Role-play card - practise

Asthma attack.

**The scene**

Some friends are at a sleepover. One of them wakes up in the night coughing and wheezing.

**Staging and prop suggestions**

You could arrange some cushions or clothing on the floor so that it feels like a bedroom, and make a pretend inhaler out of cardboard.

**The roles**

Below are a range of roles – in small groups, each choose a character to play. Ensure that each person in the group has a chance to play the role of each character. Alternatively, learners can read through the stories together and discuss the characters and situations.

Spend time getting in and out of role. For more guidance on how to do this see our guidance on creating safe, inclusive and supportive learning environments.

**Debriefing**

After learners have role played or read through the stories, spend some time debriefing. Give them space to share their thoughts and ask any questions they have. Remind them of the anonymous question box and where they can find further support if needed.

Stimulate discussion by asking learners:

* What happened to the person having the asthma attack? What signs of an asthma attack did they show?
* Who helped in this situation and what did they do to help?
* What did the bystander do? What could they do in future to become a helper?

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**Role one – the person having an asthma attack**

This person has had a great evening but their friend’s parent has said it’s getting late and they need to sleep. They all fall asleep, but this person wakes up coughing. They’re finding it hard to breathe and is making a wheezing sound. When their friend helps them to take their inhaler, their breathing will slowly get better.

------------------------------------------------------------------------------------------------------------**Role two – the person whose house it is**

After an evening of films, snacks and games it’s time to sleep. This person is fast asleep, when they’re woken up by one of their friends who says they think their friend’s having an asthma attack. They can hear one of their friends is making loud wheezing sounds. Their friend who woke them up tells them to go and get their parents, so they quickly go and wake them and tell them what is happening.

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**Role three – the calm helper**

This person has had a lot of fun at the sleepover, but it’s getting late and it’s time to sleep. They’re woken up in the night by the sound of loud coughing and wheezing. They can hear that their friend is having trouble breathing.

They know that their friend has asthma. They help them to sit up and tell them to stay calm and not to worry, they are going to help.

They tell their friend whose home it is to get their parent. Meanwhile, they find their friend’s inhaler in their overnight bag and help them to use it.

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**Role four - parent**

Their child has some friends round for a sleepover. As it’s getting late, they tell them it’s time for sleep. They fall asleep, yet they are woken up in the night by their child.

They rush into the bedroom, and they can see that the other friend is helping. They think about calling 999, but their breathing is returning to normal. They wait to see if they’re okay.

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Alternatively, use the scenario from the asthma attack film

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## Summing up

## After the debrief, remind learners that the key action when someone is having an asthma attack is to help them to take their inhaler.

## Now move on to [the share section](https://firstaidchampions.redcross.org.uk/primary/share/) to remember and share the learning for this skill.