

1. Practise the first aid skill

Group size



Small groups

Suggested timing



20-40 minutes

Method



Role play

What you need



Film from the first aid skill you have been focusing on



Learner skill guide and role play card for the first aid skill you are focusing on

Learning objectives

- Learn first aid skills and about basic treatment for common injuries
- Practise using first aid skills
- Feel confident to help someone who needs first aid

Overview

Choose from a range of active learning ideas to help young people practise their first aid skills, and explore how different people might feel when someone needs first aid.

Preparation

After learning one of the first aid skills, choose which practise activity you would like to use with your group. Print out or display the learner skill guide for the first aid skill they have learned. Depending on which of activities you choose, print out or display the role-play card provided. 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 learners 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 go to:

[Creating a safe, inclusive and supportive learning environment.](#)

Choose from the following activities:

- Role play (print off or display role play cards)
- Freeze frame
- Stop the clock
- Hot seating

To help young people practise the first aid skill they have learned.

How to run the activity

- Deliver one a learn activity for one of the first aid skills.
- Explain to your group that they will be actively practising a first aid skill.
- You could watch the relevant first aid skill film again and then in small groups read the learner skill guide to



familiarise young people with the key action to take when someone needs first aid. Then the learners can practise the key action to take.

- Please note. It is important that young people mime 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.

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 cards for the first aid skill they have learned, or offer the option to create their own role-play.
- 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.
- 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).
- You could then move to hot seating (see activity below) the characters if you have time.

Freeze frame

- Watch the film for the first aid skill you have been focusing on, or ask your group to come up with their own scenarios.
- In small groups, ask learners to create a freeze frame from a moment described in the film, by each taking on a character from the description in the film and freezing in place. Ask them to imagine and act out what happened one minute before the freeze frame, then to freeze in place. Then ask them to imagine and act out what was happening one minute after the freeze frame. Ensure that each group includes the moment of injury and the key action to take. 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 first aid key action was taken to help the person. Discuss the feelings of the characters and techniques to keep 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 observers 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.
- You could then move to hot seating (see activity below) the characters if you have time.

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 the group put to you as the character.



- Either ask the young people to write a first aid scene or use the role-play script for one of the first aid skills. 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?
- Young people can write down their ideas or discuss them in pairs. Encourage them to create a well-rounded character.
- Either as whole group or in small groups, learners 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 young people 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?

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.