



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 using first aid skills.
- > Feel confident to help someone who needs first aid.
- > Feel able to help someone in need of first aid.

Overview

Choose from a range of active learning options for children to practise how to help someone who needs first aid, and explore how different people might feel when someone needs first aid. You can choose from a range of active learning options below for each of the first aid skills the children learn.

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 or can speak to someone afterwards. For more information on this see [Creating a safe, inclusive and supportive learning environment](#).

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. **It is important that children mime this or do the action in slow motion (or for choking and unresponsive and not breathing – use a manikin)** and do not use the actual technique.



4. After groups have practised the key first aid action to help someone, choose a practise activity below:

Role-play

- > Print off or display the role-play card, or offer groups the option to create their own role-play.
- > Ask groups to choose characters, think about how they would speak and react and rehearse a 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 react, where they are, why they need first aid, and who will help them.
- > Each group shows 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, ask learners to say how they knew what help was needed, the key action they took, how each character might have felt and what they would do if they saw someone in need of first aid (relate this to the specific first aid skill they are learning).

Freeze frame

- > Print or display a photo or show the film from the first aid skill you are exploring.
- > In small groups, ask learners to recreate the photo or a moment in the film by each taking on a character in the photo and freezing in place. Ask them to imagine and act out what happened one minute before the photo was taken, then to freeze in place. Then ask them to imagine and act out what was happening one minute after the photo. Ensure that each group includes the moment of injury and the key first aid action to take to help. This can be mimed or acted in slow motion, or a manikin substituted.
- > Ask each group to show their scene with the 'freeze' of the image in the middle of the action.
- > After each group has performed ask the rest of the group what was happening and what key first aid action was taken to help the person. Discuss the feelings of the characters and how they kept calm when this is happening.
- > You could then move to hot seating (see activity below) the characters if you have time.

Stop the clock

- > Print out or display the role-play card for the first aid skill that the group are practising, or invite groups to create their own role-play.
- > Run the complete role-play once, then run again. This time, invite children watching to say: 'stop the clock!' to pause the action when they would like to highlight or discuss something that's happening. Learners acting in the role-play can respond in or out of character and the group can discuss.
- > Ensure that the groups each get a turn and that the key action taken to help the person in need of first aid is practised.

Hot seating

- > Hot seating means becoming a character, then sitting in a seat at the front of the group or in small groups and answering questions from the group as the character.

- > Either ask the children to write or draw a first aid scenario or use an image and ask them to pick a character, or use the role-play script or film for the first aid skill the group are practising. Ask them to decide which character they will become. They can think about:
 - > Who the character is, what their likes and dislikes are, what they are interested in.
 - > Are they a calm person or do they feel worried?
 - > How do they cope in situations where someone needs some help?
 - > How might they be feeling in the scenario where first aid was needed?
- > The children can write down their ideas or discuss them in pairs. Encourage them to create a well-rounded character.
- > Either as a whole group or in small groups, the children take it in turns to have their character 'hot seated'. Encourage the group to ask questions of the character about how they were feeling, what was happening or how they knew what to do.
- > Once the hot seating has finished, ask the children to come out of character, and then discuss as a group how they found the hot seating: What was useful or surprising? Does reflecting on a situation help us learn from it? What did they learn?

Alternatively, you could run the role-play activity and then, in groups, ask children to hot seat their characters to take the activity further.

Summing up

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- 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.