In this lesson we will learn:
- that help that is available
- how to access and accept help when it is offered
- to think through potential outcomes of different choices
- to make the right choices about seeking and accepting help
- to challenge the stigma or anxiety associated with asking for or accepting help
- to consider the benefits or risks of asking for help.

Resources
- large pieces of paper and pens
- Samaritans’ advert clips — restaurant, ladder
- Samaritans information sheet
- video clip: “U can cope”
- (recording and filming equipment – for possible extension)
- websites – nspcc.org.uk; breathingspacescotland.co.uk; childline.org, beatbullying.org, youngminds.org.uk; nshn.co.uk

Activity
1. Watch one or two of the Samaritans clips.
2. Ask the students to think about what message the Samaritans advert is trying to get across?
3. Write down the key messages that students feed back.
4. Include: The risks of asking and not asking for help, the importance of asking for help, different strategies for seeking help and support.
5. Provide resources for students to research information about where and how to access support.
6. In small groups, students create an advert or develop an interview, which could be recorded or filmed to encourage other students their age to seek help if they need it.
7. Allow plenty of time for planning and creating ideas.
8. Possible session two: Share ideas, show / play recordings and give feedback.
Alternative exercise: Ask students to produce a poster promoting help-seeking behaviour which challenges the stigma around asking for help when it is needed. The poster should explain the importance of talking and how it can help. It should list contact details of people who may be able to help.

Reflection
What have we learnt about the benefits and the risks of asking for help?

How are we better able to handle asking for help?

Make sure students know that there are places they can go to for help and how to contact them.

Please send us any good examples of posters or adverts, as we could share them with other schools.

Make sure young people know what support is available and how to access this support.