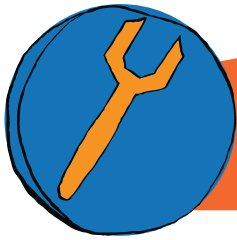


Who ELSE MATTERS?



TOOL 6A: PEOPLE IN OUR LIVES TOOL 6B: PEOPLE IN MY LIFE

Based on Bronfenbrenner's ecological model as used by Reclaiming Youth International

LINKED TO:

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



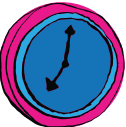
WHY?

- To help identify important others in the lives of families and children
- Identifying resources and supports



WHO WITH?

- Children, parents and families



TIME?

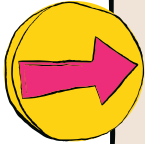
- 5-15 minutes



YOU'LL NEED?

- A copy of the template/s

Who ELSE MATTERS?



WHAT TO DO:

- Explain that these activities attempt to identify some of the support people in the life of the family and the children.

WITH PARENTS

- Ask parents to identify who they receive help from within each of the four domains. Have them write the names of these people/communities and talk about what type of support they have provided and may continue to provide to the family.
- With the family, consider:
 - What might keep the family from staying connected with these supports
 - What might the service do to help them maintain/reconnect with these supports
 - How might these supports be used to meet other challenges in the long run (can they help provide parenting advice, babysitting, information about support, respite, fun time)

WITH CHILDREN

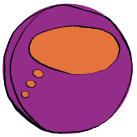
- Ask kids to think about people in their lives who can help them and their families
- Explain that there are different places and different types of people who can help out:
 - Those in their families, including those who live with them and those who don't
 - Their friends, and friends of the family
 - At school: class mates, teachers, counsellors and others
 - In their community: neighbours, workers, other people who care
- Ask kids to brainstorm some of the people in their lives who might provide them with support and get them to put them into one of the four circles (add another if they don't fit)
- Help kids (and ideally parents) to consider:
 - Which helpers kids are connected to
 - Which helpers they might not be getting as much help from as they could
 - Ways to maximise on the support

Who ELSE MATTERS?



SOMETHING DIFFERENT?

- Have families / kids cut write all the people they get support from on small discs and then stick them into the circles. This allows a bit more creativity and for all family members to participate when in groups



TO THINK ABOUT:

- Rather than just mapping these supports, it's important for services and workers to consider how they enable children and families to capitalise on these important resources. Spend some time considering how these important people in the lives of children and families might be best assisted to support them while involved in your service and beyond (can you provide transport so that kids can stay involved with their sports teams, can your service allow sleep overs or babysitting, can you support parents to talk to teachers about how they might best help the kids at school?)



HAZARD ZONES:

- This activity can highlight children's loss and can bring feelings of grief to the fore. Allowing children to feel these emotions is important as is working with parents to maintain and reconnect children to those who helped them in the past. When relationships are maintainable, working with kids to form new relationships (with new friends, supportive adults etc) is also essential.



People in our lives

Who do you receive help from?

What might keep the family from staying connected with these supports?

What might the service do to help them maintain/reconnect with these supports?

How might these supports be used to meet other challenges in the long run?
Babysitting? Parenting advice? Respite? Information about support? Fun time?

People in my life



Family that lives with me?

Family that doesn't live with me?

Friends of the family? Teachers? Counsellors?

Friends? Class mates?

Anyone else?

