

First Aid and CPR

Please Note: This can be a sensitive topic for students. Some activities/material may be confronting and could cause distress. It is important for teachers to view the material prior to the lesson.

Classroom Activities: Foundation – Year 2

ACTIVITY 1 – STAYING SAFE

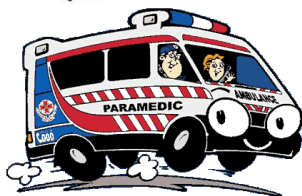
Start the lesson by asking students to visualise when they feel safe. After 2 minutes, ask students to share their experiences and how it makes them feel. Now ask them to visualise when they feel unsafe. Again, ask them to share their experiences and how it makes them feel.

Read a story to your students about staying safe: Recommended Reading; Be Careful and Stay Safe, Written by Cheri J. Meiners

After reading the story, have students draw a place where they feel safe and unsafe, and to include in the picture how it makes them feel.

ACTIVITY 2 – WHO CAN HELP YOU?

The following people can help you in an emergency: Policeman, Ambulance Officer and Fire Fighter. An adult is the next best person to help you. Give each student a picture of each emergency vehicle.



Read the examples of emergencies below and have students put up the picture of the emergency vehicle you could ask for.

- Your mum is not waking up
- You can see a fire in the kitchen
- A stranger is in your backyard

ACTIVITY 3 – BIG ACCIDENT/LITTLE ACCIDENT GAME

How does a child know when to call a Triple Zero (000)? Knowing the difference between a BIG accident and a little accident is important. Tell the students that if it is a BIG accident, they should call Triple Zero (000), if they can't find an adult. The activity below will help students identify what is a BIG accident, and what is a little accident.

Have students stand in a circle. Read out examples of accidents below. Explain to students that if they think it is a BIG accident to stay standing up. If they think it is a little accident then they should sit down. If they are not sure then they are to kneel.

- Your brother has a small cut on his leg
- Your grandma is not breathing normally
- Your friend falls out of a tree and cannot move
- Your sister has a stomach ache
- Your father hit his head which is bleeding lots and he cannot talk properly

Discuss with students after each accident.

ACTIVITY 4 – WHAT IS MY ADDRESS & PHONE NUMBER?

Knowing your address and home phone number is helpful when speaking to emergency services. Provide all students with the template below and have each student write down their address and home phone number.

If I need help – Call Triple Zero (000)	
My Address	
My Phone Number	

Students are to take this home and place next to their home phone.

Classroom Activities: Years 3 - 4

ACTIVITY 1 – SAFE OR UNSAFE?

Using the T-Chart template below, students make a list of places where they feel safe and where they feel unsafe. The first one has been done for you.

SAFE	UNSAFE
In my own home	Walking alone in the dark

ACTIVITY 2 – CHECKING HAZARDS

Students are to complete the checklist below to ensure that their classroom is safe. Teachers and students can change/add to the list below depending on the structure of the classroom.

Classroom	Check
Do you have a visible emergency evacuation plan?	
Can you get to the exit without tripping over the tables and chairs?	
Do you have smoke alarms fitted?	
Are heavy items stored low to stop them from falling?	

Discuss as a class: Can you 'check' all potential hazards/harms? Why or Why Not?

Once all students have completed the above checklist for their classroom, divide the students into groups and designate each group a different area of the school. Students are to create and complete a checklist to ensure those areas are safe, i.e. gym, playground, computer lab.

Extension Activity: Have students create and complete a checklist for their home.

ACTIVITY 3 – SAFETY MONITORS

Safety Monitors in the classroom can teach students invaluable life skills including responsibility and teamwork.

Nominate a different student each week to be responsible for safety in their classroom. This could develop the students’ skills in identifying hazards/harms and consider actions to create and maintain a safe environment. Students must report all hazards not safe to remove to the teacher or adult. See below for potential responsibilities:

- Pushing in chairs
- Turning off lights
- Complete a daily checklist
- Remove or report hazards

