Practise the first aid skill



**Group size**

Small groups



**Suggested timing**

20-30 minutes



**Method**

Practise

**What you need**

****

**Film from the first aid skill you have been learning**



**Photos from the first aid skill you have been learning**

****

**Role play cards and how to help cards**

Learning objectives

* Practise applying the key actions to a known situation in a role play.
* Understand how everyone can help in a first aid situation.

## Overview

Choose from a range of active learning options for children to practise the key action to help someone for each first aid skill, and explore how everyone can help in a first aid situation, so that learners can feel more able, willing and confident to help in future. Each activity has a suggested timing of 20-30 minutes.

Preparation

After learning a first aid skill, choose which practise activity you would like to use with your group. Print out or display the ‘how to help card’ for the first aid skill children have learned. Depending on the activity you choose, print out or display the role-play cards provided for each first aid skill. You can also encourage learners to come up with their own scenarios.

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 (this can be included in the class ground rules) or can speak to someone afterwards. For more information on this see [Creating a safe, inclusive and supportive learning environment](https://www.redcross.org.uk/get-involved/teaching-resources/creating-a-safe-inclusive-and-supportive-learning-environment) guidance.

**Remember:** It is important that young people use a manikin or mime for choking and unresponsive and not breathing, and do not use the actual technique on another learner. You can purchase a manikin from a range of providers, here is [a link to one](http://www.laerdal.com/gb/nav/33/Resuscitation-Training) of them.

Choose from the following activities:

* [Skill practise](#_Skill_practise)
* [Everyday first aid items](#_Everyday_first_aid)
* [Role play](#_Role_play)
* [Freeze frame](#_Freeze_frame)
* [Rewind the clock](#_Rewind_the_clock)

## How to run the activity

1. Start with your group learning one of the first aid skills.
2. Explain to your group that they will be practising first aid skills using role plays and/or drama.
3. You could watch the relevant first aid skill film again and then in small groups read the how to help cards to allow children to familiarise themselves with the key action to take when someone needs first aid. Then the learners can practise the action safely.
4. You could use the confidence tracker on each skill page to test how confident learners currently feel about helping someone in each situation. Come back to this later to record their scores at the end of the activities to track their confidence. Alternatively, you can ask them to rank themselves from 1 to 10 and write it down somewhere to refer to later.
5. After groups have practised the key first aid action to help someone, choose a practise activity below. The last three activities may be better suited to older learners.

## Skill practise

Use this activity to practise performing the key action.

* Ask learners to get into pairs, with one person being the person in need of help and the other being the helper.
* Ask the helper to perform the skill. If possible, have them practice a few times until each learner understands and can perform the skill and then swap around so that each person has a chance to practise. Use the videos or images to help remind the learners how to do the action correctly.   
  ***Remember:*** *learners should mime the actions for choking and unresponsive and not breathing or use a manakin to practice the full skill.*
* Encourage each person in the pair to review and help the other. Encourage learners to use the two stars and a wish technique to give feedback to their partners for what they did well and how they could improve. For more information on this see the [Creating a safe, inclusive and supportive learning environment](about:blank) guidance.
* If there is time, have each pair demonstrate the skill so the group can check too. Again, encourage learners to give their feedback using the two stars and a wish technique.
* At the end, ask learners to share the key skill they need to remember once more.

## Everyday first aid items

Use this activity to practise understanding of the key skills and awareness of household objects that can be used in first aid.

* Collect the following items and distribute them across a space, or present a picture of each object on a PowerPoint or printed handout:

1. water or any cold, safe consumable liquid (including milk, orange juice, fizzy pop etc.)
2. a tea towel, t-shirt or cloth
3. cling film or a clean plastic bag
4. a cushion or soft material such as a folded coat
5. a bag of frozen food such as peas, ice cubes or an icepack (to avoid melting these could be empty packets)
6. a phone (again this could be a fake phone to avoid damage or loss)

* Show or list a skill to learners and encourage them to identify what object they could use to help them. The correct answers are:

1. water or any cold, safe consumable liquid. *This can be used to cool a burn (for at least 20 minutes).*
2. a tea towel, t-shirt or cloth *This can be used to put pressure on a heavy bleed.*
3. cling film or a clean plastic bag. *This can be used to wrap a burn after it’s cooled.*
4. a cushion or soft material such as a folded coat. *This can be used to support a broken bone.*
5. a bag of frozen food such as peas, ice cubes or an icepack. *This can be used to cool a bump to the head.*
6. a phone. *This can be used to call 999 in any situation, especially important for unresponsive and breathing, unresponsive and not breathing.*

* Encourage learners to discuss their answers together and think about how easily accessible these resources are. You could ask, how many of these things they have on them right now or have in their house? Ensure you explain how each item can be used in the key action for each skill clearly.

## Role play

Use this activity to practise how to apply the key actions to a situation.

* Print off or display the role-play cards for the first aid skill. Role play the situations described in the videos or images using the role play cards. Alternatively, you can read through the role plays as stories and encourage learners to discuss the situation in small groups.
* Ask groups to choose characters and rehearse the role play. If they are making up their own scene ask them to think about the characters: who they are, how they might feel and act, where they are, why they need first aid, and who will help them. Ensure that each person in the group has a chance to role play each character: the person needing first aid, the helper(s) and the bystander(s).

You can explain to learners that a “bystander” is someone who isn’t involved in a situation, they are just nearby. In this situation the bystander watches the incident but doesn’t step into help.

* Ask each group to perform their role-play. The most important thing during the role-play is to practise the first aid key action – ask the audience to look out for this.
* Following each role-play, use the suggested debriefing questions within the role play document on each first aid skill page to encourage learners to think about what happened and what the characters learned from the experience.
* Ensure that you debrief after the role play to discuss the questions on the role play cards emphasising the key action the helper took, the qualities the helper showed and what the bystander could do to help in the future.

## Freeze frame

Use this activity to explore the bystander effect and key qualities of a helper.

* Print or display a photo from the online activities relating to the first aid skill the group are practising.
* If learners have done the role play activity, run through the role play again and ask learners to ‘freeze’ at what they think are the key moments in the role play. Alternatively, they can just point out these key moments when reading through the role play card. Encourage them to focus on the moment after the event where the helper decides to help. Ask each group to show their scene with the ‘freeze’ in the middle of the action, or describe the moment.
* Discuss why this is a key moment and ask learners how they think the helper and bystander felt at that moment. Encourage them to think about what the bystander could do differently in the future to become a helper and how they could both keep themselves safe whilst helping others.
* Debrief with the whole group after to discuss what they learned through this activity and give them space to ask any questions. Remind them of the anonymous question box if there is one.

## Rewind the clock

Use this activity to explore the bystander effect and key qualities of a helper.

* Have learners perform the role plays again, or rewrite the stories, so that the bystander becomes a helper. What can they do in each situation to help?
* Encourage learners to think about the very small things they can do, like comforting a person or calling for help.
* Debrief again and discuss what they think the key qualities of a helper are.

Summing up

At the end of your practise activity, review the first aid steps and discuss how confident the learners now feel to help someone using this skill. You can use the confidence tracker on each skill page to test how confident they feel now. You can also use the quizzes for each skill to test their knowledge.

Now move on to the share activities to create a piece of work which will help learners remember the key actions for each skill.