3. Keeping safe

**Group size**



Small groups

**Suggested timing**

20 minutes

**Method**



Discussion

**What you need**

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PowerPoint

Learning objectives

* Practise how to identify the situational, emotional and practical factors to consider in a first aid situational
* Practise planning how to act safely and avoid danger in a first aid situation

## Overview

In this activity, consider the factors involved in keeping safe whilst helping someone who needs first aid. They then explore what is happening in photograph and reflect on how to keep safe when helping others.

## Preparation

Ensure you can print out or display a photograph in the PowerPoint.

Ground rules should be in place and referred to throughout the session. Assure learners are provided with opportunities to ask questions and have a space to ask anonymously if they wish to. For more details on making a class agreement and anonymous question boxes look at the guidance on [creating a safe, inclusive and supportive learning environment](https://firstaidchampions.redcross.org.uk/secondary/guidance-and-support/).

## Delivering the activity

1. In small groups ask young people to consider an evolving scenario. Give them time to discuss the first point in the scenario, then pause the group work and introduce the next point in the scenario. Encourage them to think about the situational, emotional and practical factors in each situation. Let them discuss this and then introduce the next point and so on until they have covered all the points in the scenario. These points are also available on the PowerPoint to assist your delivery.
* **Point one** – A young person is on a busy road and they notice that in between the parked cars on the other side of the road, someone looks like they have collapsed.

What do they need to consider in terms of their safety and those around them?

* **Point two** – they are on their own

What do they need to consider now they have this new information?

* **Point three** – It is night and they can only just make out the person between the cars

What do they need to consider now they have this new information?

* **Point four** – as they make their way across the road a family friend they know and trust pulls up in their car and asks if everything is okay.

What will they do now?

* **Point five** – they arrive at the person, they check and find that the person is unresponsive and breathing.

What do they do now? Find out what to do on the [Unresponsive and breathing first aid skills page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/unresponsive-and-breathing/),

1. Once the groups have completed the evolving scenario, ask them what they have learned about keeping safe.
* What were the factors they needed to consider in keeping themselves safe?
* When new information was introduced in the scenario, did this make them think about other ways the person could keep safe?
* What would they say to others about keeping safe when helping someone in need of first aid?
1. Ask them again to consider how confident they feel that they understand how to stay safe when helping in a first aid situation. Rank themselves again from 1 to 10. Do they feel more confident now? Why?

## Stretch and challenge activities:

1. They could create a poster about safety and how to evaluate safety in a first aid situation. They could come up with a catchy slogan or rhyme to remember which would help people to check the situation is safe, or that they can call for help if they aren’t sure if they feel safe to help.

## Summing up

Discuss that there is always something that can be done to help someone else, if we are not sure what to do or don’t feel safe we should call 999.