Learn coping skills



**Group size**

Whole group



**Suggested timing**

10–15 minutes



**Method**

Group mingle

Learning objectives

**What you need**

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**Coping skills cards**

* Learn about coping skills.
* Learn how to care for yourself and others.

## Overview

In this activity, learners use cards that feature coping skills. 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.

## How to run the activity

1. Discuss the term ‘coping skill’ – what do the group think this means? 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.
3. Ask them to consider when, and if, their skill might be useful or effective at helping them cope with a situation. Are there some coping skills that it might be better not to do for too long?
4. Ask the group to stand up and move around the room. After a few moments call out: “three, two, one…freeze!”
5. 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.
6. Repeat this several times until the group have had the chance to share their coping skills in a few more pairs.
7. Ask the learners to read their coping skill card to the whole group, discuss each skill. Are there some that might be positive for a short time but not for too long? For example, a bit of distraction can be positive for relieving stress, but if all someone does is watch television, they are might become isolated and they may not be doing any exercise, etc. Discuss the coping skills looking at the balance of each one.

## Summing up

Wrap up by discussing when they might use one of the coping skills in their own lives. Why might they find this useful? Do they have other suggestions of coping skills to add? You could make a group ‘coping skills display’ to remind children of what they have learned.