

Teacher resource – Lesson plan 3



Emergency action

Lesson plan name and number	Lesson plan 3 – Emergency action
Curriculum subject(s) covered	PSHE, English, Science (Please see Curriculum links and cross-curricular links for detailed information relating to the four countries of the UK.)
Learning objectives	<p>To enable pupils to:</p> <ul style="list-style-type: none"> > know that getting help in an emergency is an important part of first aid > learn when to get adult help > know how to call 999 > find out what happens when they call 999 and what information they need to give > keep calm and help a person who needs first aid > not worry – the 999 operator will help them.
Time guidance	<p>About 40 minutes for age 5–7 About 60 minutes for age 7–11</p> <p>Note: The time guidance is based on the starter, main and plenary activities. Supplementary main activities, as well as an extension/differentiation activity are also suggested.</p>
Accompanying worksheets	<p>3a: 999 or not? (age 5–7 or lower age 7–11) 3b: Emergency call (age 7–11)</p>
Relevant website resources	<p>Interactive activity 3: 999 Emergency Film scenario 3: Hot chocolate – part 3 Scenario cards 999 operator script (to download and print) Assessment quiz part 3 (for before and after doing this section – optional)</p>
Materials required	<ul style="list-style-type: none"> > Jotters or rough books to write in (age 7–11) > Pens or pencils > Old telephone or mobile phone (for KS1 extension activity only)
Key vocabulary	<i>first aid, emergency, 999, ambulance, operator, information, serious, adult, script, scenario, role, feelings, panic, calm, conscious, unconscious</i>



Emergency action

Starter

This activity is suitable for both **age 5–7** and **age 7–11**.

You may wish to complete **Assessment quiz part 3** before starting the session.

<p>1: Explain 'emergency'</p>	<p>a. Write the word 'emergency' on the board and ask what it means. An emergency is when someone is seriously hurt or suddenly taken ill and needs urgent medical help. If the person does not get this help, they could come to serious harm or their life could be in danger. An example of this is a person who has a deep cut that is bleeding badly. If the flow of blood is not stopped then the person could die: it is an emergency and needs an ambulance.</p> <p>b. Ask the pupils to think of other situations that are emergencies [house fires, a person in difficulty in water, a serious car crash, an unconscious* person, etc.]. Explain that this lesson is all about what to do in an emergency.</p> <p>c. Tell pupils that they are going to watch some more of the film that they watched in the first and second lessons.</p> <p>*If your pupils are unfamiliar with the term 'unconscious', you could explain it using the following definition: unconsciousness is when a person cannot respond to people and things happening. For example, they will not talk back to you when you tap them on the shoulder and say their name. They also do not move as their muscles are relaxed and floppy.</p>
<p>2: Show some of the short film scenario: Hot chocolate – part 3</p>	<p>This film follows on from parts 1 and 2 (which will need to be seen by pupils first).</p> <p>The film continues the story of three children Dan, Kelly and Kelly's friend Josh. Kelly has treated her brother Dan's scalded arm with cold water; the children now consider what to do next before Kelly tries to get adult help and then calls 999.</p> <p>The film pauses at a key moment – when the children are deciding how to get help. The questions, 'What do you think happens next?' and 'What should they do?' appear on screen. Discuss these questions with the class, giving plenty of pupils a chance to say what they think happens next, why and what they think Kelly and Josh should do.</p>
<p>3: Resume the film and watch to the end of Hot chocolate – part 3</p>	<p>Watch the next section of the film until it pauses again (at the point where Kelly has called for an ambulance). The same two questions appear; discuss these as above. Finally, talk briefly about the following questions:</p> <p>a. Were they right to try to get adult help? [Yes, Dan needed medical attention. For serious burns, always call 999 or get someone else to do it. Always call 999 if a child has been burned.]</p> <p>b. How did Kelly know what to do? [She remembered her first aid lesson.]</p> <p>c. What happened when Kelly dialled 999? [Summarise the call.]</p> <p>d. What questions did the 999 operator ask? [The caller's name, number, address, who the casualty was and what was wrong with him]</p>

Teacher resource – Lesson plan 3

Emergency action



	<p>e. How would you feel if you were part of this? [There is no right answer here, but try to get different perspectives: Dan, Kelly, and Kelly's friend Josh.]</p> <p>f. How would you stay calm if you were involved in a situation like this? [Talk to each other, encourage one another, ask the 999 operator what to do, sit down and think carefully.]</p>
<p>4: Read a 999 operator script (optional)</p>	<p>Your pupils may benefit from reading a script of a fictional – but true-to-life – 999 operator. (The script is also used in one of the main activity ideas below.)</p>

Main activity

This is based on using **Sets 3 and 4** of the scenario cards, which can be found in the **Teachers' area**. The cards show different first aid situations and are designed to get pupils thinking and discussing how they might react and feel if they found themselves involved in real-life equivalents. If pupils have done lessons **Stay safe** and **Help save lives**, this will link all their learning together. There are ten cards altogether in **Sets 3 and 4**, each describing an emergency.