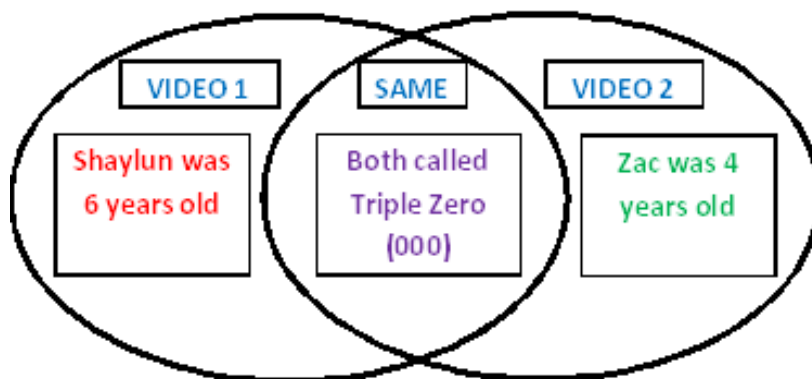
ACTIVITY 4 – COMPARE & CONTRAST

As a class, watch the two videos below about children being recognised for dialling Triple Zero (000).

<http://www.youtube.com/watch?v=n3c3qzKdYtc> – Ambulance Recognises 6 Year Old

<http://www.youtube.com/watch?v=qHTo8HxYPRI> – Toddler Hero Honoured

Students are to compare and contrast the two videos by completing the Venn diagram below. Students may also like to draw pictures instead of using words. You may need to watch the videos twice.



Classroom Activities: Years 5-6

ACTIVITY 1 – ACCIDENTS HAPPEN

Did you know that injuries are a leading cause of death and hospitalisation among children?

Scavenger hunt: Below you will find a list of different accidents or events. As a class, the teacher reads out the accident or event, and students put up their hands if it has happened to them. The teacher will need to keep a tally of the number of students for the following activity.

- Been to hospital surgery
- Had a paper cut off a bike
- Been stung by a bee
- Broken a bone
- Needed stitches
- Grazed their knee
- Had
- Fallen

Using the data above, each student is to create a bar graph which represents the number of students who have been involved in a particular accident or event.

ACTIVITY 2 – PREVENTION: AVOIDING DANGERS

Divide students into groups of 2-4. Using the table below, students identify potential hazards in their school and consider changes to improve safety. Three examples have been given to you.

Area	Potential Hazard	Improvement
Car Park	Cars	<ul style="list-style-type: none"> - Signs - Staff to be put on duty
School Gym	Leaking Roof	<ul style="list-style-type: none"> - Isolate/fence off area - Inform teacher
Playground	Play Equipment	<ul style="list-style-type: none"> - Inform all students of safe play - Create rules to follow

Extension Activity – Have students go home and complete the same activity but in their own home or in the community, i.e. local park, sporting club, shopping centre.

ACTIVITY 3 – ROLE PLAY

Everyone has the right to be safe. What strategies can you use to ensure you stay safe at home, at school and in the community? Below is a list of unsafe situations. With a partner, go through and act out how you could respond to each scenario. Your partner will rate you out of 10 in terms of how well they thought you reacted to the situation. The partner must be able to explain why they gave you that rating, and suggest alternative strategies.

- You are waiting for the bus when a man in a van approaches you and asks you to get in the car
- You walk past a group of teenagers who are vandalising your local park
- You get into an argument with a friend who becomes quite angry and aggressive
- You notice a group of people acting strangely in a shopping centre car park
- You can hear loud noises outside your window when you are trying to sleep

*Remember – Emergency services should always be called if you are unsure.

ACTIVITY 4 – MEMORY GAME

Trying to remember things you may have noticed or witnessed in an emergency is not always easy but you will always be asked this by emergency services. It may be about a person's appearance or what actually happened. Writing down information helps, however often you will find you don't have time when you are trying to deal with the situation.

Have the class sit in a circle. Place 10 different items in the centre, i.e. pen, book, and select one student to be a volunteer. Have the students look at all the items in the circle before they leave the room. Select a student to remove an item from the circle. When the student returns they firstly need to identify the missing item and then point out the student who took it. You may like to increase or decrease the number of items in the circle or only allow the student three guesses to make it easier/harder.

Extension Activity: Concentration - Students can create their own set of concentration cards by making a word and matching picture which relates to the above theme, i.e. Number plate match, word and picture of a moustache. Alternatively, you can play the game 'Guess Who'.

Classroom Activities: Years 7 - 8

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ACTIVITY 1 – ON A CONTINUUM

Start students in the middle of the classroom and identify one side to be ‘Strongly Agree’ and the other ‘Strongly Disagree’. Say the statements below and allow students to move to where they think they fit in the continuum. You can then use this to discuss morals, conscience, attitudes, religion and the law.

