

Lesson 4

Getting help

Resources

Flash cards:

Self-harm Support, page 24

Photocopy and cut up one set per group

Quiz sheets from Lesson 1:

Myth Buster, page 7

Activity 4 will involve pupils reviewing the answers they provided in Lesson 1

PowerPoint presentation:

Getting help

Available from the DVD to support content delivery

Leaflets:

Available from the National Self-harm Network, www.nshn.co.uk

Download and print. Consider making this information easily accessible to all pupils, inside and outside of the classroom

PDF:

Digital copy of Lesson 4 teaching notes

Available from the DVD for print and sharing purposes

Teaching point 1:

Pupil learning intentions

(1 minute)

- I know how to support someone who self-harms
- I know how to access professional support for someone who is self-harming

Teaching point 2:

Keep Safe

(1 minute)

Set the ground rules for the discussion to create a safe and open environment.

Suggested script:

The topic of self-harm can be a very sensitive issue for some people. During the lesson you are expected to be supportive and respectful of others.

If the content of the lesson gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice.

In this final lesson we will be looking at organisations that can offer treatment and advice in this area. However, information will be made available after the lesson for you if you feel you wish to talk to someone in private. You will also be able to find this information online and in the library.



Teaching point 3:

Quick recap

(2 minutes)

Before beginning Activity 1, ask pupils what they remember from Lessons 1, 2 and 3?

This exercise will allow you to assess if the learning intentions from the previous lessons have been achieved. Use the following prompts if necessary:

- What is the definition of a stereotype?
- What types of life events can lead to self-harm?
- How and why was Millie self-harming?
- What was Dean's story? Who tried to help him?

Activity 1:

Discussion

(10 minutes)

The aim of Activity 1 is to build awareness of where pupils can get help if they or someone they know is self-harming.

Thinking back to Millie and Dean's stories, ask the class to suggest what they might have done to help them both and to give examples of the different people or services Millie and Dean could have turned to for help.

Write a list on the board or flipchart and save for later as these suggestions will be revisited as part of Activity 3.

If helplines are not discussed, highlight that they can be a useful resource, which will be discussed more fully later.

Teaching notes:

Support strategies

Read prior to commencing Activity 2 with pupils

The purpose of Activity 2 is to make pupils aware of the ways in which they can support someone who is self-harming. To guide pupils through the activity, the reasoning behind why each strategy might be helpful or unhelpful is given below.

Helpful	Unhelpful
Talk to them This is a way to gain trust and they may open up to you.	Tell them to stop it If they could they would already have done so.
Tell a responsible adult Only with the persons consent or prior knowledge; Offer to help them to decide on a suitable person and to go with them.	Tell their friends so you can all help together They have chosen to talk to you not necessarily their other friends. You should not break this trust.
Listen to them Often when someone is using self-harm they feel ashamed, angry or guilty about their behaviour and this can lead to them feeling more isolated and alone. By giving them your time and attention you are letting them know they are not alone.	Talk to their parents about it They have chosen to talk to you not their parents. You should not break this trust. Do however encourage them to consider telling their parents and offer to accompany them.
Find out information for them Such as where to go to locally for support, useful websites and helplines.	Ask to see their injuries Those who self-harm often experience feelings of shame and guilt afterwards, asking to see their injuries will only add to this. You can encourage them to seek medical help if they think their injuries need attention.
Encourage them to get professional help You can offer to go with them. It is important not to take on the burden of helping someone on your own as this could affect your own health and wellbeing.	Tell them to keep their injuries covered up Again this may add to the person's sense of shame about their actions. They may also feel judged by you. If the person is allowing their injuries to be seen it may also mean they are at a stage where they are ready to receive help.

Activity 2: Flash cards (25 minutes)

The purpose of Activity 2 is to make pupils aware of the ways in which they can support someone who is self-harming. Some strategies however are more helpful than others.

Divide the pupils into groups of four or five and give each group a set of flash cards. Allow pupils 10 minutes to discuss in their groups which of the strategies they would regard as 'helpful' and those which they think might be 'unhelpful' to someone who self-harms. They should separate the cards into two piles. This will generate a great amount of debate as some strategies appear similar but there are subtle and important differences between them.

Ask each group to present to the class one strategy they would class as 'helpful' and one strategy that they would not. Ask them to give an explanation for both. Allow 10 minutes for this part of the activity.

Use the remaining 5 minutes to talk about any of the strategies not yet discussed and ensure the reasoning behind each has been fully explained.

Teaching notes:

The irresponsible promotion of self-harm and internet safety

Caution should be taken when using 'self-harm' as an internet search term. Whilst there are many websites providing help and advice related to this topic there are also those which promote self-harm in an irresponsible manner. Use your judgement as to whether or not to warn against these or simply concentrate on raising awareness of the recommended sites and resources.

Make reference to the school's internet safety guidance or CEOP (Child Exploitation and Online Protection Centre) advice.

Activity 3: Accessing professional help (15 minutes)

The purpose of Activity 3 is to introduce pupils to the helplines and websites that can provide support, guidance and information on self-harm and how they can access them.

Recap what has been discussed so far during the lesson—the suggested list of people to turn to for help and the type of support that might be helpful. Explain that the next part of the lesson will focus on how to access professional support.

Start by asking them what helplines and websites they have heard of and what they think they offer?

If not volunteered by the pupils, draw attention to the following:

- Childline
- HOPELineUK
- Samaritans
- Get Connected
- Young Carers Net
- Alateen (part of Al-Anon)
- Mind, specifically its exam stress advice

If you have time it may be worthwhile exploring a few of the websites to show the class what they look like and where to find their helpline numbers.

Not everyone has access to the internet. Remind pupils of where they can find printed information.

Activity 4: Myth Buster quiz revisited (5 minutes)

The purpose of Activity 4 is to see if pupils have developed their understanding of self-harm and whether their attitudes and perceptions have changed as a result. Return the quiz sheets completed by pupils at the beginning of Lesson 1. Ask pupils to review their answers to see if they still agree with them or if there are any they would change as a result of what they have learned. Select a couple of students to feedback to the class the answers they would change and why.

Before dismissing the class remind pupils of the Keep Safe rules.

Flash Cards

Talk to them	Tell them to stop it
Tell a responsible adult	Tell their friends so you can all help together
Listen to them	Talk to their parents about it
Find out information for them	Ask to see their injuries
Encourage them to get professional help	Tell them to keep their injuries covered up