

Teacher Resource Pack

FIRST AID HEROES



**CONSTABLE
CARE
FOUNDATION**

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Teacher Information and In-Class Activity Pack

Performance Type: Puppet Theatre

Topic: First Aid & DRSABC

Duration: 45 minutes (including Q&A time)

Audience Size: Maximum of 120 students

Age Group: Years K to 3

Synopsis

It's just another day walking home from school, but Lily is about to become a hero! Saving the day for her friends in emergency situations, Lily learns what to do and who to contact to get help fast.

Using fun catchy songs and engaging scenarios, this show helps to introduce and reinforce the basics of First Aid and DRSABC. Showing how to identify a medical emergency, how to get help and how to make an emergency call to 000, students learn vital skills around appropriate first aid responses to a range of emergency situations.

Concepts Addressed

- First Aid is an important skill that everyone should be aware of, even young people
- DRSABC is an essential practice that adults and young people should be aware of, knowing the acronym and how a young person can assist
- Keeping calm in emergency situations
- Snake bites and the appropriate first aid response
- Anaphylaxis and the appropriate first aid response
- Calling 000 and what to say on the phone

Curriculum Links

This resource pack engages students in a variety of skills and processes that reflect learning across many areas of the Western Australian curriculum. The completion of the activities in the resource pack cover many learning

skills including topics from English and The Arts. The content also covers the General Capabilities of the Australian Curriculum, with a specific focus on:

- Personal and Social Understanding
- Ethical Understanding
- Critical and Creative Thinking

The content in the resource pack also covers explicit content outlined in the Western Australian Health curriculum from Pre-primary to Year 3. The content points covered are presented in the table below:

CONTENT POINT	ACTIVITIES
<p>Actions that promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures <p>(ACPPSO06)</p>	1,2,3,4,5
<p>Trusted people in the community who can help individuals feel safe (ACPPSO03)</p>	1,5
<p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none"> • saying 'no' • moving away • telling an adult • asking for help <p>(ACPPSO03)</p>	1,2,5
<p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none"> • dialling 000 in an emergency • reading basic safety signs • accessing a safety house or a trusted network • asking a trusted adult <p>(ACPPSO17)</p>	1,2,5
<p>Positive ways to react to their own emotions in different situations, such as:</p> <ul style="list-style-type: none"> • walking away • seeking help • remaining calm <p>(ACPPSO20)</p>	1,3,4,5
<p>Ways health messages are communicated on:</p> <ul style="list-style-type: none"> • television • posters • radio <p>(ACPPSO21)</p>	4
<p>Assertive behaviours and communication skills to respond to unsafe situations such as:</p> <ul style="list-style-type: none"> • keeping calm • using appropriate non-verbal communication skills • seeking help <p>(ACPPSO35)</p>	

HOW TO USE THIS RESOURCE

Section 1 should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

Section 2 is to be used on the day of the performance, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

Section 3 is designed as a set of activities to extend the learning after watching the performance of Trending. These activities support the learning generated in the performance and solidify student's understanding of the topics.

PLEASE NOTE

Constable Care Child Safety Foundation invites schools to participate in pre- and post surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at education@constablecare.com.au and we will send you the materials.

01

Before the Show

Activity One: People That Care

Learning Outcomes

Students will:

- develop an understanding of the healthcare system and the people they will potentially meet if they engage with the system
- explore the role of each health care professional and what they do to help
- extend their understanding of whom to seek help from in an emergency situation

Set Up

- 4 large sheets of paper
- 4 sheets of A4 paper per student
- Drawing equipment

Instructions

1. Give each student 4 pieces of paper and write the following occupations on the board:
 - a. Doctor
 - b. Nurse
 - c. Paramedic
 - d. 000 Operator
2. Ask each student to draw these four occupations on the four pieces of paper they have been given. Ask the students to think about what types of clothes they wear, where they work, and what equipment they might use.
3. Once the students have completed the drawings, place the four pieces of large paper in different corners of the room. Label each of the pieces of paper with one of the occupations from above. Ask the students to place their drawings on the piece of large paper correlating to the profession.
4. Split the group into four groups. Allocate each group to one of the four pieces of large paper.
5. In these groups, ask students to write (or draw) what the given profession does, on the large piece of paper. Remind the students to think about all the different tasks that person might have in their day. How do they help people who are sick or injured? Groups should work for two minutes.
6. At the end of the first two minutes, ask groups to rotate to a new large piece of paper. They should read the responses already written and then add anything else they can think of.