- I would not help a person I didn't know
- I could perform CPR to a family member or friend
- CPR should only be taught to adults
- I feel confident a family member could save my life
- I would not know what to do in an emergency

Strongly Agree
Strongly Disagree

Neither Agree or Disagree

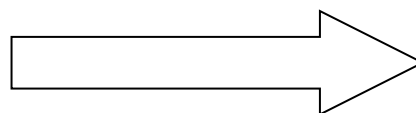


ACTIVITY 2 – IDENTIFYING RISKS: CAUSE AND EFFECT

We take risks everyday which have both positive and negative effects on us. Whilst we need to take these risks, it is also important that we identify potential outcomes. In doing this, we can then consider strategies to ensure we keep safe. Using the template below, identify risks taken on a daily basis and the possible effect they may have. The first one has been done for you.

CAUSE:

Riding a Bike



EFFECT/S:

Enjoyment and laughter
Increase fitness

ACTIVITY 3 – PROTECTING YOUR HEALTH

Identifying potential outcomes of risks allows you to develop strategies you can use to ensure you stay safe. Next to each negative effect in the above activity, write down how you may avoid potential harm, i.e. when bike riding, I could wear a helmet to protect my head in case I fall off.

ACTIVITY 4 – CALLING TRIPLE ZERO (000)

You need to call an ambulance for a friend. You dial Triple Zero (000) and ask the operator for an ambulance. Once connected, you are asked a series of questions. Complete the activity below to help remember what you need to tell the operator in an emergency.

Paper fold activity: In groups of 5, each student is to have a blank piece of paper. Divide the page into five horizontal sections with the following headings:

Place (Location of the emergency)
Phone (The phone number you are calling from)
Problem (What exactly happened)
People (Number of people hurt)
Progress (Has anything changed)

Each person begins with writing the place of the emergency on their piece of paper. Once written, students are to horizontally fold the paper so it can't be seen and pass to the person on their right. The next person fills in the 2nd section; the phone number. This continues until all sections are completed by a different member of the team. Once it's back at the start, students are to read aloud what was written.

Classroom Activities: Years 9-10

ACTIVITY 1 – PAINTING THE PICTURE: THE EVIDENCE

In groups of three, each student selects one of the newspaper articles below. Students are to then read the article, taking notes on what they have read. Once completed, students come together in their group and discuss the article and any relevance to them.

<http://www.dailymail.co.uk/news/article-1097938/Teenager-survives-brush-deadly-snake--thanks-quick-thinking-friends.html#ixzz2XCFUhT2f>

<http://www.ctvnews.ca/health/teen-survives-coma-after-drinking-entire-bottle-of-soy-sauce-1.1317736#ixzz2XCH2JLQY>

<http://www.theaustralian.com.au/news/nation/teenager-drowns-after-travelling-to-fiji-to-avoid-notorious-partying-on-gold-coast/story-e6frg6nf-1226530046800>

ACTIVITY 2 – AVOIDING SITUATIONS: BEING ASSERTIVE

Personal safety is important, but we all know how much peer pressure can influence adolescence decisions. This task is designed to encourage students to come up with strategies and communication tools to help alleviate an issue before it arises.

Divide class into four groups. Each group is to role play one of the following scenes in front of the class. Each scenario should include the best way to deal with the situation and how to react. Be sure to include different strategies to use and discuss alternatives as a class after each. Allow students enough time to practice before they present.

- Your friends dare you to swim to the other side of a river and you cannot swim
- You are in a car with friends going 100kms over the speed limit
- A mate keeps hassling you to try drugs
- A stranger begins to follow you and asks you to get in their car

ACTIVITY 3 – TRIPLE ZERO (000) KIDS SAVE MUM

As a class, listen to the call made to Triple Zero (000) from the children of a mother who was having an asthma attack.

<http://www.news.com.au/national-news/victoria/hey-kids-youre-my-triple-zero-heroes/story-fndo4cq1-1226493942344>

Watch the call for a second time and students complete a Y-Chart by writing down words about how they felt, what it may have looked like and how it may have sounded, i.e. Looked Like, Felt Like and Sounded Like. Students should share their experience with the person next to them.

Extension Activity - Research Task: What information you will be asked for from the emergency operator? Create a checklist to give to a younger sibling, cousin, next door neighbour or family friend.

ACTIVITY 4 – HOW WOULD YOU REACT?

After listening to the call to Triple Zero (000) in the previous activity, how do you think you would react?

In the table below, you have been given three different scenarios. To the best of your ability, write down what you could do to help that person. Discuss as a class.

