



**PSHE Education**  
STOKE-ON-TRENT & STAFFORDSHIRE

# People Who Can Help Us



Trusted Adults  
Activity Guide

2024

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# INTRODUCTION

This Activity Guide is designed to support education settings across Stoke-on-Trent and Staffordshire to have guided conversations with children and young people about Trusted Adults.

Signposting is an essential part of PSHE education and sometimes sessions can raise worries or concerns about a situation a child or young person is in – or someone they know is in.

These activities are designed to enable children and young people to think about who the Trusted Adults in their lives are, what might stop someone from speaking out about a situation and most importantly to help to safeguard our children and young people across the local area.

Practitioners should use their common sense, and knowledge of the group/person they are working with to ensure the suitability of the activity before the session.

This activity guide meets the Pan-Staffordshire PSHE Education Service's quality framework for effective PSHE and the activities were used at the inaugural Staffordshire Safeguarding Children Board's Children and Young People Conference in November 2023 – where the participants shared that they thought the activities were great.

We have had a number of enquiries from local settings who wanted to run the activities in their own settings, this pack has been created in response to them.



## Activity:

### What is a Trusted Adult?

Resources: Body Outline worksheet, Pens

Suggested time: 15 minutes

## Method:

1. Explain that we are going to be thinking about trust and people in our lives that we can trust and turn to if we have a problem or a worry.
2. Ask if anyone in the group can share what the word "trust" means.  
Explain that "Trust is a strong feeling that you can rely on someone and that they will help make sure you are safe and protected. If you trust someone, you will feel comfortable and able to tell them things."
3. Split the group into smaller groups, or this activity can be completed individually.
4. Hand out a Body Outline Worksheet and ask them to write or draw what qualities they think a trusted adult should have.

## Discussion Questions:

- What does the words "Safe and Trusted Adult" mean to you?
- What would encourage someone to talk to a "trusted adult"?
- Should we just have one "trusted adult"?
- Should all adults be considered "trusted adults"?



## Activity:

### Who is a Trusted Adult?

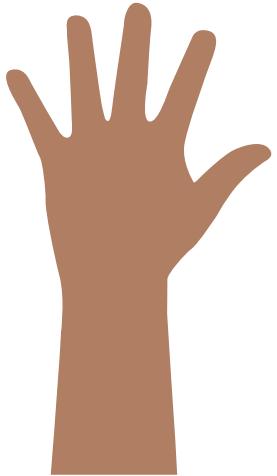
Resources: Flashcards  
Suggested time: 15 minutes

## Method:

1. Explain that it is important that children and young people have a range of people they can turn to and trust.
2. We are going to spend some time thinking about who we could have as our Trusted Adults.
3. Create smaller groups and hand each group a set of flashcards.
4. Explain that on the flashcards are suggested people and also a couple of blank cards for them to write their own suggestions, if they think anyone is missing.
5. Ask them to decide if the person on their card would be on their Trusted Adult List. If the answer is yes, the card should be put into one pile. They should go with the majority within the group.
6. Ask the groups to feedback and create a tally chart to show the opinions of the whole group.

## Discussion Questions:

- Thinking about people who work with children and young people
- and the roles they do, who would be the best people to share personal or worrying things with?
- What made you think about these people?
- What do adults you like talking to do that makes it easy for you to talk to them and trust them?
- Do you think everyone will be selecting the same people?
- If someone didn't feel comfortable saying some words to a trusted adult what could they do?
- Why is it important that we have Trusted Adults in our lives?



## Activity: My Trust Team

### Resources: My Trust Team Worksheet

### Suggested time: 10 minutes

## Method:

1. Explain that it is important that children have a range of people that they can talk to if they are worried or concerned about anything.
2. We want to give some time and space for them to think about who they would consider as their Trust Team – those Trusted Adults they would go to if they were worried, had a problem or felt uncomfortable.
3. Give each participant a hand outline and ask them to write their Trust Team – one person for each finger. It is a good idea to ensure that participants have people from both within and outside of the home.
4. Provide participants with the opportunity to (if they feel comfortable) to share one person they have in their team and explain why they chose this person.

## Discussion Questions:

- What made you think about these people?
- Do you think everyone will be selecting the same people?
- If someone didn't feel comfortable saying some words to a trusted adult what could they do?
- Why is it important that children and young people have Trusted Adults in their lives?
- What do adults you like talking to do that makes it easy for you to talk to them and trust them?



