

# STORY OF A NIGHT OUT

First aid education resource from  
the British Red Cross

Teacher  
notes



## – Why is this resource important?

The findings from a British Red Cross study reveal that:



**1 in 3**

(36 per cent) 14-16 year olds drink most weekends, with this group drinking on average 11 units – the equivalent of seven-and-a-half alco-pops, or four large cans of beer or cider.

**1 in 5**

(23 per cent) 11-16 year olds have been drunk on average three times in the past six months.

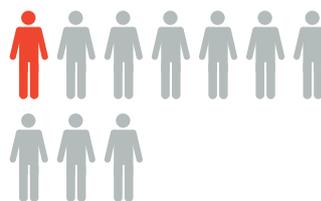
**1 in 7**

(14 per cent) 11-16 year olds have been in an emergency situation as a result of a friend drinking too much alcohol.



**1 in 10**

(10 per cent) 11-16 years olds have been left to cope with a drunken friend who was sick, injured or unresponsive. When asked what actions they took in response to these situations, 46 per cent said they didn't know what to do.



## – What does the resource do?

**Story of a night out** is an educational resource which aims to:

- > Increase the number of young people confident, willing and able to help others in a first aid emergency.
- > Teach young people how to help someone who is unresponsive and breathing, by moving them on to their side and tilting their head back – referred to as the 'pushover'.
- > The 'pushover' is simplified language to show how easy and applicable first aid can be. It simply refers to the movement of pushing someone who is unresponsive and breathing on to their side and tilting their head back. Some people may know about the recovery position already – the 'pushover' is simply a different way of getting people into the same safe position.

## – What is the style of the resource? \_\_\_\_\_

The resource is divided into three lesson plans (20, 30 and 50 minutes). The 20 minute version is a practical lesson allowing students to practise the ‘pushover’. This is ideally delivered after the 30 or 50 minute lessons.

**All lesson plans are designed to work alongside a film about a house party.**

**It aims to:**

- > be interactive and discussion-led, taking students on a journey as they follow a group of young people through a typical house party
- > be simple to use - the instructions, timings and discussion points are highlighted on the screen
- > help teachers and educators with no prior first aid knowledge to teach life-saving skills.

## – How should the resource be used? \_\_\_\_\_

- > The resource is led by ‘Mark’, a character within the film that is played to the class. Mark acts as a facilitator, talking directly to the audience. Throughout the 50 minute version of the film he will pause the story and pose discussion points for the class to discuss in small groups.
- > The Red Cross strongly recommends that all educators using this resource review the footage prior to use, in order to ensure it is appropriate for the group using the resource.
- > **The resource contains scenes that some students may find unsettling.** For example, in order to illustrate the importance of moving a person who is unresponsive and breathing on to their side, one character in the film doesn’t get helped when she falls unresponsive. She is left lying on her back and is later shown dying as a result of choking.



**This resource also has strong images of alcohol consumption by young people. All actors are aged 18 or over.**

## – What resources are available online? \_\_\_\_\_



**Three Story of a night out films**



**Character profiles**



**Two lesson plans –**  
30 minutes and 50 minutes



**One practical based lesson plan –** 20 minutes

## **– Background on building confidence and willingness to help**

---

People who have learned first aid may be very skilled at giving first aid but, for a variety of reasons, often don't use their skills when they are needed.

The first few minutes after an accident or emergency can be vital in determining a successful outcome for the person needing help. It is therefore important that bystanders act quickly to help.

### **The bystander effect**

Many people think that someone else will help, or will know what to do in an emergency. In fact, the more people who are around when an emergency happens, the less likely an individual is to act. This is known as the bystander effect.

There are a number of examples of this happening in emergency situations in the UK. The reasons essentially come down to:

- > a diffusion of responsibility: people tend to think that somebody else will help, or is better placed to help
- > a need to behave in a socially acceptable way: for example, if others are not reacting, there is either no need to react or it is not appropriate to act.

**Research shows that when people are made aware of the bystander effect they are more likely to act.** But there is also evidence that awareness may not be enough. By discussing their reaction to particular first aid situations, a group is more likely to respond.

This film resource (50 minute version) addresses the bystander effect within discussion points 3-6:

- > Why is Alice having trouble helping Hannah?
- > What are Alice's options to help Hannah?
- > If you had known what was going to happen, what would you have done differently?
- > Pick a character: what should they have done differently in this situation?

**The following phrases have been found to be useful in reassuring young people and encouraging them to be confident and willing to help others.**

- > It is better to do something rather than nothing.
- > The more people that are around, the less likely anyone is to do anything.
- > In this situation, would you want someone to help you?
- > Everyone feels scared – but you can do it anyway.
- > You are not alone, there are other people who can support you – emergency operator, ambulance staff, etc.
- > Helping can make all the difference.

## **– Background on building confidence and willingness to help** continued ---

These phrases are best used when inserted throughout the feedback on the discussion points, with one or two repeated during the final section of the film.

### **The qualities of a helper**

Often, when thinking about first aid, people are worried that they will be asked to take too much responsibility or that they don't have the right attributes to help. However, most people will have some of the following qualities:

- > listens and observes
- > has common sense
- > has a mobile phone and knows how to use it
- > thinks clearly
- > steps in to help
- > feels the fear but acts anyway
- > does what they can
- > takes care of someone until an expert arrives
- > is caring and compassionate.

By using coaching and praise during your lesson, you can reinforce young people's belief that they can help others in need of first aid.

As an additional activity, you could discuss the different characters within the film and consider whether their actions showed any of the qualities of a helper, as described above. Students may also want to offer their own ideas about attributes not listed above.

### **First aid skills**

In a first aid emergency, having the qualities of a helper makes a big difference to a person's confidence and willingness to offer help. The skill they then need to help an injured person is first aid. Many of the characters in the resource have the qualities of a helper but do not possess the skill to enable them to act.

**Story of a night out** has been written to show a group of young people with friends at a house party. It is important to remind students to always put their own safety first, whatever the situation. If someone needs help, but it is not safe to help them, the young person should call 999 and explain the situation to the operator.

To find more Red Cross education resources visit [redcross.org.uk/education](https://www.redcross.org.uk/education).