

Emergencies and calling for help

**1. Details of the teacher**

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| Name:  | Date: | Time: | Class: |

**2. Topic overview**

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| **Suggested timing for session (excluding optional activities) is 45 minutes.****Teaching staff notes:**This session must ensure that all students maintain the safety of themselves and others before administering first aid. It is important to ensure that students understand entering a hazardous situation could cause harm to themselves, this would mean that they are not then capable of helping others. Students will gain an understanding of what can cause accidents and they should be able to demonstrate the skills to help someone that is unwell or had an accident. The students will know that even small acts in an emergency have the potential to make a difference. Students will learn that hazards need to be assessed and emergency calls need to be made confidently and correctly to enable accessing the right help to the right location. Once help has been called, students can assist the casualty and administer first aid, they should demonstrate how to care for a casualty whilst waiting for help to arrive. Before delivering any first aid skills, teachers must feel confident that they have the relevant knowledge and competency to safely teach techniques.**Session timings**: Recommended timings for this topic are identified as an hour in duration, however delivery time can vary according to group size and the learner’s prior subject knowledge. There are a range of optional activities that are excluded from these timings. The optional content may be used within session to extend the duration or even as a separate learning session aimed at recap or extend learning.Approximate timing guides are provided for each optional activity to assist with planning and preparation of sessions.For this session learning materials will be:PowerPoint presentationFlip chart paperA4 Paper PensColoured pens for pupils to amend own workPrinted copies of Activity 4 worksheetPrinted copies of Activity 26 worksheetSee optional activities for specific resources required for each activity |

**3. Keys words**

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| * **calmly**
* **reassure**
* **Casualty**
* **emergency operator**
* **999/112**
* **incident**
* **location**
* **scenario**
 | * **injuries**
* **landmarks**
* **identification**
* **information**
* **hazards**
* **awareness**
* **accident prevention**
* **assistance**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Understand it’s most important to ensure the safety of myself and others in the event of an emergency
* Assist in an emergency by correctly calling for help
* Know the information I need to give to emergency services if they are called to an incident
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**5. Details of activities and resources required**

Note: Feel free to choose activities to fit the time you have available. For example, you could do one task from each introduction, main input and optional categories.

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| **Introduction** |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation
 | Dealing with an emergency |
|  First aid steps: (5mins)* Ask the students to use their existing first aid knowledge to see if they can complete any of the missing steps. Students should write in the boxes any actions that they feel would fit into a sequence of events that would allow them to help someone who is having an asthma attack.
* At end of session you can revisit this and see if students can make any amends or add further information (using a different colour pen)
 | Slide 0 |
| * Ask class how many of them know the number to ring in an emergency. Make class aware that number is 999 OR 112 and that even if a mobile phone has no credit etc. it can still be used to make an emergency call.
 | N/A |
| * Explain the learning outcomes of session
* Establish ground rules for the session using additional advice sheet provided
 | Slide 3 |

