3. Choosing to help

**Group size**



Small groups

**Suggested timing**

20-25 minutes

**Method**



Discussion and group work

**What you need:**



PowerPoint

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Acts of kindness story cards and priority diamond

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Pens and paper

## Learning objectives

* Apply helping skills and qualities to a known role play
	+ - * Practise decision making by assessing and prioritising how to help in a first aid situation

## Overview

Learners explore a first aid situation with multiple factors and practice decision making. They explore the different ways we can help and support people.

## Preparation

Download the PowerPoint and review the guidance on supporting people who are upset to familiarise yourself with the tips. Print off the story cards and cut them up so they can be distributed.

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/secondary/guidance-and-support/)

## Delivering the activity

1. Begin by asking about the different ways we can help people in a first aid situation. They should say things like, do first aid, call 999 or comfort them.
2. Arrange learners into small group. Start by explaining they are going to be given a story card to imagine how someone could help in this situation. They are going to practise making decisions. The stories are purposefully complicated, and there might be many options.
3. Start by presenting the guidance on how to support people who are upset in PowerPoint. Read through it and ask learners what they think of this guidance. Is it helpful?
4. Print out the story cards. Give each group a different story card.
5. Give the groups five to ten minutes to discuss the story card and talk about what someone could do to help in this situation. Hand out the priority diamond worksheet or have them list the things they would do to help in order of most urgent to least. Remind leaners they can check the relevant first aid skills page to remind themselves of the key action. Encourage them to consider what help the other people involved may need during and after the situation. Remind them of the supporting people who are upset guidance and how we can help by comforting people also.
6. After five to ten minutes bring the groups together and ask each one to explain what they think someone should do to help in this situation. If needed you can use the prompt questions below to delve into their responses:
* What did they decide the person in the story needed to do most urgently?
* How did they recognise what was wrong? What signs of emotional distress, illness or injury did the person show?
* What key action should they take to help with the first aid injury/illness? If it’s not safe to help directly, what could they still do to help?
* Was there anyone else in the situation who needed support or comfort? What could they do to help those people? Think about the other people in the scenario – who else could help?
* What barriers might the person have had to overcome to help? What do you think helped them overcome the barriers?

## Stretch and challenge activities:

1. After the discussion and hearing other groups stories and priorities, would they change anything on their diamond? You could repeat the activity again with a new story for each group.
2. Encourage learners to reflect on techniques or mechanisms people might have which help them make difficult decisions in challenging situations. For example, coping skills like taking a few deep breaths, focusing on one key thing they can do, asking others to help them.

## Summing up

Discuss with the group, how easy was it to prioritise actions in these stories? How did it make learners feel, having to think in this way? Sometimes we have to make difficult decisions in situations like this. It’s important to remind learners that doing something to help, no matter how small it seems, is better than doing nothing but that they can ask others around them to help too, they are not alone.

Now move on to the [Inspiring you to help](https://firstaidchampions.redcross.org.uk/secondary/helping-others/inspiring-you-to-help/) activity to finish exploring this module and consolidate everything we know about helping others.