

# Lesson six: Asking for help



## Lesson aim:

Pupils can identify the people who look after them and how to attract their attention if needed.



## Learning outcomes:

- I know the people that can help look after me
- I have identified people I can ask for help
- I can ask for help if I need to



## Resources required:

- Resource sheet: People who can help me
- Resource sheet: Phone template

## Key words: problem, help

### Teacher notes:

Be mindful that some pupils may have disclosures that they will feel confident to share as a result of this lesson. Ensure from the outset of the lesson that pupils fully understand that the lesson is not the appropriate time to disclose anything. It may be helpful to agree what a pupil can do if they do want to talk to someone during the lesson. This could include going to see another member of staff that has a private office or putting something into a 'worry box' in the classroom. It will be helpful to advise other staff in the school that this lesson will be occurring so they are aware that disclosures may be made. Additionally, ensure that you are fully confident with the school safeguarding policy and referral process.

Pupils may benefit from the opportunity to be introduced to another professional, such as a police officer. This will provide an opportunity to learn more about how they can help, and develop confidence in contacting them if needed.

## Begin the lesson by...

Explaining that we will be learning about how to ask for help from a range of different people. Reassure pupils that everyone experiences problems sometimes. To manage some problems we may need to ask for help. Some problems feel like big problems, and some problems feel like small problems. Whatever the type of problem it is OK to ask for help to deal with it, especially if the problem is causing us to be in pain, upset or scared. Advise pupils of what to do if they want to talk to someone during the lesson about a problem they are having. Ensure pupils understand the classroom is not always the appropriate place to share a problem, depending on what it is.

### **Activity one:** Problems, problems, problems

Ask pupils to sit in a circle and take it in turns to stand up and suggest a problem that someone might have.

**Suggested answers:** *Feeling unwell, toileting accident, bullying, breaking something, people in their family shouting at each other lots, someone touching them when they don't want them to (this could be another child or an adult), feeling anxious online; someone stealing something from them, fire, getting lost etc.*

### **Activity two:** Help is never far away

Introduce the 'people who can help me' pictures one at a time. Ask pupils to suggest who these people are. Make any necessary corrections to the suggestions.

Display the 'people who can help me' pictures around the classroom walls. Ensure there is enough space for pupils to move around freely. Individually read the problems listed in the suggested answers, together with additional problems suggested by pupils from Activity one. After each problem, ask pupils to stand near the 'people who can help me' person they think would be able to help them. Encourage pupils to stand where they feel is appropriate and not to follow their friends or what most of the class does, as there may be more than one person who could help with each problem. Discuss pupils' positions with them as appropriate after each problem.



## Activity three: Asking for help

Put the 'people who can help me' pictures onto a chair, one at a time. Ask pupils to take it in turns to come and stand behind the chair and suggest a way of asking that person for help.

Line up the police, fire, medical staff and coastguard. Tell pupils that there is one way of getting hold of all of these in an emergency. Explain that anyone, including them can telephone 999 if they need to, and that someone will answer their telephone call very quickly. They would be asked to try to explain where they are, what the problem is and who is involved. Reassure pupils that if they are unable to answer the questions it doesn't matter. It is important to call for help, and this will arrive.



### Extension:

Give each pupil a phone template. Tell the class to work in pairs to rehearse dialling 999. One pupil plays the role of operator, while the remaining pupil practices explaining a problem of their choice. Encourage the 'operator' to ask the following questions:

- Where are you? Can you describe what you can see if you are not sure where you are?
- What has happened? Who is involved?
- Is anyone hurt? Are you safe?

Ask some pairs to share their examples with the rest of the class, discussing the strengths to reinforce effective responses.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest someone that might be able to help them if they have a problem. Reassure pupils it is normal to experience problems, everyone does, and it is important that they ask for help if they need it. Remind pupils that every adult in the school is happy to help them with a problem, no matter what it is. What matters is that they talk to someone about their problems. Signpost pupils to who they can talk to if they have any worries or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils correctly suggested a range of problems that may require help.

**Activity two:** Pupils identified people they could ask for help with a range of problems, including the emergency services.

**Activity three:** Pupils demonstrated appropriate ways of attracting the attention of someone they needed to ask for help and shared effective ways of asking for help with the whole class.

**Evidence of assessment:** Recording of extension activity, if completed.















