

# People Who Help Us

## Teacher Follow-up Activities

The follow up activities for "People Who Help Us" provide pupils with opportunities to achieve learning outcomes from the Framework for Children's learning for 3 to 7 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013.

People who help us Follow up activities	Links with the National Literacy and Numeracy Framework in Wales 2013	Links with the Framework for Children's learning of 3 - 7 year old in Wales 2008	
		Skills	Range
1. Introductory activity - Recap of "People who help us"	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>■ To be more aware of personal safety.</li> <li>■ Express and communicate different feelings and emotions - their own and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>■ Different resources such as those in print and interactive forms</li> <li>■ Activities that allow them to use their senses, to be creative and imaginative.</li> </ul>
2. Caring for us	L(O)sp L(O)l L(O)c&d  L(R)rs L(R)c L(R)r&a	<ul style="list-style-type: none"> <li>■ Express and communicate different feelings and emotions - their own and those of others.</li> <li>■ Show curiosity and develop positive attitudes to new experiences and learning.</li> <li>■ Become independent thinkers and learners.</li> <li>■ Develop an awareness of what they are good at.</li> <li>■ Value the learning, success and achievements of themselves and other people.</li> <li>■ Take responsibility for their own actions.</li> </ul>	
3. Emergency...H elp!	L(O)sp L(O)l L(O)c&d  L(W)mpr  N(DNR)r&c N(UNS)unfr	<ul style="list-style-type: none"> <li>■ Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate.</li> <li>■ Respond personally to simple imaginary moral situations giving reasons for decisions made.</li> <li>■ Ask questions about what is important in life from a personal perspective and from the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>■ Activities that allow them to solve problems and discuss outcomes.</li> <li>■ Activities that allow them to feel safe and secure and feel that they are valued.</li> <li>■ Activities that contribute to their own safety</li> </ul>



4. Mini theatre activity	L(R)rs L(R)c L(R)r&a  L(W)mpr L(W)s&a  N(DNR)ipc N(DNR)r&c	<ul style="list-style-type: none"> <li>▪ Demonstrate care, respect and affection for other children, adults and their environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities that contribute to their own safety</li> </ul>
5. Jack's Day DVD	L(O)sp L(O)l L(O)c&d  L(R)c  L(W)mpr L(W)s&a L(O)la  N(DNR)ipc N(DNR)r&c N(UDS)crd	<ul style="list-style-type: none"> <li>▪ Listen and respond appropriately and effectively, with growing attention and concentration.</li> <li>▪ Adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk and communicate spontaneously and through structured activities</li> <li>▪ Talking of matters of immediate and personal interest</li> <li>▪ Asking and answering questions</li> </ul>

**1. Introductory activity - recap of "People who help us"** To undertake this activity and connect with the previous lesson use images of the services that could help them from day to day - police, fire and rescue, ambulance, coastguard and mountain rescue.

The teacher can use the messages in the "People who help us" delivery and reiterate the work of the police school liaison officer, ensuring that the questions reinforce the following points:

- Police officers are there to help you.
- Other people are there to help you in an emergency.
- Decide whether an incident is an emergency.
- In an emergency tell an adult or phone 999.

**2. "Caring for us"** The teacher introduces the topic with the question what do we mean by the word care? (a loving feeling, looking after someone or something etc) Ask the pupils to think of examples where they care for someone or something. Then lead into the question 'Who cares for us?' explaining that different individuals will care for them. They can be in various places that the pupils recognise in the following images of locations.

Sit the class in a circle; place the heading and response cards in the middle of the circle (2a) share all the home (2b) and school (2c) location cards out amongst the class. Explain that they know the locations very well. Ask the children to place the various home and school locations they are holding under the correct heading card. - HOME (green) and SCHOOL (blue).

Discuss and review the pupils' home / school selection. Prompt personal responses from each child in turn. Reward responses with a display of happy or sad face cards (2a).

Then distribute the home people cards (2d) and school people cards (2e) and ask them to place them under the same headings. Before the next step ensure that they are clear about where and who the images represent.



Reiterate the meaning of the word 'care'. Then ask the children to identify the people who support and care for them in the two environments; at HOME and at SCHOOL (some images will apply to both). Again discuss and review the pupils' selections.

Possible answers are:

Home environment (green): parents, carers, grandparents, aunts/uncles, other family members, family friend and neighbours.

School environment (blue): teachers, support staff, cook, cleaners, lollipop person, friends of the school, bus/taxi driver, school nurse, police.

Ask the group to think carefully about the ways that care and support is given to children. Using the caring picture cards (2f) to prompt and support class discussion. Ask the pupils how these people show they care.

Possible answers are:

Parents and carers should provide: food, sleep, new and clean clothes, warmth, love and affection, a home, medication during illness, toys, treats etc.

People at school provide: class activities, help and support, play opportunities, food, clean safe areas etc.

Finally, return to the introduction; outside their family and school environments the children can expect support from the emergency services.