<p>1: Give out Set 4 scenario cards and encourage discussion in pairs</p>	<p>a. Begin by giving out copies of Set 4 cards to pupils – one set between two. Ask them to discuss each of the six scenarios in turn by addressing the following questions:</p> <ul style="list-style-type: none"> > What would you do? > Why? > How would you feel if you were in this situation? > How would you stay calm? <p>b. After 10–15 minutes, bring the class back together and discuss the various answers that pairs came up with. Did responses vary? Did they recognise that all are emergencies? How can they recognise an emergency? Emphasise how they are all serious situations and all require adult help and a 999 call. Acknowledge that in some emergency scenarios, other emergency services will be needed as well as the ambulance service e.g. fire, police and coastguard.</p>
<p>2: Talk about the scenario cards with the class</p>	<p>Together look at all the scenario cards in Set 4, and talk about which scenarios are dangerous for someone giving first aid help. Card 1 is especially unsafe because of the danger of approaching traffic. Remind pupils that they must keep themselves safe at all times. Card 2 might also be dangerous, due to broken glass and the risk of fire or sharp metal. Safety is an issue in Card 6 too: children should take care when handling hot hair straighteners.</p>
<p>3: Discuss possible treatments for each scenario</p>	<p>Still looking at all the scenario cards in Set 4, briefly discuss where treatment could be given (as well as calling 999) and what the treatment should be:</p> <ul style="list-style-type: none"> > Card 1: check for breathing; put the person on their side with their head tilted back (recovery position) > Card 2: apply pressure to the cut

Teacher resource – Lesson plan 3



Emergency action

	<ul style="list-style-type: none"> > Card 3: hit the person on the back and check his mouth (repeat if necessary up to five times) > Card 4: talk to the person to see if they are conscious. If they don't respond to you, check for breathing; put the person on their side with their head tilted back (recovery position). > Card 5: keep the arm still and support it > Card 6: put her burnt fingers under the cold tap for at least ten minutes <p>For the above, please refer to the relevant 'How to' video for more information.</p>
<p>4: Give out Set 3 scenario cards</p>	<p>Repeat as above for Set 3 scenario cards. Bear in mind that only one of the cards in Set 3 is an emergency (no. 3) and not all can be treated by first aid [1 and 3 can be treated by first aid; 2 and 4 can't].</p>
<p>5: Role play an emergency call</p>	<p>Pairs can role play making an emergency call for one of the Set 4 scenarios. For this, pupils can also use the 999 operator script (or worksheet 3b: Emergency call) – which provides the type of questions that an emergency call operator would ask.</p> <p>Age 5–7: You will probably need to take the part of the operator for younger children, who can then take turns role playing the 999 call for a given scenario. Pupils who are waiting their turn can work on worksheet 3a: 999 or not?</p> <p>Age 7–11: Follow this activity with worksheet 3b: Emergency call to consolidate the work. The worksheet is about creating a play script of a 999 call, and pupils can base their play on of one of the scenario cards from Set 4 if they wish.</p>

Extra main activity ideas

(To supplement or replace the main activity suggestion above)

<p>999 emergency (suitable for upper age 5–7 and age 7–11)</p>	<p>This activity is based on carrying out the interactive activity 999 emergency with the whole class using an interactive whiteboard or a projector and whiteboard. It is strongly recommended that you familiarise yourself with it before carrying out this lesson activity.</p> <ul style="list-style-type: none"> a. Ask pupils for the two things they should do if at the scene of an emergency. [They should get adult help and call 999; ensure everyone knows this.] b. Introduce the activity as an example of using these two things – based on a true story.
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Emergency action

- c. Explain how the activity works: On the screen, pupils are presented with a newspaper-style report of a boy who has a deep cut and is helped by three friends. Pupils then have to arrange pictures depicting the story into the right order – to make a comic strip-type retelling. They then add speech bubbles and captions by dragging them into the correct places (feedback is given).
- d. Ask for volunteers to operate the mouse for each part of the activity. Class votes can be held to decide the correct order of the pictures, speech bubbles and captions; they will stay in place if correct or spring back if wrong. If a computer suite is available, pupils work alone or in small groups to complete the activity.
- e. You and your pupils can learn more about making a 999 call by visiting the British Red Cross web page: 999 – beyond the basics (www.redcross.org.uk/what-we-do/teaching-resources/quickactivities/999). This has seven questions (and associated answers) about making a 999 call. It includes information on making an emergency call from a mobile, the emergency number to call when abroad and how operators can help you. It also includes a link to a transcript and audio recording of a remarkable 999 call made by a five-year-old boy whose mother had an epileptic seizure – this shows that even young children can make a successful emergency call.

