2. Helping qualities

**Group size**



Small groups



**Suggested timing**

25 minutes

**Method**

Icon

Description automatically generated

Discussion and group work

**What you need**

A picture containing text

Description automatically generated

Large paper and marker pens

Learning objectives

* Identify the qualities that motivate people to help

## Overview

Consider the qualities of those who help through thinking about the values, behaviours and attitudes they display. Encourage young people think and reflect about their own helping qualities.

## Preparation

Ensure you have marker pens and paper for small group work (six groups if possible) and sticky tack to secure sheets to the wall. Plan to read out or write on the board the incomplete sentences and headings for group work below.

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/secondary/guidance-and-support/)

## Delivering the activity

1. Ask learners to share and discuss examples of when someone helped someone else. They could reflect on the situations and scenarios discussed in First Aid Champions, or from different historical or current events they’ve heard about. Encourage them to think about what helping qualities these people showed.
2. As a group discuss the qualities that people might show when helping others, discuss what they think would enable someone to step in and help when someone needs first aid. Groups could use the incomplete sentences below to generate ideas:

* Someone who helps is… e.g. kind, quick to act, compassionate
* Someone who helps can… e.g. save a life, calm others down
* Someone who helps might think that… e.g. they are responsible, helping others is important, they need to act
* Someone who helps might feel… e.g. confident, dependable, strong
* Someone who helps might believe that… e.g. helping is for the greater good, everyone has the responsibility to help, helping one person helps lots of people

1. Ask learners to get into small groups (if possible have six small groups), hand out the paper and marker pens and ask them to draw a large outline or silhouette of a person. At the top of their paper ask each group to write one of the following headings:

* **Values** – the principles or ideals that guide behaviour
* **Beliefs** – things they hold to be true or have trust in
* **Thoughts** – how they think about themselves and others
* **Feelings** – their emotional reaction when someone needs help or when they have given help
* **Behaviours** – how they act
* **Skills** – their ability to do something to help
* **Support** – who could they ask for help?

Learners can think about qualities that enable others to help by giving examples under the headings on the sheets – you might like to discuss these before they work on them in small groups.

1. Ask the groups to spend a few minutes filling out the inside of their silhouette by writing or drawing the qualities that people who help might show in relation to their heading. Once they have done this, ask them to swap their paper with another group, and so on until all the groups have written or drawn inside the silhouettes on each sheet of paper in relation to the heading.
2. Once they have completed all the sheets of paper, stick them up around the room and ask learners to move around reading and looking at each one. Ask them to reflect on what qualities they think they have.

## Stretch and challenge activities:

1. Now as a whole group, open a discussion on how someone might feel after they have helped someone in need:

* What emotions or feelings might come up?
* Where might they go for support if they needed to discuss what happened? You could discuss support closer to home such as family and friends, a trusted adult for example, at school, or speaking to local or national charities or professionals about their experience.

## Summing up

Remind learners that everyone has qualities that enable them to help others, our experiences overtime can shape and develop our qualities, so this is a moving picture. Learners could think about the qualities they would like to gain and consider how they could develop these.

Now return the confidence tracker at the beginning of this module, or have learners rank themselves from 1 to 10 on how confident they now feel about helping someone in a first aid situation. Do they feel more confident than they did before? Why? What makes them feel more confident about helping?