Role-play card - practise

Broken bone.

**The scene**

Friends in the garden, bouncing on a trampoline.

**Staging and prop suggestions**

You could use something to represent the trampoline, such as some gym mats arranged on the floor. You could use a cushion to support the broken bone.

**The roles**

Below are a range of roles – in small groups, each choose a character to play. Ensure that each person in the group has a chance to play the role of each character. Alternatively, learners can read through the stories together and discuss the characters and situations.

Spend time getting in and out of role. For more guidance on how to do this see our guidance on creating safe, inclusive and supportive learning environments.

**Debriefing**

After learners have role played or read through the stories, spend some time debriefing. Give them space to share their thoughts and ask any questions they have. Remind them of the anonymous question box and where they can find further support if needed.

Stimulate discussion by asking learners:

* What happened to the person who may have a broken bone? What signs of a broken bone did they show?
* Who helped in this situation and what did they do to help?
* What did the bystander do? What could they do in future to become a helper?

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**Role one - Friend who has a broken bone**

This person is in their garden, bouncing on their new trampoline. They want to show their friends how high they can bounce, when they slip and bounce off the trampoline.

They land awkwardly on the floor. They land on their arm and it is bent at an awkward angle. They are in a lot of pain.

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**Role two - Other friend**

This person is having fun with their friends and all laughing and messing around. They’ve been trying out their friend’s new trampoline. Their friend wants to show they a trick but it goes wrong and they bounce off, landing awkwardly on the floor.

They don’t know what to do, they wonder if they should go and get the friend’s parents.

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**Role three - Helper**

This person is with their friends, having fun in the garden. They have been bouncing on their friend’s trampoline, and they want to show the trick they’ve been practising.

They’re all laughing, telling their friend they won’t be able to do it, then their friend slips and bounces off the trampoline.

It looked funny and they all laugh, until they realise they seem really hurt.

They can see their arm is at an awkward angle, and they think it might be broken.

They grab a cushion to support their arm and comfort them.

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**Role four - Parent**

This person’s child has some friends round and they are playing in the garden. They, the parent, are inside doing some chores. They can hear the children laughing and then suddenly the laughing stops and they hear someone inside shouting for help.

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 Alternatively, use the scenario from the [broken bone film](http://www.firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone).****

## Summing up

## After the debrief, remind learners that the key action when someone may have a broken bone is to keep it still.

## Now move on to [the share section](https://firstaidchampions.redcross.org.uk/primary/share/) to remember and share the learning for this skill.