

Getting help and support

Key stage 2

Learning Intention:

- To identify their support network and how, when and where to find support when the people in their network cannot help.

Learning Outcome:

- Identify people in a personal support network and describe why these people are special.
- Understand and demonstrate how to ask for help and support.
- Understand and identify appropriate people to ask for help in particular situations.
- Identify some sources of support outside their immediate network, including for problems that occur online.
- Know how to call for help from the emergency services.
- Identify possible risks that may arise when we seek support and how we can manage these.

Resources:

- Sample Agony Aunt/Uncle letters (unless children write them.)
- List of local and national help services for children.
- Paper, pens, crayons.
- Dead mobile or toy phones.

Teacher Introduction:

Start by saying: As we get older, we experience lots of change and lots of different feelings. This can mean we need to ask for help sometimes so it's important that we know where we can go and who we can talk to

if we have a problem. This lesson will help us to think about the people that we know who can help us, and also how to get help from people whom we don't know.

Activity 1:

Discuss that sometimes everybody, adults and children alike, finds themselves with a problem that they cannot solve themselves and need help. Give a personal example of this – for instance “I locked myself out of my house so I had to ask my neighbour for help. She helped by calling a locksmith for me. The locksmith helped me by getting the door open.”

Ask the children to suggest situations in which children and young people may need help from an adult. Scribe a list of their responses on the board. Encourage a wide range of answers, from all

aspects of the children's lives, but remind the children that they should only discuss things that they feel safe talking about in the classroom setting. If they are worried about things they can't raise in public, remind them they can talk to you or the school safeguarding lead outside the lesson.

Suggested prompts could be:

- I am worried because my friend has begun to smoke and wants me to start too.
- I am worried because my big brother is drinking a lot of alcohol.
- I am getting lots of horrible comments from strangers on my Instagram stories.

Also useful for: UE, OR, BS

Activity 2:

Draw two columns on the flipchart or whiteboard, heading one "People I know" and the other "People I don't know."

Using the list of scenarios from activity 1, ask the children to call out names or titles of different people they could ask for help with the problem. Decide whether these are people we know or don't know.

Discuss those cases where it may be unclear - for instance, we might know that a police officer can help us but we don't know him or her personally.

Ensure that national organisations such as CEOP, the NSPCC and ChildLine are included.

Add a third column to the chart, headed "Why?" Discuss with the children why they would turn to the adults or organisations identified and scribe their responses.

Split the children into groups. Using the chart as a prompt, ask each group to design a poster, titled "Where I Can Get Help." Display the posters around the school. If preferred, children can design a smaller poster which they can keep as a personal reminder.

Also useful for: UE, OR, BS

Activity 3:

Choose one of the situations from the list compiled in activity 1.

Ask the children what they would say to initiate a discussion with an adult about the problem.

Discuss:

- When would be an appropriate time to start the conversation?
- What times would be best to avoid having a serious discussion?
- What is a good way to start the conversation?
- What they would do if the adult they went to just sent them away or told them 'that's nothing to worry about'?

- What are the risks when asking for help from people they do not know - for instance, asking strangers for help if they get lost in the street?

Suggested responses would be:

- Choose a time when you can both talk calmly and won't get interrupted.
- Don't choose a time when the other person is going to be busy – like the end of break when you know a teacher has to go indoors to the next lesson.
- Have more than one person to ask and keep trying.
- We need to be careful when we talk to strangers so we need make sure we try to choose a safe person.

It will be useful to compile a list of suitable people who can be approached by children who need help. Suggestions could include:

- Assistants in public libraries.
- People in uniform, like a traffic warden.
- People at reception desks in places like hotels, doctors' surgeries and offices.
- Shop assistants, people who work in banks, bus drivers, people who work at railway stations.
- Places like nurseries and children's centres.

Choose another scenario from the list and ask the class for a volunteer who wants to play the role of the child asking you (the teacher) for help. Ask the class to decide on what a good introduction would be, such as "please can I talk to you about something that is worrying me?"

Role play the situation, with the adult displaying different reactions, such as:

- "I'm sorry, I'm too busy at the moment."
- "I'm sure there's nothing to worry about."
- "Don't be silly."
- "Just block them."

At appropriate points, stop the role play and ask the other children to suggest new strategies for the volunteer. Role play each in turn to explore how these might look or sound. Ask the children which they think worked best.

Also useful for: UE, OR, BS, MW

Activity 4:

Use the agony aunt/uncle letters from the topic work on relationships. Alternatively, carry out that activity as part of this topic. As noted earlier, ensure that the children know they should only use safe scenarios as the basis for their letters and that they should talk to you outside the lesson if they have anything they are worried about which cannot be discussed in class.

Ask the children to look at the list of adults and organisations from activity 1 in this topic. Using it as a prompt, ask them to decide who would be the most appropriate people or group to offer advice and help in the situations described.

Split the children into small groups and ask them to decide on suitable ways in which the letter-writer or caller could approach the person or organisation being asked for help, or ways in which the helper could respond. Give some suitable prompts, such as:

- “I have something I need help with, can we talk about it at playtime please?”
- “Children can contact ChildLine in lots of ways, for example...”
- “I can’t find my dad and I am scared. Can you help me please?”
- “Hello, I am ringing because....”
- “Children can report problems to CEOP by going to www.thinkuknow.co.uk and clicking on...”

Display the suggestions and the letters in the classroom.

Also useful for: UE, OR, BS, MW

Activity 5:

Explain that sometimes we need to call for help in an emergency. It’s important that we know how to do this properly so the right help can come quickly.

Ask the children what number we need to call if there is an emergency (999). Discuss which situations require a 999 call.

Ask the children in pairs to write a list of the things they think the emergency services need to know. Scribe their responses, ensuring that they include:

- Where the emergency is
- Who is involved
- What has happened
- Which service is needed (or services)

Choose one of the emergency situations the children have identified. Using the following script, help the children to role play making a 999 call with the teacher playing the role of the call centre operator and the children using the dead mobiles or toy phones:

Teacher: “Emergency services, which service do you require? What is the incident? Where is the incident? Who needs help?”

Allow each child to experience making a call. Discuss times when it would not be appropriate to call 999 and ensure that they know why it is never acceptable to deliberately make a hoax call.

Also useful for: BS

Plenary:

Remind the children what they have learnt:

- That they all have people who they can ask for help and that these will be different people for each child.
- Help can be needed for lots of different situations.
- Different people can help with different problems.
- How to ask for help safely.
- Not to be put off asking for help, if the first adult chosen does not help or sends you away.
- Practical skills needed for asking for help, including how to make an emergency call.

Debriefing activity:

Remind the class that they can always talk to teachers or other support services such as ChildLine if they are worried, and explain that the school has a policy designed to make sure that all children in the school are safe. Reassure the class that they will always be taken seriously if they ask for help at school. Allow a moment's quiet reflection and close the session.

Differentiation for SEND:

Children with learning disabilities may not always recognise dangerous situations.

Teachers may wish to add an extra activity to help these children identify scenarios on which they may need to seek help and to give them ideas for how they can protect themselves.

