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 stay safe	Wounds	How to report an emergency

How to use these lesson plans

The Elastoplast Kids First Aid Programme unit aims to provide ākonga (students) with basic first aid knowledge that will build confidence and cement key first aid knowledge early on. Elastoplast has developed New Zealand Curriculum-aligned plans for learning and teaching resources that focus on key first aid knowledge areas in Health and Physical Education (HPE) in the Key Areas of Learning (KAL): Body Care and Physical Safety (BCPS). Each plan for learning has been created with a set of corresponding activity sheets, to help teachers assess throughout the unit.

This unit will provide ākonga 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 an emergency
- how to respond to an emergency situation
- how to manage their emotions during an emergency situation

Year 1 Achievement Objectives

Ākonga in Year 1 can describe their feelings, and ask questions about their health, growth, development and personal needs and wants. They learn to describe and use safe practices in a range of contexts and identify who can help. They develop a range of movement skills, games and activities, with or without equipment. They can identify factors that make taking part in physical activities safe and enjoyable. Ākonga develop relationships so they can explore and share ideas, show respect and work cooperatively. They develop skills to express their needs, wants and feelings clearly, and learn to listen to other people to understand how they might feel. They identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices. They have the ability to individually and collectively contribute to caring environments that can be enjoyed by all.

HPE/BCPS Achievement Objectives & Outcomes

New Zealand Curriculum Year 1

Describe feelings and ask questions about their health, growth, development and personal needs and wants. (A1) *(Lesson's: 2, 5 & 6)*
Describe and use safe practices in a range of contexts and identify people who can help. (A3**)** *(Lesson's: 1, 2, 3, 4 & 6)*
Express their own needs, wants, and feelings clearly and listen to those of other people. (C3) *(Lesson's: 2, 4 & 6)*
Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices (D2) *(Lesson's: 1, 2, 3, 4, 5 & 6)*

Key Competencies, Cross-Curricular Outcomes & Assessment Opportunities

Key Competencies
Thinking
Using language, symbols and texts
Managing self
Relating to others
Participating and contributing

Cross-Curricular Opportunities
English (Literacy) – All worksheets
The Arts (Drama) – Scenario Cards: Making something safer & Emergency role play

Assessment Opportunities
Activity Sheet 1.1: What to Look for – *Summative assessment*
Scenario Cards: Making something safer – *Observational assessment*
Activity Sheet 2.1: What can burn you? – *Summative assessment*
Activity Sheet 2.2: Wounds – *Summative assessment*
Activity Sheet 3.1: What is an emergency? – *Summative assessment*
Activity Sheet 3.2: Emergency details – *Formative assessment & could be repeated again as summative*
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 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.	**Slideshow:** Slides 1-8 **Activity Sheet 1.1:** What to look for
Lesson 2: How to stay safe • 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 of practising 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?"	**Slideshow:** Slides 9-20 **Scenario Cards:** Making something safer

TEACHING AND LEARNING STRATEGIES	RESOURCES
Lesson 3: Burns • Read through digital story on slideshow. • Ask follow up questions from the story... Þ "What is a burn?"*(An ouchie from something that is hot.)* Þ "What are somethings that might burn you?"*(Candles, fire, the sun, boiling water, really hot food,the oven etc.)* Þ "What should you do if you or a friend gets burned?" 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.)* • 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.	**Activity Sheet 2.1:** What can burn you? **Slideshow:** Slides 21-36
Lesson 4: Wounds • 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. • 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).	**Activity Sheet 2.2:** Wounds **Slideshow:** Slides 46-55

TEACHING AND LEARNING STRATEGIES	RESOURCES
Lesson 5: What is an emergency? • Pair-share the following questions and then discuss as a class... • "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.)* • 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?"	**Slideshow:** Slides 46-55 **Activity Sheet 3.1:** What is an Emergency?
Lesson 6: What to do in an emergency • View video on slideshow. • Go to the next slide and go through the important steps to remember in an emergency. • 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