13.Strain or sprain



**Group size**

Whole group or small groups

**Suggested timing**

30 minutes

**Method**



Discussion and film

Learning objectives

**What you need**



**Strain or sprain interactive activity (images and text) on the** [**strains and sprains first aid skill page**](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/strains-and-sprains/)

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**Learner skill guide ‘helping someone who has a strain or sprain’**

* 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 strains and sprains, what they are and what happens when someone has one. They then learn the steps to helping and the key action to take when someone has a strain or sprain.

## Preparation

Ensure you can access the First aid champions website and can move through the interactive activity on the [strains or sprains first aid skill page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/strains-and-sprains/). Display or print off the Learner skill guide ‘helping someone who has a strain or sprain’.

## How to run the activity

1. Ask young people:
* What is a strain or a sprain?

A strain is when a muscle is damaged. A sprain is when a joint, such as an ankle, is damaged.

* What happens when someone has a strain or sprain?

They happen when someone suddenly moves part of their body. They may have pain, swelling or bruising around a joint or muscle.

* Have you ever had a strain or sprain? Have you ever seen someone else experience one?

Make sure young people know they don’t need to share if they find a story upsetting, but if they want to share, explain that they are going to learn how to help someone who has a strain or sprain.

* What can you do to help someone who has a strain or sprain?

Explain that in the next part of the activity the group are going to learn how to help someone who has a strain or sprain.

1. Now go to the [strains or sprains first aid skill page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/strains-and-sprains/). 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 [strains or sprains first aid skill page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/strains-and-sprains/), either setting this as an individual task or discussing group. How confident do learners feel to help someone who is has strain or sprain?
3. On the [strains or sprains first aid skill page,](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/strains-and-sprains/) move through Lily’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 Lily’s story?
* How did they recognise their Lily had sprained her ankle?
* How might they have felt? Think about the person who has the strain or sprain, the people who helped and anyone else nearby.
* What is the action that Lily’s friends 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. Direct the group to the confidence slider on the [strains or sprains first aid skill page](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/strains-and-sprains/) and complete it again.
2. Display or hand out the Learner skill guide ‘helping someone who has a strain or sprain’. In small groups, or as a whole group look at the learner skill guide and discuss again some of the signs of a strain or sprain and what they would do to help.
3. Individually, or in small groups, choose one of the creative tasks below to complete the activity:
* Write or create a poster of how to recognise a strain or sprain and the key action to take when someone has a strain or sprain.
* Create your own strain or sprain story. They could map this out in pictures that they take as a group with text alongside, like in Lily’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 has a strain or sprain 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 has a strain or sprain.