

## Learning Objectives

- ✳ To be aware of help that is available, and to know how to access and accept that help when offered. (knowledge).
- ✳ To be able to think through potential outcomes from different courses of behaviour, and to make sensible choices about seeking and accepting help (skills).
- ✳ To challenge the stigma and or anxiety associated with asking for help / accepting help (attitudes/values).

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

## Teacher's Notes

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 the topic 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

- ✳ Sugar paper and pens enough for each group of 3-4 students.
- ✳ Space for writing as well as creating still images.

## Introduction

Start by introducing the lesson as being written by Samaritans, and ask what students already know about Samaritans. Aim to dispel some of the misunderstanding about the work of Samaritans. Explain that Samaritans do lots of work, not just in suicide prevention. The help-lines and e-mail support are open 24/7 for people of any age, with anything that they are worried about or want to discuss. Part of the work of Samaritans is to work in schools, teaching emotional health awareness. This lesson is part of a larger group of lessons aimed mainly at the Citizenship and PSHE areas of the curriculum (students may already be familiar with some of those lessons).

Time  
**5 mins**



Time  
**5 mins**



## Starter Exercise - Watch the cinema adverts

Introduce the DVD as containing three one minute adverts that are part of a national campaign to encourage people to ask for help. The adverts are being shown in cinemas, and students may have already seen them. Watch the 3 adverts on the DVD.

- ✳ Discuss with students what the message of the adverts is. What are they trying to say?

Time  
**10 mins**



## Core Activities - Building healthy communities

Time  
20 mins



### 1. Advert Ideas

With students working in groups of 3-4, give each group a sheet of sugar paper, and some large felt tips or marker pens. Ask them to draw two columns, headed 'silly' and 'serious'.

In the 'Silly' column, students need to jot down some ideas for other videos that could be made with the same message about asking for / accepting help that the cinema adverts show. These ideas should be similar in content and character to those in the adverts – ie they should be made up situations, probably something amusing.

In the 'Serious' column, students should write down some ideas for adverts that would be more hard hitting – adverts that would portray actual real-life situations, for example someone who has a problem with what they eat, or has problems at home.

E.g.

Silly	Serious
1. Man with broken arms trying to reach packet from top shelf in supermarket	1. Girl hiding food in her bag at lunchtime
2. Girl being chased by swarm of bees with pot of honey in her hand	2. Boy sitting in the toilets at school hiding from bullies
3. Guy with crocodile hanging off his foot at the zoo	3. Boy sitting at school thinking about the argument his parents were having that morning

### 2. Still Image

Working in the same groups, ask students to choose one of the ideas that they came up with in the previous exercise.

With that idea they need as a group to create a still image in three parts:

1. The situation
2. A negative outcome as a result of not asking for help
3. A positive outcome as a result of asking for help.

E.g.

#### Situation

Scene with girl hiding food in her bag at lunchtime, others in group are chatting together and don't see her do it

#### Negative Outcome

Scene with girl looking weak and sad, on her own. Others in group looking from a distance whispering and pointing

#### Positive Outcome

Scene with girl and her friends laughing and chatting and eating together

## Optional Extension Activities

### 1. Extension of Still Image Exercise

Ask the groups to choose another scenario from their original ideas on sugar paper.

Ask them to create another still image, but this time to add a narration or to add a thought track (either where the person themselves in character steps forward to say what they are thinking, or another member of the group stands behind them to report the character's thoughts).

OR

### 2. Outcomes Extension Work

Ask students (still in their groups of 3-4) to either write on the other side of their sugar paper sheet, or on another piece of paper. This time they are looking at three columns, the situation, a negative outcome for not asking for help, and a positive outcome for asking for help.

Ask students to choose one 'silly' and two 'serious' situations to develop.

15 mins  
each  
activity



E.g..

Situation	Potential Negative Outcomes (not asking for/accepting help)	Potential Positive Outcomes (asking for/receiving help)
1. Man with broken arms trying to reach packet from top shelf in supermarket	1. Sits there all day, doesn't get his cup of tea. Ends up fed-up and thirsty.	1. Someone happily gets him the milk, and he goes home to make some tea.
2. Boy sitting in the toilets at school hiding from bullies	2. Doesn't want to go to school in the mornings. Gets depressed	2. His friends rally round him, and teachers deal with the bullies. He is happy and relaxed.
3. Boy sitting at school thinking about the argument his parents were having that morning.	3. Doesn't concentrate on school work, and starts failing. Gets irritable with friends who don't want to hang around with him anymore.	3. Finds someone to talk to. Isn't distracted in lessons, finds his friends to be really supportive.

## Reflect and Discuss

Ask students to complete these statements;

- \* They should have asked for help because ...
- \* Because she did not ask for help ...
- \* If I was in any of these situations, I would ask for help because ...
- \* Asking for help can be hard, but ...

**G & T** - Ask students to create their own statements.

**Potential Homework:** Write three diary entries, each half an A4 page long.

1. The first should explain the situation
2. The second should explain why they were frightened to ask for or accept help
3. The third should explain what happened when they did ask for/accept help. How different was it?

## Summary

Closing discussion and feedback. Check students understand that there are places to go for help when they need it. Reassure them that asking for and receiving help is a positive thing. Ensure that they know who to speak to in school if they wish to discuss anything further and / or they have the contact details of other places of support E.g. Samaritans.

Time  
5 mins



Time  
5 mins

