3. Practical and emotional first aid

**Group size**



Small groups



**Suggested timing**

10-15 minutes

**Method**



Discussion and group work

**What you need**

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Marker pens and large paper

Learning objectives

* Identify practical and emotional actions to support someone who is injured or ill

## Overview

In this activity, learners discuss helping others and what they could do to support someone who is injured or in distress. In small groups they discuss how first aid has practical and emotional aspects and write down what these might be.

## Preparation

Ensure there are marker pens and large paper for the learners to use in small groups.

Ground rules should be in place and referred to throughout the session. Assure learners are provided with opportunities to ask questions and have a space to ask anonymously if they wish to. For more details on making a class agreement and anonymous question boxes look at the guidance on [creating a safe, inclusive and supportive learning environment](https://firstaidchampions.redcross.org.uk/secondary/guidance-and-support/).

## Delivering the activity

1. Discuss what helping others might mean to learners and the ideas they have for supporting someone when they are injured or distressed/upset. You could have them create individual or a group mind map of their ideas.
2. Hand out paper and pens. In small groups ask learners to draw a line down a sheet of paper to make two columns. At the top of the columns ask them to write the headings – practical and emotion. Ask them to think about the kind of actions a young person might take to support someone who is injured or upset either practically or emotionally, noting their ideas down in the columns. For example:

* practical actions could be: to put pressure on a wound, to ring 999, etc.
* emotional actions could be: to keep speaking to someone, to reassure or comfort them until help arrives, etc.

1. Bring the groups back together and have them share some of their answers. Ask them if they think both things – practical and emotional actions – are needed in a first aid situation?
2. Go back to the mind maps they made at the start. Would they add anything to this?

## Stretch and Challenge activities:

1. If some groups finish their practical vs. emotional grids first, ask them to think about how the person helping would take care of themselves too. What practical and emotional actions can they take to stay safe and cope well with what is happening. They could add another colour or draw another table on the other side of the paper.

## Summing up

* Remind learners that there are ways we can help people that are practical and emotional. Spend some time talking about how the person helping has to take care of their own safety and wellbeing too.

Move on to [Coping skills](https://firstaidchampions.redcross.org.uk/secondary/safety-and-wellbeing/coping-skills/) and [Keeping safe](https://firstaidchampions.redcross.org.uk/secondary/safety-and-wellbeing/keeping-safe/) pages to learn more about that.