17.Unresponsive and not breathing (AED)



**Group size**

Whole group or small groups

**Suggested timing**

30 minutes

**Method**



Discussion and film

Learning objectives

**What you need**



**Unresponsive and not breathing (AED) interactive activity (images and text) on the** [**unresponsive and not breathing (AED) first aid skill page**](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/unresponsive-and-not-breathing-when-an-aed-is-available/)

****

**Learner skill guide ‘helping someone who is unresponsive and not breathing (AED)’**

* Learn first aid skills and about basic treatment for common injuries
* Feel confident to help someone who needs first aid
* Learn about helping others and kindness

## Overview

Young people learn about someone who is unresponsive and not breathing and what this means and what an AED is. They then learn the steps to helping and the key action to take when someone is unresponsive and not breathing and there is an AED available.

## Preparation

Ensure you can access the First aid champions website and can move through the interactive pages on the [unresponsive and not breathing (AED) first aid skill page. Di](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/unresponsive-and-not-breathing-when-an-aed-is-available/)splay or print off the Learner skill guide ‘helping someone who is unresponsive and not breathing (AED)’.

## How to run the activity

1. Ask young people:
* What does unresponsive mean?

This is when someone is not moving and doesn’t respond when you call their name or shake their shoulders.

* How can they check if someone is breathing?

Tilt their head back and look at their chest or stomach to see if it is moving. Listen for breaths and feel for them on your cheek. If they are not breathing, their chest or stomach will not move. You won’t hear or feel signs of breathing.

* What is an AED?

AED stands for automated external defibrillator. It is a machine that can shock someone’s heart if it’s not working properly. The AED will only shock someone if they need it – it will never shock a healthy heart. It gives instructions on how to use it so anyone can use it.

* Have you ever seen an AED? Where?

AEDs are available in lots of public places, such as train stations, shopping centres and schools.

* What feelings might there be when someone is unresponsive and not breathing?

It can be very worrying when someone is unresponsive and not breathing. It’s okay to feel worried, the most important thing to do is to act quickly to help them and try to stay calm.

* What can you do to help someone who is unresponsive and not breathing when an AED is available?

Explain that in the next part of the activity the group are going to learn how to help someone who is unresponsive and not breathing when an AED is available.

1. Now go to the [unresponsive and not breathing (AED) first aid skill page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/unresponsive-and-not-breathing-when-an-aed-is-available/). Display the interactive activity on the web page, this will appear as a series of slides you can work through with the group. Alternatively, you could set the group up with individual or shared screens to work through the activity.
2. Display or direct the group to the confidence slider on the [unresponsive and not breathing (AED) first aid skill page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/unresponsive-and-not-breathing-when-an-aed-is-available/), either setting this as an individual task or discussing group. How confident do learners feel to help someone who is unresponsive and not breathing when an AED is available?
3. On the [unresponsive and not breathing (AED) first aid skill page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/unresponsive-and-not-breathing-when-an-aed-is-available/), move through CJ’s story, displayed as a series of images and text. You could ask learners to read out the slides. After showing the story, ask young people:
* What was happening in CJ’s story?
* How might CJ have felt? How might Joy and other people nearby have felt?
* What is the action that CJ took to help? What else were they good at? What qualities did they show? What can you learn from this? How could you use it?
1. Display or hand out the Learner skill guide ‘helping someone who is unresponsive and not breathing when an AED is available’. In small groups, or as a whole group, look at the learner skill guide and discuss again how they can identify if someone is unresponsive and not breathing and what they would do to help if an AED is available.
2. Individually, or in small groups choose one of the creative tasks below to complete the activity:
* Write or create a poster of how to identify if someone is unresponsive and not breathing and the key action to take if an AED is available.
* Create your own unresponsive and not breathing AED story. They could map this out in pictures that they take as a group with text alongside, like in CJ’s story, or just write text. They can create their story as a PowerPoint or as a short animation. Ensure that young people show the key action to take to help someone who is unresponsive and not breathing when an AED is available and get this across as part of their story. They can then share with the rest of the group – time allowing.

## Summing up

* Remind the group that the most important thing to do is to help.
* Now practise how to help someone who is unresponsive and not breathing when an AED is available.