## Activity: Advice Line

Resources: Scenario Cards, Pens  
Suggested time: 20 minutes

### Method:

1. Explain that, sometimes, it can take courage to speak about something if someone is worried or concerned.
2. There are lots of different things children and young people could do if they didn't feel comfortable saying some of the words to a Trusted Adult. Ask they group for their suggestions.
  - a. Write it down,
  - b. Practice with a friend or by calling Childline,
  - c. Draw a picture of the situation.
3. Put the group into smaller groups and give each group a different scenario (use your professional judgement on which cards to use).
4. Ask the group to think about what the person in the scenario could do.
5. Bring the groups back together and have a discussion about their responses.

### Discussion Questions:

- Who could the person in the scenario turn to?
- If they couldn't find the words to say what else could they do?
- Would anything stop the person in the scenario from speaking to someone about the situation?
- Is it easier for one gender to speak up than others?
- Does the Trusted Adult change depending on the scenario?
- Is there anything the Trusted Adult could do to make it easier for the person to tell them about the situation?



## Activity: Post the Vote

Resources: Voting Sheets, Pens,  
Post Box  
Suggested time: 10 minutes

## Method:

1. There are a number of different sources of support that children and young people can access.
2. Explain that it is useful for teachers, youth workers etc.. to know which people and organisations children and young people are most likely to visit and so we want to hear their voices.
3. Give each participant a voting sheet and ask them to complete the worksheet and highlight their top 5 sources of information. There is also space/a box for other with space for further details to be given.
4. Once the participants have made their choices they can post their responses in the post box. These should be checked and utilised within your organisation.

## Discussion Questions:

- Will everyone have the same answers?
- Is it okay if people have different answers?
- Why do some people prefer to seek support online rather than from a person?
- How do you know if a website can be trusted to give safe advice?
- If a child or young person wanted to find out about something that is worrying them, where could they look or who could they ask?



## Activity: What makes a good friend?

Resources: Cut Outs, Glue, Felt-Tips, A3 Paper  
Suggested time: 15 minutes

## Method:

1. Split the group into smaller groups of no more than six.
2. Using the materials provided ask the participants to create a collage that reflects the qualities of a good friend.
3. They can be as creative as they like for this activity.
4. Each group will share their collage with the rest of the group and explain their thinking behind key characteristics and why they think this is important.

## Discussion Questions:

These are given to help the facilitator to guide the conversation or to help children and young people to share their thoughts and opinions.

- How do you want to treat your friends?
- How do you treat your friends?
- What qualities are important in a friend?
- What is the most important quality of a friend?
- How do we make friends?
- What makes someone a best friend?
- What is the difference between a friend and a best friend?



## Activity: Telling Tales?

Resources: Scenario Cards,

Gameboard, Pens

Suggested time: 20 minutes

## Method:

1. Explain to the group that sometimes our friends might not be safe or they might be in danger but they don't realise it.
2. Emphasise that this is not snitching or grassing but part of being a good friend. Good friends look out for each other and sometimes we need to talk to a Trusted Adult when we are worried about our friends.
3. We are going to look at different scenarios, that someone who is their friend is in.
4. When they begin to have concerns for the person in the scenario they turn their card over to show how they would speak to someone about their friend.
5. Read out the scenario and pause after each statement to see if anyone has turned their card over.
6. Once you get to the end of the scenario, have a whole-group discussion about what were the warning signs that this people might not be safe or they might be in danger.

## Discussion Questions:

- Why is it important that people look out for their friends?
- How, as a friend, can a person help when their friend is concerned or worried?
- Would someone make sure a professional knew if needed, who and how could they do this? Would this vary to if they were worried about themselves?
- Did everyone have concerns at the same time?
- Why is it important that people look for signs that their friend may be in trouble early?



