Keeping calm

 

**Group size**

Small groups



**Suggested timing**

20-25 minutes

**Method**

Writing

**What you need**



[Broken bone first aid film](https://vimeo.com/370310467/f9a1c235dc)



**Pens and/or pencils and paper**

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**PowerPoint**

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**Feelings thermometer worksheet**

Learning objectives

## Identify some feelings experienced in first aid situations

## Remember some ways of helping in a first aid situation

## Overview

In this activity, learners explore how they might feel in a situation where first aid is needed, to help them recognise these feelings and feel prepared to help, so that they can become more able, willing and confident to help.

## Preparation

Ability to show a film and display a PowerPoint. Print one copy of the feelings thermometer worksheet per learner, or display on the PowerPoint. Have coloured pens and/or pencils and paper available.

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. Start by asking learners to reflect on how prepared they feel to help in a first aid situation. They can use the confidence tracker system and write a number from one to ten, one being not prepared and ten being completely prepared. Write this down so that it can be referred to again at the end of the session.
2. Hand out a copy of the feelings thermometer worksheet to each learner or display using the PowerPoint and ask them to draw the thermometer. Hand out a range of colouring pens and/or pencils.
3. As a group, watch the [broken bone first aid film](https://vimeo.com/370310467/f9a1c235dc) or show via the PowerPoint slide. Ask the children what was happening in the action, how do they think the characters felt? You could take each character in turn - the helper, the person being helped, and those nearby. How might they each have felt in the situation? The children can mind-map the feelings in small groups or you can capture them on the board.
4. Next, ask the children to think of a time when they have helped someone or someone has helped them. What happened? How did they feel? Learners don’t have to share this with the class, they can just reflect independently.
5. Now ask children to use the worksheet or draw the feelings thermometer. Ask them to think about which emotions are calm emotions and which ones might be tense or nervous emotions. At the bottom of the thermometer they should write or draw calmer emotions, and towards the top of the thermometer more challenging emotions such as pressure or worry.
6. Ask the children to choose a colour they think of as calm, and another they associate with pressure. Then colour the thermometer in, using these colours at each end.
7. Using the thermometer, ask them to think about how they might cope in times where they feel worried or pressured. They can write or draw a few ideas such as listening to music, taking deep breaths, or asking for help from someone they trust.
8. Remember to remind children to the key action to take for the first aid situation (broken bone) in the film by showing the ‘how to help someone who has a broken bone card’ in the PowerPoint or linking to the broken bone first aid film [here](https://vimeo.com/370310467/f9a1c235dc).

## Stretch and challenge activities:

1. Ask leaner to think back to how Jonjo coped in the film: what did he do? Can they include this idea on their sheet or workbook?
2. Ask children what other situations they might be able to use these coping skills in, such as tests, or playing with friends. Do they think they would be useful?

## Summing up

Ensure learners understand that recognising how we might feel in different situations can help us be prepared and cope better. Feelings of tension and worry are natural when we are in situations where someone might need help. Having some ideas of how to cope can help us to respond well.

Have learners go back to their question about how prepared they are. How prepared do they feel to help someone now? Has it changed? How and why?

Ask them to list a few examples of things that help them feel calm and prepared to help.