Learn coping skills



**Group size**

Whole group



**Suggested timing**

20-25 minutes



**Method**

Group mingle

Learning objectives

**What you need**

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**Coping skills cards**

* Remember some simple coping skills
* Understand some ways we can take care of ourselves and others

## Overview

In this activity, learners use cards that feature coping skills, so that they are better able to cope in a first aid incident. They move around the room, stopping to act out or mime the coping skill on their card. Another learner then guesses what the coping skill might be.

## Preparation

Print out and cut up enough of the coping skills cards for the group. For larger groups, you may need to print more than one set of cards, so some learners may have the same cards across the group.

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. Discuss the term ‘coping skill’ – what do the group think this means? You could define it as: *something we can do to help us feel more calm in a stressful or difficult situation*. How might they use a coping skill? Can they give an example of how they cope in challenging situations?
2. Hand out the cards, one per child. Ask them to read their card and think of a way they could communicate this coping skill to someone else without speaking. What actions could they mime?
3. Ask the group to stand up and move around the room. After a few moments call out: “three, two, one…freeze!”
4. Ask the learners to turn to the person closest to them and to label themselves ‘A’ and ‘B’. ‘A’ shares their coping skill with ‘B’ by acting it out or miming. ‘B’ guesses what they think the coping skill is and ‘A’ tells them what they have on their card. Then ‘B’ takes their turn to share their coping skill also. Between them, they can discuss each coping skill and if it is a skill good for using for a short or longer amount of time.
5. Ask them to discuss when, and if, their skill might be useful or effective at helping them cope with a situation.
6. Repeat this several times until the group have had the chance to share their coping skills in a few more pairs.

## Stretch and challenge activities:

1. Give learners the opportunity to add their own coping skills to the cards in the two blank spaces. What other coping skills do they know about that help people stay calm in challenging situations.
2. Refer back to the stories in the [Creating a calm and kindness action plan PowerPoint](https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/keeping-calm/), or [any of the first aid skills](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/) videos. Ask learners to list a few coping skills each person could use to feel calm in their different situations. They can use those on the cards or anymore they can think of. Discuss their lists together and why they think those coping skills are good.

## Summing up

Encourage learners to reflect on the coping skills they might use in their own lives. Encourage them to reflect on the coping skills they have, and new ones they could start using when they need help.