## Activity: Friend or Trusted Adult?

Resources: Friend or Trusted Adult Cards

Suggested time: 10 minutes

## Method:

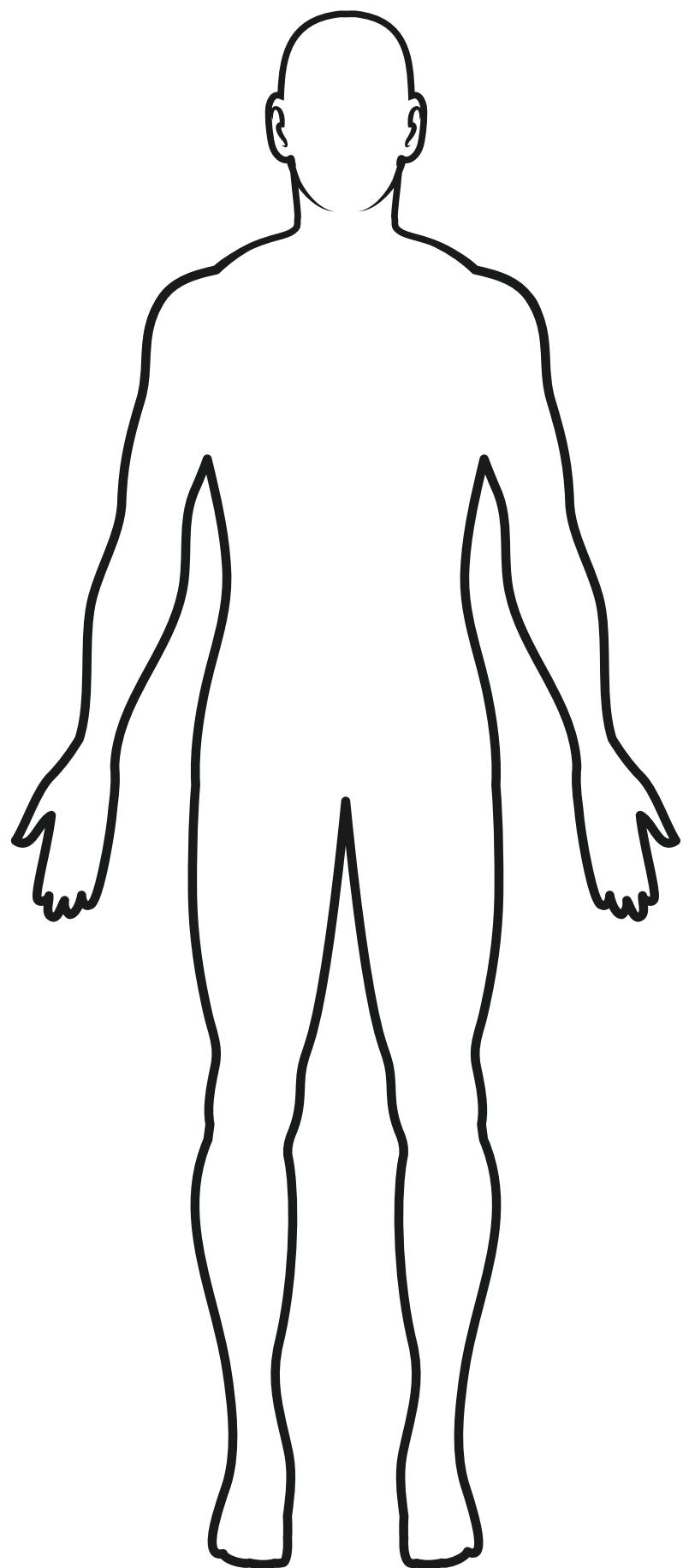
1. Explain that friendships are really important and it is good that children and young people can talk to their friends when they are worried, upset or have a problem.
2. Sometimes though problems and concerns can be bigger than friends can cope with or are able to help out with.
3. It is important that children and young people can recognise when it's okay to talk to their friends and when it would be better to go to their Trusted Adults.
4. Put the group into smaller groups and give them a set of Friend or Trusted Adult Cards, Ask them to read out the statement think if that scenario is something they think a person their age would speak to their friends or if they would speak to a Trusted Adult instead?
5. Bring the groups back together and ask their participants to explain their decisions.

## Discussion Questions:

- How did you decide what scenario went in which column?
- What kinds of things could concern children and young people about a friend when they tell what their life is like?
- Where could a CYP go to find help about helping themselves or a friend and sharing your/their concerns?
- What are the barriers children and young people face when they need to talk to an adult about a concern they have about themselves or a friend.