7. On the final two rotations, students should read what is already written, add anything else they can think of, and then write questions connected to the existing answers. Students should consider what the existing answers make them think of and if they have any questions or extensions to add.
8. Once the four rotations are completed, bring the group back together to discuss the ideas and questions written on each sheet. The aim of the discussion should be to create a collective idea of what each of these four health care professionals do, and what their responsibilities are.

Activity Two: Danger Brainstorm

Learning Outcomes

Students will:

- explore the word danger and its meaning
- develop an understanding of what dangers exist and situations they may encounter that are dangerous.
- begin to think about how to respond to dangerous situations in a safe way

Set Up

- Large sheets of butchers paper
- Markers

Instructions

1. Place a large sheet of paper on a desk where all the students can reach it. Use multiple pieces of paper for a large class. Write the word 'danger' in the middle of the sheet/s.
2. Ask the students to write or draw what comes to mind when they think of the word danger. What situations or images does the word 'danger' make them think about.
3. Once the students have finished writing/drawing, ask them to look at what everyone has written and try to identify which words/images appear the most often. Have the group select two or three key words/images.
4. Write these selected words/images on new pieces of butcher's paper.
5. Working in small groups, ask the students to move around to each of the pieces of paper and write/draw what they think is a safe way to react or deal with the dangerous situation.
6. Once each group has written/drawn their ideas on how to react to the situation, bring the class together to discuss their answers. Aim to identify safe and positive strategies with the students, discussing why they are good choices.

02

Day of the Show

Key Messages

On the day of the performance students will view the puppet play and then participate in an actor-led Question & Answer session at the end that is designed to reinforce the key messages from the performance itself. This session usually takes the form of a question and answer session facilitated by the actor and the puppet. The sessions are facilitated and managed by the Constable Care actors so that all children involved are able to successfully provide the right answers for the group.

To Do

Teachers should make sure students are aware of the information provided in the table below. Having completed the pre-show activities and reading over the synopsis on the day of the show will best prepare students to engage successfully in the performance.

Performance title	First Aid Heroes
Performance type	Puppet show - 45 minutes
Age Range	Kindergarten - Year 3 (3-9 years old)
Synopsis	Written in partnership with St John Ambulance WA, this fun show uses songs and puppetry to introduce students to DRSABC and First Aid. It's just another day walking home from school, but Lily is about to become a hero! Saving the day for her friends in emergency situations, Lily learns what to do and who to contact to get help fast! This puppet show for Kindy to Year 3 students explores the topic of First Aid and teaches students how to help in an emergency.
Concepts addressed	First Aid, calling 000, staying calm in an emergency, snake bites, anaphylaxis, helping friends, DRSABC.

03

After the Show

Activity Three: 000 Role Play

Learning Outcomes

Students will:

- extend their understanding of how to call 000 and what information is important to remember for the emergency phone call.
- have the opportunity to practice staying calm in an (imagined) emergency situation.
- develop a practiced vocabulary for making emergency phone calls and understand what the experience may be like.

Set Up

Print a couple of scenario cards (Appendix A) for the students. Each group should have an Incident Card and 1 Triple Zero operator card.

Instructions

1. Divide students into groups of 3
2. Get each group to decide on who will play the following roles:
 - a. Person injured
 - b. Person making the phone call
 - c. Triple Zero operator
3. The teacher should fill out the injury information for the students (using age appropriate language and symbols/pictures) then hand the card to each group.
4. Within each group, ask the students to plan the incident that will occur in their role play. Make sure the group fills out the required information on the scenario card and understands the injury. Students can draw or write their ideas on the cards.
5. Have the person playing the Triple Zero operator keep their scenario card with them during the role play so they can ensure that the proper questions get asked. The teacher may need to play this role for younger groups.
6. Each group should find a space and run the role play based on the scenario that they created. Students should be encouraged to play and have fun, but also remember they are acting out a serious situation and need to remain focused when role playing.
7. Once the role play has been completed, students should swap roles and generate a new incident on a new Incident Card.
8. Once each group member has completed each role, the group should reflect on the following questions:

- a. How did you feel as the person making the phone call?
- b. Did the person making the phone call give all the required information?
- c. What helped the person making the phone call stay calm?
- d. What First Aid could have been done to help the person who was injured?
- e. How would DRSABC have helped if you were in that situation?

Activity Four: DRSABC Poster

Learning Outcomes

Students will:

- solidify their understanding of the DRSABC acronym
- extend their ability to remember the meaning of DRSABC and recall it in times of need
- develop a resource that can be taken home or used in the classroom/school

Set Up

You will need equipment and resources with which to make posters.

Instructions

1. Students should be reminded of the DRSABC acronym and see if they can remember the meaning of each of the letters (the song from the show might help, see appendix D).
2. Once the students remember and understand each of the letters in the acronym, they should research how different people have displayed the DRSABC system in a poster.
3. When the students have reviewed some examples, they should be given the task of creating their own version of a DRSABC poster to use at home or at school.
4. Students should make sure that their poster:
 - a. Clearly indicates the DRSABC acronym
 - b. Explains succinctly the meaning of each letter
 - c. Is clear and easy to understand quickly

Activity Five: Response Storyboard

Learning Outcomes

Students will:

- develop an understanding of symptoms of unconsciousness
- explore the first aid for assessing if someone is unconscious
- gain an understanding of what to do if they find someone who is unconscious

Set Up

You will need a copy of the Storyboard Worksheet (Appendix B) for each student.

Instructions

1. Give each student a copy of the worksheet.
2. Ask the students, 'What is the correct sequence for assessing response?'
3. Get the students to place a number under each of the pictures indicating the order they believe is correct. Correct order is 'Can you hear me', 'Can you open your eyes', 'Gently squeeze shoulder', 'Can you squeeze my hand'.
4. Ask the students the following question: "A 'no' answer to all of the cues means the person is _____" (Hint: it starts with a 'u'). The students should write their answer on the worksheet.
5. Once the worksheet has been completed, bring the students back together to discuss what they think should be done if the person is unconscious. What is the correct first aid?
6. After the discussion, split students into pairs, to practice the appropriate first aid for this situation. One student as the unconscious person, the other as the person checking for a response.
7. Using the script provided (Appendix C), have the students try asking each of the questions and checking for response. The students should swap roles so they all get a chance to practice the first aid.

Name: _____

First Aid Heroes Quiz

Complete the word for each letter of the acronym:

D _____
R _____
S _____
A _____
B _____
C _____

What number should we call when we 'Send for Help' in an emergency?

What was Kura's job title in the performance? Kura was the person who came with the ambulance to help Abel.

If your friend was in the same situation as Abel, struggling to breathe and you called for help, which service would you ask for?

- a) Fire
- b) Police
- c) Ambulance

True or False: If your friend was bitten by a snake, you should call for help straight away.

True False

What piece of medical equipment can be used to help someone who is having an allergic reaction?

Appendix A: incident card

Character:

Age, gender, location

Location:

Where is the incident happening?

Injury:

What has happened? How bad is it? (Teacher to complete)

Role play with two students and a teacher (with you the teacher as a 000 operator or a third student as the operator). Student 1 has collapsed and is laying on the ground. Student 2 finds Student 1 laying on the ground and after assessing the situation calls 000.

Triple Zero Operator Card

Operator: Hello, emergency service operator. Which service do you require? Ambulance, police, or fire?

Student: Ambulance

Operator: I'll connect you now.

Student: OK

Operator: Hello, what is your name?

Student:

Operator: What is your location/address?

Student:

Operator: What is your phone number?

Student:

Operator: What has happened?

Student:

Operator: Are they breathing?

Student:

Operator: Are they bleeding?

Student:

Operator: Can you see any hazards or dangers around?

Student:

Operator: Please make sure you don't put yourself in any danger while you're helping. The ambulance is on its way. Please stay on the line.

Paramedics: My name is John Smith and I am a Paramedic. Can you take us to the injured person?

Student:

Appendix B

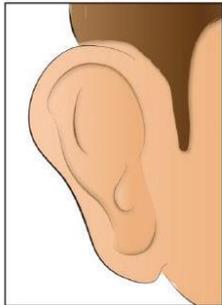
Can you squeeze
my hands?



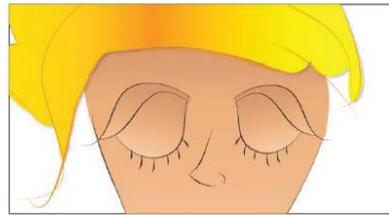
Gently squeeze
their shoulders



Can you
hear me?



Can you open your eyes?



Appendix C

Are you okay? Ask the adult to wake up.

Can you hear me?

Can you open your eyes?

Gently squeeze their shoulders.

Can you squeeze my hands?

If the answer is no, then the patient is unconscious, hurt, or sick. It is important to get help as quickly as you can.

Call Triple Zero (000).

