

Resource:

[How to tell if your friend needs help?](#)



[How to tell if your friend needs help?](#)

»» Video: 2 mins 37 secs

»» Article: 1 min 30 secs read

Learning objectives:

- »» 'I can give examples of how **bullying behaviour** could appear online and how **someone can get support**'
- »» 'I can describe ways people can be **bullied through a range of media** (e.g. image, video, text, chat)'
- »» 'I can identify a range of ways to **report concerns and access support** both in school and at home about online bullying'
- »» 'I can describe the **helpline services which can help people experiencing bullying**, and how to access them (e.g. Childline or The Mix)'

Content summary:

- Ollie Glick (from Children and Young People's Mental Health Coalition) starts with some statistics about young people's mental health – 1 in 8 children at a time will be diagnosed with a mental health disorder
- There are many different factors that will affect mental health and there is no shame in having mental health problems
- A change in behaviour in your friends can come in many different forms, both on and offline
- He explains strategies for helping, including talking, listening and offering support

Glossary:

- **Coalition**: when different groups of people work together towards the same goals
- **Bystander**: someone who happens to be there when something happens but is not taking part
- **Diagnosed**: The process of identifying an illness or disease using tests and examinations by an expert
- **Mental health disorder**: a condition or illness that affects your thinking, feeling, mood, and behaviour
- **Crisis**: a difficult or dangerous situation which needs immediate attention and support
- **Champion**: someone who supports, defends or fights for a cause, belief or principle

Topic introductions and starters	<p>Before the video:</p> <ul style="list-style-type: none"> • NB – Be aware some of the material in the video and subsequent discussion may be difficult for some children due to personal or family experience and caution is advised – check for possible triggering or other issues. Take care to avoid any discussion of personal issues or experiences without careful consideration and advice • Ask pupils to write down their current understanding of the key phrases and words from the glossary - either independently or in pairs with discussion <p>After the video:</p> <ul style="list-style-type: none"> • Check new understanding of the key vocabulary and correct any misconceptions. • Rewatch the video together in small groups and make notes – use video section headings to structure the note taking
----------------------------------	---

<p>Discussion Points</p>	<ul style="list-style-type: none"> • Why do people feel ashamed of mental health problems? People won't understand...They will judge you...My friends will think differently about me and drop me... • Why is mental health different from physical health? Is it harder to talk about because it's harder to see? Is it because there's no obvious cure for a mental health problem?' • Is it OK to talk to an adult about a friend without their permission? It's their business, not yours... they might find out it was me who told someone and be angry...if you are worried about someone's safety you should always talk to an adult... <p>Role Play In pairs, role play conversations between friends one of whom is feeling unhappy and is not sure who to turn to and the other is trying to support them – focus on listening to how they are feeling, being positive and asking and an adult</p>
<p>Fillers and fast finisher activities</p>	<ul style="list-style-type: none"> • Make a list of some of the signs you might notice that mean your friend might need some support • Create some advice cards to hand out to young people – with just one piece of advice or a single suggestion – with illustrations – either with pencil and paper or using digital publication tools • Make a crossword using the words from the glossary and other relevant words for classmates to try • Write some examples of text messages that you might send to a friend who is feeling unhappy
<p>Signposting potential homework activities</p>	<ul style="list-style-type: none"> • Watch the video with friends and family and discuss the content – have they ever experienced a similar situation or searched for their own symptoms online? – see notes about possible triggers above • Create a brochure or leaflet with advice on getting help for young people who are feeling low or worried about their own mental health – focus on strategies for getting expert help and support rather than giving their own advice

Test your knowledge with an Own It Quiz

<https://www.bbc.com/ownit/take-control/how-to-tell-if-your-friend-needs-help-quiz>

Project Evolve has further resources to help cover these learning objectives.

Please note that registration is required to access these materials.

- ['I can give examples of how bullying behaviour could appear online and how someone can get sup-](#)
- ['I can describe ways people can be bullied through a range of media \(e.g. image, video, text, chat\)'](#)
- ['I can identify a range of ways to report concerns and access support both in school and at home about online bullying'](#)
- ['I can describe the helpline services which can help people experiencing bullying, and how to access them \(e.g. Childline or The Mix\)'](#)