

## 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 creating adverts
- ✳ Paper and pens
- ✳ DVD if not seen before.

## 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 the DVD adverts, and the exercises that the class did in the previous lessons. Review the lessons learned about some of the reasons people don't ask for / accept help when they need it [for example, they were embarrassed, frightened of being laughed at, scared that asking for help would perpetuate the situation].

Time  
**5 mins**



## Starter Exercise - Yes / No?

You will be reading out a series of situations, where someone might need some help. Students must decide if 'Yes' – they would ask for help, or 'No' they would not ask for help. Students can indicate their responses in a variety of ways – choose one depending on time, space and the type of group.

- \* Use a thumbs up/thumbs down
- \* Stand up/sit down
- \* Hold up red cards/blue cards
- \* Stand at one side of the room or the other

### Read out the following statements:

1. You're stuck with your homework.
2. You've run out of toilet paper.
3. You can't find the remote control.
4. You're being bullied.
5. Your parents are always arguing.
6. You've got chewing gum on your clothes at school.
7. You can't find something in the supermarket.
8. You don't understand what the teacher said.
9. You think your friend might have an eating problem.
10. You want a drink but your favourite program is on.

When students have made their decisions, ask them why?

Ask them who they might ask for help?

**For example:** If you didn't understand what the teacher said, would you ask your friend for help first, or the teacher?

Time

10 mins



## Core Activities

Students should work in groups of 3 or 4. The task is for them to create their own advert. The advert should be a real life situation where someone may be in need of help but is reluctant to ask for or accept help that is offered.

Groups should run through the advert twice, each time with a different outcome. The first time the advert outcome will be that the main character refuses help; the second outcome will be that they either refuse or accept help that someone offers.

Time

20 mins



## Optional Extension Activities

### 1. Narrated Assembly Piece

Ask students in small groups to create a short drama piece for an assembly about asking for help. The piece should be narrated.

OR

### 2. Thought Track Adverts from Core Activity

Develop the task that was set as a core activity by adding thought-tracking to the adverts that the students have created. The thought track could either be spoken by the character or by another student on their behalf.

15 mins  
each  
activity



## Reflect and Discuss

If you were to create a new poster for Samaritans with the picture of the Zombies about to grab the girl, what tag-line would you put on it? E.g:

- \* "Don't be a Zombie, ask for help"
- \* "Scream, don't sink"

**Potential Homework:** Create a new Samaritans 'Ask for Help' poster with a tag line.

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