



## Title: People who help me and look after me Part 3: Professional people

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"><li>Identify the different professionals who help me and how their role helps me in my everyday life.</li></ul>

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.

- 'Acting' cards.
- PowerPoint slides/Visuals of people who help us.

*Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

## 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 when...? 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 (acting without words) 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). The situation cards read: *I am crossing the road/I have fallen over in the playground/I feel stuck with a maths problem/I am lost/I see a pot has gone on fire in the kitchen/I have a really sore tummy.*
3. **Professionals who help in school/Identifying different roles of professionals:** Show the visuals on the PowerPoint of different types of professionals from the school setting. Show each school professional and ask the children what role each person plays, and how they might keep children safe/well/help them. *If possible take pictures of your own school staff rather than the generic ones provided.* Ask the children, for example, what does (name) our janitor do to help us?
4. **Professionals out with school:** Repeat the process with the visuals of people outwith 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?
5. **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>
6. 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 and interview them. This could be someone within or outwith the school. Police officer? Janitor? Or visits to fire stations, police stations etc
- The puppets could be used to play act little scenarios.
- Add uniforms into the class play area.
- 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](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.

**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: When I have a question or a worry.

**Practitioner Notes**

