



MILIFE C19

**DISCOVER 5: How Do I Get and Give Help?
Teaching Resources for Secondary Age Students**



MiLife C19 RESOURCE OVERVIEW

MiLife C19 includes ten sessions that are designed to be used in a classroom setting or through home learning platforms. Sessions can last from 30-60 minutes depending on how much of the material is covered and/or whether the 'Do Next' activity happens during the contact time or as homework.

There are six sessions in the **Discover** section which cover an overview of emotional wellbeing issues commonly associated with traumatic experiences or global incidents like COVID19 and how young people can effectively respond to them in order to achieve positive mental health outcomes. Each session is split into five elements:

Outcomes	Way In	New Ideas	Landing It	Do Next
 Setting learning objectives	 Introduction/ice breaker activity	 Communicating new information	 Discussion and reflection	 Practical application tasks

There are additionally four **Explore** sessions included that are more focussed on practical activities that young people could engage in to benefit their mental health and emotional wellbeing.

Explore sessions might be set as homework/home learning activities or completed within education settings but may require additional resources or larger spaces than usually available in a standard classroom. They can work well when deployed in between the third and fourth Discover sessions.

All resources referenced in this leaders guide (videos, presentations, etc.) are downloadable from www.milife.org.uk in the Teachers area. The member of the EFDC team who introduced you to the resources will be able to provide you with any passwords required.



DISCOVER 5: HOW DO I GET AND GIVE HELP?



Outcomes: Reaching In and Reaching Out

After completing this session, students should be able to:

- ⇒ Identify places that they can go for support when they are struggling with their emotional wellbeing
- ⇒ Confidently support friends and family who might be struggling with their emotional wellbeing



Way In: Too Much to Handle

Refer the group back to the first Discover session where they were learning about first aid emergencies. How many examples can they think of relating to injuries or illnesses which might be helped by first aid but also require a professional intervention?

A good example is if we receive a cut caused by broken glass; first aid advice states that even if we believe there is no glass left in the wound after we have triaged it, you should always seek further medical advice in case there is still a shard of glass remaining under the skin that cannot immediately be seen.

Discuss with the group that mental health works in exactly the same way. For the majority of our lives, there are all sorts of things we can do to help ourselves and others stay well and treat minor issues, but there will be occasions that we need to seek out further support.

Discuss or think about:

- ⇒ Are you the sort of person who tries to deal with things by themselves or someone who finds it easy to ask others for help?
- ⇒ Did you know that loneliness is one of main drivers of mental ill health? Does this change your attitude to seeking help from others?



New Ideas: Keeping it In or Letting it Go

Watch the video content **"Getting Help"**

"Getting Help"...

1. *Depicts a young person who is struggling with their mental health but does not feel able to ask anyone for help.*
2. *Encourages students to approach others for assistance when they are struggling.*



Landing It: Helping Hands

Discuss or think about:

- ⇒ Can you identify with any of the feelings expressed in that video?
- ⇒ Where would you have gone for assistance if you were feeling some of the things that were expressed in that video?

“We are going to create a ‘helping hand’ sheet as a reminder of the various places we can go for help and support when we or one of our friends/family are struggling with their emotional wellbeing or mental health.”

After inviting students to draw around their hand on a piece of paper, encourage them to write on the drawing as follows:

- ◇ **On each finger:** write the name of a person they trust that they could talk to if they or a friend is struggling, with at least two of these being adults rather than peers.
- ◇ **On each finger nail:** write the name of a social media/electronic network they could use to connect with the various people they have identified (they can also write ‘talk face to face’ as an option)
- ◇ **On the palm:** The name(s) and process of how they can get support within the school (for example, how to arrange to meet with a pastoral team member or counsellor)
- ◇ **Around their wrist:** In the style of the ‘jelly bands’ that many people wear in support of various charities, write an organisation, website or helpline they could contact for help. See the directory at the end of this pack for examples relevant to your locality.

The helping hand also forms an effective breathing exercise tool. Ask the group to practice the exercise now and encourage them to keep their hand as a tool to use in future when they need help or support.

They should place their finger on the left base of the thumb on their sheet, then trace the outline up to the nail, slowly breathing in as they do. They should then breathe out as they trace their finger down the other side. Completing this four all five digits while reflecting on all of the help and support the people/organisations noted on it represents can be a very effective calming tool if someone is experiencing a mental health challenge.



Do Next: Take My Hand

“As much as we need to receive support ourselves, we also need to ensure that we are named on other people’s ‘hands’ and know how to support them when we are.”

“If we saw a friend with a broken arm, we would not leave them to try and deal with it themselves. We would offer first aid and then take them to a



professional who can give the full treatment required; we need to behave the same way when it comes to the emotional wellbeing and mental health of our friends too.”

Discuss or think about...

⇒ What are some of the ways that friends have tried to help you in the past that have actually done more harm than good?

The most common of these being ‘trying to make someone laugh’ when they seem upset—the friend does not want to deal with the challenging emotion they can see their friend is facing so they try to artificially change it without actually impacting the underlying causes.

⇒ What are the best ways to engage with friends who are struggling with how they are feeling?

Some examples of these might include:

- ◇ *Just sitting and being there*
- ◇ *Listening*
- ◇ *Making ourselves vulnerable/available*
- ◇ *Physical Contact where appropriate... Hugs/‘Manhugs’*
- ◇ *Starting a conversation with “Are you OK?” and not being afraid to follow that up with “but are you really OK?”*
- ◇ *Signposting to trusted adults/agencies who might be able to help*

“During the week ahead, spend some time discussing with a friend or family member the best way you can be there for them and they can be there for you to offer a ‘helping hand’. Be intentional about discovering what works (for instance, some people might say ‘I don’t want you to fix me, I just want you to be there’ while others suggest ‘I really like it when you give me lots of options on how to make things better’).”