YEARS 5-6

Teacher Notes

Burns

Focus: Preventing and treating burns.

Worksheet information:

- Ask the students to recall the information about burns given by the St John trainer. Briefly discuss the different causes and preventions of these burns, and the way to treat all burns. Remind students that for casualties with sunburn, it's also important to get them out of the sun and give them cool water.
- Students read the table and complete it using the words inside.

Additional Activities:

- Decide what kind of burns are most likely to happen at school. Make a poster to put up around the school to promote knowledge of burn prevention in the school.
- Link this activity to an art lesson on cool and hot colours, or a technology lesson designing a device or idea to help prevent a certain kind of burn .

External Bleeding

Focus: Treating external bleeds and nose bleeds.

Worksheet information:

- Review the ways to treat external bleeds and the reasons why.
- Discuss the way blood travels around the body and why it is important for blood to stay inside the body.

Answers:

- **1.** gloves, bandage, dressing. **2-3**. Teacher check. Answers should include elevating the injury. **4.** Corrections are that a casualty with a blood nose should not blow his or her nose, but breathe through the mouth, sit up, squeeze below the hard part of the nose like a peg, and spit any blood out.

Additional activities:

- Play hospital tag: one person is 'it', the people they tag have to hold the part of their body that was tagged with their hand. For example, if they are tagged on their left shoulder, they need to hold that shoulder with their hand. If they are then tagged on the leg, they have to move around holding their leg as well. Once they have more than two injuries, they have to go to hospital (sit out).

Using Your First Aid Skills?

Focus: Reviewing and utilising general first aid information.

Worksheet information:

- Students need to reflect on the first aid training they have received to respond to the situation. Answers will vary but should contain the following information: After checking for any dangers and responding to them (e.g. turning off the burner), they should check for a response from the casualty lying down and then get another student to call 000 for an ambulance. If unconscious, he or she needs to have both airway and breathing checked and be put into the recovery position. The person with the cut should then have pressure applied and a bandage on the cut, and then the injury elevated.

Additional activities:

- Student write questions of their own and hold a class quiz on the first aid they have learned.

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Teacher Notes

Identifying Dangers

Focus: Identifying dangers in first aid situations.

Worksheet information:

- Remind the students that the first step in the St John DRSAB action plan is to identify any dangers to themselves, others or the casualty. Discuss different dangers that they might come across at school.
- Students look at the picture and identify the dangers that could harm them or the casualty.
- There are five: the spilled water near the toaster cord, the tennis balls on the ground that could trip someone, the knife on the edge of the bench, the puddle of water that someone could slip on, and the boiling pot that could bubble over or burn.

Additional Activities:

- Link this activity to a science lesson in which students learn the different sources and kinds of energy that can cause injury.
- Students could survey the class, school grounds or their homes and identify things that could be dangerous and plan ways to make them safe.

Check for a Response

Focus: Checking a casualty for a response.

Worksheet information:

- Discuss the reasons for checking to see if a person is sleeping or unconscious. Briefly review the ways to check. Remind students that someone who is unconscious might still be able to hear them, so it is important to talk to that person.
- Students first find words in the wordsearch to complete the sentences.
  The answers are: (a) talk, (b) questions, hear (c) shoulders (d) name, help (5) move, unconscious.
  They then plan a poster informing others how to tell if someone is asleep or unconscious. When the plan is complete, they make their posters using markers or paints.

Additional activities:

- In pairs or groups of three, students could devise their own first aid situations. Another group of students tries to work out what has happened to the casualties and whether they are unconscious or asleep.
- Students could investigate sleep and how it works to better understand the difference between sleeping and being unconscious.

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Recovery Position

Focus: Revising technique and reason for placing casualty in recovery position.

Worksheet information:

- Read through the cloze procedure and discuss the best choice of word for each gap.
- Discuss the choice of answers in Question 2. Ask students to think about why only one answer can be correct. Students use the artwork to help them complete the question.

Additional Activities:

- 1. 1. back 2. open 3. relaxed 4. airway 5. breathe 6. up 7. blocked 8. difficult 9. side 10. own
- 2. Step 1: (a) kneel (b) farther (c) nearer Step 2: nearer Step 3: (a) behind (b) forearm (c) away from- Step 4: (a) upper (b) back

Additional Activities:

- In pairs, take turns being the casualty and helper and practise placing each other in recovery position.
- Draw a flow chart describing each step of placing a person in the recovery position.

Calling Emergency Services

Focus: Giving essential information to emergency services.

Worksheet information:

- Revise the St John Action Plan and the DRSAB procedures.
- In groups, discuss the way Greg responded to the situation and how he would have reacted if he had used the St John Action Plan.
- Discuss the type of responses Greg might give the operator; e.g. describing Mark's position on the floor, evidence to suggest what might have happened, any obvious injuries. Students will need to create their own realistic answers.

Answer:

- Teacher Check

Additional activities:

- Write the script for and perform a short play for a younger audience showing how to respond to an accident and make an emergency call. Include one person panicking and another following the St John Action Plan.
- Write a list of questions to include in a poster detailing the four aspects of the St John Action Plan.

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Teacher Notes

How Can You Help?

Focus: Practising the St John Action Plan.

Worksheet information:

- Discuss the text and the picture. Use information from both in the answers.
- Discuss the hazards in the picture. What other dangers exist in the park/playground environment?

Answers:

- 1. Teacher check
- 2. (a) (i) bee sting, cut by broken glass, blood nose from bumping heads (ii) Teacher check (b) Teacher check

Additional Activities:

- Look around the classroom and write a risk assessment report. Include ways in which the risks can be removed or managed. Present information in a graphic organiser.

Airway and Breathing

Focus: Opening the airway and checking the breathing of an unconscious casualty.

Worksheet information:

- Revise the DRSAB plan, and what the 'D', 'R' and 'S' stand for. Ask the students what the 'A' stands for (airway), and the 'B' (breathing). Discuss why it is important to have the airway open so a person can breathe. Ask students to locate their jaw, neck, lungs and nose, and discuss how they form part of the breathing mechanism. Teachers could demonstrate how to open the airway by tilting the head back.
- Students then describe how to open an airway on an unconscious patient. They look at the pictures in Question 2 and write what is happening in each one, with reference to the tongue's position and how that effects breathing. They then choose the correct word in each word pair in Question 3 to describe how to check if an unconscious casualty is breathing.

Additional activities:

- Students could come up with a list of things that could block an airway, then decide on some ways to prevent this happening.