Burn



**Group size**

Whole group or small groups



**Suggested timing**

20-30 minutes



**Method**

Film

Learning objectives

**What you need**

****

[Film](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills/burn)



**Pen and paper**

****

**PowerPoint**

****

**How to help someone who has a burn**

* Learn how to recognize when someone has a burn.
* Learn the key action to help when someone has a burn.

## Overview

Children learn how to recognise the signs of a burn, before learning what key action to take to help someone who has a burn, so that they are more able, willing and confident to help.

## Preparation

Ensure you can play the [burn film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/) and display or print off the how to help cards.

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 further develop the topic with the group. Ask children:

* What might burn someone? *A hot object like a hot liquid, barbecue, hair straighteners, hot pots or pans. People can also be burned by the sun.*
* What happens when someone has a burn? *They may be in a lot of pain. Their skin may be red, hot and painful. It can also cause blisters.*
* What feelings might there be when someone has a burn? *It can be very painful when someone has been burned. 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 burn? *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 [burns first aid skill page](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/), either setting this as an individual task or discussing as a group. How confident do learners feel to help someone who has a burn?
2. Watch the [burn film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/). Take some time to discuss the film. Ask the children:

* What was happening in the film? *Beth is making Liya a hot chocolate in the kitchen.*
* How did Beth burn herself? *She slips and spills the boiling water from the kettle on her hand.*
* How might they have felt? Think about the person with the burn, the person who helped and anyone else nearby. *They might say things like, worried, scared or in pain or things like confident, ready to help, or kind.*
* What is the action that Liya took to help? *Helped Beth to run her hand under cold water for at least 20 minutes and called for her mum.*
* What else was Liya good at? What qualities did she show? *They might say things like, kind, calm under pressure or ready to help.*

1. Move on to the practise activity to practise this skill through the role play. Then move on the creative activities on the share page to reinforce the knowledge.

## 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:

* If clothes are stuck to the burn, should I try to remove them?

*No. Remove any clothing or jewellery near the burned area, but don’t try to remove anything that’s stuck to the burn. This could cause more damage.*

* What types of burns are there?

*Burns fall into two main categories: burns and scalds. Burns are caused by contact with hot objects or flames, or by friction (for example, rope burns). Scalds are caused by steam or hot liquids, such as tea or oil. Both burns and scalds should be treated in exactly the same way.*

* I’ve heard you can put butter/cream/toothpaste/ice on a burn to treat it?

*Only use cool safe liquids to treat a burn, like water or you can use milk, orange juice etc if you don’t have water.*

1. Display or hand out the how to help someone who has a burn cards; ask the children to look at them and discuss again some of the signs of a burn; and they key actions to help. Where could someone find water if they needed to? (A shop, a garden hose, etc.)
2. Direct the group to the confidence slider on the [burn first aid skill page](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/) and complete it again.
3. Check what learners have learned by doing the [burns quiz](https://firstaidchampions.redcross.org.uk/primary/quizzes/).

## Stretch and challenge activities:

1. To help them remember, ask them to write or draw what the key action to take is when someone has a burn.
2. Now either hand out or show on the PowerPoint, the photos from the [burn film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/). Ask the learners to decide which is the correct order of the photos, thinking about how they would recognise if someone was burned and what someone would need to do to help.

## 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 cool the burn under cold water for at least 20 minutes.

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