Year 1 – Unit Outline

Scope & Sequence – (Overview)

40 minutes per module	**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 be safer	Wounds	What to do in an emergency

Background and Purpose

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

This unit will provide children with opportunities to learn about:

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

Years 1 and 2 – Achievement Standard

By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and other safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.

HPE/PDHPE Content Descriptors & Outcomes

Australian Curriculum

Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02) *(Lesson's: 3, 4 & 5)*

Identify how different situations influence emotional responses (AC9HP2P03) *(Lesson's: 1, 2 & 6)*

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05) *(Lesson's: 1, 2, 3, 4 & 6)*

Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06) *(Lesson's: 1, 2, 3, 4, 5 & 6)*

NSW

PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations *(Lesson's: 1, 2, 3, 4 & 6)*

PD1-6 Understands contextual facts that influence themselves and other' health, safety, wellbeing and participation in physical activity *(Lesson's: 1, 2, 3, 4, 5 & 6)*

PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces *(Lesson's: 1, 2, 3, 4, 5 & 6)*

PD1-9 Demonstrates self-management skills in taking responsibility for their own actions *(Lesson's: 3, 4 & 5)*

PD1-10 Describes and practices interpersonal skills to promote inclusion to make themselves and others feel they belong *(Lesson's: 1, 2 & 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 – (AC9E1LY14) & (EN1-PHOKW-01)

Creative Arts (Drama) – Scenario role play activity – (AC9ADRFD01) & (DRAS1.1)

Assessment Opportunities

Activity Sheet 1.1: What to look for – *Summative assessment* – (AC9HP2P05) & (PD1-6)

Activity Sheet 1.2: Making things safer – *Summative assessment* – (AC9HP2P02, AC9HP2P05, AC9HP2P06) & (PD1-2, PD1-6, PD1-7, PD1-10)

Activity Sheet 2.1: What can burn you? – *Summative assessment* – (AC9HP2P06) & (PD1-2, PD1-6, PD1-7)

Activity Sheet 2.2: Wounds – *Summative assessment* – (AC9HP2P05) & (PD1-7, PD1-9)

Activity Sheet 3.1: What is an emergency? – *Summative assessment* – (AC9HP2P06) & (PD1-6)

Activity Sheet 3.2: Emergency details – *Formative assessment & could be repeated again as summative* – (AC9HP2P05, AC9HP2P06) & (PD1-2, PD1-7, PD1-9)

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
Lesson 1: Safe vs. unsafe • Show slideshow pictures of safe and unsafe things. • "Put your thumbs up if you think the picture is showing something safe, thumbs down if you think it is unsafe." • Discuss reasoning for each answer. • Explain worksheet from slide on screen as an example. • "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?" • Display correct answers on the screen from the next slide. • Finish with emotive discussion – "If you were in an unsafe situation, how would you feel?"	**Slideshow:** Slides 1-8 **Activity Sheet 1.1:** What to look for
Lesson 2: How to be safer • Participate in the spot the difference game on the slideshow. Have students find what the difference is between the two pictures and how it affects safety. Ask probing questions – "What's the different about these two pictures? Which one is safer and why?" • Explain worksheet from slide on screen. • Hand out and complete worksheets. • Debrief answers – "What did you draw that was safe? What did you draw that was unsafe? How could you make it safer?" • Go through questions and points on slideshow about makings unsafe things safer for yourself.	**Slideshow:** Slides 9-17 **Activity Sheet 1.2:** Making things safer

TEACHING AND LEARNING STRATEGIES	RESOURCES
Lesson 3: Burns • Ask students – "What is a burn?" • Look at the slideshow pictures of things that can and can't burn you. • "Put your thumbs up if it can burn you, thumbs down if it can't." • Go through slides to see burn scenarios and questions. Step through first aid solutions together as a whole group discussion. • Using the next slide explain worksheet. • Have students complete worksheet. • Debrief answers using slideshow for correct answers.	**Slideshow:** Slides 18-31 **Activity Sheet 2.1:** What can burn you?
Lesson 4: Wounds • Have students guess other words for 'ouchies'. They can guess letters to make the secret words (*WOUND & GRAZE*). • Read through story about wounds on slideshow. • Have students pair-share and then clarify for these follow up questions – "What is a wound? How could we get a small wound? How could we get a big wound? How would you feel if you got a wound? Who should we find if we have a wound?" • Go through slides of activities and where to play to avoid wounds. Have students choose the best option and explain why. • Learn the chant about wound care using the slideshow notes and audio. Hold up Elastoplast samples when explaining steps. • Have students practice the steps by pretending with a partner. • Explain worksheet using the example on the slideshow. • Complete worksheet and debrief answers using slideshow for correct answers. •	**Slideshow:** Slides 32-49 **Activity Sheet 2.2:** Wounds

TEACHING AND LEARNING STRATEGIES	RESOURCES
<u>Lesson 5: What is an emergency?</u> • Have students pair-share the answers to the following questions and then mind map suggestions onto the whiteboard. ⇒ "What is an emergency?" *(Something really bad or dangerous where the police, ambulance or fire brigade need to be called.)* ⇒ "What is not an emergency?" *(Something bad that might happen, but it can be sorted out by yourself or with a bit of help from an adult.)* ⇒ "What is an example of an emergency?" *(House has caught on fire, someone is not breathing, someone is drowning.)* ⇒ "What is an example of something that is bad, but not an emergency?" *(Fell over on concrete and got a grazed knee.)* • Have a look at the pictures of emergencies or false emergencies on the slideshow. • "Put your thumbs up if it is an emergency, thumbs down if it's not an emergency." • Have students explain their reasoning. • Explain worksheet using the slideshow. • Have students complete worksheet. • Once finished have them present and share their story and picture to a buddy.	**Slideshow:** Slides 50-58 **Activity Sheet 3.1:** What is an Emergency?
<u>Lesson 6: What to do in an emergency</u> • Watch video story on slideshow about an emergency. • Ask follow up questions… ⇒ "Who should we tell first if there is an emergency?" *(An adult that is close by, if possible.)* ⇒ "What number do we call in an emergency?" *(000.)* ⇒ "What is the most important thing to remember before dealing with an emergency?" *(Make sure you're not putting yourself in any danger.)*	**Slideshow:** Slides 59-67

TEACHING AND LEARNING STRATEGIES	RESOURCES
<u>Lesson 2: What to do in an emergency (continued)</u> • Use the scenarios and prompts on the slideshow to simulate/role play emergency situations. (Use play phones if available.) Ask how students would feel during and after these emergencies. • Explain worksheet using the slideshow and complete. • Debrief answers and recap steps of what to do in an emergency. • 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