

RELATIONSHIPS EDUCATION

MODULE A Families

O2 - How my family cares for me and
keeps me safe

Year 2
Autumn Term: Lessons 1-2



Lesson Overview

Lessons 1-2: How my family cares for me and keeps me safe

Engage
&
Activate

Whole Class & Paired Activities

Parents care



20 minutes

Explore
&
Explain

Whole Class & Group Activities

Dangerous situations



40 minutes

Elaborate
&
Reflect

Whole Class & Paired Activities

Who keeps you safe?



40 minutes

Evaluate
&
Review

Whole Class & Paired Activities

Families are a blessing



20 minutes

Lesson Plan

Lessons 1-2: How my family cares for me and keeps me safe

Aim

To explore how my family cares for me and keeps me safe

Lesson Objectives

In this lesson pupils will:

Describe what our families do to protect us and keep us safe

Consider how those without families may feel

Explore how to behave in various, dangerous situations

Learning Outcomes

By the end of this lesson pupils will have:

Identified family members that protect them and keep them safe

Reflected about how those without families may feel

Explored through role-play how to behave in different dangerous situations

Key Vocabulary

safe

dangerous

advice

care

Resources



Resource sheets



Pens / Pencils



Video



Felt pens /
Markers

Lesson Plan

Engage
&
Activate

Lessons 1-2: How my family cares for me and keeps me safe

Whole Class & Paired Activities

Parents care

Watch the video, 'Why it is important to Respect your parents', up to (1:32.)



<https://www.youtube.com/watch?v=mLljxZ9EJzk>

Ask pupils: What are some of the things parents do to look after us?

Give pupils **2 minutes** to **discuss** as many of the things mentioned in the video as they can with their partner.

Take feedback from pupils and **record** their responses on the whiteboard.

Responses could include, they:

- take care of us
- feed and clean us
- help us go to sleep
- buy us clothes
- take us to school so we can get an education
- take us to the doctors when we are sick

Ask pupils: Why do parents do these things for us? (Because they care for us, they love us, they want us to be successful in this life and the next etc.)

Lesson Plan

Engage
&
Activate

Lessons 1-2: How my family cares for me and keeps me safe

Whole Class & Paired Activities

Parents care

Inform the class that today we will be learning about how our families care for us and keep us safe.

Introduce learning objectives and learning outcomes.

Use children friendly alternatives:

In this lesson I will:

- **Name** family members that protect me and keep me safe
- **Think** about how those without families may feel
- **Role-play** how to behave in different, dangerous situations

Discuss key vocabulary and **share** definitions.

safe	being protected from harm
dangerous	something/someone that can cause you harm or injury
advice	to recommend to someone what should be done
care	to look after and provide for your needs

Lesson Plan

Explore
&
Explain

Lessons 1-2: How my family cares for me and keeps me safe

Whole Class & Group Activities

Dangerous situations

Write 'DANGER' in the middle of the whiteboard.

Ask pupils: What does 'danger' mean to you?

Responses could include:

- It is the opposite of 'safe'
- It is something that might cause harm or injury
- It is something scary
- It is something we should stay away from
- It is something we should ask for help with

Explain that in this part of the lesson we will be **exploring** what danger means and what to do in dangerous situations.

Place pupils into groups of **four or five**. **Give** each group a 'Dangerous situation' card (**Resource 1**).

(Note: Some pupils may require support reading the cards.)

Instruct pupils to come up with a short role-play based on the 'Dangerous situation' card they have been given. The role-play must include the danger itself as well as how they deal with the situation.

Pupils **perform** their role-plays in front of the class.

Discuss whether the pupils' response to each situation is appropriate or not; if it isn't, suggest a suitable alternative.

Lesson 1-2: How my family cares for me and keeps me safe

Resource 1

Dangerous situation cards

<p>Card 1</p> <p>Andy is playing in the local park with some of his friends. His mum has popped to the corner shop to buy some ice-cream. While she is gone, a strange man approaches Andy and offers him some sweets and then asks him to go for a walk with him.</p> <p>What should Andy do?</p>	<p>Card 2</p> <p>Layla is at home with her two younger sisters. Her dad is at work and her mum has fallen asleep on the sofa. Layla smells a burning smell coming from the kitchen. She goes to check what the smell is and finds that her mum has accidentally left a pot of pasta on the stove, which is burning.</p> <p>What should Layla do?</p>
<p>Card 3</p> <p>Ahmed is in the school hall. He sees that a part of the hall has been closed off with bright yellow cones that say 'CAUTION' cleaning in progress'. His friend Adam sees the sign but decides to ignore it and continues to walk through that part of the cafeteria.</p> <p>What should Ahmed do?</p>	<p>Card 4</p> <p>Hiba is playing in her garden with her sister. She sees her brother, Sulayman climbing a wall at the back of the garden. Sulayman suddenly cries out in pain. Hiba runs over to him to find that he has cut his hand on a shard of glass that was sticking out of the wall and that he is bleeding a lot.</p> <p>What should Hiba do?</p>

AMS UK v1

Lesson Plan

Elaborate
&
Reflect

Lessons 1-2: How my family cares for me and keeps me safe

Whole Class & Paired Activities

Who keeps you safe?

