

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

- ✳ Space for role play and creating still images.

Introduction

If this is used as a stand alone lesson: 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. Briefly discuss with students what the message of the adverts is. What are they trying to say?

If this lesson is to be used as part of a scheme of work: Recap on what the students watched in the adverts the previous lesson. Discuss why the characters in the adverts didn't ask for help. For example, they were embarrassed, frightened of being laughed at, scared that asking for help would perpetuate the situation. Use a 30 second 'pair share' – ask students in pairs to quickly share with each other their thoughts on why the characters didn't ask for help. Feedback to whole class from some students if you have time.

Time
5 mins



Starter Exercise - Face your fears

This exercise is designed to help students to look at what they might be afraid of in asking for help. It will help them to see that their fears and concerns are largely unreasonable, and also to help them experience how it feels to ask for help.

Using the space you have available, ask students to form a circle (they could also do the exercise by milling about randomly in the room). One student starts by walking across to another student and making up a situation that they need help with (e.g. help to fix a puncture on their bike, help to find a room, help to open a can, help to give them change for a £5 note etc). The student asking for help stays in character, and the person being asked has to respond negatively. They should ad-lib by laughing, making fun of them for not being able to do it themselves etc.

The person who had been asked for help then swaps places with the person who was asking for help. That person now goes across to another student and becomes the one who is asking for help. Continue for as long as you have time, or until everyone has had a turn.

Time
10 mins



Core Activities

Recap on the starter exercise by asking a few students how it felt to ask for help.

1. Hot Seat – Advert Characters

In groups of around 4, ask the students to take it in turns to be one of the characters from Samaritans 'Asking for Help' Adverts. Each group should be working at the same time in a different space in the room.

One student will be in the 'Hot Seat' as a character from one of the adverts. The other students will ask them questions about why they chose not to accept the help that was offered. For example:

- ✦ Why didn't you ask for help?
- ✦ What did you think would happen if you did?
- ✦ Do you think that you made the right decision?
- ✦ Would you do it differently if you went back?

2. Hot Seat – 'Real Life' Characters

When the group has Hot Seated 2 characters from the adverts, ask them to then choose two more characters from real life that are afraid to ask for help. e.g. someone being bullied, someone who has family problems at home, someone who has relationship problems with their girlfriend or boyfriend.

Repeat the exercise with the 'real life' characters with the rest of the students in the group asking the same sort of questions as before.

Feedback from the groups some of their thoughts and ideas. How did it feel for them? How easy/difficult was it for them to imagine the real life situations?

Time
20 mins



Optional Extension Activities

1. Play Back Hot Seat Scenarios

Ask a couple of the groups to present their Hot Seat scenarios to the rest of the class.

OR

2. Thought Track Role Play

Ask students to create a short 30 second role play to represent one of the serious situations from the Hot Seat exercise. Ask students to freeze the role play at the end of the scene and to thought-track the characters (students should verbalise their thoughts as if they were the thoughts of the character that they were playing).

Each character should produce two alternative thought-tracks – One negative (hopeless) and the other positive (hopeful).

15 mins
each
activity



Reflect and Discuss

Ask students to complete the tag-line:

- * Don't be afraid to ask for help because ...

Potential Homework: Create an acronym for ASK FOR HELP or ACCEPT HELP.

Time
5 mins



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

