able to access them on their own or may need a member of their inner circle to assist them (guidance, principal, counsellor, doctor, crisis supports).**
4. Read out different scenarios and ask each student to grab the hand or hands of the supports that they would access in each situation.

- **Please feel free to change the student in the middle seeking support so that all students have a chance to interact.**
5. In some scenarios, students may need to form a chain to reach the required support (parent -> doctor, teacher -> guidance).
 6. For older students it can be beneficial to experiment with scenarios where the first, or even second support that we reach out to does not provide the required help.
 - **In this circumstance, be sure to identify which supports are always available to students such as kids help phone, a designated school staff, Child and Youth Team in your school or emergency services.**
 7. When doing this activity with older students negative and positive supports can be included to expand the discussion around healthy and unhealthy coping mechanisms.

Activity adapted from following references:

Alberta Health Services. (2018). Be Kind to Yourself and Others. *Mental Health Kit*, 63-65. Retrieved from <https://www.albertahealthservices.ca/assets/programs/ps-7344-mhk-elem-manual-low.pdf>

Government of New Brunswick. (2016). *Personal Wellness Grades 3-5*.