Asking for Help : PSHE : Decision Making & Risk : Year 2

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know when and how to ask for help	In this first lesson, children will begin to discuss when, how and who they can ask for help. Through the story of a boy called Hayden, children will explore the consequences of not asking for help when it is needed. In their independent activities, they will explore when, how and who Hayden could have asked for help. In the FSD? activity, children are challenged to act out opposing scenarios where Hayden does, and doesn't, ask for help. Finally, children discuss Hayden's reluctance to ask for help.	• Can children identify a scenario where they might need to ask for help? • Do children know who and how they can ask for help? • Do children understand that it is OK to ask for help?	• Slides • Worksheet 1A/1B/1C • Act it Out Cards (FSD? activity only)
Lesson 2	To know who can help us and keep us safe	In this lesson, children will identify a range of people who can help them and/or keep them safe in a variety of different situations. In their independent activities, children will demonstrate their understanding of this by matching scenarios to people who could help, or writing sentences explaining how and when these people could help them or keep them safe. In the FSD? activity, children create posters to put around the classroom or school showing how different people can help us.	• Do children know that there are many different people who can help us and keep us safe? • Can children identify ways in which these people can help us or keep us safe? • Do children know the most appropriate person to go to for help in different situations?	• Slides • Worksheet 2A/2B/2C • People Who Can Help Us Cards • People Who Can Help Us Posters (FSD? activity only)
Lesson 3	To know how to ask for help in an emergency	At the start of this lesson, children explore and discuss when a situation is an emergency, and when it is not. As a class, they look at a given situation where the emergency services were needed, and explore the 999 call between the operator, call-handler and caller. In their independent activities, children are challenged to role-play a 999 call based on different given scenarios. In the alternative activity, children create a poster giving information on how to make an emergency call.	• Can children identify what is an emergency and what is not? • Do children know who can help them in an emergency? • Do children know how to make a 999 call?	• Slides • Hannah's 999 Call Sheet (Teaching Input) • Scenario Cards • Help Sheet • Worksheet 3A (FSD? activity only) • Making an Emergency Call Poster Template (FSD? activity only)
Lesson 4	To know how to keep safe online	Children begin this lesson by exploring what being 'online' means, and discussing the types of things they do when they are online. As a class, they look at some important 'dos' and 'don'ts' for keeping safe online, and then use this knowledge to discuss what they would do in different given scenarios. In their independent activities, children show what they know through sorting activities, taking a quiz or offering advice to characters in different situations. In the alternative activity, children create a 'Dos and Don'ts' online safety booklet.	• Do children know what being 'online' means, and can they give examples? • Do children know how to keep safe online? • Do children know who to tell if they come across something online that makes them feel uncomfortable?	• Slides • Do or Don't? Cards and Worksheet • Quiz Sheet • Advice Sheet • Dos and Don'ts Online Safety Flip It Booklet (FSD? activity only)
Lesson 5	To know how to ask for help if you are worried about something	Children first look at exactly what being worried means, and how it can make us feel. Together as a class, they then read *The Huge Bag of Worries* by Virginia Ironside, and talk through the events of the book, and how the main character felt when she finally shared her worries with someone. In their independent activities, children are asked to think about what they do with their worries, who they could share them with, and how other people can help us.	• Do children know what worry can feel like? • Do children know that everyone experiences worry? • Do children know how to ask for help with their worries?	• Slides • *The Huge Bag of Worries* by Virginia Ironside (not included) • Bag of Worries Discussion Sheet • Bag of Worries Worksheet 5A • Bag of Worries Worksheet 5B (FSD? activity only) • Feelings Check-in Cards (plenary)

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End of Primary Phase Objectives:

Relationships Education - Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Relationships Education - Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- where to get advice e.g. family, school and/or other sources

Health Education - Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

Health Education - Basic first aid

- how to make a clear and efficient call to emergency services if necessary

Vocabulary

Actions, situations, decisions, choices, safe, unsafe, serious, emergency, help, communicate, listen non-emergency, accident, injury, risk, hurt, harm, unconscious, conscious, lost, fire emergency services, call operator, call handler, ambulance, firefighter, police officer, librarian, shop assistant, doctor, nurse, dentist, vet, teacher, paramedic, online, internet, permission, personal information, uncomfortable, worried, trusted adult, permission, account, password, virus, pop up, messages private, secret, surprise, consequences, kind respectful, falling out.

Teacher notes