

## Lesson plan: *RUN HIDE TELL*

### *TREAT - St John Ambulance First Aid*

**Ages 11-16**

**Key Stages 3 & 4**

## Context

This lesson plan has been produced by St John Ambulance and aims to equip students with first aid knowledge and skills that could be used in the event of a knife or gun terror attack. It accompanies the 'RUN HIDE TELL' PSHE education lesson plans produced for the National Counter Terrorism Security Office (NaCTSO) by the PSHE Association as part of its ACT for YOUTH campaign to inform 11-16 year olds of how best to react to a knife or gun attack. Suitable for either the 11-14 or 15-16 years age range, this lesson is designed to be taught after the appropriate RUN HIDE TELL lesson, as it is important that students have learnt the RUN HIDE TELL safety procedure before moving onto the specific first aid skills they might use if hiding. It will give students the confidence to know how to assess dangerous situations, keep themselves safe and how to help others. The session will allow students to explore potential life-threatening scenarios and associated injuries and is designed to be interactive, allowing students to reflect on and practice their first aid skills.

The timings given are approximate, based on a 30 minute lesson. Guidance is given on how to adapt the lesson if more time is available.

Please ensure that there is ample space for students to take part in practical activities.

It is recommended to place tables at the edge of the classroom and arrange a semi-circle of chairs for the students

### Learning objectives

- We are learning when it is safe to help a casualty in a 'RUN HIDE TELL' scenario.
- We are learning how to keep ourselves safe and call for emergency help in the event of an incident
- We are learning how to assist others, even if we have no first aid equipment available.
- We are learning who to help first using an ABC approach
- We are learning how to treat bleeding

### Intended learning outcomes

- ✓ I can identify when and how to call for help in a RUN HIDE TELL situation
- ✓ I can decide how to treat someone who has a knife or gunshot wound in the event of an incident
- ✓ I can identify what to do when someone is bleeding

### Resources required

- Laptop or computer
- Presentation screen (e.g. Interactive whiteboard)
- Classroom with space for practical activities
- Five backpacks (or plastic bags) with resources:
  - Water/soft drink
  - Clothing or material
  - Pencil case with scissors
  - Plastic bags
  - Notepad and pen
- Injury cards

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|  | <ul style="list-style-type: none"> <li>• Teachers notes</li> <li>• Pens/flipchart paper</li> </ul>   |
| <p><b>Key words</b></p>                        | <p>Danger, Response, Airway, Breathing, Circulation, Casualty.</p>   |
| <p><b>Introduction</b><br/><br/>5 mins</p>     | <p>Share the learning objectives and outcomes with students. Explain that although gun and knife attacks are very rare, it is important to have the skills and knowledge to know what to do in this situation. First and foremost, students should be told to keep themselves safe. They should only try to help other people if it is safe for them to do so. Having a plan could help us to keep safe, and also to enable us to help others. It may be necessary to administer first aid with very little equipment, it is important to adapt safely and promptly.</p>   |
| <p><b>Core activities</b><br/><br/>30 mins</p> | <p><b>Slides 1 to 4:</b> This sets the scene for the training. The key message is that students should keep themselves safe and only help others if it is safe to do so.</p> <p>Discuss why they should not use their mobile phones. Turning off mobile phones stops their phone ringing or vibrating which may alert an attacker to their presence.</p> <p><b>Pause point 1</b></p> <p>‘Think/Pair/Share’.</p> <p><b>Slide 5:</b> Display the image on the presentation.</p> <p>Ask students to spend a minute thinking about the image they have seen on the slide. Ask them to think about what is happening. Invite them to spend a minute discussing their answers with a partner, ready to feed back to the group.</p> <p>Ask them to describe what they think has happened. Discuss the thoughts and feelings of the individuals in the picture.</p> <p>Once students have shared their thoughts, ask them if they can identify how first aid is useful in this situation.</p> <p>Explain to group that in the event of a situation it may be up to an hour or more before help can arrive. First the police will need to secure area and only after that will medical assistance be able to attend. The skills that we are going to learn in this presentation are basic first aid skills that can help others in the event of a situation and save lives.</p> <p>Discuss most appropriate places to hide, keeping aware of exits and not getting trapped. Lock/barricade doors when possible. In the event of gunfire, if you cannot hide, then take cover.</p> <p>Discuss why they should not use their mobile phones. Turning the phone to silent will stop their phone ringing or vibrating which may alert an attacker to their presence.</p> <p><b>Slide 6:</b> Emphasise importance of being vigilant and aware that other dangers may present after the initial incident.</p> <p><b>Slide 7:</b> Discuss In event of multiple casualties who to treat first.</p> |

**Teacher:** Explain that it would be difficult to ignore calls for help. But as someone calling for help is obviously breathing etc. it could be another casualty that would benefit more from the students' help.

**Remember:** Enforce fact that HIDING is paramount so try to quiet any casualties that may draw attention to location and reassure them that hiding is best option.

Then continue through the slides teaching first aid techniques from **Slide 8 to 22**.

**Slide 13:** The three P's. Explain that it is important to keep pressing on the wound even if it doesn't appear to be bleeding as bleeding can restart.

**If extra time available:** Encourage students to practice the recovery position in pairs. Ensure there is enough space. One will be a casualty, the other a first aider. Using **Slides 14 to 16** for guidance and the recovery position video, take the students through the technique step by step.

**If further time available,** following each video, ask the students to think about how they would adapt the techniques if:

- They were in a confined space
- They had no first aid kit

What might they have with them that could be utilised to help deliver first aid?

If working with older or very confident children, teacher may choose to explore the realities the situation may present – several injured people, blood, uncertainty that help is coming, the desire to use their phone. Reaffirm that keeping themselves safe is key and that they should only aim to help others if it is safe to do so. Reassure them that just being calm, talking to and keeping casualties warm is as much as they can do in a difficult situation.

**Plenary /  
Assessment  
for and of  
learning**

**5 mins**

## Assessing (demonstrating) progress

Ask students to write down answers to some of the following questions

- Name something you learnt today?
- Why is what you have been learning important?
- How do you feel about what you learnt today and why?
- Name the key steps in a Run Hide Tell situation?
- How confident are you that you could help in this situation?
- With no first aid kit, could you identify other items that might be useful?

**Extension  
activities**

## Extension Activity:

Ask students to design a first aid guide based on what they have learnt and the 'Run, Hide, Tell' message. These could be displayed around the school or shared with friends and family.

Ask students to research other injuries and conditions they might see in the event of a gun or knife attack.

Please share this work and send to [Sja.org.uk/schools](https://www.sja.org.uk/schools)