



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

Level: First

Code: 1.7.3

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 different professionals who help me and how their role helps me in my everyday life.

About this activity

This lesson focusses on professionals who help, identifying who they are and what they look like. It is important that children can identify the people who can help in case of an emergency (through their uniform) as well as identify people who help them on a more regular basis.

Resources to support this activity

- Action cards
- Visuals of people who help us

Activity

1. Recap on the previous activities where children talked about people who help and care for them. Explain to the children that today they will be exploring the different types of people who help us and how they help us – and they do this because it is their job to help and take care of others.
2. **Who helps me? Guessing Game** The first activity is a guessing game. Ask the children to sit in a circle and explain that you will ask one child to pretend to do something where they need help. The rest of the pupils have to guess what is wrong and then suggest what kind of person might help them. Use the cards provided. As the children suggest who might help, ask why them? (Children will also suggest family members, this is okay and can be acknowledged).
3. **Identifying different roles of professionals:** Show the visual on the PowerPoint different types of professionals. Start with the school staff:
 - Show each school professional and ask the children what role each person plays, and how they might keep them safe/well/help them. *If possible take pictures of your own school staff rather than the generic ones provided.* Ask the children – what does (name) our janitor do to help us?

- Repeat the process with the visuals of people out with the school. Explore what the children know about what each professional person does. Ask: Do these people help them every day or only in an emergency? Have any of the children ever been helped or asked for help?
4. **Puppets:** Make some helping professionals toilet paper tube puppets. Children can then share in short presentations throughout the week, saying why they chose this job and what the person/job is when it comes to helping others. Here is an example of how the puppets might look: <http://www.makinglearningfun.com/themepages/FiremanToiletpaperTubePuppet.htm> The children can make any person they want from their list of helping professionals. A simple template can look like this: <http://www.makinglearningfun.com/t.asp?b=m&t=http://www.makinglearningfun.com/Activities/fire/FireTPTubepuppets/Fireman-TPtubePuppet-Girl.gif>
5. End the lesson by asking the children to look out for the people who help us day-to-day and in an emergency. Remind them its always good to say thank-you when someone helps.

Additional ideas

- Ask professionals to visit the classroom and explain their helping role. The children could collate questions for the visitor and interview them. This could be someone within or out with the school.
- The puppets could be used to play act little scenarios.
- Visits to fire stations, police stations etc
- Add uniforms into the class play area.
- Watch the video which has a song about the emergency services (for younger children) https://www.youtube.com/watch?v=l_3sYFHxJqU
- Explore inside the ambulance van interactively with Ambulance Wales: http://www.ambulance.wales.nhs.uk/assets/360Tours/NHS_AMB TOURS/View%201/view1_1_fullscreen.html

Connecting with home

Some text is suggested in activity 1.7.1

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

1.7.1 People who help me and look after me: People who are special to me

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

Practitioner Notes