

## Learning Objectives

- ✳ To know where to go to for help on a wide range of age-related topics (knowledge.)
- ✳ To give students the resources and tools to be able to access a range of helpful organisations and websites. (skills)
- ✳ To challenge students' attitudes and possible inhibitions about asking for help (attitudes/values.)

Total Time  
**45 mins**  
**+15mins**  
extension  
activities

## Teacher's Notes

### Preparation:

- ✳ Access to IT is necessary for this lesson – preferably one computer to 2 students
- ✳ It can be helpful to do the Introduction and Starter exercise BEFORE computers are switched on, or if using laptops, before they are distributed.

Ground rules: Please read this statement out at the beginning of the lesson: "In this lesson we will be covering some sensitive issues. You may be affected personally by one of the topics that we are discussing today, or you may know someone else who is. Please be respectful and thoughtful of others, and treat the subject responsibly. If you would like to talk to someone after the lesson, you can go to... (please either give the contact person in the school, for example a school counsellor, or an outside number, for example Samaritans)

## Resources

- ✳ Computers with access to internet
- ✳ Photocopies of Worksheet 1 – enough for each student
- ✳ Photocopies of Worksheet 2 – enough for each student
- ✳ DVD Player.

## Introduction: How does it feel, when we are asked to help?

When did someone last ask for your help or advice? Ask every person to write down at least one example in the last week. Help those who are struggling (help at home, for a friend, a teacher, a younger sibling etc). How does it feel to be asked to help? Write these on the board dividing positive emotions from negative ones in two columns.

Point out how mixed the reactions are. Discuss what your emotional reaction depends on (who is asking, when, why and how they ask). Discuss when it feels good to be asked for help and why (when you want to help, when you like the person, it makes you feel respected, it makes you feel useful).

This lesson is about finding sources of support and information for young people and deciding whether you would recommend them or not.

Time  
**5 mins**



## Starter Exercise: Watch the DVD 'Dealing with it' OR Meeting the characters sheet

Give students the character sheets (Worksheet 1). They should read them and pick one character. Give students a couple of minutes in pairs to think about the feelings/attitudes the character may have, and why they may not want to access help. Take brief feedback from the class on the board/OHT. The DVD raises issues of depression, self harm and suicide. It is strongly recommended that you use the DVD only if you are following a scheme of work that includes further lessons on these issues.

Time  
**10-15 mins**



## Core Activity: Web-based Research

Students use the character sheets in conjunction with Worksheet 2 (Rate the Websites) to look up the websites listed and to write down on the sheet what their opinions are of those websites. It would be beneficial if students took these Worksheets home, so that they have a record of the websites listed in case any of them may be personally relevant.

Time  
**15 mins**



## Optional Extension Activities

### 1 Asking for Help (10 mins)

Write on the board the 6 people listed below.

1) teacher 2) young man 3) nurse 4) grandparent 5) toddler 6) child-minder

Tell the students that each of these people is having a big problem with their friendship relationships.

- \* Who do they think is most likely to ask for the help they need?
- \* Why?
- \* Who do you think that they would go to for help?
- \* Why?

We need help throughout our lives, whether we are male or female, young or old etc. Things that help include knowledge and experience, self confidence, and things that inhibit include not communicating, peer pressure, pride etc.

OR

### 2 Design a Resource (20 mins)

In groups of 3 or 4 ask students to design a resource to raise awareness of support agencies for other young people. The resource could be a poster, a web-site, a book or leaflet. Use this 20 minutes to plan the resource and the following lesson to produce it.

- 1) Decide what format the information would take - leaflet, website, poster, game, video?
- 2) Decide what information the resource would be aiming to communicate.
- 3) Think about how would you make sure the information was used by the people it was meant for? Make a distribution plan. Think about places in schools, community, health centres etc.

Note these down in an action plan and report back to the class. Hand in at the end of the lesson.

[This activity could be the basis for a project in which students actually produce and distribute the resource.]

10-20  
mins  
each  
activity



## Reflect and Discuss

- \* On the board take comments on which websites students felt would be most valuable / useful to each character.
- \* For which problems is there the most help available?
- \* How is the best information displayed/organised?
- \* Is there a need for more information on a certain subject?
- \* Would you use these websites to find information if you needed it?
- \* Do you think you could contact the organisations if you wanted to?
- \* What other people or organisations are there around the school or in your community that you could speak to?

5 mins



## Summary

- \* Closing discussion and feedback. Check students understand that there are lots of places to go for help and advice – some general, and some for specific problems. Let them take the Worksheets home if possible so that they have the list of websites for their own use.
- \* Ensure that they know where to go for help either in school or out of school if they want to talk further about any issues raised.

5 mins  
each  
activity



# WORKSHEET

## Worksheet 1: Where Can I Get Help? - Meet the Characters

All these people are having a hard time. In pairs, choose one character and decide what issue(s) they are dealing with and how they are feeling at the moment.



**CHLOE**

Chloe is 14 and finds life at home difficult. Her parents are often aggressive and she has begun to cut herself on her arms as a way of coping.



**MARK**

Mark is 16 and he's stressed and feeling low. At home his father's drinking is causing constant arguments. He smokes a lot and uses harder drugs but he's not too worried about it, he doesn't agree with some of his friends who think he should cut down.



**CASSIE**

Cassie is 15 years old and is worried about the way she looks. She hates her body and has been dieting for over a year. She has lost over a stone in weight, but will not be happy until she has lost another stone.



**DARREN**

Darren is 17 and is about to sit his A levels. He desperately wants to get into university and has set himself a goal of 3 A grades, although his teachers think he is likely to get Bs. He is very worried that he can't find enough time to revise.

# WORKSHEET

## Worksheet 2: Where Can I Get Help? - Rate the Websites

Look up some of the websites listed. Rate which website you think is best for each character.

Website	Ease of use (score out of 10)	Comments (How is it youth friendly or not? What is useful or not?)	Which character would you recommend this site to?
1			
2			
3			
4			

### List of websites

[www.samaritans.org](http://www.samaritans.org) – Emotional health  
[www.need2know.co.uk](http://www.need2know.co.uk) – General health  
[www.childline.org](http://www.childline.org) – ChildLine  
[www.edauk.com](http://www.edauk.com) – Eating Disorders Association  
[www.anred.com](http://www.anred.com) – Anorexia Nervosa and related eating disorders  
[www.drinksense.org](http://www.drinksense.org) – Alcohol  
[www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk) – Alcohol  
[www.rethink.org](http://www.rethink.org) – health / emotional health

[www.youngminds.org](http://www.youngminds.org) – health / emotional health  
[www.selfharmalliance.org](http://www.selfharmalliance.org) – Self harm  
[www.selfharm.org.uk](http://www.selfharm.org.uk) – Self harm  
[www.childrenfirst.nhs.uk](http://www.childrenfirst.nhs.uk) – NHS  
[www.there4me.com](http://www.there4me.com) – NSPCC  
[www.talktofrank.com](http://www.talktofrank.com) – Drugs  
 Local Connexions Website – Health/ careers