

Module 1: Developing the knowledge, attitudes and skills that young people need to effectively ask for help

Lesson Plan 2	This lesson focuses on 'Face Up' CD Rom Storyboard for Danielle.
Resources	'Face Up' CD-ROM, Smartboard and projector Handouts 2.1, 2.2 & 2.3
Aims	Pupils should, develop effective strategies to ask for help in order to resist controlling or abusive behaviour.
Objectives	Discuss the difference between Olivia, who is supported by her friends, and Danielle, who has to respond alone. How does this impact on their ability to ask for help? To identify a support network for Danielle / themselves in the place of Danielle. Create storyboards to describe positive strategies that Danielle might use to get help, so that she doesn't have to respond alone.
Starter 10 mins	As a recap, ask pupils to discuss the difference between Danielle's and Olivia's position with particular emphasis on why Olivia is more able to assert herself. The objective of this exercise is to help pupils to understand the importance of asking for help.
Introduction 15 - 20 mins	Next, split the class into groups and ask them to discuss who Danielle might turn to for help if she was a pupil in your class. Then, using handout 2.1, ask pupils to draw a circle of support for Danielle. It is best if pupils can insert the names of real people in your school, wider community and - where appropriate - family.
Development 20 – 30 mins	In the Storyboards section of the CD ROM, click on Danielle. Then, click on the storyboard button to reveal a storyboard in which Danielle and Luke have an argument and Danielle storms out to get some help. Ask pupils to work in small groups to think about who Danielle has gone to ask for help. Then, get pupils to sketch out a conversation with their chosen person. They should think about the words that Danielle might use, the time and place that she chooses and important things like tone of voice and body language see handouts 2.2 and 2.3.
Assessment	Story boards may be collected in. Assessment should focus on the communication strategies that young people are creating in order to resist peer pressure.

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Teachers Note 2 – Questions for facilitating discussions.

Starter (10 mins)

This discussion should focus on the difference between the situations of Danielle and Olivia. Olivia is responding to controlling behaviour with the support of her friends, whilst Danielle is coping alone.

- What is the difference between Olivia's situation and that of Danielle?
- Do you think Olivia would have stood up for herself if her friends hadn't been there?
- Is Olivia able to be more assertive because she is on the phone, rather than with her boyfriend?
- Do Olivia's friends make a difference?
- Would Danielle behave differently if she had her friends around to help?
- How important is it to ask for help from your friends in this type of situation?
- Are there *other* people who you could ask for help if friends are not available?

Introduction (15 – 20 mins)

In the last lesson, we saw how Olivia was able to act assertively because she had the support of her friends, whilst Danielle was trying to respond to Luke's behaviour by herself. In this lesson, we are going to ask pupils to think about who Danielle could turn to for support if she was a pupil in your class.

In a large group, ask pupils to identify a list of people who might help Danielle.

- Are there staff with specific responsibilities in this area?
- Could she ask her class teacher?
- Are there responsible pupils who might have good ideas?
- What about local youth workers?
- Are there organisations in the local community?
- How about family and friends?

Having come up with a generic list, ask pupils to draw a circle of support using handout 2.1, pupils are more likely to remember things if they are written down.

Development (20 – 30 mins)

Use the storyboard on the CD ROM to set the scene, Danielle has a row with Luke and then storms out to ask for help. Ask pupils to work in pairs to think about who she might turn to for help, then ask them to develop a storyboard about the way that she asks for help. Half of the class might want to portray her using successful strategies whilst the other half portray her using unsuccessful strategies.

- What body language might Danielle use to express her feelings?
- Will she make direct eye contact?
- What about her tone of voice?
- What time and place does she choose to ask for help?
- What words should Danielle use to describe Luke's behaviour?
- What words should she use to describe her feelings?
- Is Danielle successful in getting help?