



Health and safety

Carry out a risk assessment of the practical elements within this session, considering in particular the potential for injury.

Equipment

DVD and facility to play, PowerPoint® and facility to play, scenario cards (1 – 20), case study cards (1 – 20), appropriate worksheets, disposable gloves

Learning objectives – by the end of the session students will be able to:

- manage an incident, minimising the risk to themselves
- create an action plan with the headings assess, make safe, emergency aid and get help.

Key vocabulary

action plan, assess, emergency aid, get help, make safe, risk

Starter activities

- Show a scenario card to the whole group and discuss how you would deal with the scenario – explain that this is an 'action plan';
- Explain why action plans are used;
- Discuss what could be done in an accident situation and why it is important to collect the correct information before getting help;
- The students can produce a table with two columns; in the first column they list any dangers or hazards and in the second column they list how they would deal with each one.

Development

- Ask the students to discuss any emergency situation they may have been in or seen (this could have been on television) and discuss as a whole group what they should have done in the situation using the headings 'assess', 'make safe', 'emergency aid' and 'get help' to guide the discussion. Alternatively you can use appropriate DVD clips;
- Ask the students to come up with ideas about preventing infection when helping a casualty;
- Ask the students what they would do if they came across an injured person they did not know. It is important to emphasise here that the students should not approach a stranger but instead dial 999 or 112 and ask for an ambulance.

Group activities

- Give groups of students a scenario card or a case study card to discuss. Groups can work independently to record ideas on a sheet of paper under the four headings – 'assess', 'make safe', 'emergency aid' and 'get help';
- Using the discussion and scenario action points decided above, each group acts out the scenario and their response for the rest of the group;
- The students can think of ways to help themselves and others remember the action points, for example a rap, rhyme or acrostic.

Coping in an emergency



Plenary activities

- Share the scenario and action plan from each group;
- Summarise the main learning points;
- Request, and respond to, questions from the students;
- Assess learning and refer back to the learning objectives.

Learning outcomes – by the end of the session:

- a few students may be able to identify all of the stages involved in making an action plan and clearly explain how they would manage an incident, in particular by minimising the risks to themselves and others
- the majority of students should be able to make an action plan and explain how they would minimise the risk to themselves when responding to an incident
- some students will only be confident enough to respond to an incident by staying calm and seeking help.

Suggested additional activities

- The students can devise an incident management guide giving action points (assess, make safe, emergency aid, get help) for common incidents in the school.
- The students can devise an incident management guide giving action points (assess, make safe, emergency aid, get help) for common incidents in the home.

Notes