Words of kindness and comfort



**Group size**

Small groups



**Suggested timing**

30 - 45 minutes



**Method**

Practise

Learning objectives

**What you need**

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**Words of kindness – practise - role and story cards**

**Supporting someone who is upset teaching guidance**

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**PowerPoint**

* Learn about kindness and helping others
* How to care for yourself and other people

## Overview

In small groups, learners play different roles to explore how to support someone who is upset. One child plays the role of the person in distress who is comforted by another child playing the role of the helper, while a third child in the role of coach watches and then offers feedback. This activity might work best with older leaners.

Preparation

Print out enough of the Words of kindness practise - role and story cards for each group of three or display on the PowerPoint. Read through the Supporting someone who is upset teaching guidance as background information before running this activity.

## How to run the activity

1. Explain to the learners that they will be working in groups to explore how best to support someone who is upset and needs kindness.
2. Split into groups of three. Give each group a set of Words of kindness practise - role and story cards or display in the PowerPoint.
3. Explain that each learner will take a turn in each role: a person who is upset, a helper, and a coach. *Allow time for the learners to read their role cards, or you can discuss these as a whole group, before splitting into smaller groups.*
4. Ask the “upset person” to get into character. The helper should then ask how they are feeling and what is happening. The helper should do their best to support the person. The coach observes this.
5. After the conversation has taken place, the coach looks at their role card and offers some supportive ideas to the helper about how they could help the upset person further. They also ask the learner playing the person who was upset how they felt they were supported and what else might have helped.
6. Once this is complete ask groups to swap roles. This time the new upset person should choose a new scenario card. They should repeat the above steps, trying out different roles.
7. Once this is complete, ask the groups to swap roles for the final time, choosing a new character card, and trying the other roles.
8. Once the role-plays are complete - time allowing - ask a few groups to show one of their role-plays to the whole group.
9. Prompt the group to discuss what worked well in the role-play and any ideas they might have for helping someone who is upset.
10. Remember to help the children to come out of character, you can learn more about how to do this in the resource ‘Creating a safe, inclusive and supportive learning environment’ in the [guidance and support section](http://www.firstaidchampions.redcross.org.uk/primary/guidance-and-support).

Summing up

Ask learners to consider:

* What are the most important things to do when supporting someone who is upset?
* How did it feel to play each of the roles?
* How did it make you feel when you were the helper?
* How might the helper look after themselves afterwards, to make sure they aren’t negatively affected by what has happened?
* How might you use what you have learned from this activity?