

People who help us

Young children are often told to ask for help from those around them, though they are not always taught how to judge who to ask, in which context and why.



KEY CONCEPT:

People who help us

KEY WORDS:

Help, trust, care for, judge, prioritise, reason, explain, reflect, question, job, ranking, assistance, aid, benefit, support, service, equipment, uniform, paramedics, prevent, casualty and emergency services.

SUBJECT AREA RELEVANCE:

Personal health, social and citizenship education

ANY PRIOR LEARNING NEEDED:

No prior learning is needed for students to successfully contribute to the lesson.

LEARNING INTENTION:

To be able to judge who would be the best person to help in different contexts.

SUCCESS CRITERIA:

- Students will have inquired into the various roles of the people on the cards.
- Students have questioned what being helpful means.
- Students have justified their ideas with reasoning.
- Students have challenged their own and each other's preconceptions and reasoning about what it means to be helpful.
- Students have challenged their own and each other's preconceptions and reasoning about the roles of people around us.
- Students have worked towards creating a new, individual and shared understanding and definition of what it is to help.

STRATEGY USED:

Ranking

1. Identify The Concept:

It is important that they explore and enquire; some of the key areas to investigate within and around the concept of 'people who help us' are the following:

- Trust and reliability
- Adult help and peer support
- Professionals
- Stranger Danger
- When do we need help
- Friendly help versus professional help
- Bake a cake
- Hear a funny story
- Be safe
- Watch television
- Be cheered up

2. Challenge The Concept (Cognitive Conflict):

Questions for 3-7 year olds

- What does it mean to help someone?
- Is it always good to help others?
- Is it good to ask for help?
- Can help ever be a bad thing?
- Should we try to help ourselves first before asking someone else?
- Is there a difference between adults or strangers helping us and our friends giving us help?
- How do you know if someone will be helpful or not?
- Do you need to trust someone in order for them to help you?
- Is there a difference between an adult or a stranger giving us help as part of their job or just because they are being friendly?
- Is there a difference between someone giving us help in a public place and someone trying to give us help out of the sight of others?

Here you should aim to create cognitive conflict in the minds of pupils by challenging their initial thoughts, making them question their assumptions and offering alternative perspectives they may not have considered, see dialogue book section 11.6.

3. Construct Understanding:

Introduce the people cards to the students and ask them to briefly discuss what each of them does. Introduce the idea of the ranking frame, explaining that the best choice is at the top and the worst choice is at the bottom, with ok or lesser choices in the middle.

Go through the following range of scenarios with the students. Each time ask them to select a person by picking a card up or pointing to their chosen one.

Who would be the best person to help if I wanted to...

- Build a wall
- Stop feeling unwell
- Make my cat better
- Get my hair cut
- Put out a fire

Now move to scenarios with less obvious answers:

- Find my way home
- Read me a bedtime story

Once the students are confident in giving answers begin to use the other faces in the ranking frame.

- Which person would be the best to help us if there was a fire? (They will most likely pick the firefighter).
- Which person would be the worst person for helping us if there was a fire? (There will be a range of answers for this one and each should be tested against reasoning and placed on the sad face).
- Which people would be ok – not brilliant but not terrible – for helping us if there was a fire? (Again there will be a range of answers which should be questioned and placed on the medium faces).

Try this with a range of scenarios

The following types of questions will deepen the dialogue:

- When would the builder be the best person to help us? (for example if we wanted to build a house)
- Is there any situation where the builder wouldn't be the best person to help us do this?
- What if it was a Lego house or a Minecraft house would he still be the best person?
- Who would be the worst person to help us do this? Why?
- Does anyone have a different answer? Why?
- Would that always be the case?
- Would it be the same person if you were at home or at school?

It is important that the students are expected to place a value on the cards, prioritise, make judgements and create a hierarchy. It is critical that they understand why they have done so.

- Are you saying that this person would be a better/worse help than this person? Why?
- In what ways would this person be a better/worse help than this person?
- Is there anyone that would be exactly the same help as this person? Why? How?
- Professional help
- Safety and security
- Skills, ability and knowledge
- Personal relationships

SIMPLIFICATION / EXTENSION:

To extend the activity the ranking frame could be increased to a diamond 9 format so that the children have to place a value on and evaluate more cards in relation to each other at the same time.

4. Consider The Learning Journey:

This is where the metacognition and debriefing takes place.

The children can respond to the following review statements with:

Thumbs up – yes
Thumbs down – no
Thumbs to side – not sure

- I understand what it means to help someone
- I understand how to decide who I should ask for help if I need it
- We can be more help to someone if we know how to help
- We are all able to help another person if they need it
- It is better to ask for help from someone we know well

After each show of thumbs the children can be given an opportunity to share their thoughts and reflections on the statement.

ACTIVITY:
People who help us
1-1

Brother and Sister



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ACTIVITY:
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1-2

Mum and Dad



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Vet



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Builder



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Window Cleaner



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Grandparents



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Nurse



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Teacher



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Police Officer



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Hairdresser



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Friends



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Firefighters



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Shop Assistant



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Babysitter



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