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| **Main Input** |
| **Activity** | **Resources required** |
| **Keep safe (5 mins)*** Use the slide to explain how hazards may be present that have caused the accident. Rushing in to help someone may mean injury or harm to yourself. Looking for hazards and making the area safe is the first job when faced with a situation that requires you to help someone
* Explain that if an area is too unsafe to approach then you must keep a distance, even if someone is injured. First aiders should immediately dial for emergency help – this is the best thing to do in this circumstance
* Students could be asked to provide hypothetical examples of these situations and discuss if they would or not approach. Discussion could be around/what hazards may be present in each situation
* Explain in more detail what a hazard is so that students are clear on what could potentially become a danger
* Ask them to name things that could be a potential hazard in the classroom, try using a show of hands or wipe boards.
* Answer could include: an object falling from a height (shelves), tripping on wires/chair legs, sharp corners of desks/tables, liquids being spilt.
 | Slide 4-5 |
| **Spot the hazards worksheet (5 mins)*** Using worksheet A4 select some of the hazards worksheets and ask students to identify and circle hazards/ danger. Students should then explain what the hazard is and how they could either make it safe or let the emergency services deal with it.
 | Slide 6Worksheet A4 |
| **Calling for help (5 mins)*** Ask students to look at slide. Look at numbers that you call for emergency services. Note 999 and 112. Make students aware that then they will be asked which serviced they require.
* Can students fill in the gaps?
* Use open questions to get students to consider that there may be a need to call for more than one service during one call e.g. there could be a fire that needs the fire service, also casualties that need ambulance and the police to manage the scene for safety. Ensure that when making the call all information is given and you stay on the phone and follow operator instructions
 | Slide 7 |
| **Video – Coping in an emergency:** (5 mins)* Advise the students to watch the video carefully and be prepared to use the information to discuss the key points
 | Slide 8 |
| **LIONEL (10 mins)*** Place students into small groups. Explain that we use the word LIONEL to help us remember all the information we may need to give to the call operator. We need to give correct information for the emergency services to find the scene quickly and easily. This is easy to do if at home but, consider if you are out in woodland etc.
* The students should understand if a house address is not available then they can also use landmarks or local points of reference as a guide. 999 Call handlers will assist in helping them to do this
* Then, students can then be given some hypothetical situations and locations and use LIONEL to generate the information needed to pass to a call handler (ROLE PLAY ONLY)
 | Slide 9 |
| **Your turn (10 mins)*** Teachers should demonstrate the key steps to dealing with an emergency
* Students can then be placed into pairs/small groups and have a turn to practise
* Use the your turn sheet to help remember the steps to dealing with an emergency. Ensure that students remember to use first aid if they can remember any and use decision making skills and rationale to decide if their casualty needs to seek medical attention
* Teacher to observe and give feedback to students. As an option the student could use peer assessment and score their partners
* Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students.
 | Slide 10 your turn dealing with emergencies |
| **Emergency scenarios (10 mins)*** Ask students to look at A26 worksheet, there are ten scenarios present. Students should be given a range of scenarios to work in pairs/ groups
* Students should be aware that then they will be asked which services they require. Can they identify which service(s) they would request for each scenario?
* Students should indicate what they would do in each of the scenarios, ask students if they would call for help/administer first aid/other?
 | Slide 11Activity sheet A26 |
| **Emergency services (5 mins)*** Ask students to look at the four emergency services on the worksheet
* Can students name two situations that each service could be called to respond for? Write answers on sheet and compare
 | Slide 12Activity sheet A27 |
| **Casualty Care:*** This slide offers an opportunity for students to discuss how care casualty care skills link to this topic. This allows for contrast and comparison against other topics, whilst also showing how topics are linked.
 | Slide 13 |
| **Check learning** * Ask students to rate their confidence at ability to make an emergency call and the knowledge of what to do if an emergency occurred
* Compare these scores with any recorded at start of the session
* Students could revisit starter activity to assess progress made against baseline assessment.
 | Slide 14 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **Hazard spotter*** Use practical worksheet to examine various areas inside and outdoors. At each location there are hazards present. Students should identify and recognise which objects/areas are hazardous and provide an explanation of what could happen to cause injury/harm to themselves or others
* Accident prevention messages (e.g. linking to water, electricity, heights, fire and poisons) should be embedded at any opportunity
* Could also be used as a ‘while you wait’ colouring activity
* Extension activity might be students designing their own hazard scenes
 | Slide 6, activity sheet A4 |
| **Scenario cards*** In small groups students can role play the scenarios on the activity cards. Questions to consider are: do you need to call for help? Is it a serious or minor incident? What services would you call for? Students should explain answers
* Discuss what you should do while you wait for help to arrive
 | Slide 11, activity sheet A26 |
| **Emergency services*** Ask students to give examples of when you may need to call for the emergency services. For example, calling for the Ambulance service when there is a life-threatening injury
* Consider using the activity sheet or wipe boards. Could be used as a homework activity for students to go away and research
 | Slide 12, activity sheet A27 |

**6. Check learning**

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| * Use slide 13 to verify learning. Students could use a show of thumbs up/down.
* Teacher to ask open questions about safety, hazards, key words, emergency numbers, mobile phones signal, confidence levels.
* Quick fire recap to see what service we would call for various incidents. Students could design their own quizzes for each other.
* What have you learned today?
* Score yourself - how confident would you now be if you had to deal with an emergency? (Pre and post learning scores should be asked)
* Revisit your starter activity. Using a different colour pen, can students now complete this task more accurately than they could before?
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**7. Details of assessment for learning**

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| * Shared learning objectives
* Peer assessment
* Written feedback
 | * Question/answer
* Self-assessment
* Reflection/evaluation
 | * Extended questions/answers
* Oral feedback
* Group work
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**8. Teacher notes**

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| **Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.** |

**9. Curriculum links**

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