

STORY OF A NIGHT OUT

First aid education resource from
the British Red Cross

20
minute practical
lesson plan





– Overview

- > **Could you give your friend the ‘pushover’?**
- > **Practical knowledge of how to help someone who is unresponsive and breathing.**

This 20 minute practical lesson plan is designed to be delivered after the 30 or 50 minute lesson plan, also available online.

– Learning outcomes

By the end of this lesson we will:

- > 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:

- > 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
Before you start		<p>Students should have already participated in the 30 or 50 minute lesson, available online.</p> <p>Prepare the 20 minute practical film.</p>
Main activity	4:14 min total running time [plus additional time for pauses]	<p>Practical session</p> <p>Follow the instructions in the 'pushover' film.</p> <p>This is an opportunity for students to have a go at helping someone who is unresponsive and breathing.</p> <p>Follow the on-screen instructions, with Mark facilitating the session for the class.</p> <p>You will need to organise the class into pairs and clear a space within your classroom for the students to work on the floor.</p>
	Starts at 0:00	1. Introduction from Mark.
	0:24	2. Pause the film : ask your students to get into pairs.
	0:28	3. Watch the demonstration of the 'pushover' (no activity required from the class at this point).
	1:47	4. Pause the film : ask the pairs to move to a position in the room with clear space around them.
	1:52	5. Mark explains that the first step is to get one person to lie on their back.
	2:07	6. Pause the film : one member of each pair should now lie on their back.
	2:11	7. Mark instructs the person doing the 'pushover' to check their partner's breathing.
	2:25	8. Pause the film : check breathing by tilting their head back and looking and feeling for breaths.

Resources needed
Floor space for practical work

Lesson plan continued



Phase	Timings	Delivery
Main activity continued	2:30	9. Mark explains that the next step is to push their partner onto their side and tilt their head back.
	2:46	10. Pause the film : push them on to their side and tilt their head back.
	2:50	11. Mark says to check breathing once again and then call 999.
	3:17	12. Pause the film : check they are still breathing. Call 999.
	3:21	13. Mark explains that it's now time to swap over so the other person in the pair can have a go.
	3:26	14. Pause the film : Students should swap over and repeat the exercise.
	3:29	15. A final reminder of the 'pushover' is given.





1

The pilot of this resource established that doing this practical activity improves student confidence in their ability to help someone who is unresponsive and breathing. All students who participated in the pilot felt that the practical exercise was extremely important and should be an integral part of the process, alongside the film resource.

It is therefore advised that this 20 minute practical lesson should be delivered after the 30 or 50 minute lesson, also provided online.

2

The pilot also revealed that the practical exercise works best if it is done in a designated area away from the classroom. You will need a laptop, or other computer, so that the demonstration can be watched first. If no laptop is available, you can ask a couple of students to watch the demonstration in advance and then perform it back to the rest of the group.

3

The practical exercise does involve students having to lie on the floor, so consideration needs to be taken with regards to the floor surface and students' clothing, such as skirts.

4

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.

5

Extension exercise

If you have limited room, you could ask half of the class to practise the 'pushover' as a practical exercise, and ask the other half to work in pairs discussing situations when they think the 'pushover' may be necessary.



6

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)