# Supporting materials

# What makes a Trusted Adult?





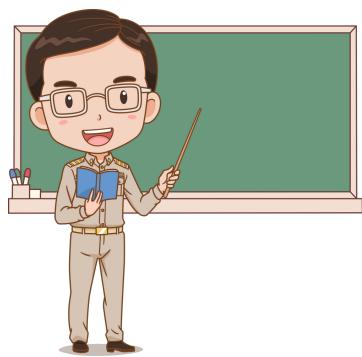
Mum



Dad



Teacher



Teacher



PCSO/Police Officer



Sports Coach



Grandmother/Nan



Grandad



Auntie



Uncle



Older Brother



Older Sister



Step-Dad



Step-Mum



Foster Carer



Social Worker



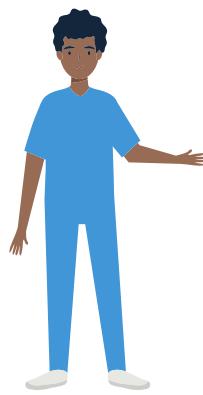
Carer



Parents/carers  
of Friends



Doctor



Nurse



School Nurse



Youth Worker

# **My Trust Team**



# Scenarios:

I really like Sam and last week I built up the courage to ask them out. They said no and I've heard them talking with their friends and laughing about it. I'm so embarrassed and hurt. I don't know what to do. Please help.

My parents are always arguing and shouting at home. When I'm in bed at night I hear screaming, shouting and crying. I lie there so quietly so they think I am asleep. I hate all the shouting, it makes me sad. I don't know what to do. Please help.

At school there are a group of kids from my year who regularly call me names and throw things at me when I walk past them. I'm so alone and have no one to turn to.

My older brother's mate is at our house all the time. They are usually in my brother's room playing computer games, but sometimes they come into the kitchen for a drink and some snacks. When he comes into the kitchen he always asks for hugs and brushes past me - it makes me feel really uncomfortable. I don't know what to do. Please help.

I was walking home from school when a car pulled up beside me. The driver offered me a lift. I didn't know the driver so I said no and they drove off. The next day, they stopped again and said they were going my way anyway so it would be quicker for me to just get in the car. I said no again and they drove off. I keep seeing the car when I walk home from school. I'm scared I don't know what to do. Please help.

I was walking through the park and a lad I know who is a couple of years older than me came and put his arm around me. He tried to put his hand down my pants. I didn't like it. I don't know what to do. Please help.

I'd been swimming with my friends and we were in the changing room getting changed before going to get something to eat. My friends thought it would be funny to take a video when I was changing. I'm so embarrassed and hurt. I don't know what to do. Please help.

A girl on Snapchat has a naked picture of me and is threatening to show all my friends and family if I don't send them money. I don't know what to do as it's on her phone and I don't have the money. Please help.

I have a lot of armpit hair and people are calling me "Yeti" and making fun of me. I've asked them to stop, but they say it's just banter and I'm being over sensitive. I don't know what to do. Please help.

I'm really scared about puberty. I don't want to have spots or other things happen to my body. Please help.

# Voting Sheet:

Please put a number to highlight your top five places you usually access help and support when you have worries or concerns.	Number 1-5
Childline 	
CEOP 	
TikTok 	
PSHE Lessons 	
Parents/Carers 	
Friends 	
Instagram 	
Google Search 	
News 	
YouTube 	
Specialist Website for topic e.g Youngminds for Mental Health 	
Youth Worker 	
School Nurse 	
Other	

# Scenario Cards:

1. Sam is dating someone who is three years older.
2. Sam's partner buys Sam expensive gifts.
3. Sam's partner takes Sam to lots of parties with alcohol.
4. Sam's partner has a tracker on Sam's phone.
5. Sam has stopped going to school.

1. George's parents are separating.
2. George has become really moody
3. George won't let friends look in their pencil case
4. George has started to wear long sleeves
5. George has marks on their arms.

