

Making the sessions socially distanced

At StreetDoctors we work in groups of up to 15 young people. A delivery partner staff member should be present throughout the session.

Pre-Session

Confirm session a week in advance, contact DP again 48 hours before to double check there has been no change. Remind them what equipment is required. Computer, projector, and internet access.

Ensure you have at least one stand in volunteer if one of you are unable to deliver at short notice. Preferably two back up volunteers in case of an emergency.

Take a lateral flow test at some point during the week in line with government guidance on two tests per week.

Check Kit Bag including PPE required, sanitise all items with surface wipes before repacking for the session.

During Session

Arrive 30 minutes before delivery, view the room for delivery. If room is unsuitable for delivery. E.g too small or ventilation is limited request a larger room. If another space is unavailable, please advise DP that you are unable to deliver the session.

With laptop / projector provided set up videos to play via the Playbook on StreetDoctors website. Playbook > All Volunteers > Training Resources > Socially Distanced Delivery. Check videos play from links provided.

Set up chairs 1m apart. Place feedback forms and pens under each chair.

Set up table with certificates and wallet reminder cards

Set up table with masks, sanitiser, gloves and surface wipes

Bleeding Session: Fill pint glasses with squash in advance. As well as both bottle demos, raising the legs and plugging a bleed. Wipe down catheter and stoma / colostomy bag.

Knocked Out Session: Wipe down concussion goggles and resuscitation dummies with surface wipes and after each person has practiced compressions.

Explain that the sessions will be socially distanced and that we all are responsible for keeping the space safe. Advise the young people that although they do not need to wear a mask we'd request when they are doing close contact demonstrations, we recommend they use masks. They will be reminded of this when appropriate. Encourage regular use of hand sanitiser.

Post Session

Ask YP to complete feedback forms from under their chairs.

Write out certificates if you have not asked the DP staff to support you with this.

Hold a debrief with DP staff.

Pack up wiping down all equipment used.

What to do if someone is bleeding

Equipment List

- Flip chart and pens (usually provided by delivery partner)
- 10 x plastic 1 pint cups
- Squash (preferably red/pink coloured)
- Large plastic bottle with hole half way up
- Hole filling apparatus (something to put in the hole e.g. wooden spoon)
- Basin/bucket if outside space not available
- A4 sized AS ALERT cards
- Body organ pictures
- Evaluation forms
- Certificates
- Wallet Reminder and Mental Health Signposting cards (for young people)
- PPE (hand sanitiser, wipes, gloves, masks, masking tape)

Session Summary

Training Section & Timings	Content	Activity	Equipment
Pre-session	PREPARE! Arrive 25-30 minutes early so you can set up for the session and meet with staff.	Draw outline of life-size body on flipchart Fill up pint glasses with squash Write up group agreement (see appendix 2) to be discussed with trainees	Flipchart paper Pens Squash Cups Water Bottle
Introduction 7 mins	Introduce yourself to trainees Rules re: phones and leaving Say who you are, why you're there and what StreetDoctors is. <u>Have you learnt first aid before?</u> <u>Who has been to a StreetDoctors session before?</u>	As trainees arrive: -Have a chat, get to know them Trainer explains boundaries of the session: -share group agreement with trainees, make changes as needed Introduce yourself to trainees in full-this is very important because your training as a medic will add credibility, so increasing young people's trust in what you have to say Say why you're there and what StreetDoctors is. You can summarise our work as- 'we are a movement of young healthcare volunteers training young people in emergency first aid skills and increasing their understanding of the consequences of violence.	Register (if provided) Take a note of the number of trainees to put into Lamplight: -First time attendees -Repeat attendees

