Foundation

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

The unit is made up of three lessons, which can be taught in any sequence.

- **Lesson 1:** Safety
- **Lesson 2:** Wound Care
- **Lesson 3:** Emergencies

Foundation – Achievement Standard

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. **They identify actions that help them be healthy, safe and physically active.** They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

Content Descriptors & General Capabilities

Australian Curriculum

Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)

Identify and describe emotional responses people may experience in different situations (ACPPS005)

Identify actions that promote health, safety and wellbeing (ACPPS006)

NSW

PDe-2 Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe

PDe-6 Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity

PDe-7 Identifies actions that promote health, safety, wellbeing and physically active spaces

PDe-9 Practises self-management skills in familiar and unfamiliar scenarios

General Capabilities

Critical and Creative Thinking

Personal and Social Capability

Information and Communication Technology (ICT)

Literacy

TEACHING AND LEARNING STRATEGIES	RESOURCES
Introduction: *What is safe? What is unsafe?* Discuss with students what safe means and how they can tell if something is safe. Mind map some situations that could be unsafe and discuss strategies to make them safe.	
How to spot something that is unsafe *Discuss* • What is happening in the situation • How do we spot something that is potentially unsafe or dangerous? • Why is it unsafe? How could you make it safe? *Formative Assessment: Activity Sheet 1.1: What to look for* Ask students to identify and colour in some situations that they think are potentially unsafe *(Activity Sheet 1.1)*. Discuss why they think these situations might be unsafe, and how they could make them safer.	**Activity Sheet 1.1:** What to look for
How to stay safe *Discuss* • Discuss the importance of letting an adult know if something is unsafe. • Before you help someone in trouble you need to make sure it is safe for you. How will you know? • If it is safe for you, then you can check on your friend or family member. • Never move anyone if they are badly hurt. • Always make sure you are safe. *Formative Assessment: Activity Sheet 1.2: Making something safer* • Ask students to draw a picture of a potentially unsafe situations and how they could make them safe. • Underneath the drawing, ask students to write down how they might feel when dealing with an emergency.	**Activity Sheet 1.2:** Making something safer

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Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)

Identify actions that promote health, safety and wellbeing (ACPPS006)

NSW

DMES1.2 Identifies some options available when making simple decisions

COES1.1 Expresses feelings, needs and wants in appropriate ways

PSES1.5 Seeks help as needed when faced with simple problems

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

General Capabilities

Critical and Creative Thinking

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TEACHING AND LEARNING STRATEGIES	RESOURCES
BURNS **<u>Introductory discussion</u>** • What is a burn? • What are some things that might burn you?	
<u>What can burn you?</u> *Discuss* What do you do for a burn? 1. Tell an adult. 2. Make sure you are safe (i.e. that there is nothing else around that might burn you). 3. Use cold gentle running water to cool the burn for 20 minutes. 4. Ask an adult to make an appointment with a doctor if the burn is bigger than a 50 cent coin. *Formative Assessment: Activity Sheet 2.1: What can burn you?* Ask students to colour in all of the things that could burn them in red.	**Activity Sheet 2.1:** What can burn you?
WOUNDS **<u>Introductory discussion</u>** • What is a wound? • Discuss the difference between small and large wounds. • Walk around school and see which activities and surfaces might be safer to protect children from a small wound or abrasion/graze. e.g. It is better to play football on grass surface	

TEACHING AND LEARNING STRATEGIES	RESOURCES
<u>What to do with a small wound</u> *Discuss* • Discuss how it is always important to find an adult before dealing with wounds. • Pass around the Elastoplast wound care samples for students to examine. • Discuss the three steps to take for a wound or abrasion. 1. Step 1: Cleanse. Wash the area of the graze with soap and water, being careful to get out any dirt or whatever you fell on such as soil, dirt, gravel. 2. Then, Disinfect the wound with a spray like Elastoplast Wound Spray. 3. Step 2: Protect. Cover with an Elastoplast plaster. 4. Step 3: Heal. Use a wound ointment like the Elastoplast Wound Ointment to help the wound heal. *Formative Assessment: Activity Sheet 2.2: Wounds* Ask students to complete Activity Sheet 2.2 Discuss why they made the decisions they did, to determine whether they have understood the logic behind each step.	**Activity Sheet 2.2:** Wounds

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TEACHING AND LEARNING STRATEGIES	RESOURCES
<u>What is an emergency?</u> Ask students to discuss the following questions in small groups of 3-4 students: • What is an emergency? • What is not an emergency? Ask students to report back about their discussions and from this brainstorm with students what an emergency is. Create a shared meaning on the board. • Look at the pictures in Activity Sheet 3.2 and discuss if they can spot an emergency. Discuss how they know it is an emergency. ***Note:*** *Students may come up with a wide range of examples in this activity. Where necessary, this is also an opportunity to reinforce school emergency policies and procedures.*	**Additional Resources 3.1:** Fact sheet: How to call 000
Some examples: • Someone has hurt themselves • Someone is bleeding • You are alone and scared • Someone is unconscious *(Discuss how to tell if someone is unconscious or sleeping. See Additional Resources 3.1)* • How might you feel if you find someone who is hurt, bleeding and/or unconscious?	**Additional Resources 3.1:** Fact sheet: First aid basics
Formative Assessment: Activity Sheet 3.1: What is an Emergency? *Ask the students to identify and circle the situations they consider to be high-level emergencies, where they would need to call 000. Let them know that they should be prepared to explain the reasoning behind their choices.*	**Activity Sheet 3.1:** What is an Emergency?

TEACHING AND LEARNING STRATEGIES	RESOURCES
What to do in an emergency • How would you tell if someone is asleep or unconscious? • What sort of feelings could you experience while you are dealing with an emergency? • What feelings could you experience after the emergency is over? • Who should you call? • What could you do? *Activity: Choose some videos from Resource 3.2 to watch with the students, helping to consolidate some of your discussion topics about when and how to call 000.*	**Additional Resources 3.1:** Website: Additional first aid resources
The important steps to remember in an emergency **1. Take a deep breath to calm down a little** *Ask students what else they might do to calm down. Practice taking deep breaths, and ask them to note how they feel before and after.* **2. Call 000 (in Australia)** *Stress that this is an emergency number, and should only be used if there* ***isn't*** *an adult present to make the call.* **3. Answer all of the operator's questions and follow all of the operator's instructions carefully.** **4. Stay on the line until the operator says it's OK to hang up.**	**Additional Resources 3.2:** Video examples of emergency calls.
Formative Assessment: Activity Sheet 3.2: Emergency Details Ask students to complete the emergency details Activity Sheet, which they can take home to share what they have learnt with their family.	**Activity Sheet 3.2:** Emergency Details