



**Title: People who help me and look after me
Part 2: When I have a question or a worry**

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
- ***The Huge Bag of Worries*** by Virginia Ironside. The book can be bought as a larger ‘board’ book or as a Kindle book.

NOTE: In this activity the children consider who they might go to if they have a question or a worry or they are anxious. Learning at this level introduces the idea of talking about feelings and concerns and starts to build a consistent message across RSHP learning about *help-seeking behaviours*. For most children there will be a key adult or indeed several people in their family who they can go to for help or support, for some children your role as teacher/educator and helping professional will be key. Of course, some children may feel they have no one to talk to, if this is something you hear or sense you can follow this up with the child.

Activity

1. Start by remembering the activity where children talked about what help or care people might need, and who helps and cares for them. If helpful, use a few of the slides and recap. Remember who the children made their thank-you cards for. Explain that in this session the children will be thinking more about who can help and support them if they have a question or a worry.
2. Start with a question (questions posed on the accompany slides): **So, if you have a question you want to ask about something important, who do you go to?** Throughout the session children might first explore with a shoulder-partner then in the full group, if this approach works for your children. As children share ideas, ask them *why this person*, finding out what makes them the kind of person to go to, for example, they are a good listener, they are smart and know stuff, they are fun, they helped before, they are available...
3. Explain that as well as having a question that a grown-up can help with, a child might also have a worry that they want to talk about. Explore these questions: **What kind of things can children worry about?** Acknowledge that these worries can indeed be very worrying.
4. And then: **Sometimes when a child has a worry they find it difficult to tell someone, why do you think that is?** Accept all views rather than 'correct' any responses.
5. Tell the children that today you will all be thinking about what a child can do if they have a big question or a worry, and maybe they are not sure what to do about it. Introduce the book ***The Huge Bag of Worries***, explain that its about a girl called Jenny who had such a big worry she just didn't know what to do. Some children may know the book – they rarely get tired of hearing it again! Read the story together.
6. Take any immediate reactions from the children, explore Jenny's feelings and what her Gran helped her to do. Talk about how Jenny was feeling after her Gran helped her deal with her worries. Use the slide that acknowledges some key points - *Jenny had a lot of things she was worried about, didn't she? But she felt better after talking to her Gran. It's always good to talk to someone if you have a worry. This could be someone in your family. Or you can talk to me or another adult in school.*
7. **Who can I talk to?** This introduces the idea of helping children identify 5 adults they can go to with a question or a worry. Use the slide and ask the children to sit for a moment and use their fingers to think of 5 grown-ups they could talk to if they ever have a question or a worry. If any children would like to share that would be good. As teacher/facilitator, take time to check over the next few days who individual children thought about as their 5 adults.
8. The children might want to read the book again, or perhaps do this later in the day/next day.

Connecting with home

Some text is suggested in activity 1.

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

- People who help me and look after me: People who are important to me
- People who help me and look after me: Professional people

Practitioner Notes