		<p>Explain sessions are now socially distanced physical demonstrations are allowed however we recommend they use a mask when in close contact with each other.</p> <p>During the times where they are not demonstrating on each other advise the young people they will be reminded to keep their distance, use hand sanitiser and wipe down surfaces when prompted.</p> <p>Video demonstrations are still available if volunteer trainers prefer not to do physical demonstrations. Young people do not have to take part in physical demos if they do not feel comfortable.</p>	
Appy Pressure video <i>2 mins</i>	<u>Any thoughts?</u>	Watch video	Video- link on playbook
How the body works <i>7 mins</i>	<p>Use body organ cards</p> <p><u>What are the important parts of the body to stay alive?</u></p> <p><u>Where do you think it is safe to be stabbed?</u></p> <p>Talk through why it is not safe to be stabbed where trainees have marked "X" – <u>Why do you think it's safe to be stabbed here?</u></p>	<p>Hand out the body organ cards</p> <p>Trainees are asked: -<u>what organ are you holding?</u> -<u>what does it do?</u> -<u>place it on the drawing of the body where it goes</u></p> <p>Clarify the 3 most important organs to keep you alive</p> <p>Trainees encouraged to draw an "X" on the body where it is 'safe' to be stabbed</p> <p>If the space doesn't allow you to walk around and safely socially distance hold up body organ cards, ask YP to explain what the organs are, there functions and verbally direct where they go on the body outline.</p> <p>If space allows get the young people to come up and place cards on the body where they think organs are located.</p> <p>If there is no space to walk around safely ask YP to verbalise where they think a safe place to stab is and mark on paper.</p>	<p>Flipchart and pens</p> <p>Body organ cards</p> <p>Colostomy bag</p> <p>Catheter</p>

		If safe to do so, ask one YP at a time to draw an "X" to the body where they think it is "safe" to be stabbed.	
Squash Demo <i>5 mins</i>	If the sharp object was still in the wound would you take it out or leave it in?	Ask trainees what they would do. Demonstrate what happens if you leave spoon in vs. taking it out	Squash Basin Water bottle Wooden spoon
Bleeding <i>5 mins</i>	How can you tell if someone is bleeding? <u>What would someone look like if they're bleeding?</u> <u>How would they feel or behave?</u> <u>Why is it dangerous to be bleeding?</u>	Write down the answers/ideas trainees give you to the questions in the left column. Trainees can refer to answers/ideas they give in this section to help participate in the next one.	Flip chart and pens
Blood <i>7 mins</i>	How much blood do you think there is in the body? <u>What might someone look like now?</u> (ask after pint poured in bucket) <u>Which parts of the body are the most important to get blood to?</u>	Hand out the pint glasses to trainees Trainees pour in 1 pint at a time After each successive pint is poured in, pause, ask trainees what someone might look like. Pour in up to 4 pints. Re-iterate the vital organs from the body organ section that need blood	Squash in 10 x pint glasses Bucket/basin
How could you help? <i>7 mins</i>	Teach AS ALERT <u>What order do you think the cards go in?</u> <u>Why do we apply pressure?</u>	Place AS ALERT cards on the ground in random order. Ask trainees to verbalise which order they believe the cards should go in. Rearrange the cards from the YP instructions. Facilitate discussion about the order the cards go in. Explain why each step is needed.	Flip chart and pens AS ALERT cards Water bottle Bucket/basin
How to call an ambulance <i>3 mins</i>	<u>How do you call an ambulance?</u> <u>What information do they need to know?</u>	Explain how to call an ambulance and highlight the information the operator will need to know.	Flip chart and pens
Demo and practice what to do <i>5 mins</i>	3 step demo of what to do <u>Ask trainees to guide trainer in step 3 of demo</u>	1. Trainer does silent demo 2. Trainer explains demo 3. Trainees guide trainer through demo Advise the YP you will now demonstrate how to help someone who is bleeding on your training partner.	Volunteer acts out bleeding

		<p>Wearing a mask here will demonstrate covid responsible behaviour. Apply pressure to your training partner. And move through physical demo of ASALERT.</p> <p>If you or your training partner are not comfortable with physical demos play the ASALERT video on the playbook.</p> <p>Apply pressure to yourself either on your arm with your hand or to your abdomen with both hands.</p> <p>Demonstrate on your own body how much pressure is required. E.g if squeezing their arm, what should they feel and if applying pressure to their abdomen what will they feel.</p> <p>Demonstrate leg elevation with a chair.</p>	
Practice 7 mins	Split into small groups and <u>practice</u>	<p>Trainees each practice what to do if someone is bleeding</p> <p>YP should be encouraged to wear masks. Get DP staff to hand out to YP.</p> <p>If YP do not want to practice physical demos on each other then ask them to demo on themselves or instruct someone else.</p>	Trainees rotate volunteering as 'patient'
Discussion 7 mins	Ask the trainees questions to facilitate discussion	Teachers facilitate a discussion	
Recap 5 mins	<p><u>What is the most important thing to do?</u></p> <p><u>What is the 2nd most important thing to do?</u></p>	<p>Reiterate:</p> <ol style="list-style-type: none"> 1. Call an ambulance 2. Apply pressure 	
Evaluation and certificates	<p><u>Trainees complete evaluation form</u></p> <p>Give trainees certificate and thank them for participating</p>	<p>Thank trainees for taking part.</p> <p>Trauma check in and signposting: <i>We spoke about a violent incident and someone being knocked out as a result. Some parts of the session may be upsetting. If you need to talk to someone about it please reach out to the staff member who invited you. You can also speak to independent organisations like the Mix, Young minds and Shout.</i></p> <p>Give them both Reminder cards.</p> <ul style="list-style-type: none"> ○ Wallet card ○ Mental health support 	<p>Evaluation form</p> <p>Certificates</p> <p>Reminder cards</p>

