Practise first aid skills



**Group size**

Small groups



**Suggested timing**

10-20 mins per activity



**Method**

Practise

Learning objectives

**What you need**

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**How to help cards**

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

## Overview

These activities are designed to be used when children have learned a range of first aid skills. Choose from the activity ideas below to help children practise and consolidate what they have learned. Each activity has a suggested timing of 10-20 minutes.

Preparation

Some of the activities involve props, so check each activity below to see what you need.

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 being hurt in the past – ensure that learners have an opt-out option or can speak to someone afterwards. For more information on this see ‘Creating a safe, inclusive and supportive learning environment’ in the [guidance and support section.](http://www.firstaidchampions.redcross.org.uk/primary/guidance-and-support)

**Please note.** In the activities children may act out the actions to help someone in need of first aid. If the action involves force e.g. back blows for choking, it is important that children mime this or do the action in slow motion, alternatively you could use a manikin. See more information in the [Frequently asked questions](http://www.firstaidchampions.redcross.org.uk/about/faqs) section.

## Everyday items

**Activity overview**

Learners take it in turns to pull an item out of the bag, think about which emergency it could be used in and how it could be used.

**Supporting resources**

Bag of items that can be used in first aid.

**Preparation:**

Fill a bag with different everyday items that can be used in a first aid emergency. For example:

* Bottle of water (to cool a burn)
* Juice (to cool a burn, if no water is available)
* Cling film (to cover a burn that has been cooled)
* Plastic bag (to cover a burn that has been cooled)
* Ice tray (to hold ice wrapped in a cloth to a head injury)
* (Empty) bag of frozen peas (to wrap in a cloth and hold to a head injury)
* Towel (to hold to a heavy bleed, or to support a broken bone)
* T-shirt (to hold to a heavy bleed)
* Cushion (to support a broken bone)
* Toy or old phone (to call 999)

**How to run the activity**

1. As a group, learners can take it in turns to pull one of the items out of the bag, or you could take them out one a time from the front on the room.
2. They must first say which first aid situation the item could be used in, and how this would help.
3. If there is time, they can then act out how this would be done.

## First aid carousel

**Activity overview**

In small groups, learners move around the room to different ‘stations’ that have been set up so they can practise how they would help in a variety of first aid emergencies.

**Supporting resources**

How to help cards for each first aid skill you are focusing on, props that could be used to help in the first aid situations you are focusing on (see the suggested list in the ‘everyday items’ activity above.

**Preparation**

Arrange the tables so that learners can move around the room in small groups. Print out how to help cards for each first aid skill you are focusing on. Put each first aid skill on a separate table with some props that could help for that first aid skill. Place the how to help cards face down on each table or ‘station’.

**How to run the activity**

1. Explain that each table will focus on a different first aid skill. In small groups learners are going to move around the room to each first aid table or station to see what they remember for each skill.
2. At their table, groups of learners turn over the how to help card to reveal their first aid skill. They then practise what they would do to help someone in need of first aid in this situation using the props, checking the key action to take on the how to help card.
3. Once all the children have completed the activity, ask the groups to move on to the next table, where they will practise the next first aid skill.
4. Once the children have visited all the first aid skill stations, you can ask for volunteers to act out their first aid skill, showing how to help.
5. Ask learners to share how they would help for each first aid skill.
6. End by asking: Did you remember to comfort the injured person when you were acting out the skill? What kinds of words could you use to comfort someone who was ill or injured?

## First aid freeze

**Activity overview**

Call out the first aid topic and learners freeze in a position that shows how they would help in that situation.

**How to run the activity**

1. Ask learners what they would do if someone had cut themselves and was bleeding a lot (apply pressure to the bleed). Can they mime this? Now freeze in position!
2. Explain that you are going to call out different first aid illnesses and injuries, and they need to freeze in a position that shows how you would help. You can practise each first aid skill separately at the start to get a group consensus for what the ‘freeze’ action should be for how to help in different first aid situations. Use the how to help cards for each [first aid skill](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills) if children need a reminder of what to do,
3. Call out at random each of the first aid skills you have learned, pausing for children to freeze in position. Then you can speed up to make it more challenging.
4. Learners could start to be ‘out’ if they freeze last or don’t get the right action, leaving one or two first aid champions!

## Pairs – match the key action

**Activity overview**

Learners move around the room with half of a how to help card to find a match between the first aid topic title and the correct key first aid action.

**Supporting resources**:

How to help cards for the first aid skills you have been learning, cut in half.

**Preparation**

Print the how to help cards for the first aid skills you have been focusing on. Cut them just under the title e.g. Burn, so the title is separate from the key action. Ensure there are enough for one half card for each child. It doesn’t matter if some children have the same half, as long as they have a potential partner with the other half.

**How to run the activity**

1. Hand out the cards, explain that some will have cards with a topic title on them (e.g. choking) and some will have a key action (i.e. hit them on the back).
2. Ask learners to move around the room to find someone who has the pair for their card.
3. Once they are in their pair, they shout “first aid!” and freeze in the key action to take to help with the first aid skill they have e.g. bleeding, press on it. Wait until all the group are frozen in their positions.
4. To close, review the pairs. Were there any they found harder to remember than others? If so, practise it as a group.

Summing up

At the end of your practise activities, review the first aid steps and discuss how confident the learners now feel to help someone using this skill.