

Foundation – Unit Outline

Scope & Sequence – (Overview)

<i>40 minutes per module</i>	Module 1 - Safety	Module 2 – Wound Care	Module 3 - Emergencies
Lesson 1 (20 minutes)	Safe vs. unsafe	Burns	What is an emergency
Lesson 2 (20 minutes)	How to stay safe	Wounds	How to report an emergency

How to use these lesson plans

The Elastoplast Kids First Aid Program aims to provide students with basic first aid knowledge to build confidence and strengthen key first aid knowledge early on. Elastoplast has developed Australian Curriculum-aligned lesson plans and teaching resources that focus on key first aid knowledge areas in collaboration with the Australian Council for Health and Physical Education (ACHPER). Each lesson has been created with a set of corresponding activity sheets, to help teachers formatively assess student learning throughout the unit.

This unit will provide children with opportunities to learn about:

- recognising safe and potentially unsafe situations
- responding to unsafe situations and making them safer
- how to recognise and treat minor injuries
- how to recognise an emergency
- how to respond to an emergency situation
- how to manage their emotions during an emergency situation

Foundation – Achievement Standard

By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.

HPE/PDHPE Content Descriptors & Outcomes

Australian Curriculum

Practise personal and social skills to interact respectfully with others (AC9HPFP02) (Lesson's: 2, 4 & 6)

Express and describe emotions they experience (AC9HPFP03) (Lesson's: 2, 5 & 6)

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05) (Lesson's: 1, 2, 3, 4 & 6)

Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06) (Lesson's: 1, 2, 3, 4, 5 & 6)

NSW

PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe (Lesson's: 1, 2, 3, 4 & 6)

PDe-6 Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity (Lesson's: 1, 2, 3, 4, 5 & 6)

PDe-7 Identifies actions that promote health, safety, wellbeing and physically active spaces (Lesson's: 1, 2, 3, 4, 5 & 6)

PDe-9 Practises self-management skills in familiar and unfamiliar scenarios (Lesson's: 2, 4, 5 & 6)

PDe-10 Uses interpersonal skills to effectively interact with others (Lesson's: 2, 4 & 6)

General Capabilities, Cross-curricula Outcomes & Assessment opportunities

General Capabilities

Critical and Creative Thinking

Personal and Social Capability

Information and Communication Technology (ICT)

Literacy

Cross-Curricula Opportunities

English (Literacy) – All worksheets – ([AC9EFLY14](#)) & (ENE-PHOAW-01)

Creative Arts (Drama) – Scenario Cards: Making something safer & Emergency role play activity – ([AC9ADRFD01](#)) & (DRAES1.1)

Assessment Opportunities

Activity Sheet 1.1: What to Look for – *Summative assessment* – (AC9HPFP05) & (PDe-6)

Scenario Cards: Making something safer – *Observational assessment* – (AC9HPFP02, AC9HPFP05, AC9HPFP06) & (PDe-2, PDe-6, PDe-7, PDe-10)

Activity Sheet 2.1: What can burn you? – *Summative assessment* – (AC9HPFP06) & (PDe-2, PDe-6, PDe-7)

Activity Sheet 2.2: Wounds – *Summative assessment* – (AC9HPFP05) & (PDe-7, PDe-9)

Activity Sheet 3.1: What is an emergency? – *Summative assessment* – (AC9HPFP06) & (PDe-6)

Activity Sheet 3.2: Emergency details – *Formative assessment & could be repeated again as summative* – (AC9HPFP05, AC9HPFP06) & (PDe-2, PDe-7, PDe-9)

Thumbs up or down activities – *Informal formative assessment* – instant visual cue of understanding and whether the concept has been grasped

Slideshow link:

https://www.canva.com/design/DAFhpTqEoZc/XEN3_0_g6V6uRvnL8kLKfw/view?utm_content=DAFhpTqEoZc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

TEACHING AND LEARNING STRATEGIES	RESOURCES
<p><u>Lesson 1: Safe vs. unsafe</u></p> <ul style="list-style-type: none"> • Show pictures of safe and unsafe things from slides. • “Put your thumbs up if you think the picture is showing something safe, thumbs down if you think it is unsafe.” • Question the children’s responses – “Why do you think that? How could we make it safer?” • Explain worksheet from slide on screen. • “Fast finishers can colour in the picture when they are done circling the unsafe things.” • Hand out and complete worksheets. • Debrief answers – “What did you see that was unsafe? Why could it be an unsafe thing? How could you make it safer?” • Use slideshow to display correct answers. 	<p>Slideshow: Slides 1-8</p> <p>Activity Sheet 1.1: What to look for</p>
<p><u>Lesson 2: How to stay safe</u></p> <ul style="list-style-type: none"> • Go through the questions about the house on fire on the slideshow and allow time for reflection and discussion. • Explain role play activity and scenario cards – “Next, we are going to act out unsafe things and then talk about how we could make them safer. Each team will get a card telling them what their unsafe thing is.” • Split students into teams of 3 or 4 and allow a few minutes practicing time. • Have each team act out their safer solution and have other students guess afterwards what they were acting out. • When all teams have had a turn, discuss this final debrief question: “How do you feel when something is unsafe, and why?” 	<p>Slideshow: Slides 9-20</p> <p>Scenario Cards: Making something safer</p>