What to do if someone is knocked out

Equipment List

- BLS dummies
- Plastic jar and stress ball / Plasticine
- Knocked out Flow Chart
- Concussion Goggles
- Flip chart and flip chart pens
- Body Organ pictures
- Evaluation forms
- Certificates
- Wallet Reminder and Mental health signposting cards for young people
- PPE (hand sanitiser, wipes, gloves, masks)

Session Summary

Training section & timings	Content	Activity	Equipment
Pre-session	<p>PREPARE!</p> <p>Arrive 25 - 30 minutes early so you can set up for the session and meet with staff.</p>	<p>Draw outline of life-size body on paper.</p> <p>Write up group agreement (Appendix 2) to be discussed with trainees</p>	<p>Flipchart paper</p> <p>CPR dummies</p> <p>Pens</p>
Introduction <i>5 mins</i>	<p>Share group agreement</p> <p>Say why you're there and what StreetDoctors is.</p> <p>You can summarise our work as- 'we are a movement of young healthcare volunteers training young people in emergency first aid skills and increasing their understanding of the consequences of violence.</p>	<p>As trainees arrive:</p> <ul style="list-style-type: none"> - Hello / Welcome -Have a chat, get to know them <p>Trainer explains boundaries of the session:</p> <ul style="list-style-type: none"> -share group agreement with trainees, make changes as needed <p>Introduce yourself to trainees in full-this is very important because your training as a medic will add credibility, so increasing young people's trust in what you have to say</p> <p><u>Have you learnt first aid before?</u></p> <p><u>Who has been to a StreetDoctors session before?</u></p>	<p>Register (if provided)</p> <p>Take a note of the number of trainees to put into Lamplight:</p> <ul style="list-style-type: none"> -First time attendees -Repeat attendees
What is knocked out? <i>6 mins</i>	<p>Here you will explain what we mean by being knocked out.</p> <p>How to identify someone is knocked out and not</p>	<p>Trainees are asked:</p> <ul style="list-style-type: none"> <u>-what does being knocked out mean?</u> <u>-how can you check someone is knocked out and not sleeping?</u> 	<p>Flipchart and pens</p> <p>Resus dummy</p>

	<p>sleeping.</p> <p>What the are possible causes for someone being knocked out</p>	<p>Discuss shake and wake</p> <p>Demonstrate on resus dummy. Tap shoulders, shout loudly.</p> <p><u>-why might someone be knocked out?</u></p> <table border="0"> <tr> <td>Faint</td> <td>Drugs</td> </tr> <tr> <td>Heart Attack</td> <td>Punched</td> </tr> <tr> <td>Stroke</td> <td>Seizure</td> </tr> <tr> <td>Hit head on floor</td> <td>Diabetes</td> </tr> </table> <p>Write out their answers on whiteboard or paper</p>	Faint	Drugs	Heart Attack	Punched	Stroke	Seizure	Hit head on floor	Diabetes	
Faint	Drugs										
Heart Attack	Punched										
Stroke	Seizure										
Hit head on floor	Diabetes										
<p><i>Trauma Informed Check In: We have discussed some distressing reasons why someone may be knocked out. Just a quick check if everyone is okay to continue. If you need to take a moment please let us know. You can step out at any point please seek support from the staff members here.</i></p>											
		<p>Ask trainees to stand and divide the room into 3 sections: Yes/Unsure/No</p> <p>Ask trainees:</p> <p><u>-is being knocked out dangerous?</u></p> <p><u>-what are your reasons why you have picked yes?</u></p>									
<p>Vital Organs and Breathing</p> <p>5 mins</p>	<p>You will discuss the three most important organs and why.</p> <p>Discuss the mechanism of breathing</p>	<p>Using the organ cards ask the trainees:</p> <p><u>-what are the three most important organs and why?</u></p> <p>Get them to place them on the body outline.</p> <p>Heart – Pumps blood Brain – Body’s control centre Lungs – required for oxygen intake from breathing</p> <p>When speaking about the lungs ask the trainees</p> <p><u>-how do we breathe?</u></p>	<p>Body Organ Cards</p>								
<p>How to help someone who is knocked out</p> <p>2 mins</p>	<p>Explain how to help a person who has been knocked out</p>	<p>There are three outcomes if someone is knocked out :</p> <ol style="list-style-type: none"> 1. Wake immediately 2. They remain knocked out but are breathing 3. They are knocked out and not breathing <p>Explain to the trainees you will talk through each outcome.</p>									
<p>Concussion</p> <p>8 mins</p>	<p>Explain why someone being knocked out but waking immediately can still be dangerous.</p>	<p>Ask trainees</p> <p><u>-Why is it dangerous if someone is knocked out but wakes immediately?</u></p>	<p>Flipchart</p> <p>Plastic Jar</p> <p>Plasticine ball</p>								

