Broken bone

**Group size**

Whole group or small group

**Suggested timing**

20-30 minutes

**Method**

Film

Learning objectives

**What you need**

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



**Pen and paper**

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**PowerPoint**

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**How to help someone who has a broken bone card**

* Learn how to recognise when someone may have a broken bone.
* Learn the key action to help when someone may have a broken bone.

## Overview

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

## Preparation

Ensure you can play the [broken bone film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/), show a PowerPoint 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:
* How might someone break a bone? *They might have fallen or been hit by an object.*
* How can you tell if someone has a broken bone? *They may be in a lot of pain. They could have swelling and bruising, or be in a strange position.*
* What feelings might there be when someone has broken a bone? *It can be very painful when someone has broken a bone. 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 broken a bone? 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 [broken bone first aid skill page](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/), either setting this as an individual task or discussing as a group. How confident do learners feel to help someone who is choking.
2. Watch the [broken bone film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/). Take some time to discuss the film. Ask the children:
* What was happening in the film? *Ekam and Jonjo are on a bike ride.*
* How did Ekam break a bone? *He fell off his bike and landed on his arm.*
* What did Jonjo do to help? *He used his bag to keep the arm still, reassured Ekam and called for his dad.*
* How might they have felt? Think about the person with the broken bone (Ekam), the person who helped (Jonjo) and anyone else nearby (Jonjo’s dad). *They might say things like worried, scared or shocked but also things like ready to help.*
* What is the action that Jonjo took to help? *Kept it still.*
* What else was Jonjo good at? What qualities did he show? *They might say things like quick to help, kind and caring.*

## Logo  Description automatically generatedQuestions learners might ask

Learners might have questions about this skill. It’s important to give them space to ask questions. 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:

* What should I do if they won’t let me touch it?

*Reassure them and encourage them to help them keep it still themselves.*

* If they can move it or stand on it, does that mean it’s probably not broken?

*Not necessarily. It could still be broken. The only way to know for sure is to get an x-ray. It is better to be too careful than not careful enough. Supporting the injury will help it feel less painful even if it is not broken. The hospital will then know how to fix it properly.*

1. Display or hand out the how to help someone who has a broken bone cards; ask the children to look at them and discuss again some of the signs of a broken bone and the key action to help.
2. Direct the group to the confidence slider on the [broken bone first aid skill page](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/) and complete it again. and complete it again.
3. Check what learners have learned by doing the [broken bone 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 broken bone.
2. Now either hand out or show on the PowerPoint the photos from the [broken bone film](https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/). Ask the learners to decide which is the correct order of the photos, thinking about how someone would recognise if someone had a broken bone and what someone would need to do to help.

Summing up

Remind the group that the most important thing to do is to keep it still.

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