TEACHING AND LEARNING STRATEGIES	RESOURCES
<p><u>Lesson 3: Burns</u></p> <ul style="list-style-type: none"> • Read through digital story on slideshow. • Ask follow up questions from the story... <ul style="list-style-type: none"> ⇒ “What is a burn?” (<i>An ouchie from something that is hot.</i>) ⇒ “What are some things that might burn you?” (<i>Candles, fire, the sun, boiling water, really hot food, the oven etc.</i>) ⇒ “What should you do if you or a friend gets burned?” <ol style="list-style-type: none"> 1. <i>Tell an adult.</i> 2. <i>Make sure you are safe (i.e. that there is nothing else around that might burn you).</i> 3. <i>Use cold gentle running water to cool the burn for 20 minutes.</i> 4. <i>Ask an adult to make an appointment with a doctor if the burn is bigger than a 50 cent coin.</i> • Explain worksheet from slide on screen. • Hand out and complete worksheets. • Debrief answers – “Which things did you find that could burn you? How could you make it safer for yourself and others?” • Use slideshow to display correct answers. 	<p>Slideshow: Slides 21-36</p> <p>Activity Sheet 2.1: What can burn you?</p>
<p><u>Lesson 4: Wounds</u></p> <ul style="list-style-type: none"> • Go through questions and answers on slides. • “Have a look at some things that will help you look after a wound.” • Hold up and demonstrate use of Elastoplast samples on a teddy or other stuffed toy. Explain steps from slideshow: Wash, Clean, Protect, Heal. 	<p>Slideshow: Slides 37-45</p>

TEACHING AND LEARNING STRATEGIES

Lesson 4: Wounds (continued)

- Show slide of chant with actions for dealing with a wound. Have students learn the chant and actions.
- Explain worksheet from slide on screen.
- Hand out and complete worksheets.
- Debrief answers. Use slideshow to display correct answers.
- “Let’s walk around school and find play areas that would help us be safe from wounds.” Point out areas and games that could be played safely there (e.g. soccer on the grass instead of concrete and not climbing up tall things etc).

RESOURCES

Activity Sheet
2.2: Wounds

TEACHING AND LEARNING STRATEGIES	RESOURCES
<p><u>Lesson 5: What is an emergency?</u></p> <ul style="list-style-type: none"> • Pair-share the following questions and then discuss as a class... • “What is an emergency?” (<i>Something really bad or dangerous where the police, ambulance or fire brigade need to be called.</i>) • “What is not an emergency?” (<i>Something bad that might happen, but it can be sorted out by yourself or with a bit of help from an adult.</i>) • Show pictures of emergency and non-emergency situations from the slideshow. • “Put your thumbs up if you think the picture is showing an emergency, thumbs down if you think it is not an emergency.” • Question the children’s responses – “Why do you think that?” • Explain worksheet from slide on screen. • Hand out and complete worksheets. • Debrief answers – “What pictures did you find that were emergencies?” • Use slideshow to display correct answers. • Discuss emotive question: “How might you feel if you find an emergency or are in one and why?” 	<p>Slideshow: Slides 46-55</p> <p>Activity Sheet 3.1: What is an Emergency?</p>
<p><u>Lesson 6: What to do in an emergency</u></p> <ul style="list-style-type: none"> • View video on slideshow. • Go to the next slide and go through the important steps to remember in an emergency. 	<p>Slideshow: Slides 56-65</p>

TEACHING AND LEARNING STRATEGIES

RESOURCES

Lesson 6: What to do in an emergency (continued)

- Choose special helpers to come out the front and role play different scenarios on the slideshow. (The teacher will pretend to be the emergency services person on the other end of the phone. Play phones can be used for this activity if available.)
- Explain worksheet from slide on screen.
- Hand out and complete worksheets.
- Recap the steps of what to do in an emergency.
- If time permits, have students pair-share and pretend to call and report an emergency using their details written down.
- Have students take home their emergency details poster to display on the fridge for future reference.
- Participate in final summary quiz altogether to recap all prior learning.
- Hand out certificate of completion for Elastoplast First Aid Program.

**Activity Sheet
3.2:**
Emergency
Details