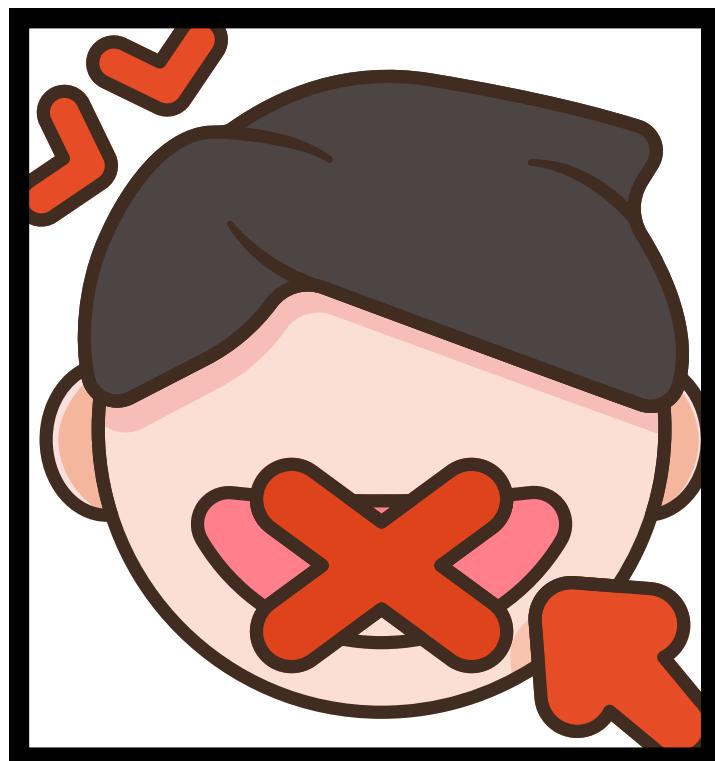
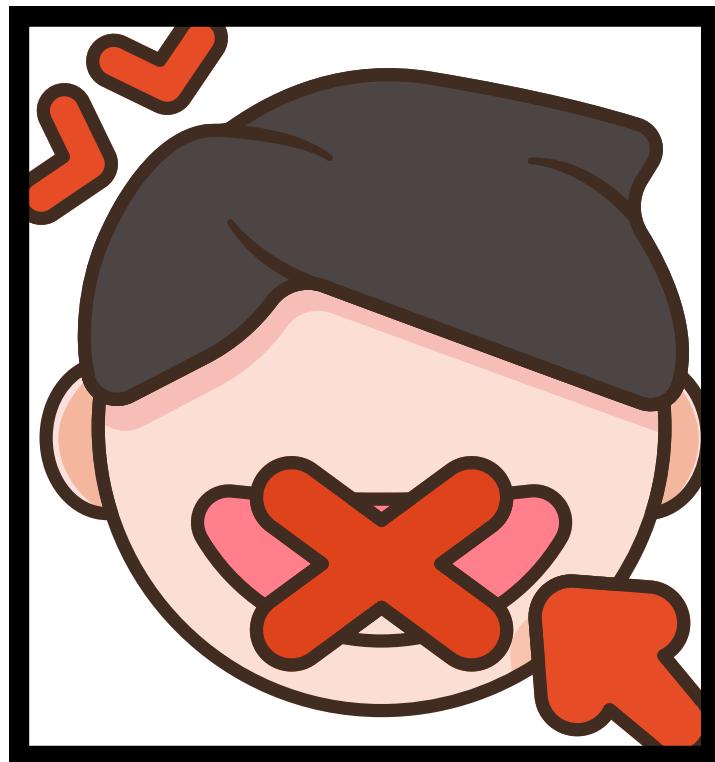
1. Prab has started hanging about with a group of new friends.
2. Prab stays out late.
3. Prab won't say what they have been doing lately.
4. Prab has a train ticket to Manchester.
5. Prab says they have a knife in their bag to protect themselves.

1. Blake has a new games console.
2. Blake has been playing games online
3. Blake wants to get maximum points so adds everyone who sends a friend request
4. Blake has been chatting with someone they don't know except through gaming.
5. Blake says they have been getting extra points for sending this friend photos.

- 1.Bailey says that it's boring round here and we need to make our own fun.
- 2.Bailey has started to go to the railway line after school.
- 3.Bailey says there is something really cool to see by the railway line and asks you to go with them.
- 4.Bailey runs across the railway track just before a train rushes by.
- 5.Bailey calls people a chicken if they don't do the same.

- 1.Lennon loves playing football.
- 2.Lennon is the joker of the class.
- 3.Lennon won't pass to Finley anymore during football games.
- 4.Lennon says that this country is being overrun by immigrants.
- 5.Lennon has started to draw pictures of swastikas.

- 1.Zara is going on holiday with her Grandmother.
- 2.Zara is really excited about this holiday to Egypt.
- 3.Zara is going to Egypt for the six weeks holidays.
- 4.Zara says they have a trip planned to see a Doctor in Egypt.
- 5.Zara say she is going to be a women when she comes back to school in September.



# Friend or Trusted Adult Cards:

Worried about your appearance	Think about taking drugs
Being worried about climate change	Being overwhelmed by an exam
Being touched inappropriately	Being encouraged to stay out late
Being forced to marry	Thinking about drinking alcohol
Being introduced to someone they don't know online	Parents separating
Being asked to carry a knife/weapon	Being asked to do something that makes you feel uncomfortable
Not having the right "brand"	Worrying about health or pains in the body
Worrying about money	Feeling sad
Being excluded	Being asked to look after a package
Being offered a vape	Feeling scared at home
Moving schools	Being asked to steal something



# PSHE Education

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