	Concussion demonstration and identifying symptoms	<p>Head injury – from a fall</p> <p>Concussion</p> <p>Explain what concussion is</p> <p><u>-Dose anyone know how concussion happens?</u></p> <p>With plastic jar and plasticine to demonstrates the brain moving around in the skull.</p> <p>Ask the trainees</p> <p><u>-What are the symptoms of concussion?</u></p> <p>Write answers on the flipchart</p> <p>Brain injury - life threatening, brain swelling, irreversible damage or death.</p> <p>If these symptoms are seen in yourself or someone who has been knocked out attend A&E or call 999.</p> <p>Call 111 – Non emergency line if they wake immediately but have no symptoms.</p> <p>Ask trainees:</p> <p><u>-what do you tell the call operator once you dialled 999?</u></p>	Concussion flow chart – 111 or 999
<p>Concussion Symptoms Demo</p> <p><i>5 mins</i></p>	<u>Understanding the symptoms of concussion</u>	<p>Ask for two volunteers who are comfortable wearing eye goggles which stimulate a concussion.</p> <p>Ensure there is space to allow the trainees to walk around safely.</p> <p>When wearing goggles suggest a task;</p> <p>e.g</p> <ul style="list-style-type: none"> • Use their phone • Write their name on the flipchart • Get them to navigate around the room – be mindful of safety here <p>Get them to describe how they felt.</p> <p>Clean goggles and allow another trainee to use them.</p>	Concussion Goggles
<p>Knocked out and breathing</p> <p><i>5 mins</i></p>	Explain the dangers of obstructions to the airway when knocked out	<p>Ask trainees:</p> <p><u>-Why is it dangerous if someone is knocked out but breathing?</u></p> <p><u>-how can you tell someone is breathing?</u></p> <p>Look – chest rising and falling</p> <p>Listen – hear breathing with ear</p> <p>Feel – breathing with back of your hand</p>	<p>Flipchart paper</p> <p>knocked out flow chart</p>

		<p>How to help someone knocked out and breathing</p> <p>Use the pre prepared knocked out flow chart – Use the BLS Dummies to demo this instead of your training partner.</p> <ol style="list-style-type: none"> 1. First check it is safe for you to help 2. Shake and wake 3. Look listen feel – 10 secs 4. Call 999 <p>Ask trainees <u>What do you tell the 999 call operator?</u></p> <p><u>Does anyone know what you do next?</u></p> <p>Recovery position / roll over</p>	
<p>Demo roll over 5 mins</p>	<p>3 step demo of roll over</p> <p><u>Question what to do for stage 3</u></p> <p>Write steps on board</p>	<ol style="list-style-type: none"> 1. Play recovery position video 2. Demonstrate on your training partner. Explain to the young people they do not need to participate if not comfortable. <p>If you as the volunteer trainer do not want to take part on physical demos with your training partner you can play the video and provide young people with verbal instructions from other trainer.</p> <p>Explain the importance of being on their side and a clear airway.</p> <p>Ask the trainees to bring their chin into their chest then try to breath. Then to raise their head back and do the same.</p> <p>Ask <u>Do you notice a difference?</u></p> <p>When your airway was constricted it was more challenging to breath but with the chin lifted and airway open breathing became easier.</p> <ol style="list-style-type: none"> 3. Trainees guide trainer through demo with verbal instructions 	<p>Volunteer to be knocked out and breathing</p> <p>StreetDoctors Playbook Online</p>
<p>Verbal instructions if required:</p> <ol style="list-style-type: none"> 1. Are they are breathing – can you see their chest rising and falling? Try to shake and wake. 2. Raise arm closes to your side of the body – in a waving position 3. Taking the leg opposite of waving arm, lift until the knee is upright and foot flat on the ground 4. Bring the non-waving hand across the injured persons chest to their cheek on the opposite side. They should now be cupping their face with their hand. 5. Roll the injured person’s body, using the raised leg as leverage and placing your left hand on their shoulder. Roll them towards you. Their leg will fall on top of the other leg. Their hand should support their face. 			

