What do kindness and coping mean?



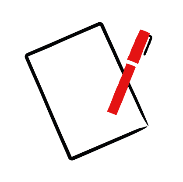
**Group size**

Any size group



**Suggested timing**

20-30 minutes



**Method**

Creative writing

**What you need**



**Pen and paper**

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**PowerPoint**

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[Film](https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/)

Learning objectives

* Discuss and explain what kindness and coping mean.
* Create a piece of work to share learners’ understanding of kindness and coping.

## Overview

Discuss the meanings of kindness and coping and create something to demonstrate learners’ understanding of the concepts. The purpose of exploring kindness and coping is to help learners explore feelings and emotions generally, but it is also important to building confidence and willingness to deliver first aid, and in understanding the different ways we can help people and cope with a first aid situation.

## Preparation

Ensure pens and paper are available, and that you can show the PowerPoint and film.

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

## Mind-map the meanings of kindness and coping, revealing the definitions and the questions to discuss as a group in the PowerPoint.

* **Kindness means:** thinking about others and their feelings, and being generous and helpful.
* **Coping means:** when something difficult happens, we can stay calm.

To support younger learners, you can take some time to explore what “calm” means. You could have learners describe something calm, such as a quiet beach where the sea is moving slowly, or a cat having a happy nap.

1. Now work though the multiple-choice questions on the PowerPoint. The correct answer will be revealed underneath the blue shape when in present mode.

Does coping mean

1. Dealing well with a difficult situation
2. Not knowing what to do
3. Not helping

The correct answer is a.

Coping well with a difficult situation means

1. Running around and shouting
2. Breathing deeply and doing what we can to help
3. Leaving quickly

The correct answer is b.

For younger learners, use the later slides to explore feelings around kindness and coping.

Being kind to someone might make them feel

1. Happy
2. Sad
3. Bored

The correct answer is a.

Help learners understand this topic by relating it to a specific situation like how would someone feel if you let them play with you on the playground, or if you said something kind to them, or shared a toy with them.

If someone had a problem, they could help themselves cope with it by

1. Not telling anyone
2. Telling a trusted adult
3. Ignoring the problem until it goes away

The correct answer is b.

Invite learners to share any other ideas of ways people could help themselves cope with a problem. Some other examples are, take deep breaths until they feel better or ask for help.

1. Ask children:

* Can you think of things that might help someone to cope/ stay calm in a difficult situation?
* Can you think of an example of when someone did something kind for someone you know?
* Do you think kindness can help people to cope with difficult situations? Is it important in first aid?

Play [Georgia’s being kind film](https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/)

* Discuss the question in the film – what could people do to be kind to others?

## Ask learners to think again about the words ‘kindness’ and ‘coping’. Explain that they are going to write an acrostic poem where the word is written down the left-hand side of the page, with each line beginning with the letter on that line relating to the meaning of the main word. Give children time to write an acrostic poem using a word of their choice inspired by the activity.

## Below is an example using ‘Red Cross’ in an acrostic poem with each letter starting a line down one side of the page. You can show in the PowerPoint if you choose:

## **R**ed Cross helps those in need

## **E**very day, lives are saved and minds are changed

## **D**aily, we think about being kind and helping others

## **C**an you think of how you could help?

## **R**ed Cross needs volunteers who can help others

## **O**ne kind act can make all the difference

## **S**hare your kindness with people around you

## **S**o that you too can help others.

## For younger learners, encourage them to draw a picture to show someone or something who is kind and copes well with problems. This could be their parents, or someone with a difficult job like a nurse, or teacher, or a superhero.

* You could display the poems and posters somewhere to help share the learning with other learners.

## Stretch and challenge activities:

1. Invite learners to think about how kindness and coping are important in first aid. Can they think of five ways people can show kindness to someone who is hurt? Can they think of five ways we can be kind to ourselves and help ourselves cope in a first aid situation.

## Summing up

 Invite learners to share their posters and what they have learned with a partner or the whole group.

Now move on to the [exploring kindness activity](https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/).