Emotions and comforting others



**Group size**

Individual

**Suggested timing**

30 minutes

**Method**

Discussion

Learning objectives

**What you need**

****

**Films**



**Pens and paper**

****

**PowerPoint**

* Identify ways to comfort others and identify feelings people might have
* Assess how emotions may change over time

## Overview

During a first aid emergency the people involved can feel many different emotions. In this activity, children consider the different stages of an emergency and how they might help someone to keep calm.

## Preparation

Ensure you can play the Comforting others film on the [emotions and comforting others page](https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/emotions-and-comforting-others/) and show a PowerPoint. Give children pens and paper.

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. Begin by asking learners what they understand by the idea of “comforting others” – in what ways can we comfort other people? You could encourage learners to write down their ideas in a mind map and refer to it later.
2. Watch Ekam’s [comforting others film](https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/emotions-and-comforting-others/) via the link or in the PowerPoint. Ask children what kind of words they might use to reassure or comfort someone who is upset. Discuss the word kindness – what does it mean to be kind to someone who is upset and/or in need of first aid?

Recall the definition of kindness in the previous activities - **Kindness means: thinking about others and their feelings, and being generous and helpful.**

1. Ask children to draw a table with two columns and at least ten rows, you can also show this on the PowerPoint. In the top left column, ask them to write ‘What happens’ and in the right ‘Feelings’. Now watch the [asthma attack film](https://vimeo.com/370302862/3788ba3ca1) (this can also be accessed via the PowerPoint) showing Ekam helping Jonjo who is having an asthma attack, thinking about the different things that happen in the film. Ask learners to write them down in the left column. For example:

|  |  |
| --- | --- |
| **What happens?** | **Feelings** |
| Jonjo arrives at Ekam’s house |  |
| They see that the attic hatch is open |  |
| They go up into the attic |  |
| There is a lot of dust |  |
| Ekam notices that Jonjo isn’t breathing very well…. |  |

1. Now think about how Ekam and Jonjo might have felt at each stage, completing this in the right column.

You could show the example in the PowerPoint and discuss the feelings the children wrote down. There is no right or wrong answer, the important thing to discuss is the range of emotions that someone might feel when they are helping.

|  |  |
| --- | --- |
| **What happens?** | **Feelings** |
| Jonjo arrives at Ekam’s house | Happy |
| They see that the attic hatch is open | Excited, curious |
| They go up into the attic | Interested |
| There is a lot of dust | Jonjo: A little worried. Ekam: happy |
| Ekam notices that Jonjo isn’t breathing very well | Worried, concerned |
| Ekam helps Jonjo down the ladder | Focused |
| They go into Ekam’s bedroom and find Jonjo’s inhaler | Comforted |
| Jonjo takes the inhaler | Relieved |
| Ekam reassures Jonjo | Kind, supported |
| Ekam calls his mum to come up | Relieved |
| Ekam’s mum checks that Jonjo feels okay now that he has taken his inhaler | Calm, still a little surprised or shocked |

1. With older learners, you could plot these emotions in a graph to show how the emotions change over time. You could number emotions from 0 to 10, with negative emotions at 0, neutral at 5, and very positive at 10.
2. On the PowerPoint discuss the following questions - in the film, Ekam knew what to do to help and took control of the situation, but he still felt scared. How did Ekam react? What did he do well?
3. Remind learners that it’s normal to still feel a bit surprised and shocked even after someone has been helped. It is normal, but there are things we can do to feel better. What kind and comforting things could Ekam and Jonjo do to help each other recover from the surprise of what happened?

## Stretch and challenge activities:

1. Ask children to think about what people can do to help others feel better. What skills do people need to have to be kind to others? They could write down some ideas.

## Summing up

Review how emotions can change during a challenging experience, and what can help someone to stay calm. You could do this activity again with any of the [first aid skills films](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/).

Encourage learners to look at the mind map from the start of the session and add to it. They could add specific emotions and feelings people might feel and what they could help comfort them.

Remind learners that it is ok to talk about their feelings and express how they feel. Encourage them to think about who they can talk to about their feelings, and whether they can regularly check in with others about how they feel.