Scenario	What may be happening?	How could you help?
Your father is complaining of a tight chest and has a tingling pain in his arms. He tells you he is okay, but he still looks to be in discomfort.		
Your best mate stacked on his bike. Whilst he was not wearing a helmet, he manages to stand up and only looks to have minor grazes. After returning to his house, you notice he forgot what happened.		
Your younger sister is having a sleepover for her birthday. At dinner, you notice one of her friends finding it difficult to breathe.		

Classroom Activities: General

ACTIVITY 1 – CREATE A VIDEO

In groups of 4-5, students are to create a video titled 'How to be an Everyday Lifesaver'. The video must demonstrate the DRSABCD Emergency Action Plan by clearly explaining and demonstrating each step.

ACTIVITY 2 – TEACH A FAMILY MEMBER

Teach the DRSABCD Emergency Action Plan to a family member or friend. Students must show evidence by using one of the following: A checklist to show their competency or a survey/questionnaire completed by their family member or friend.

ACTIVITY 3 – POWERPOINT PRESENTATION

Students are to create a PowerPoint presentation that they can use to show students in a younger year level through peer teaching. Older students are required to explain the DRSABCD Emergency Action Plan. Students could present in assembly or actually teach a younger year level.

ACTIVITY 4 – SING A SONG

We all know our favourite songs off by heart, so why not create one for the DRSABCD Emergency Action Plan. You do not have to be a good singer, just a crazy tune which is catchy and informative. Be as creative as you like! Perhaps the class could perform the song at assembly.

ACTIVITY 5 – WRITE A PROCEDURAL TEXT

You are an expert in the field of 'Saving Lives' and you have been asked by the producers at ABC to write a procedural text about 'How to be an Everyday Lifesaver'.

ACTIVITY 6 – NEWSPAPER ARTICLE

You are a news reporter for Channel 9 and you have been asked to write an article about the 10 year old that acted as an 'Everyday Lifesaver' and saved their sibling. The article must

include details of the emergency situation and steps the 10 year old took to save the person's life (referring to the DRSABCD Emergency Action Plan).

ACTIVITY 7 – DESIGN A BROCHURE

Brochures are a great way to give people important information. Design a brochure which can be placed in the school office for parents to read or take home. Ensure to include the DRSABCD Emergency Action Plan in your brochure.

ACTIVITY 8 – POSTER POWER

As a class, create a poster for every room in your school. The poster should clearly outline the DRSABCD Emergency Action Plan and be relevant to the area the poster will be placed, i.e. Staff room; very detailed, and Prep classroom; basic with more pictures.

ACTIVITY 9 – MAKE A COLOURING SHEET

The local kindergarten has just had a visit from a local paramedic and has asked your school to make a range of colouring sheets for their children. The colouring sheets could include how to call for an ambulance or recognising when someone is in danger.

ACTIVITY 10 – RETELL WHAT YOU LEARNT

Your mother asks you what you learnt at school today. Excited after the Resuscitate a Mate program at your school, you decide to write a recount of everything you learnt, including the DRSABCD Emergency Action Plan.

ACTIVITY 11 – COMIC STRIP

You work for Herald Sun and it is your role to create the comic strips for every newspaper. Design a comic strip which outlines the DRSABCD Emergency Action Plan. Remember to be creative and include interesting characters to engage the readers.

ACTIVITY 12 – BOARD GAME

We all love playing board games. Trivial Pursuit, Snakes and Ladders, Monopoly and Scrabble are often among the most popular. Design a board game or activity sheet which helps students learn the DRSABCD Emergency Action Plan. This may also include crosswords and wordfinds.

ACTIVITY 13 – CLASS DEBATE

Should all students in Victorian Schools be taught CPR? Divide the class into 2 groups. One group will argue that all Victorian School students should be taught CPR and the other group is to argue that they shouldn't. Students should research to support their arguments.

ACTIVITY 14 – LETTER TO THE INSTRUCTOR

Write a letter to your Instructor thanking them for such a great Resuscitate a Mate program. Be sure to include everything that you learnt. Send your letters to Life Saving Victoria who will pass them on to the Instructor; 200 The Boulevard, Port Melbourne VIC 3207.

ACTIVITY 15 – TRIVIA TEAM CHALLENGE

Select 2 students to develop and run a trivia for the class based on what they learnt during the program. Students are to place the class into teams of 4-5. Points can be awarded for correct answers and team work. The group with the most points are the DRSABCD Champions.