

Help-Seeking: Online & Offline

Distinguish problems children can try to solve from safety, health or online 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 problems children can try to solve from safety, health or online 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 Help-seeking is a strength and safety skill.

2 Some situations should move quickly to trusted adults.

3 Children are not responsible for investigating dangerous or harmful 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 help now.

Practise reporting facts without adding guesses.

Identify trusted adult roles in several settings.

Explain why harmful secrets are different from fun surprises.

Choose what to do after receiving a frightening online message.

Try it beyond the page

Real-world / hands-on connection

Make a private help-seeking map with trusted adult roles, not public contact details.

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

Create a three-step “Stop - Save evidence if safe - Tell adult” card for a fictional online problem.

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

Think deeper

1. What evidence shows progress or a thoughtful decision?

2. Who can support this skill when needed?

3. What is one specific next step?

Quick review

1. In one sentence, explain the big idea of “Help-Seeking: Online & Offline”.

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 concrete example rather than a ranking.

2. Suggested response

A trusted adult/teacher/caregiver or appropriate professional.

3. Suggested response

The next step should be observable 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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