1. Practise the first aid skill

**Group size**



Small groups



**Suggested timing**

20-40 minutes

**Method**



Role play

**What you need**

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**Film or online PowerPoint from the first aid skill you have been focusing on**

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**Learner skill guide and role play card for the first aid skill you are focusing on**

Learning objectives

* Practise applying the key action to a known situation in a role play.
* Understand and explain the bystander effect and qualities of a helper.

## Overview

Choose from a range of active learning ideas to help young people practise a first aid skill, and explore how to help someone safely, so that the young people are more willing, able and confident to help someone.

## Preparation

After learning one of the first aid skills, choose which practise activity you would like to use with your group. Print out or display the learner skill guide for the first aid skill you have been focusing on and print out or display the role play card for that skill.

Before starting, discuss the concept of ‘distancing yourself from the action’; this can mean becoming a character, and reminding yourself at the end of the role play to ‘come out of role’. Some children might have experienced challenging situations involving someone needing first aid in the past – ensure that learners have an opt-out option (this can be included in the class ground rules) or can speak to someone afterwards. Ensure that pupils know how to ask questions or ask for further support. For more information on this see the [Creating a safe, inclusive and supportive learning environment](about:blank) guidance.

**Remember:** It is important that young people use a manikin or mime for choking and unresponsive and not breathing *(and with an AED)*, and do not use the actual technique on another learner. You can purchase a manikin from a range of providers, here is [a link to one](http://www.laerdal.com/gb/nav/33/Resuscitation-Training) of them.

Choose from the following activities:

* [Skill practise](#_Skill_practise)
* [Skill carousel](#_Skill_carousel)
* [Everyday first aid items](#_Everyday_first_aid)
* [Role play](#_Role_play)
* [Freeze frame](#_Freeze_frame)
* [Rewind the clock](#_Rewind_the_clock)

## Delivering the activity

* Deliver one of the learn activities from the [first aid skills section](http://www.firstaidchampions.redcross.org.uk/secondary/first-aid-skills/practise) of the website.
* Explain to your group that they will be actively practising a first aid skill.
* You could watch the relevant first aid skill film again then read the learner skill guide to familiarise young people with the key action to take when someone needs first aid.
* You could use the confidence tracker on each skill page to test how confident they currently feel about helping someone in each situation. Come back to this later to record their scores at the end of the activities to track their confidence.

## Skill practise

Use this activity to practise performing the key action.

* Ask learners to get into pairs, with one person being the person in need of help and the other being the helper.
* Ask the helper to perform the skill. If possible, have them practice a few times until each learner understands and can perform the skill and then swap around so that each person has a chance to practise. Use the videos or images to help remind the learners how to do the action correctly.   
  ***Remember:*** *learners should mime the actions for choking and unresponsive and not breathing (and with an AED) or use a manakin to practice the full skill.*
* Encourage each person in the pair to review and help the other. Encourage learners to use the two stars and a wish technique to give feedback to their partners for what they did well and how they could improve. For more information on this see the [Creating a safe, inclusive and supportive learning environment](about:blank) guidance.
* If there is time, have each pair demonstrate the skill so the group can check too. Again, encourage learners to give their feedback using the two stars and a wish technique.
* At the end, ask learners to share the key skill they need to remember once more.

## Skill carousel

Use this activity to practise how to recognise what help is needed in different situations for a range of different skills.

* You’ll need space. Set up a selection of different stations to create a first aid carousel or circuit. Have learners stop off at each base and identify the key skill for that injury or illness. You could have someone miming the signs of different injuries and illnesses or read out a list of symptoms that character is showing.
* Have the learners identify the illness or injury and act out or tell them the correct key skill they would need to do in this situation. ***Remember:*** *learners should mime the actions for choking and unresponsive and not breathing (and with an AED) or use a manakin to practice the full skill.*
* Come back together as a group and ensure that you all go through each station or skill at the end to discuss the correct key action.

## Everyday first aid items

Use this activity to practise understanding of the key skills and awareness of household objects that can be used in first aid.