Ask pupils: Who keeps you safe?

Suggestions could include: family members (parent/brother/sister), friend, teacher, classroom helper, police officer, fire-fighter, nurse, doctor, lollipop man or lady, dinner supervisor, swimming-pool lifeguard etc.

Record pupils' suggestions on the whiteboard.

Now **ask** pupils: Who out of these people do you spend the most time with? (family members)

Say that our families are a big blessing from Allah because they also keep us safe from harm.

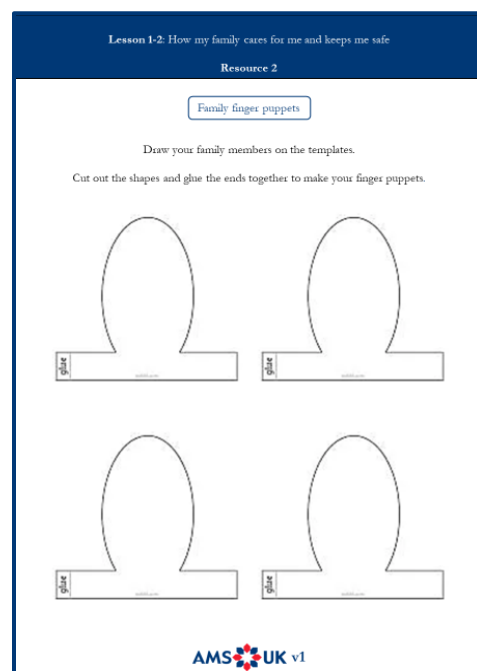
Preparation: Teacher could make the finger puppets before the lesson in order to save time (**Resource 2**).

Pupils **make** simple finger puppets of family members who help them stay safe.

Puppet shows: Pairs of pupils **take turns** to **introduce** their puppets to each other.

Demonstrate an example to the class.

E.g. 'As salamu 'alaykum, I'm mum, I help keep my children safe by cleaning up any spillages in the kitchen so they don't slip and hurt themselves.'



Lesson Plan

Evaluate
&
Review

Lessons 1-2: How my family cares for me and keeps me safe

Whole Class & Paired Activities

Families are a blessing

Ask pupils: Does everyone have a family?

Explain that not everyone has a family and this could be due to various reasons, such as, their own family were unable to look after them or because they've lost their family due to war or sickness.

Remind pupils that we are very blessed to live in a safe environment, however not everybody has this privilege and there are many children in the UK who have come from backgrounds very different to ours; which means they may be alone and not have a family. Therefore, it is very important we are kind to everyone and it's especially important we appreciate our own families and thank Allah for the huge blessing of having loving families who care for us and keep us safe, Al-humdulillah!

Give pupils **1 minute** to **think** and **reflect** about what it would be like to not have a family.

Ask pupils: How can we thank Allah for the blessing of having a family?

Take suggestions and then **remind** pupils that we do not thank Allah through our words only, but also through our actions. We can thank Allah for the blessing of our families by praying for them and trying our best to treat them well and with kindness.

Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- What does danger mean?
- How does your family protect you and keep you safe?
- How can we thank Allah for the blessing of having caring families that keep us safe?

Resource 1

Dangerous situation cards

Card 1

Andy is playing in the local park with some of his friends. His mum has popped to the corner shop to buy some ice-cream. While she is gone, a strange man approaches Andy and offers him some sweets and then asks him to go for a walk with him.

What should Andy do?

Card 2

Layla is at home with her two younger sisters. Her dad is at work and her mum has fallen asleep on the sofa. Layla smells a burning smell coming from the kitchen. She goes to check what the smell is and finds that her mum has accidentally left a pot of pasta on the stove, which is burning.

What should Layla do?

Card 3

Ahmed is in the school hall. He sees that a part of the hall has been closed off with bright yellow cones that say 'CAUTION cleaning in progress'. His friend Adam sees the sign but decides to ignore it and continues to walk through that part of the cafeteria.

What should Ahmed do?

Card 4

Hiba is playing in her garden with her sister. She sees her brother, Sulayman climbing a wall at the back of the garden. Sulayman suddenly cries out in pain. Hiba runs over to him to find that he has cut his hand on a shard of glass that was sticking out of the wall and that he is bleeding a lot.

What should Hiba do?

Resource 2

Family finger puppets

Draw your family members on the templates.

Cut out the shapes and glue the ends together to make your finger puppets.

