

Lesson 3

Help and Support

Learning Intention

To explore different types of families and who to go to for help and support

Learning Outcomes

Understand that all families are different and have different family members

Identify who to go to for help and support

Resources

[Families pictures](#)

[Who can I talk to? worksheet](#)

The Family Book, Todd Parr or a similar book about families

Activities**1. Recap and Group Agreement**

Re-cap the group agreement and discuss the previous lesson about different types of touches and what to do about unwanted touches.

2. Comparing Family Types

In pairs, ask the children to talk about what they think the word family means. Feedback some of their ideas and reinforce that members of our family are special people, including carers and friends who are close to us and who we think are important. Ask the class questions about families, considering some of the following: What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live? Make a list on the board of different kinds of family.

3. Family Pictures

Give each group one of the [Families pictures](#), (include pictures of unhappy families). Display some questions on the whiteboard asking them to explore: Who is in this family? What kind of family relationship is it? How big is this family? As a whole class look at the different pictures on the white board and discuss what each group has observed and what similarities and differences there are between the families. Reinforce that there are different kinds of families and all are equally valid. What are some of the ways that family members help each other? How do people in the family pictures feel? Do any of the children in the pictures look scared or upset?

4. Who can I talk to? worksheet

Refer to the unwanted touch scenarios from the last lesson and the pictures that showed children feeling scared or upset. Ask for some suggestions about who we can talk to when we need help. Explain that this is different for different people and in different situations. Often children will talk to their families or the people they live with but sometimes if they feel unhappy at home they might want to think of someone else to talk to. Show the [Who can I talk to? worksheet](#) on the whiteboard and then ask each child to complete a paper copy. Circulate and discuss with individual children. As a whole class, discuss and tell the children who they can talk to in the school (e.g. teaching staff, learning mentor, family support worker, headteacher) and outside school (police officer, traffic warden, shopkeeper, security guard, trusted neighbour). Make sure that they know the number for Childline 0800 1111 and its website www.childline.org.uk.

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5. Recap and Review

Ask the class if they think there are fixed ideas (stereotypes) about families; for instance, about who is in a family? Where families live? E.g. do they all live in the same house, area or country? Reinforce that stereotypes do not value the uniqueness and difference in real families. Read *The Family Book* by Todd Parr or a similar book about families and discuss.

6. Closing Round

Finish with a closing round: *One person to go to if you need help is...*

Additional Activities

Read *Tell Me Again About The Night I Was Born*, Jamie Lee Curtis

Further suggested reading:

Who's in a Family? Robert Skutch

Spark Learns to Fly, Judith Foxon

Happy Families, Allan Ahlberg

Stranger Danger, Anne Fine