* Collect the following items and distribute them across a space, or present a picture of each object on a PowerPoint or printed handout:

1. water or any cold, safe consumable liquid (including milk, orange juice, fizzy pop etc.)
2. a tea towel, t-shirt or cloth
3. cling film or a clean plastic bag
4. a cushion or soft material such as a folded coat
5. a hot drink like hot chocolate or tea (for safety, ensure this is not hot or just use a tea bag or packet of hot chocolate to indicate a hot drink)
6. a bag of frozen food such as peas, ice cubes or an icepack (to avoid melting these could be empty packets)
7. a phone (again this could be a fake phone to avoid damage or loss)

* Show or list a skill to learners and encourage them to identify what object they could use to help them. There are multiple answers for each skill. A list of what could be used is:

1. water or any cold, safe consumable liquid. *This can be used to cool a burn (for at least 20 minutes).*
2. a tea towel, t-shirt or cloth *This can be used to put pressure on a heavy bleed.*
3. cling film or a clean plastic bag. *This can be used to wrap a burn after it’s cooled.*
4. a cushion or soft material such as a folded coat. *This can be used to support a broken bone or protect the head of someone having a seizure.*
5. a bag of frozen food such as peas, ice cubes or an icepack. *This can be used to cool a bump to the head, or a strain or sprain.*
6. a hot drink. *This can be used to help warm a person with hypothermia.*
7. a phone. *This can be used to call 999 in any situation, especially important for unresponsive and breathing, unresponsive and not breathing (and with AED), heart attack, stroke, harmful substances and meningitis.*

* Encourage learners to discuss their answers together and think about how easily accessible these resources are. You could ask, how many of these things they have on them right now or have in their house? Ensure you explain how each item can be used in the key action for each skill clearly.

## Role play

Use this activity to practise how to apply the key actions to a situation.

* Print off or display the role-play cards for the first aid skill. Role play the situations described in the videos or images using the role play cards. Alternatively, you can read through the role plays as stories and encourage learners to discuss the situation in small groups.
* Ask groups to choose characters and rehearse the role play. If they are making up their own scene ask them to think about the characters: who they are, how they might feel and act, where they are, why they need first aid, and who will help them. Ensure that each person in the group has a chance to role play each character: the person needing first aid, the helper(s) and the bystander(s).
* Ask each group to perform their role-play. The most important thing during the role-play is to practise the first aid key action – ask the audience to look out for this.
* Following each role-play, use the suggested debriefing questions within the role play document on each first aid skill page to encourage learners to think about what happened and what the characters learned from the experience.
* Ensure that you debrief after the role play to discuss the questions on the role play cards emphasising the key action the helper took, the qualities the helper showed and what the bystander could do to help in the future.

## Freeze frame

Use this activity to explore the bystander effect and key qualities of a helper.

* Print or display a photo from the online activities relating to the first aid skill the group are practising.
* If learners have done the role play activity, run through the role play again and ask learners to ‘freeze’ at what they think are the key moments in the role play. Alternatively, they can just point out these key moments when reading through the role play card. Encourage them to focus on the moment after the event where the helper decides to help. Ask each group to show their scene with the ‘freeze’ in the middle of the action, or describe the moment.
* Discuss why this is a key moment and ask learners how they think the helper and bystander felt at that moment. Encourage them to think about what the bystander could do differently in the future to become a helper and how they could both keep themselves safe whilst helping others.
* Debrief with the whole group after to discuss what they learned through this activity and give them space to ask any questions. Remind them of the anonymous question box if there is one.

## Rewind the clock

Use this activity to explore the bystander effect and key qualities of a helper.

* Have learners perform the role plays again, or rewrite the stories, so that the bystander becomes a helper. What can they do in each situation to help?
* Encourage learners to think about the very small things they can do, like comforting a person or calling for help.
* Debrief again and discuss what they think the key qualities of a helper are.

## Summing up

At the end of your practise activity, review the first aid steps and discuss how confident the learners now feel to help someone using this skill. You can use the confidence tracker on each skill page to test how confident they feel.

Now move on to the share activities to create a piece of work which will help learners remember the key actions for each skill.