

WHICH SIDE OF THE TRACKS

Workshop 3: Always Look for the Helpers

Workshop Plan

Learning Objectives:

- To explore the range of people who could have helped Lauren.
- To identify the barriers to asking for help, and the ways to overcome the barriers.

Duration:
20 minutes

Focus Vocabulary:

expectation, reality, danger, promise, groomed, responsibility, risk

Resources:

Activity sheet 1 – questions for placing people.
Post it notes
Whiteboard or flipchart paper

Timing	Focus	Task	Presenter/Teacher Notes and Guidance
5 minutes	<i>Who could have helped Lauren?</i>	<p>Ask the students to list the people who could have helped her (people we saw).</p> <p>Ask the students to use inference skills to predict who also may have been able to help Lauren (people we didn't see.)</p>	<p>Write every person up on a whiteboard or large sheet of paper everyone can see.</p> <p>If needs be, use prompts to get them thinking of as many people as possible:</p> <ul style="list-style-type: none"> • Rail staff • Police and British Transport Police • Adult members of the public • Teachers, teaching assistants and support staff • Friends • Parents • Grandparents / other family members / siblings • Parents of friends • Fearless (Crimestoppers) • Trusted adult, like a doctor

10 minutes	What were the barriers to Lauren asking for help?	<p>In small groups, students write each person who could have helped Lauren onto post-it-notes, and order them under the following headings (activity sheet 1):</p> <p>Who would have been most effective? Who might Lauren have perceived as being hardest to speak to? Who might Lauren have perceived as being easiest to talk to? Who might Lauren have perceived as being the least helpful?</p> <p>For each re-order, pause and ask students to identify the barriers that could have been in play for her approaching the different people and add these to the barrier sheet (page 2).</p> <p>Ask students to think about each barrier and decide if it was “real” or if it was “perceived”.</p>	<p>A barrier is something that prevents us from being able to get somewhere/do something/access something.</p> <p>Real barriers are things that actually exist. For example, if you don’t have a phone, you can’t make a phone-call. If a teacher is off sick, you can’t visit them in their office.</p> <p>Perceived barriers are things that we think exist – like feeling embarrassed to talk to someone in case they laugh at you, or thinking someone will react in a certain way. Most of the barriers that will have stopped Lauren from asking for help will have been perceived barriers.</p> <p>Important to point out that it wasn’t Lauren’s fault for not asking for help – the whole idea of the video is that people should feel able to step in and help whether asked to or not.</p>
5 Minutes	How does talking reduce isolation and vulnerability?	<p>On a large sheet at the front, or in the middle of a whiteboard, have Lauren on her own in the centre; this represents how she was feeling.</p> <p>On an identical sheet, ask students to add the people in Lauren’s life around her.</p> <p>Then ask them to add the people in their lives around them, and therefore also around Lauren.</p>	<p>The idea is to show how many people’s experience Lauren could have benefited from by talking to 1 or 2 of her trusted individuals.</p> <p>It is important to make it very clear that each person Lauren goes and talks to would not then go off and tell everyone, but rather that they benefit from the experience of other’s around them and may have more experience to add to help Lauren.</p>
Final Question:		What factors had made Lauren vulnerable in the first place?	