**3. Emergency ... help!** Ensure that all members of the class know their name, address and telephone number. The teacher can reinforce the message delivered by the police officer about "emergency situations" and phoning 999 using the poster provided (3.a.). Use resource 3.b (as an exemplar) to show the difference between a genuine emergency call, an unnecessary call and a hoax call.

Children can then be encouraged to think of their own stories - situations on a street, in the park, on the beach, in a supermarket etc. Help them to distinguish between a genuine call and an unnecessary call.

As a class, decide which situations warrant an emergency 999 phone call.

Below are suggestions:

- Your friend is calling you nasty names
- You lose your fruit snack money out of your school bag
- Your father's car has a flat tyre
- You see a fire in next door's shed
- Your dog has been missing since early morning
- You see a boy knocked off his bike by a car
- You burn your hand badly on the cooker
- You see a boy floating out to sea on an airbed

Alternatively, use 'Small World' toys to role play scenarios e.g. house on fire.

When making a 999 call a good tip is 'first take three deep breaths', as this helps the mind to focus and then make the phone call. (Little children respond brilliantly to breath work and it is a fantastic skill to begin to instil in an emergency situation).

Distribute colouring sheets (3.c) or the 999 colouring sheet (3.d.) to the class to reinforce the supportive role of police officers.

**4. Mini Theatre Activity** - This activity can be carried out in groups with each child playing the part of a key character from the Sara's holiday story book.

For each group: Print a large copy of the Theatre Scene (4.a) onto card. Fold the card into 3 sections so that the scene will stand up. Cut out the characters from the resource provided (4.b) Stick the characters onto thick card and then onto sticks to make mini actors. Ask the pupils to create a play about Sara, her friends and the emergency services and to act it out using the resources provided.

Some starter ideas might include:

- Riding in a Fire engine
- Playing near a busy road
- Finding a purse full of money in the park
- Losing your brother in town
- Falling off your bike
- Losing your little sister on the beach
- Asking directions to the ice cream shop
- Finding a dog that is injured

The mini plays can be presented to the whole class or other groups. The teacher should draw out the important safety messages such as to always call 999 etc.

**5. Jack's Day DVD** - This outdoor learning based activity will enhance all aspects of children's development: social, physical, creative, cultural and personal. The outdoor environment is ideal for experimental learning, because it offers unique opportunities to be creative, to move around, to be noisy and to assess risk.

(1) View the DVD (5a) Jack's Day with your pupils. Discuss what happens in the film.

You could use the questions (5b):

- Where did Jack and his mum take a walk?
- What was the name of Jack's dog?
- What colour t-shirt was Jack wearing?
- What frightened Jack's dog?
- What happened to Jack's mum?
- What number did Jack dial?
- What did Jack say to the operator?
- What did the operator tell Jack to do?
- How do you think Jack felt?
- Who came to help Jack's mum?
- Who stayed close to Jack?
- What do you think happened next?

The activity is supported by a PowerPoint of still photographs (5c) from the film which can be printed for classroom use. Alternatively, divide the class into pairs or small groups and ask the pupils to generate their own questions for each of the still photographs in resource (5c). Feedback to the whole class.



The photographic stills also lend themselves to various sequencing activities that can be further explored in the classroom.

(2) Plan to take a walk with your class

- Discuss with the pupils suitable clothing for the time of year and what essentials they should take with them.
- Consider developing a set of outdoor rules with your class e.g. always stay close to the adult you are with, always close gates behind you, take your litter home with you or put it in a bin.
- Identify with your pupils potential risks and hazards they may come across while outdoors and what they should do in an emergency. Record these on flipchart paper for use with the class after the walk has taken place
- The class could compile a Top Ten list of safety tips when playing outside. Possible titles could include: staying safe near roads, staying safe in the woods, staying safe on the farm, staying safe in the sun, staying safe near water.
- Prepare and discuss with the pupils what they might take in an adventure kit on the walk. (Mobile phone, chalks, a tape measure, a magnifying glass, a small pot, sealable plastic bags, notebook and pencil, food and drink and a digital camera)

When on the walk, ask the pupils to suggest how to use their adventure kit. Give each pair of pupils a copy of Jack's Adventure Log (5d) and ask them to complete a record of what they see, feel etc. and collect any interesting items to display in class.

On return to class the pupils can work together to discuss similarities and differences.

Following the walk pupils create a large scale map of their walk identifying geographical features such as a bridge, river, trees, a path, a road and buildings.

In addition to this, pupils should refer back to their list of risks and hazards. The varying level of risk/hazard to personal safety could be shown on the map using a traffic light system (5e) or similar key. Talk through how they could lessen the risk to their personal safety and the safety of others.

Discuss when you should phone 999. (*When there is a real emergency*) Teachers could now refer to activity 3 above to discuss and reinforce when it is appropriate to call the emergency services. If the pupils are mature enough to consider the difference mention '101' the number to call for help when it is **not a real** emergency.