



Title: People who help me and look after me
Part 1: People who are important to me.

Level: FIRST

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. |

The learning intentions and success criteria are met with delivery of all parts of this topic.

Learning intentions

- Children know that there are adults in their lives who care for them and look after them; this includes professional people.
- Children understand that who these adults are can be different for children.
- Children understand that care can be physical and emotional.

Success criteria

- I can identify the adults in my life who help, care for me and look after me.
- I can talk about how adults help, care and look after me.
- I can name who I can go to with a question or a worry or if I need help.

Resources to support this activity.

- PowerPoint slides
- Card and pens/pencils for making ‘thank -you’ cards and envelopes.

Activity

1. RSHP learning is enhanced if children can sit together. If possible, start the activity in this way. Begin with an introduction that explains to the children that they will be doing some activities where they will be thinking about people who care for them and how we care for others. *As the activity progresses make distinctions between physical and emotional aspects of care and helping others.*
2. **Helping and caring for others:** Show the slides/visuals of different types of care being given. Ask the children to identify how what the person is doing is helping or caring for others in the picture.
3. **What help or care do these people or animals 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 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.... What will it mean to the person (animal) that they are being helped or cared for?*
5. **People who help and care for us.** 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. **Saying 'thank-you'.** Before the children go back to their tables for the final activity, ask them to think of one person that helps or 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 slides 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'?

Note: 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."

7. Check everyone has someone in mind, 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).

- To end**, ask children if they would like to (volunteers only) share who their 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. Use the final slide to share a consistent RSHP learning message – this time the ‘we are all unique’ message can be used to acknowledge that we all need help and care, sometimes for different things, and also at different times.

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 be 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.

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

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

Practitioner Notes