<p>6. Open the airway by slightly tilting the head upwards</p> <p>7. Wait with the individual till help has arrived ensure you watch as they continue to breathe</p>			
<p>Practice roll over</p> <p>7 mins</p>	<p>Split into small groups and practice</p>	<p>Trainees each practice roll over</p> <p>Groups of three. One person is the injured person, one provides verbal instructions or physically demonstrated while wearing a mask and the other gives feedback. Take turns with support from the trainers.</p> <p>While the young people are practicing in groups ask them</p> <p><u>-Ask how they felt practicing roll over / recovery position?</u></p> <p><u>-Did anyone forget to lift the chin the first time they practised?</u></p>	<p>Trainees rotate volunteering as an injured person</p>
<p>Break</p>	<p>Good time for a break if needed! Suggest Hand sanitiser after break</p>		
<p>Knocked out and NOT Breathing</p> <p>6 mins</p>	<p>Explain how to help a injured person knocked out and not breathing.</p> <p>Why CPR is important as you act as a manual pump for the heart.</p>	<p>Ask trainees:</p> <p><u>-Someone has been knocked out, how do you check they are not breathing?</u></p> <ol style="list-style-type: none"> 1. Shake and wake 2. Look, listen, feel <p>Explain previously discussed the most important organs and why.</p> <p><u>What were these organs?</u></p> <p>Heart, brain, lungs</p> <p>Oxygen is no longer getting to these vital organs as the heart is no longer pumping blood around the body.</p> <p><u>What can you do to help?</u></p> <ol style="list-style-type: none"> 1. Call 999 – What do you say? 2. Is it safe to help 3. CPR 	<p>Flip chart</p> <p>Knocked out flow chart</p>
<p>Demo of CPR</p> <p>5 mins</p>	<p>3 step demo of CPR</p> <p><u>Question what to do for stage 3</u></p> <p>Write steps on board</p>	<ol style="list-style-type: none"> 1. Play CPR Video 2. Trainer does silent demo 3. Trainer explains demo 4. Trainees guide trainer through demo <p>Remind young people the dummies need to be wiped down after every use.</p> <p>Demonstrate compressions.</p> <p>Wipe down dummy. Allow to dry ready for next person. Use hand sanitiser.</p>	<p>CPR dummies</p> <p>StreetDoctors Playbook Online</p>
<p>Practice CPR</p> <p>7 mins</p>	<p>Split into small groups and practice</p>	<p>Trainees each practice CPR</p>	<p>CPR dummies</p>

<p>Session Recap</p> <p><i>5 mins</i></p>	<p>Review all full training session. Reiterate most important actions they can do.</p>	<p>Ask trainees:</p> <p><u>What is the most important thing to do if.....?</u></p> <ol style="list-style-type: none"> 1. someone is knocked out and wakes up <ul style="list-style-type: none"> - 111 or 999 if symptoms present 2. someone is knocked out and breathing <ul style="list-style-type: none"> - 999 then Roll over / recovery position 3. someone is knocked out and not breathing <ul style="list-style-type: none"> - 999 the CPR / chest compressions <p>Refer back to flow charts.</p>	<p>Flipchart</p> <p>Concussion and knocked out flow charts</p>
<p>Evaluation and certificates</p> <p><i>5 mins</i></p>	<p><u>Trainees complete evaluation form</u></p> <p>Give trainees certificate and thank them for participating</p>	<p>Thank trainees for taking part.</p> <p>Trauma check in and signposting: <i>We spoke about a violent incident and someone being knocked out as a result. Some parts of the session may be upsetting. If you need to talk to someone about it please reach out to the staff member who invited you.</i></p> <p><i>You can also speak to independent organisations like the Mix, Young minds and Shout.</i></p> <p>Give them both Reminder cards.</p> <ul style="list-style-type: none"> ○ Wallet card ○ Mental health support 	<p>Evaluation form</p> <p>Certificates</p> <p>Reminder cards</p>