



BritishRedCross

STORY OF A NIGHT OUT

First aid education resource from
the British Red Cross



Photo © Steve Hall / UNP

Refusing to ignore people in crisis

– Overview

- > **Health and wellbeing**
- > **Personal and social development**
- > **Effects and consequences of alcohol misuse**

This 30 minute lesson plan is designed to be delivered before the 20 minute practical lesson plan, also available online.

– Learning outcomes

By the end of this lesson we will:

- > be able to identify some of the risks associated with a house party and drinking alcohol
- > be able to identify the risks for an unresponsive and breathing person who is lying on their back. Have the knowledge of how to move them on to their side and tilt their head back to help them continue to breathe.

We are learning this because it will:

- > help us to make informed decisions
- > give us ways of reducing risk and minimising harm in risky situations, through knowledge of first aid and being able to keep ourselves safe.

We will know we are successful when:

- > we are developing skills to enable us to be confident, willing and able to help a person who is unresponsive and breathing.

– Lesson plan



Phase	Timings	Delivery
Lesson starter	Allow 2 -3 min	Class discussion What could go wrong at a house party? <ul style="list-style-type: none">> The party could get gatecrashed.> A fight could break out.> Someone could break something valuable.> Someone could fall over and break a bone.> Somebody might drink too much alcohol.
Main activity	23.21 min total running time	Watch the film. It is intended that you play the film through without any breaks.
	Starts at 0:00	Section one: We are introduced to the characters and the scene is set for the events to unfold.
	08:08	Section two: We explore the relationship between Hannah, her friends, and other partygoers, as she gets progressively more drunk.
	11:48	Section three: The party becomes increasingly wild. Upstairs, Hannah becomes unresponsive. Alice eventually finds her and looks for Mark to help.
	16:10	Section four: Shows the moments after Mark and Alice leave Hannah. She is lying on her back and chokes to death on her own vomit. Mark looks back on the situation.
	20:58	Section five: The last part of the film shows an alternative ending, including Hannah looking back over the events of the evening.

Resources (if required)
Flip chart, paper, pens

Resources needed
Story of a night out film, computer/laptop



Phase	Timings	Delivery
Plenary	Allow 2 min	<p>Invite discussion on how individuals within the class would react if this scenario was presented to them in real life, for example in the context of their own house party.</p> <p>Peer assessment and self-assessment can take place about what has been done. If students do not return to the learning outcomes at this stage, the teacher should recap over them.</p>
Homework and extension activities		<p>There are some useful extension questions within the teaching notes below, which can be done within the lesson if you have time, or set as homework for further development.</p> <p>Make plans to follow on from this lesson with a practical session – for students to practise the ‘pushover’. A 20 minute practical lesson plan is provided online.</p>





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This 30 minute lesson plan is designed to be delivered before the 20 minute practical lesson plan, also provided online. The practical session is best undertaken afterwards in a separate lesson, allowing students to practise the 'pushover'. By doing this, students will develop greater confidence, willingness and ability to help a person who is unresponsive and breathing.

2

Some students may find some of the scenes unsettling. For example, in order to illustrate why it is important to move an unresponsive person who is breathing on to their side, one character in the film doesn't get helped when she becomes unresponsive. She is left lying on her back and is later shown dying as a result of choking on vomit.

3

Differentiation

Some ideas include:

- > classroom assistant support
- > create mixed ability friendship groups to encourage positive behaviour and support.

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Assessment methods

This will depend upon your class and their learning styles or needs. Ideas include:

- > formative assessment throughout by teacher checking with students
- > peer assessment by students
- > self-assessment by students
- > students evaluate the lesson as an extension activity
- > practical demonstration of 'pushover' by students.



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The following extension questions can be used to explore issues within the film further, if time allows:

Section 1: Extension questions

- > Which character is most at risk?
- > Is risk affected by your personality and actions? Give examples from the film.

Section 2: Extension questions

- > Why is Alice having trouble helping Hannah?
- > What are Alice's options to help Hannah?

Section 4: Extension questions

- > Would you have known what to do if you were Mark?
 - > If Mark had known that someone could choke to death on their vomit, what would he have done differently?
 - > What could the characters have done differently to prevent Hannah's death?
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No prior knowledge of first aid is required.

Some common questions are included below.

Why do I have to tilt their head back to check for breathing?

When a person is unresponsive, their muscles relax and their tongue can block their airway. Tilting their head backwards opens the airway by pulling the tongue forward.

Is it sometimes called the ‘recovery position’ when you move a person on to their side and tilt their head back?

Yes, ‘recovery position’ is the commonly used term to describe how an unresponsive and breathing person should be placed so their airway stays open. In this resource it is also referred to as the ‘pushover’.

Should I try to talk with the unresponsive person?

Yes, talk to the person and reassure them. Even though they might not respond to you, they may still be able to hear what is going on.

What should I do if the person is unresponsive and not breathing?

If they are not breathing, call 999 and give chest compressions until help arrives.

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Learn more: First aid learning for young people

We've created a range of free, interactive teaching resources to help you teach first aid to 11 – 19 year olds. Find out more at: [redcross.org.uk/youngpeoplefirstaid](https://www.redcross.org.uk/youngpeoplefirstaid)