

Help-Seeking: Small Problem or Adult Problem?

Distinguish everyday problems children can try to solve from situations that require trusted-adult help.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Distinguish everyday problems children can try to solve from situations that require trusted-adult help.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 asking for help is a skill, not failure

2 some safety/health/online situations should move quickly to trusted adults

3 children are not responsible for investigating dangerous situations

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Sort fictional scenarios into try a strategy / ask adult soon / get adult help now.

Practise saying exactly what happened without adding guesses.

Identify trusted adult roles in home, school and community.

Explain why keeping a harmful secret is different from a fun surprise.

Choose what to do with a frightening or confusing online message.

Try it beyond the page

Real-world / hands-on connection

Try one low-stakes activity with a trusted adult/teacher and discuss what felt useful or needs adapting.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Make a private help-seeking plan with roles (not public contact details): who can help at home, school and another trusted setting.

Use this space for planning, drawing, mapping, designing or notes.

Think deeper

1. What evidence shows progress or a thoughtful choice?

2. Who can support this skill when needed?

3. What is one small next step?

Quick review

1. In one sentence, explain the big idea of “Help-Seeking: Small Problem or Adult Problem?”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use a specific example rather than a ranking.

2. Suggested response

A trusted adult/teacher/caregiver or appropriate professional may support the learner.

3. Suggested response

The next step should be specific and achievable.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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