 Support for self and others

Duration: 60 minutes

Purpose of the task

Everyone goes through tough times, and sometimes we can’t always solve our problems by ourselves. During these tough times it’s important that students build their capacity to seek help for themselves and others. It is also important to find and access the appropriate sources of help.

Course outcomes

1.1 Assess personal strengths and skills to achieve positive outcomes in a range of challenging and changing situations.

1.2 Critically evaluate services and resources to identify sources of reliable information and support.

7.2 Demonstrate the capacity to seek help for self and others.

What do we want students to know, understand or be able to do?

* Identify signs which indicate someone needs support.
* Recognise strategies for promoting positive emotional and physical wellbeing.
* Apply skills to access support for self or others.

Required resources and materials for preparation

Student activities are set around:

* small group
* whole group
* individual activities
* offline and online

Equipment required:

* A3 paper (6 pieces)
* Pens/textas
* 3, 2, 1 worksheet
* Access to the internet and laptop/tablet/phone

Suggested content

| Learning context  | Content |
| --- | --- |
| Mental health and wellbeingFocus: Developing self-efficacy and mental fitness | Building resilience* acknowledging controllable factors
* seeking, accessing and accepting help and support
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| Mental health and wellbeingFocus: Support for self and others | Skills and strategies for managing change and challenges* plans and expectations, e.g. being realistic
* stress management
* perspective taking
* influence and persuasion

Connecting and reaching out* networks of online and offline support
* recognising when help is needed
* asking for and accepting help for self and others
* accessing services
* supporting others
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| IndependenceFocus: Building self-concepts and independence | Self-management* managing change and initiating contingency plans
* responsibility for self and actions
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Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of Life Ready can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

Activity 1- Seeking and accepting help for yourself and others

Group discussion: 3, 2, 1 ideas

* Students work in groups of 3.
* Each group completes the 3, 2, 1 Ideas worksheet.
	+ Each student in the group is to think of two ideas of times where friends/family may require support/help. These can be words they associate with tough times, support or specific examples of when someone may require support.
	+ Apply a 1-minute time limit for each student to complete these two ideas. After the time limit passes go to the next student in their group.
	+ Students continue the exercise until all 3 students have completed the worksheet.
* Conduct a whole group discussion to invite each group’s ideas and develop a group definition with a list of examples of times when someone may need support/help.

Graffiti walk: Signs someone may be going through a tough time

* Create six graffiti sheets (e.g. six pieces of butcher’s paper around the room or six online spaces, each with one of the contexts recorded). Record the following contexts on each page:
	+ school
	+ home
	+ work
	+ online (e.g. Social Media/Gaming)
	+ community Activities (e.g. Sport, formal social groups such as youth clubs)
	+ at a party
* Students work in small groups. Allocate two minutes for each group to work with each context graffiti sheet. In two minutes, groups discuss and record as much as they know about the signs and symptoms people may display in these contexts when they are going through a tough time. This should include examples of when they, or someone they know, has displayed these signs.
* Once each group has completed all 6 graffiti sheets, each group decides upon the three most interesting pieces of information recorded on the last sheet they wrote on.
* Groups present their information to the class.

Activity 2- Networks of support and accessing services

Asking a friend if they are okay

* Explore online (or print out) the following fact sheets from ReachOut.com
	+ How to ask a friend if they’re okay: [au.reachout.com/how-to-ask-a-friend-if-theyre- okay](http://au.reachout.com/how-to-ask-a-friend-if-theyre-%20okay)
	+ Where to get professional help: [au.reachout.com/where-to-get-professional-help](http://au.reachout.com/where-to-get-professional-help)
	+ what to do if someone doesn’t want help : [au.reachout.com/what-to-do-when-someone-doesnt-want-help](http://au.reachout.com/what-to-do-when-someone-doesnt-want-help)
* In small groups, students create a summary of each fact sheet and discuss how they could present this summary in an interesting way to friends and peers.
* Students complete the Where to go for help activity from the Overcoming adversity and accepting support activity.

Sharing wall: Looking after yourself

* Students explore online (or teachers print out prior to the session for one copy for each student) the following fact sheet from ReachOut.com: Looking after yourself when caring for others: [au.reachout.com/articles/looking-after-yourself-when-caring-for-someone-else](https://au.reachout.com/articles/looking-after-yourself-when-caring-for-someone-else)
* Students read through the fact sheet and come up with a list of activities/actions they would do or would recommend to a friend to do to look after their:
	+ physical wellbeing
	+ emotional wellbeing
* Students record ideas on post its and place on a board/wall under the two categories (Physical and Emotional).
* Whole group discussion and sharing of ideas

3, 2, 1 Ideas

In your group, take turns recording two ideas of times where friends/family may require support/help. These can be words you associate with tough times, support or specific examples of when someone may require support.

| Student | Idea 1 | Idea 2 |
| --- | --- | --- |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |