

# Lesson six: Asking for help



## Lesson aim:

Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



## Learning outcomes:

- I know the people that are special to me
- I know what makes people special to each other
- I know how special people look after each other



## Resources required:

- Resource sheet: Flower template
- Variety of craft items

## Key words: special

### Teacher notes:

Be clear when teaching this lesson that someone who is special is someone who takes care of you and considers your feelings. They make you feel good about yourself most of the time. A parent may have to teach you right and wrong, which sometimes means that you are told off, but you will still feel loved by them and special most of the time. Be mindful that some pupils may have been told that they are special in order to be groomed for abuse. It is therefore important to reinforce that a person is not special just because they tell you that they are, or that you are to them.

### Begin the lesson by...

Explaining that in this lesson we will be learning about how we are all special, and we all have people that feel special to us. Some of us may be surrounded by lots and lots of special people, whilst some of us may have one or two special people, and this is OK. The types of people that are special may be different for all of us. For some of us, it could be our family such as mummies, daddies, brothers, sisters, grandparents, step family, adopted family or foster family. For some of us it might be friends, teachers, neighbours. Anyone that we feel is special to us is OK, no matter who they are.



## Activity one: A handful of special people

Ask pupils to suggest someone who is special to them. Next, ask pupils to think about why that person is special to them. Discuss the responses as a class. Explain to pupils that someone special is a person who helps to look after them, cares about their feelings and supports them to be the best they can be. They should always feel safe with special adults.

Tell pupils to draw around their hand. Now, tell pupils to turn each finger into a person that is special to them using available craft materials, to make the face of each person, to complete their hand.



## Activity two: Special people make me feel...

Ask pupils to look at their hand of special people, and think about the things that make them special, and what special people do to show them they care.

Tell pupils to sit in a circle, and take turns to stand up and say how someone who is special to them shows them they care.

**Suggested answers:** *Make your packed lunch; take you to the park; love you, help you bath, spend time with you, talk together, share feelings, feel safe with them, miss them when you are not together, buy presents (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they feel when they are with one of their special people.

**Suggested answers:** *loved, special, safe, nice, happy etc.*

Tell pupils to draw a face in the palm of their hand that shows how they feel when they are with their special people.



## Activity three: I make my special people feel...

Ask pupils to look at their hand of special people, and think about the things that they do to show their special people that they care about them.

Tell pupils to sit in a circle and take turns to stand up and say how they can show someone that they are special to them.

**Suggested answers:** *Help them with jobs; tell them they are special; give them a hug/kiss (only if they both want to do this); talk together, share feelings; make them a present (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they would like to make one of their special people feel.

**Suggested answers:** *loved, special, happy etc.*



## Extension:

Provide each pupil with a flower template. Explain that sometimes people give each other a present, like a bunch of flowers as a way to make them feel special. Emphasise that presents are not necessary to make someone feel special. Tell pupils to draw a picture of someone who is special to them in the centre of the flower, before colouring in and decorating the petals etc. Pupils could then present this flower to someone who is special to them, or you could make a bunch of flowers for a class display.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest ways in which a special person might show someone that they care about them. Reassure pupils that special people should help them to feel special, that they should always feel safe with a special adult and that special people are often good people to talk to if they feel upset, worried or scared about something. Remind pupils that all the children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been covered in the lesson.



## Assessment:

**Activity one:** Pupils identified people that are special to them, illustrating them on a handprint.

**Activity two:** Pupils suggested appropriate ways in which people who are special care for each other, and that this helps them experience positive emotions.

**Activity three:** Pupils suggested appropriate ways in which they can show people that they are special to them, and how their behaviour might make their special person feel.

**Evidence of assessment:** Completed handprints.

