Broken bone

**Group size**

Whole group or small group

**Suggested timing**

20-30 minutes

**Method**

Film

Learning objectives

**What you need**

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[Film](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone)



**Pen and paper**

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**PowerPoint**

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**How to help someone who has a broken bone card**

* Learn first aid skills.
* Feel confident to help someone who needs first aid.
* Feel able to help someone in need of first aid.

## Overview

Children learn about how to recognise the signs of a broken bone, before learning what key action to take to help someone who has broken a bone.

## Preparation

Ensure you can play the [broken bone film](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone), show a PowerPoint and display or print off the how to help cards.

## How to run the activity

1. Start with these questions to check current learning and to further develop the topic with the group. Ask children:
* How might someone break a bone? *They might have fallen or been hit by an object.*
* How can you tell if someone has a broken bone? *They may be in a lot of pain. They could have swelling and bruising, or be in a strange position.*
* Have they ever broken a bone or known someone who has? What happened? *Make sure the children know that they don’t need to share if they find a story upsetting. Explain that you are going to learn how to help someone who has broken a bone.*
* What feelings might there be when someone has broken a bone? *It can be very painful when someone has broken a bone. It is okay to feel worried or scared, the most important thing is to recognise what is happening and to calmly help them*.
* What can you do to help someone who has broken a bone? Ask children if they know what to do; explain that you are going to learn what to do in this activity.
1. Watch the [broken bone film](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone). Ask the children:
* What was happening in the film?
* How did Ekam break a bone?
* What did Jonjo do to help?
* How might they have felt? Think about the person with the broken bone (Ekam), the person who helped (Jonjo) and anyone else nearby (Jonjo’s dad).
* What is the action that Jonjo took to help?
* What else was Jonjo good at? What qualities did he show? What can you learn from this? How could you use the learning?
1. Display or hand out the how to help someone who has a broken bone cards; ask the children to look at them and discuss again some of the signs of a broken bone; and what they would do.
2. To help them remember, ask them to write or draw what the key action to take is when someone has broken a bone.
3. Now either hand out or show on the PowerPoint the photos from the [broken bone film](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone). Ask the learners to decide which is the correct order of the photos, thinking about how they would recognise if someone has a broken bone; and what they would need to do to help.

Summing up

Display the images in the correct order and review the key action to help.

 Now practise how to help someone who has broken a bone with the First aid skill – practise activity ideas on the [broken bone first aid skill page](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone).