



Title: People who help me and look after me - people who are special to me
Level: First
Code: 1.7.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 1-45a	<ul style="list-style-type: none"> • Identify the meaning of “care” • Identify people who care for them, exploring both physical and emotional care.

About this activity

This lesson focusses on the concept of caring and how we care for and look out for each other. The children will focus on what *care* means to them. They will also identify the people who care for them. The children will be able to identify different ways people care for them and how they may care for others. While many children will identify family members, especially parents, as helpers/care givers some children may not want to talk about home and/or will choose others, the activity is about recognising many different people who help and so encourage examples of all kinds. Further, some children will benefit from very concrete examples of what we mean by help or care or being looked after, if these can be personalised this will help, as an example: “So yes our janitor is really helpful isn’t he? John, do you remember when Mr Williams picked you up after you fell and he took you to the office to get a plaster? It was nice of him to care about you and to help.”

Resources to support this activity

- Slides
- Paper and pens/pencils for making cards and envelopes

Activity

1. RSHP learning is enhanced if children can sit together, as in circle time. If possible start the activity in this way. Begin with an introduction that explains to the children that they will be doing a some learning activities where they will be thinking about people who care for them and how we care for others.
2. **People who help and care for others:** Show slides/visuals of different types of people who care. Ask the children to identify what the person is doing (e.g. holding a baby to stop it crying) and ask the children to identify how the person in the picture is helping or caring for others in the picture.

3. **What help or care do these people need?** Look at the next set of images with the children. For each one ask, what does this person/animal need someone to do for them? How could we help or care for them?
4. **Making pictures.** Explain that the children have been looking at different pictures of people caring and helping or needing care or help. Ask the children to work with a partner, ask them to create a picture – a freeze frame, as if someone had taken a photo – of one person caring for another person or animal or thing – they will come up in front of the class/group and show their image. As they do and children guess/say what they think the image represents, also ask: *How does the person in the picture feel about caring for...*
5. Ask the children to talk with their partner again and think of ways that someone in their family cares for them, and ways in which they care for others at home. If necessary, give an example like who prepares your tea/dinner in the evening? Who picks you up from school? After a short conversation in pairs ask some of the children to share if they would like to.
6. **People who help and care for us, saying ‘thank-you’.** Before the children go back to their tables for the final activity, ask them to think of one person that cares for them in some way. A child may not want to talk about home and so suggest it could be someone at home, or a family member, it could be someone at school, or at a club they go to. Use the earlier sides if that will help inspire some ideas. The task is to make a card for this person to say thank-you for the care and help they give. Ask the children, what kind of thing could you say on your card – it could be a simple ‘thank you’ or a longer message. Ask them to consider what images could they draw: Something they like? Or the person likes? Or a picture of them simply saying ‘thank-you’?
7. Check everyone has someone in mind, and if they don’t then tell them that you will catch up with them at their table. Back at their tables make sure everyone has someone to think of and is understanding the task. Provide the children with envelopes so that they can write the name of the person on it. (Note: most cards will be able to be taken away and handed to the recipient. If a child thinks of someone out with their daily contact, hold on to it and find out together how to send it to them).
8. Ask some children to share who the card is for and what the person does to care for them. End by acknowledging all the helpful people and helpful and caring things that the children have identified.

Connecting with home

The text below could be used to communicate with home about this group of learning activities.

In three sessions the children will be talking and learning about the idea of helping and caring for others. They will thinking about how we care for and help each other at home, at school and in the community. They will identify the people who care for them, this could be a family member or a professional person, and they will make a ‘thank-you’ card to a person of their choice. The children will be thinking about who they go to if they have a question or a worry. You might know the book **The Huge Bag of Worries** by Virginia Ironside, we will use the book to help with our learning. In the book the character learns that it is a good idea to share a worry with an adult that you trust. In the final session the children will talk more about ‘helping professionals’. You can also help by helping your child recognise who they can ask for help if they ever need it – for example, a Police Officer or a shopkeeper.

Further learning activities are available that connect to this RSHP curriculum content

1.7.2 People who help me and look after me: When I have a question or a worry

1.7.3 People who help me and look after me: Professional people

Practitioner Notes