Appendix D

I Want To Be A Hero

I want to be a hero
Call triple 000 and then we say
we need an ambulance right away
they will help us save the day
I want to learn my D R S
Our D R S A B C
If you listen carefully
You can learn them along with me
D - for danger
R- response (can they hear?)
S - for send for help
A- for airways
B- for breathing
C- for compressions
I want to spot the danger
responsiveness and send for help
and I'll apply just what I've learned
to help someone else
I want to check their airways
Their breathing and start compressions
and I will do my very best
to push up and down on their chest
D - for danger
R- response (can they hear?)
S - for send for help
A- for airways
B- for breathing
C- for compressions
I want to be a hero!



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CERTIFICATE of PARTICIPATION

At school today I watched a Constable Care performance called

'First Aid Heroes'

and learnt all about

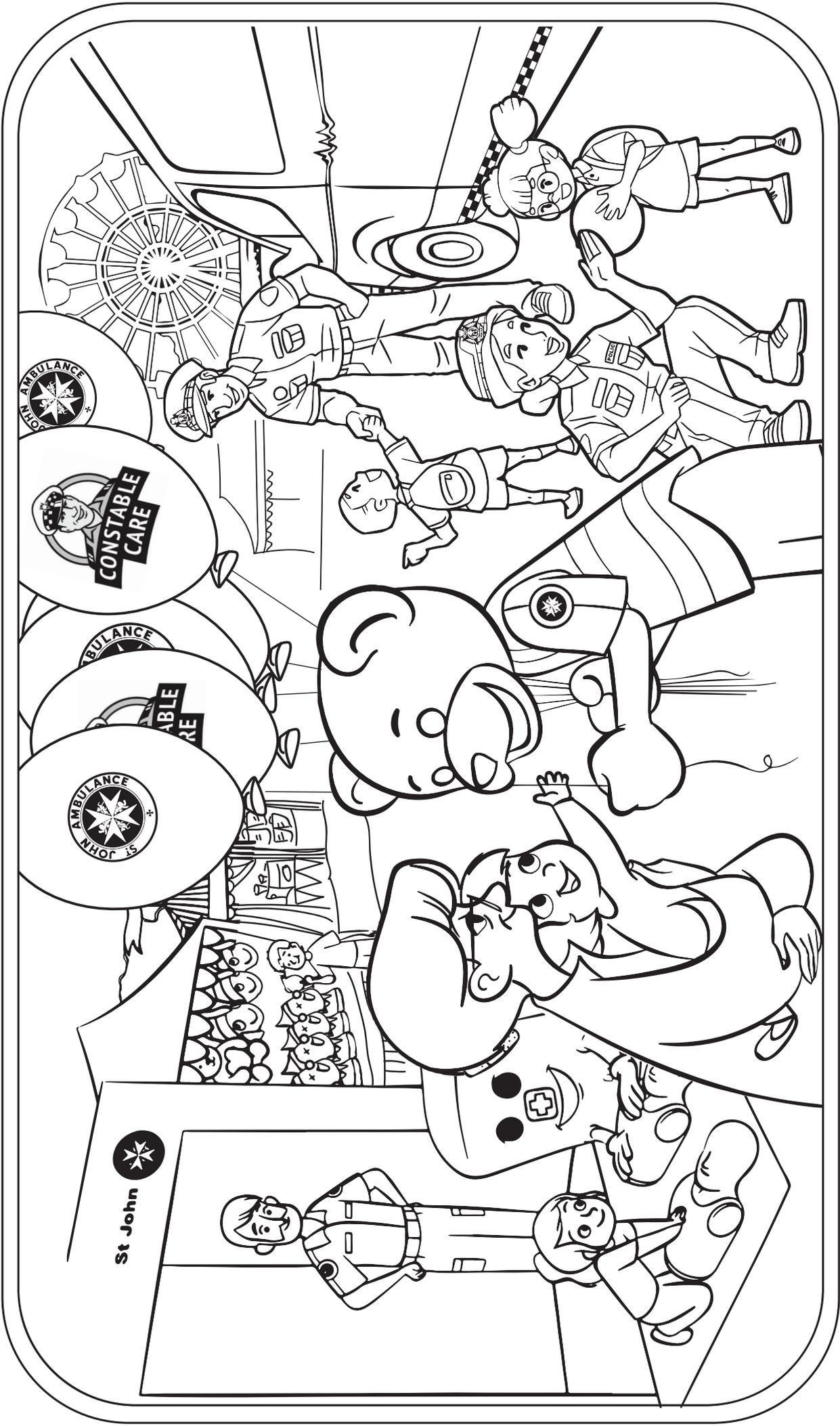
first aid, DRS ABC and how to help in an emergency.

I had fun learning about how we can all make our schools, homes
and neighbourhoods better places to learn, live and play!



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