

# Getting help and support

## LEARNING OUTCOMES

- To understand that there are services that provide help and support for people living independently
- To know who to ask for help and how to contact them
- To compile a list of helpful numbers



## RESOURCES

- Local telephone directories, including advertising directory; enlarged copies of pages (Activities 2 and 3 Support)
- Prepared examples of named local GP and dental practices to look up (Activity 2)
- Copies of Resources 1 and 2

- Cards prepared from Resource 1 (photocopy and enlarge the bottom half of Resource 1 first) (Activity 1 Support)
- Explanations on cards (Activity 1 ESOL)

## RELATED THEMES

Managing in the community (pages 244–251)

### HEALTH SKILLS

People who suddenly find themselves living independently need to know where and how they can get advice, help or support. This is especially important if they have particular needs such as mental health problems. This theme follows on from the previous theme and encourages learners to use information systems to find relevant numbers and addresses.

#### Related health information

Citizens Advice Bureau web page:  
[www.adviceguide.org.uk/](http://www.adviceguide.org.uk/)

### SKILLS FOR LIFE

In order to feel confident about living independently it helps to be able to use the phone to call an appropriate person for help, advice and support, sometimes at a moment's notice. This may be someone who can help in the event of a leaking tap or someone who can offer support for a serious bout of depression. Learners need to feel confident about discussing the issues, whatever they are, after first deciding who to call and finding their number.

#### Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- listen and respond to questions (L<sup>SL</sup>Ir/E3.6)
- make relevant contributions to a discussion (L<sup>SL</sup>d/E3.2)
- understand how to find information from different sources (L<sup>Rt</sup>/E3.5)
- scan text to locate information (L<sup>Rt</sup>/E3.7)
- understand and use the format and structure of text (L<sup>Wt</sup>/L1.5).

Using the worries learners raised in the previous theme ('Managing in the community'), or starting with a discussion about what makes them anxious, ask learners to think about the type of people they would go to for help or support. This can be anyone from friends to professionals. Add their responses to the list.

*Who do you talk to if you need help or support?*

### ACTIVITY 1

#### Introduce different types of support systems

- Read out and discuss the young man's concerns on Resource 1.
- Make sure learners understand terms such as 'lease', 'rent' and 'benefits'. Ask learners to think about who he might talk to for help. They can use the examples at the bottom of the page for guidance.
- Find out which places or services on the page learners know about or have experience of. Encourage them to explain what type of advice these services provide. Explain anything they don't know about.
- In pairs, ask learners to go through the people / services listed at the bottom of the page, telling each other whether they have a record of any telephone numbers or know where they are in their area. (This can include knowing that the office is in the High Street, etc.) You may prefer to make these into cards for learners to work through.

*What sort of information would you get from a Job Centre?*

*Where is your local Citizens Advice Bureau?*

#### Support

Provide learners with cards of the items listed on Resource 1 so that they keep track of which ones they already have a record of. Those that they don't have a record of could be put to one side.

#### ESOL

Provide simple explanations of the different services (e.g. Social Services; Citizens Advice Bureau) and people (e.g. support worker) in the list on cards or sticky notes for learners to discuss in pairs and match with the words in the list.

### ACTIVITY 2

#### Practise finding information from a telephone directory

Show learners a local telephone directory and explain how it is organised. Do a step-by-step demonstration of how to find the telephone number and address of a local GP practice. Give learners named GP and dental practices to find.

#### Support

- Learners may need help with alphabetical order. Provide an alphabet card if necessary.
- Some learners will benefit from using a straight edge to track across the rows.
- Give learners an enlarged copy of a page from the telephone directory.
- Make sure learners work through each step slowly. Repeat the process several times until learners are confident.

#### ESOL

Check that learners are clear about the layout and use of alphabetical order, and that the surname comes before the initials.

#### TIP

Remind learners that it may be quicker to start at the middle or back of the directory, depending on the position of the letter in the alphabet (e.g. a name beginning with R).

### ACTIVITY 3

#### Practise using an advertising directory

- Show learners a local advertising directory. Use a page to discuss how it is organised.
- As a whole group, do a step-by-step practice of using the telephone directory or advertising directory to find the telephone numbers and addresses of the local offices listed on Resource 2. Ask learners to fill in the information on the sheet.

#### Support

- Remind learners about alphabetical order and using a straight edge to track across the rows, especially as there are large adverts on the pages too.
- Work through each step slowly and repeat the process several times, especially where the directory directs you to another place (such as for Job Centre).
- Some learners may find the amount of text on a page off-putting. Encourage them to cover up the boxed adverts and focus on the listed information. Remind them to look for their town or area.
- Check that learners copy numbers down correctly. If appropriate, copy and enlarge the information so that it is easier to read.
- Ask learners direct questions to check their understanding of the layout and use of the information, including dialling codes.

#### ESOL

- Check learners are aware that telephone numbers are written as an area / city code followed by the phone number (e.g. 01465 873006).
- Demonstrate how numbers are typically grouped in threes, fours or fives when said aloud (e.g. oh-one-four-six-five eight-seven-three double-oh-six).
- Encourage learners to practise saying the telephone numbers and addresses they have recorded, concentrating on saying them slowly and clearly so others will understand.

*What type of information is contained in an advertising directory?*

*How is the directory organised?*

### ACTIVITY 4

#### Discuss further support systems

- Discuss other useful services that learners might need now or in the future depending on their individual needs. Note ideas on the board / flipchart.
- Referring back to the list of services, discuss with learners whether they would use the local advertising directory or telephone directory to find the telephone numbers quickly. If possible, get them to practise this.

#### Support

- Learners may require more direct explanation about the difference between the types of directories and how to navigate them.

#### ESOL

- To provide more practice in finding useful phone numbers and addresses, prepare extra copies of Resource 2. In pairs, ask learners to note the names of six services / places (e.g. local hospital or specifically named person) on the sheet.

*Where would you look for the telephone number for your local health centre?*

*Where would you look for the number of your landlord if you knew his name?*

■ Give learners plenty of practice in looking up numbers for different places, such as hospitals, and specifically named people (taken at random from the directory or known people chosen by learners).

■ Ask them to look up the phone numbers and addresses (three each), adding the information to the sheet. They can then share the information by asking and answering questions and noting it down to complete the sheet.

## Action

- Ask learners to continue the list on Resource 2 by finding out other useful contact names, telephone numbers and addresses. They can use the ideas on Resource 1, those listed on the board / flipchart, and / or any other services relevant to them (e.g. local Alcoholics Anonymous group, transport services such as bus or train information, local library, college, drop-in centre, and so on). Learners who have mobile phones or a memory facility on their home phone could save important and frequently used numbers in the memory.
- This task can be continued over the period of the course. Encourage learners to share information and to update and amend as necessary.

*Which telephone numbers and helplines would be useful to have?*

# Getting help and support

## RESOURCE 1



Who can advise me about paying the rent?

I don't understand the lease for my flat. Who can help me?

Who should I talk to about the leaking tap?

Who can tell me whether I'm entitled to any benefits?

Who can I talk to if I get depressed again?

Where can I get advice about looking for a job?

Citizens Advice Bureau

Medical or health centre

Support worker

Job Centre

Social Services

Local tax office

Landlord

Counselling and advice services

Relative, friend or guide

Do you know:

- the telephone numbers
- where to find them?

