Head injury



**Group size**

Whole group or small groups

**Suggested timing**

20-25 minutes

**Method**

Film and discussion

Learning objectives

**What you need**

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Film



**Pens and paper**

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**PowerPoint**

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**How to help cards**

* Learn how to recognize when someone has had a head injury.
* Learn the key action to help when someone has had a head injury.

## Overview

Children learn what a head injury is and how it happens, before learning the key action to take to help someone who has a head injury, so that they are more able, willing and confident to help.

## Preparation

Ensure you can play the head injury [film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/) and display the PowerPoint. Display or print off the How to help someone who has a head injury card.

Familiarise learners with the ground rules for the session or establish ground rules. For guidance on how to do that, 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

1. Start with these questions to check current learning and to open the topic with the group. Ask children:
* How might someone hurt their head? *They might bump it on something; for example, if they fall.*
* How can you tell if someone has a head injury? *They may have banged their head. Their head may hurt, or they may have a headache. A bump might appear on their head.*
* How might you feel if you had to help someone with a head injury? *It can be very serious when someone has hurt their head. 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 a head injury? Ask children if they know what to do; *explain that you are going to learn what to do in this activity.*
1. Display or direct the group to the confidence slider on the [head injury first aid skill page](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/), either setting this as an individual task or discussing as a group. How confident do learners feel to help someone who has a head injury?
2. Watch the [head injury film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/). Take some time to discuss the film. Ask children:
* What was happening in the film? *Georgia and Dele were skateboarding outside.*
* How did Dele hurt his head? *He fell off the skateboard and banged his head on the ground.*
* What did Georgia do to help? *She told him it would be okay, got something cold for his head, and called for her mum.*
* How might they have felt? Think about the person with the head injury, the person who helped and anyone else nearby*. They might say things like, worried, scared or in pain, but also things like confident, ready to help, supported.*
* What is the action that Georgia took to help? *Helped him to rest, cooled the bump and called for an adult.*
* What else was Georgia good at? What qualities did she show? *They might say things like kind, calm, quick thinking.*

## Logo  Description automatically generatedQuestions learners might ask

Learners might have questions about this skill. Remember to provide an anonymous question box for questions they wish to ask privately. The key skills are the most important things they should remember, but you can find some extra information which might help you answer their questions here:

* how long do I cool the bump?

*You should hold something cold to the injury for up to 20 minutes and get them to rest until they feel better. After that you should keep an eye on them to look out for signs that the head injury might be serious, like if they become sleepy, if they vomit, or if they start to act strangely.*

*Tell an adult what happened and to look after them. If they got the head injury playing sports, they need to be seen by a medical professional before they can go back to playing sports.*

* What should I do if the head injury is bleeding a lot?

*Press hard on the bleed, like you would in the ‘bleeding’ skill and call 999.*

* What if I’m not sure if it’s serious or not?

*If you are not sure, you should ask an adult to take them to see a medical professional.*

1. Display or hand out the how to help someone who has a head injury cards. Ask the learners to decide which is the correct order of the photos, thinking about how someone would recognise if someone had a head injury and what someone would do to help.
2. Direct the group to the confidence slider on the [head injury first aid skill page](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/) and complete it again.
3. Check what the learners have learned by doing the [head injury quiz](https://firstaidchampions.redcross.org.uk/primary/quizzes/).

## Stretch and challenge activities:

1. Now work through the photos on the PowerPoint. Ask the learners to decide which is the correct order of the photos, and match them with each of the steps to help. Then review the how to help card.
2. To help them remember, ask them to write or draw what the key action to take is when someone has a head injury.

## S:\CT\Education Team\Product development\Youth\FAE curriculum project\3. Creative\Visual guidelines\Icons, illustrations, templates_final\Extras\BRC_FirstAid_Arrow_Solid_Colour_Green.pngSumming up

Remind the group that the most important thing to do is to cool the bump.

Now practise how to help someone who has a head injury with the practise activity on the [head injury first aid skill page](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/).