Decision making



**Group size**

Small groups



**Suggested timing**

25-30 minutes



**Method**

Practise

Learning objectives

**What you need**

**Icon

Description automatically generatedPowerPoint**

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**Priority diamond worksheets**

* Discuss and compare important things to consider when helping other people.
* Prioritize what to do first when helping others

## Overview

Help children think through what they might do when someone needs help, and the priorities in a range of different stories.

## Preparation

Print off the priority diamond worksheet and cut out the cards on the second page. Print enough copies for small group work. The priority diamond can also be shown on the PowerPoint.

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. Ask the children to get into small groups, hand each group the priority diamond worksheet and cut-outs. You can also show the priority diamond on the PowerPoint.
2. Explain that you will be thinking about a range of stories and what the most important action or consideration might be in each case. Discuss the word ‘priority’ – this means deciding what is the most urgent task in a particular situation. Encourage learners to share some examples of when you have to ‘prioritise’ different actions.
3. After displaying on the PowerPoint and/or reading out each story (below), give the groups time to discuss what they think is the priority, to place these in order of importance on the priority diamond and to feedback their ideas as a whole group.

* **Story one:** Jonjo and a friend are in the park. One of Jonjo’s parents is also in the park, but he can’t see them at the moment. Jonjo comes around a corner and there is a person lying on the ground, he is not sure what has happened to them. What should he prioritise to do next? (The person is breathing, but unresponsive)

Give children time to work in their groups to use the priority diamond worksheet to discuss what they would prioritise to do next. Ask for their ideas, then discuss points around safety and not approaching a stranger alone. Once Jonjo is not alone - ensure they are clear on the key action to take to help someone who is unresponsive and breathing you can explore what to do by showing and talking through the ‘how to help someone who is unresponsive and breathing card’ in the PowerPoint or linking to the first aid skill page for [unresponsive and breathing](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-breathing).

* **Story two:** Liya is taking part in a sports event, when one of her friends jumps up and hits their head on a crossbar. They fall down on the ground, clutching their head and tell her their head hurts a lot. What should Liya prioritise to do next?

Give children time to work in their groups using the priority diamond worksheet to discuss what they would prioritise to do next. Ask for their ideas, then for this scenario discuss points such as noticing what is wrong and taking action - ensure they are clear on the key action to take is when someone has hit their head by showing the ‘how to help someone with a head injury card’ in the PowerPoint or linking to the first aid skills [head injury page](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury).

* **Story three:** Ekam is at home and their older sibling burns themselves on the cooker. Ekam tells them to hold it under cold running water for at least twenty minutes, but they are feeling upset. What should he prioritise to do next?

Give children time to work in their groups to use the priority diamond worksheet to discuss what they would prioritise to do next. Ask for their ideas, then for this scenario discuss points around comforting and reassurance, encourage the group to think of ways Ekam could help their sibling to feel better or calmer - ensure they are clear on the key action to take when someone has burned themselves by showing the ‘how to help someone who has a burn card’ in the PowerPoint or linking to the [first aid skills page for burn](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burn).

## Stretch and challenge activities:

1. Encourage learners to go back through their priority diamonds and reflect on their decisions. Ask them to think about these questions:

* Has the person checked that it’s safe for them to act?
* What first aid issue is there and what needs to be done to help?
* How is the person who is injured feeling and how could they help them?
* How is the person who is helping feeling and what can they do to help themselves?

Summing up

Debrief the activity.

* How easy was it to prioritise actions in these stories?
* How did it make learners feel, having to think in this way?
* Was there anything in this session that has surprised learners?
* Would they now feel more confident with prioritising in situations like this?