Create a 999 drama (suitable for age 7–11)

This activity involves pupils watching the scenario film **Hot chocolate – part 3** and then acting out the 999 call between Kelly and the operator; they can use the **999 operator script** for guidance. This will help them to get used to answering the questions that an operator will ask.

- > Pupils should swap parts so that they both get to answer the questions.
- > Using worksheet **3b: Emergency call**, pupils can write their own 999 transcript between an operator and person seeking help, based on an imagined emergency situation (featuring a different kind of injury or perhaps a sudden illness). These can then be acted out, with the best ones performed in front of the class.
- > Pupils can compare their script with other real 999 call transcripts – which can be found online using a search engine.

Scenario discussions (suitable for age 7–11)

Scenario cards **Sets 1 and 2** promote discussion about first aid in a wider context and can be used for reinforcing learning across the whole Life. Live it. resource. The following are suggestions for using the cards:

- > **Set 1:** In twos and threes, pupils should discuss what each child on the cards says, and then decide who is right (perhaps by holding a class vote after the group discussions). The teacher explains to the class as a whole who is correct and why. Pupils can create their own scenario similar to these. For the scenarios that feature injuries, pupils can say how they would feel if they were present and wanted to give help. Ideas can be exchanged for how to deal with worry, panic, forgetting what to do, helplessness and so on.
- > **Set 2:** These cards feature unfinished sentences and are ideal for drama. Pupils can work in pairs to role play each situation, taking turns to play each character shown on the cards. Volunteers can act out their scenes for the class, and this can be followed by pupils discussing who they agree with and why.

Teacher resource – Lesson plan 3



Emergency action

Awards and badges
(suitable for age 5–7 and age 7–11)

The Life. Live it. resource includes sets of awards (similar to certificates) and badges, which can be downloaded and printed. These can be used to reward good work in any of these activities or for other parts of the resource.

Badges can be given out for pupils who:

- > make a good contribution to the discussion about the **Hot chocolate** video
- > perform well with the interactive activity, or those who put in a big effort to contribute
- > work hard on the other activities such as worksheets.

The awards can be used to recognise what topics have been covered across the whole resource or to reward positive attitudes towards first aid and a willingness to help casualties or deal with emergencies.

Extension/differentiation activity

Make an emergency call
(suitable for age 5–7)

Using an old phone or mobile phone, pupils can practise making a 999 call; teachers, classroom assistants or other pupils can play the part of the operator using a headset. You can decide on a first aid scenario in advance – perhaps with another pupil pretending to be injured. The **999 operator script** can be used for the operator questions.

Stranger danger
(suitable for age 5–7)

Pupils can think about ‘stranger danger’ in relation to asking for adult help when there is an emergency. You can read out a list of people and pupils can respond with a yes or no as to whether it is OK to approach them for help. The list can include parents, teachers, a man walking a dog in the park, a police officer, a woman in a shop, a neighbour and a friend.

Pupils can also think about who it is safe to offer help to, if they are not with an adult and they see a person they don’t know who is seriously ill or injured. Pupils should not be encouraged to approach a person they do not know, and if in doubt they should stay clear, find a safe adult or call 999. You could use role play with your class to act out such a scenario.

Create a ‘999 card’
(suitable for age 7–11)

Pupils can create a ‘999 card’ listing the questions that an emergency call operator will ask, to help them feel more prepared if they ever have to make a 999 call. The 999 operator script can be used to help with this activity.

Describing their location
(suitable for age 7–11)

Imagining they are out and about and come across an emergency, pupils can practise describing their location in the way that they would have to do for a 999 call. One way to do this is to use Google Maps and Google Street View to show places on a whiteboard, then ask pupils to describe the location using clues such as road names, shops, buildings or landmarks.

Teacher resource – Lesson plan 3

Emergency action



Plenary activity

Summarise the lesson	<p>Ask pupils what they have learnt from this lesson and how they can help someone with an injury. Reinforce the key learning points:</p> <ul style="list-style-type: none">> Getting help in an emergency is an important part of first aid.> How to call 999.> What happens when you call 999 and what information you need to give.> How it's important to listen to what the 999 operator says and follow any instructions they give you.> It is important to keep calm and help a person who needs first aid not to worry. <p>Emphasise that if pupils are in doubt about a first aid situation they should get help.</p>
Complete the assessment quiz (optional)	<p>You may wish to complete Assessment quiz part 3 after completing this session.</p>