Year 3 – 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 Programme 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 planning for learning and teaching resources that focus on key first aid knowledge areas in the Health and Physical Education (HPE) in the Key Area 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 what an emergency is
- how to respond to an emergency situation
- how to manage their emotions during an emergency situation

Year 3 Achievement Objectives

Ākonga in Year 3 are able to describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care. Ākonga identify risk and use safe practices and basic risk management strategies. They recognise personal strengths that contribute to their sense of self-worth. They practice movement skills linking them into movement sequences in a variety of games and activities. They can use modified equipment and explain how this enhances their movement experiences. Rules and practices in games are better understood to ensure fair and enjoyable activities that are culturally appropriate. Ākonga will develop relationships between individuals and groups with recognition of the similarity between and uniqueness of people. They will develop interpersonal skills and appropriate expression of feelings develop, including sensitivity shown when listening to others. Attitudes and values about healthy physical and social environments, the use of local environments, and community resources are understood for their contribution to a healthy community. Ākonga contribute to and use guidelines and practices that promote physically and socially healthy classrooms,
schools and environments.

HPE/BCPS Achievement Objectives & Outcomes

Year 3 Achievement Objectives (AO)

Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care. (A1) *(Lesson's: 3, 4, 5 & 6)*
Identify risk and use safety practices in a range of contexts. (A3) *(Lesson's: 1, 2, 3, 4, 5 & 6)*
Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them. (C3) *(Lesson's: 3, 4 & 5)*
Identify and use local community resources and explain how these contribute to a healthy community. (D2) *(Lesson's: 1, 2, 3, 4, 5 & 6)*

Key Competencies Cross-curricula Outcomes & Assessment Opportunities

Key Competencies

Thinking

Using language, symbols and texts

Managing self

Relating to others

Participating and contributing

Cross-Curricula Opportunities

English (Literacy) – All worksheets

Creative Arts (Drama) – Scenario role play activity

Assessment Opportunities

Sheet 1.1: Safe and unsafe situations – *Summative assessment*
Sheet 1.2: Making things safer – *Summative assessment*
Sheet 2.1: What can burn you? – *Summative assessment*
Sheet 2.2: Wounds – *Summative assessment*
Sheet 3.1: What is an emergency? – *Summative assessment*
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 • Write headings 'SAFE' and 'UNSAFE' on whiteboard. Have students answer the following questions and record answers under headings. • "What are some things that are safe?" *(Wearing a seatbelt, not running on concrete, wearing a helmet.)* • "What are some things that are not safe?" *(Playing soccer on concrete, crossing the road on your own, using sharp knives in the kitchen.)* • Explain worksheet 1.1 using example on the slideshow. • "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. • Explain worksheet 1.2 using example on slideshow. • Hand out and complete worksheets. • Once finished have students share picture and response with a buddy.	**Slideshow:** Slides 1-4 **Activity Sheet 1.1:** Safe and unsafe situations **Activity Sheet 1.2:** Making myself safer
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.	**Slideshow:** Slides 5-13

TEACHING AND LEARNING STRATEGIES	RESOURCES
Lesson 2: How to be safer (continued) • 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 others and yourself.	**Activity Sheet 1.3:** Making things safer

TEACHING AND LEARNING STRATEGIES RESOURCES	
Lesson 3: Burns • Ask students to pair-share what a burn is. • Watch burn video on slideshow. • Show pictures on slideshow of things that can and can't burn you. • "Put your thumbs up if it can burn you, and thumbs down if it can't." • Show pictures of burn scenarios. Choose a couple people for each scenario to act out the situation and a first aid solution. • Explain the worksheet using the example provided on the slideshow. • Complete worksheet. • Debrief answers using possible answers on slideshow.	**Slideshow:** Slides 14-29 **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 & ABRASION*). • Read through story on slideshow about wounds. • Ask students these follow up questions... Þ "What is a wound?" Þ "Who should we find if we have a wound?" Þ "Do we need to find an adult if it is just a little graze or cut?"	**Slideshow:** Slides 30-45

TEACHING AND LEARNING STRATEGIES	RESOURCES
Lesson 4: Wounds (continued) • Go through slides of activities and where to play them to avoid wounds. Have students choose the best option and explain why. • "Pair-share what you would do if you got a little wound." • "Pair-share what you would do if you got a big wound." • 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 the correct answers slide.	**Activity Sheet 2.2:** Wounds

TEACHING AND LEARNING STRATEGIES RESOURCES	
Lesson 5: What is an emergency? • Pair-share and then have a whole-class discussion for the following questions... Þ "What is an emergency?"*(Something really bad or dangerous where the police, ambulance or fire brigade need to be called.)* Þ "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.)* • Mind map suggestions from the class examples of emergencies. • 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 A3 worksheet in pairs. • Once finished have them present and share their ideas to the class.	**Slideshow:** Slides 46-53 **Activity Sheet 3.1:** What is an Emergency?
Lesson 6: What to do in an emergency • Watch the video story of an emergency. • Ask follow up questions... Þ "Who should we tell first if there is an emergency?"*(An adult that is close by, if possible.)* Þ "What number do we call in an emergency?"*(111)* Þ "What is the most important thing to remember before dealing with an emergency?"*(Make sure you're not putting yourself in any danger.)*	

TEACHING AND LEARNING STRATEGIES	RESOURCES
Lesson 6: What to do in an emergency (continued) • Use the scenarios and prompts on the slideshow to simulate/role play emergency situations. (Use play phones if available.) • 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

TEACHING AND LEARNING STRATEGIES	RESOURCES
Activity: Choose some videos from Resource 3.2 to watch with the ākonga, helping to consolidate some of your discussion topics about when and how to call 111. *Formative Assessment: Activity Sheet 3.2: Emergency Details* Ask ākonga to complete the emergency details Activity Sheet, which they can take home to share what they have learnt with their whanau.	**Additional Resources 3.2:** Video examples of emergency calls. **Activity Sheet 3.2:** Emergency Details
<u>The important steps to remember in an emergency</u> *Classroom discussion and activity.* 1. Take a deep breath to calm down a little. Ask ākonga what else they might do to calm down. Practice taking deep breaths, noting how they feel before and after. 2. **Call 111 (in New Zealand).** Stress that this is an emergency number, and should only be used if there isn't an adult present to make the call. 3. Tell the operator there's an emergency and what kind of emergency you think it is. For example fire, ambulance or police. 4. Say your name and where you are - the exact address if you know it. Remind ākonga that they shouldn't give out their address to people they don't know, but that this is an exception. **5. Answer all of the operator's questions and follow all of the operator's instructions carefully.** 6. Explain what happened and how many people need help. The operator will need all the information you can provide, so give as many details as you can 7. Stay on the line until the operator says it's OK to hang up. 8. Observe the person closely and speak to them reassuringly until help arrives. *Formative Assessment 3.3: "111 Role Play"* Choose one (or all) 111 Role Play situations (Police, Fire, Ambulance) and ask ākonga to respond to your questions as the operator. Once the activity is complete, ask ākonga to record their answers on the relevant worksheet.	**Activity Sheet 3.3:** 111 Role Play