YEARS 3-4

Teacher Notes

Preventing and Treating Burns

Focus: Preventing and treating burns.

Worksheet information:

- Discuss things in and around the home that can cause burns. Include hot water from taps and the shower, hot drinks and hot food . Write a list of things on the board. This will help them with- Activity 1.
- 'Cool and cover' is the immediate treatment for burns. Sunburn victims should also stay out of the sun for a while.

Answers:

- 1. (a) hot water (b) heater (c) oven (d) iron (e) steam (f) toaster (g) cooker (h) kettle

Additional Activities:

- Use the illustrations from Question 2 to design a larger poster for Cool and cover.
- Role-play one child refusing to take precautions for sunburn and the consequences of spending all afternoon in the sun.

Stopping the Blood Flow

Focus: Treating an open wound.

Worksheet information:

- Look at and discuss the illustrations and read the explanations. What is each child doing? Explain that the heart is the pump which sends blood around the body. If the injured part is raised, the heart has to work harder to pump the blood; in effect, the flow slows.
- Check area below bandage for pins and needles, numbness, reduced temperature and/or going
- purple, any of which may indicate that the bandage is too tight.
- Revise the treatment of a nosebleed. Use index finger and thumb as a peg to pinch the fleshy part of the nose. Keep head above the level of the heart and lean forward slightly, looking at the floor.

Additional activities:

- Role play a first aid instructor explaining how to treat an open wound.
- Write a recount involving a person requiring first aid for an open wound.

First Aid Puzzle

Focus: How to make an emergency call and provide the required personal details and information.

Worksheet information:

- Read through the alphabetical list of words which are the answers to the puzzle. Ask students to
- define them or comment on their relevance to first aid.
- Read through the clues and consider which word from the list could be the answer.
- Students complete the puzzle independently or in small groups.

Answers:

- **Down:** 1. burns 2. numb 3. clean 4. heart 5. unconscious 9. bandage 14. accidents 15. cover 16. response 17. raise 19. danger 22. cool
- **Across**: 6. press 7. ambulance 8. sunburn 10. treatment 11. prevent 12. airway 13. breathing 17. recovery 18. pump 20. identify 21. safe 22. casualty

Additional activities:

- Organise a class quiz using the same information.
- Divide the class into groups. Each group creates a quiz booklet based on one section of first aid. Determine the number of questions required beforehand.

YEARS 3-4

Teacher Notes

Recognising Danger

Focus: DANGER: Identifying dangerous situations in and around the home.

Worksheet information:

- Discuss each illustration. What dangers can they see? What could they do to prevent an accident in each scenario?
- Students write sentences to describe the danger and accident prevention for each illustration.

Additional Activities:

- Make a class list of dangerous domestic situations and what students could do to remove the danger in each situation.
- Students choose a potentially dangerous scenario and design a poster to highlight accident prevention.

Checking for a Response

Focus: RESPONSE: Determining if a person is just asleep or unconscious. Knowing how to check for a response.

Worksheet information:

- Discuss the illustration. What clues does it contain to suggest an accident has occurred? Is it likely that the person is just asleep? Why/Why not?
- Discuss things to say and do to gain a response from the person. For example: ask name, give a
- command, ask what happened, squeeze shoulder.
- What tone of voice and force should be used? For example: clear voice, firm squeeze. Do not panic or sound alarmed.

Additional activities:

- Design an poster to suggest questions to ask to determine if an accident has occurred.
- Design a poster to explain what to say and do for a victim of an accident.

Checking the Casualty

Focus: AIRWAY: Checking that airway is clear if the casualty does not respond
BREATHING: Knowing how to check for breathing.

Worksheet information:

- Revise procedure for checking the casualty. Students work in pairs, taking turns to be the casualty and the helper.
- Read through the instructions in Table 1 and place them in order.
- Discuss reasons why the specific actions are taken. Students cut out reasons and place against
- appropriate action.

Answers:

- 1 (b) order 6, 4, 5, 1, 3, 2.
- 2 (b)Teacher check

Additional activities:

- Draw a labelled flow chart of the checking procedure.
- Students perform a narrated role play of a checking procedure to younger students.

YEARS 3-4

Teacher Notes

Recovery Position

Focus: Putting an unconscious, breathing casualty into the recovery position.

Worksheet information:

- Discuss the circumstances and reasons for putting a casualty into the recovery position. Ask a student volunteer to demonstrate the way to put someone into the recovery position, while the other students watch and decide if it is correct. Reinforce the fact that this is used for an unconscious, breathing casualty who is lying on his or her back.
- Students fill in the missing words on the worksheet, then cut the steps and put them together in order as a booklet.

Answers:

- First box: page 6, missing word 'touching'; second box: page 4, missing word 'hand'; third box: page 2, missing word 'arm'; fourth box: page 1, missing word 'casualty'; fifth box: page 5, missing word 'you'; sixth box: page 3, missing word 'behind'.

Additional Activities:

- Rather than giving each student the worksheet, teachers could put students into groups of six, cut out and give each student one of the six sequencing boxes. Students in the group arrange themselves in a line in order and explain their decisions to the rest of the class.
- Students design a poster helping others to correctly place a casualty in the recovery position.

Calling for an Ambulance

Focus: Calling 000 and giving appropriate responses to an operator's questions.

Worksheet information:

- Recall the St John trainer's information about calling for an ambulance. Ask the students what number they should call and what sort of information they might need to give.
- Teachers may wish to allow access to a computer or device for this activity for students to look up their street and the nearest cross street.

Additional activities:

- Students could design and make a small card with the details they need to know when calling 000 to put on the fridge at home. Teachers could supply a small magnet to glue onto the back.
- Students would enjoy writing a fictitious text about how they became a hero by calling 000 in a first aid emergency and giving the correct information.

What should I Do?

Focus: Appropriate responses in first aid situations.

Worksheet information:

- Discuss the aims of first aid with the students and the ways they can be proactive in preventing accidents. Remind them that not every situation requires an ambulance. Students need to remember to assess each situation using the St John action plan as discussed by the trainer.
- The worksheet contains three scenarios. Students read each one then write how they would respond to each situation using the St John action plan steps to guide them. The first scenario of a child grazing his knee is to remind students that not every injury requires them to call an ambulance. They should however, mention seeking help from or telling an adult such as a parent or teacher in their answer.

Additional activities:

- Send two students out of the room. Set up a first aid scenario in the classroom. Bring the students back in and allow them to practise assessing and 'treating ' different casualties.