 Safety stories



**Group size**

Small groups

**Suggested timing**

20-30 minutes

**Method**

Role Play/freeze-frame

Learning objectives

**What you need**



**PowerPoint**

****

**Story cards**

* Practise how to assess a situation and help in a safe way in a role play
* Practise how to call for help and instruct others to help in a role play

## Overview

Small groups “freeze” in a scene from the story cards, then act out what happened before and after the frozen moment. The rest of the group discuss the role of safety in the story.

## Preparation

Print off enough story cards for small group work or display them on the PowerPoint. Find all the resources to run this activity on the [Safety stories webpage](http://firstaidchampions.redcross.org.uk/primary/safety/safety-stories).

Familiarise learners with the ground rules for the session or establish ground rules and the guidance about coming in and out of role in role plays. Assure learners are given opportunities to ask questions and have a way to ask anonymous questions if they wish to. For guidance on how to do these things, 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 by discussing with the group, the importance of keeping safe when helping someone in need of first aid.
* Can people help someone while keeping themselves safe?
* How?
1. Divide the learners into small groups. Hand each group a story card (you may need to give some groups the same one) or display them on the PowerPoint and ask the groups to choose a story. Give them time to think and discuss their story. Encourage them to use the “Stop, look, think, help” framework again, and pick out who is around who can help.
2. In their groups ask the learners to take the story on their card, read and talk it through and divide up the characters to create a freezeframe. The freezeframe needs to clearly show what is happening in the story for each character, as though their role-play is frozen in time. Then ask them to act out what happened the moment before the frozen scene, then to freeze when they reach this point, then to act out what happened the moment after the frozen scene. Encourage the groups to think about safety and the first aid action to take to help the character in the story. (Refer to the notes below).

**Teaching notes on the stories and the first aid action to take in each story:**

*The Safety stories practise PowerPoint includes a “how to help” first aid card for each of the stories below.*

1. This is person playing football in the park with a friend. Their friend’s dad is on a bench. A man on another bench nearby has been eating his lunch. Suddenly he stands up and looks scared. He looks like he can’t breathe, and he is pointing at his neck.
* *This man is choking and needs first aid – find out how to help someone how is choking* [here](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/choking)*. They can ask their friend’s dad to help the man in order to stay safe. They could support their friend in case they feel worried about the situation.*
1. This person is in the school playground. A group of their friends are running about quickly. They see one of them trip over a coat that has been left on the ground. They hit their head very hard on the ground and say their head is hurting a lot.
* *This person has a head injury and needs first aid - find out how to help someone who has a head injury* [here](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury)*. They need to help their friend move to somewhere safer, and reassure them, then find a teacher on the playground to tell (or send another friend to do so), the teacher can then help, they can tell the teacher what needs to be done or go and fetch and icepack if the teacher sends them to.*
1. This person is running down the stairs with a group of friends at school. One of their friends falls down the stairs in front of them, and is now crying loudly and holding their arm in a lot of pain.
* *This person may have broken a bone and needs first aid – find out how to help someone who has broken a bone* [here](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone)*. They need to stop people running around the friend who is injured, maybe even stop people who are coming down the stairs if he is in the way. They need to go and find a teacher, or send a friend to tell them. They need to help support the arm until a teacher arrives.*
1. This person is in a café with a friend and their parents. A waiter goes past with a tray. The waiter trips and hot pot of tea falls from the tray onto the arm of a woman sitting on the table next to them. She is upset, and her arm goes very red.
* *This woman has a burn and needs first aid - find out how to help someone who has a burn* [here](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burn)*. They should be careful that there aren’t any more hot things that could burn. They should ask the adults around them to help the two people. They will need to make sure that the space around the woman is clear and there aren’t anymore waiters with hot food rushing around. Someone will need to check the waiter is okay, and someone will need to find a glass of water (or juice or any cool safe drink nearby) to pour over the woman’s arm to cool it/ ask if someone can take the woman to the bathroom or kitchen to a tap to cool the burn for at least 20 minutes.*
1. This person is at home and their mum has asked them and their little sister to sort out the recycling. They are both rushing because they want to play a new game when they have finished. Their sister cuts herself badly on a very sharp tin. It is bleeding a lot.
* *The sister is bleeding and needs first aid – find out how to help someone who is bleeding a lot* [here](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/bleeding)*. They need to call their mum. They should make sure they and their sister don’t touch anything else sharp. They could find something like a tea towel or just their hand, to press hard on the bleeding before their mum arrives. Whilst pressing on the bleed, move their sister somewhere safe, maybe to sit down on a chair. Get their mum to call 999, or swap with their mum and they can call 999.*
1. Once the children have had a chance to practise their role-play and freezeframe, ask the groups to take it in turns to perform while the rest of the group watch. Once each group has finished showing their scenes, ask the group (you can also display these questions on the PowerPoint):
* What was happening in this story?
* Was anyone injured? What needed to be done to help them? What was the first aid action to take?
* What did the characters need to think about to keep themselves and others safe? What did they do to keep themselves and others safe? Was there anything else they needed to think about?

## Stretch and challenge activities:

1. If some groups finish preparing their role play early, they can start to think about the debriefing questions above, or they could run through another story and discuss that one also.

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

Review the scenes (you can also display these questions in the PowerPoint).

* In which stories did the characters need to think about safety the most, and what were the solutions?
* What are the key things to remember when helping others and keeping safe? E.g. if you are not sure ask a trusted adult, call 999 if needed.