Thinking about helping

**Group size**



Small group work

Small groups

**Suggested timing**

25-30 minutes

**Method**

Discussion

**What you need**

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**PowerPoint**



**Pens and paper**

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**Flipchart and sticky notes**

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[Film](http://www.firstaidchampions.redcross.org.uk/primary/kindness-and-coping/thinking-about-helping)

Learning objective

* Discuss what might encourage people to stop and help
* Compare reasons to help and reasons people might hesitate to help
* Evaluate how people can help others in any situation

## Overview

There are many reasons people might not feel they can help or feel unsure of what to do when someone needs first aid. In this activity, children work in small groups to explore concerns people might have about helping, and how to overcome these, so that they can become more willing, able and confident to help.

## Preparation

The children may need flipchart paper, pens and sticky notes. Be able to show a film.

Familiarise learners with the ground rules for the session or establish ground rules. Assure learners are given opportunities to ask questions and have a way to ask anonymous questions if they wish to. For guidance on how to do these things, see the [Creating a safe, inclusive and supportive learning environment guidance.](https://firstaidchampions.redcross.org.uk/primary/guidance-and-support/)

## How to run the activity

1. Show Dele’s overcoming worries film on the [Thinking about helping page](http://www.firstaidchampions.redcross.org.uk/primary/kindness-and-coping/thinking-about-helping).

***Transcript Dele’s overcoming worries film***

*“Hi I’m Dele. Sometimes it might feel scary to help, especially if we’re not sure about what to do. We might freeze but that’s ok, it's totally normal. There’s always something that can be done to help. Learning first aid means you’ll know what to do and how to help. Keep helping!”*

1. Ask the children:
* When might we need to help someone? What kind of situations can you think of?
* What ways can we help people?
* What might stop people from helping others?
* What inspires people to help?
1. Explain that sometimes people are in a rush or don’t know what to do, and so they don’t feel able to stop and help. They might think that someone else will help so they don’t need to.
2. Using the board or in small groups, mind-map reasons why people might not feel able to help. For example, they don’t have time; they think someone else might help; they are scared; they worry they will do something wrong.

Learners might say that they don’t feel like it is safe to help. Encourage learners to question what they could do to be safer, or what they could do to help in a safe way. For example, they could call 999 from a safe distance, or ask someone to come with them to help. Does safety stop you from helping in at all?

They might give some other arguments for why not to help, such as the person is a stranger or they don’t deserve help (if they are a ‘bad’ person). Encourage learners to think about these value judgements. If you need to, you can explain the British Red Cross point of view: that we believe everyone deserves help if they need it, no matter what. To explore values around giving first aid in more detail, look at the [Why is first aid important walking debate](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/).

1. Now think about reasons to help. Write each reason on a sticky note. For example, it’s always better to do something than nothing; if you are scared, you can help by calling 999 or asking someone else to help you.
2. Now consider which reasons to help might match each reason not to feel able to help – for example, how could a reason to help fix or reduce the reasons not to help. Stick them over the top of these concerns. Encourage the learners to look at the many reasons to help someone.
3. Now explore, if somebody stops to help, what kind of person might they be? What kind of qualities do they have? For example, kind, caring, brave, confident.

## Stretch and challenge activities:

1. Encourage the learners to think about one of the qualities that they have themselves – does this mean they could help someone if it was safe to do so? Ask them to discuss this with a partner. They could make themselves a ‘I can help’ sticky note or badge to show what their quality is, then move around the room looking at other’s and discuss together.
2. If learners have previously done the ‘[Shield of strength’ activity](https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/), they could return to this and add their new qualities to the shield.

## Summing up

 Ask learners if they agree with the sentence “It is better to do something than to do nothing” and encourage some learners to share their ideas. Can they list some things they can do to help?