

# EVERYDAY LIFESAVERS - Responding to an Emergency

Activity: 1

## Overview

During this activity, students will reflect on situations during their own lives where they might be the first responder in the event of an emergency and identify what they could do to help.

## Resources

- Blank A4 paper
- Appendix A: *000 Emergency (Ambulance Victoria)*

## Activity

### ENGAGE

Ask students to think about times during their day and week where there might be no adults close by. For example, walking home from school, in the playground before school, playing in the backyard with a sibling etc. Write each of the suggestions on the board.

### EXPLORE

In pairs, students need to choose one of these situations that applies to them. Together, they need to think about all of the risks/hazards that could possibly be present in this situation. For example, crossing a busy road, walking near a creek or waterway etc. On a blank piece of A4 paper, students need to draw their scene including some of these hazards. Encourage students to include lots of detail and carefully label each of the hazards.

### EXPLAIN

Discuss as a whole class:

- What were some of the hazards you could find?
- Are these dangers always present at this location?
- What safety precautions could you take to reduce the risks?
- In the case of an emergency, when should you help/not help?

*Answer: Your own safety comes first in an emergency!*

### ELABORATE

Pairs now need to swap their picture with another pair. Looking at the picture, they should identify at least five things that they could do to help in an emergency at this location. For example, call 000, ask a passer-by for help etc.

### EVALUATE

Discuss as a class:

- Are there any situations that you came across where calling triple zero was not appropriate?
- In which types of situations would you call triple zero?

Give each student a copy of Appendix A: *000 Emergency*. Give them time to fill it in with their own details and encourage them to take this home and discuss with their families.

## Curriculum Links



### Victorian Curriculum

Foundation–10

Level 3 & 4		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ( <a href="#">VCHPEP090</a> )
		Identify and practise strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP091</a> )
Level 5 & 6		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Plan and practise strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP108</a> )
Level 7 & 8		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Investigate and select strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP126</a> )

### Sample Report Comments

{Name} is able to select and use strategies to stay safe in different situations in {his/her} own life.

{He/She} identified appropriate responses in a potential emergency situation.

**000**  
**EMERGENCY**



In a medical emergency,  
**CALL 000** (triple zero)  
and ask for **AMBULANCE**



An interpreter is available by stating  
“ambulance” in English and then the  
language that you speak.

**Then tell us**

**Where is your emergency?**

Write your address:

Nearest cross street or landmark:

**What is your emergency?**

**What is your phone number?**

Write your phone number:

**DO NOT HANG UP UNTIL THE CALLTAKER TELLS YOU!**

# EVERYDAY LIFESAVERS - Responding to an Emergency

Activity: 2

## Overview

During this activity, students will revise DRSABCD and role play responses to different emergency situations.

## Resources

- Smartboard or projector
- Appendix A: *Resuscitation Chart (Surf Life Saving Australia)*
- Appendix B: *Resuscitation Chart Answers (Surf Life Saving Australia)*

## Activity

### ENGAGE

Read [Hero big sister saves 4yo from drowning](#) article to the class. Discuss:

- How would you describe the girl in the story?
- Could anyone have done this? What would they need to know?

### EXPLORE

In small groups, students revise what they have learnt about DRSABCD. Give each group a copy of Appendix A: *Resuscitation Chart*. Give them 5 minutes to fill in as much information as they can about each step.

### EXPLAIN

Display Appendix B: *Resuscitation Chart Answers* on the smartboard or projector. Give groups some time to compare their answers.

### ELABORATE

Group students in fours or fives. Give each group one of the following scenarios and give them five minutes to discuss the potential dangers and assign roles. Next, they need to role-play DRSABCD in response to their specific scenario. Students will need to use a pillow or folded jumper when modelling the compressions. Allow enough time for students to rehearse a few times, so that they have a turn at playing each different role.

Scenario 1	A bike rider has been hit by a car.
Scenario 2	A woman is unconscious in the pool.
Scenario 3	A large, heavy box has fallen from a shelf, and knocked a man unconscious.
Scenario 4	A child has swallowed a marble and is choking.
Scenario 5	Your friend has had an allergic reaction to a bee sting and is unconscious.

### EVALUATE

Each group presents their role-play to the whole group. Discuss:

- Did they cover each step of DRSABCD? If not, why? For example, if the victim is breathing then they would not begin chest compressions.
- What was done well?
- What could have been improved?

## Curriculum Links



Level 3 & 4		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ( <a href="#">VCHPEP090</a> )
		Identify and practise strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP091</a> )
Level 5 & 6		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Plan and practise strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP108</a> )
Level 7 & 8		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Investigate and select strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP126</a> )

### Sample Report Comments

{Name} has a very good understanding of DRSABCD. {He/She} identified dangers in a given scenario and role-played an appropriate response.

### References

ABC News. *Hero big sister saves 4yo from drowning*, <http://www.abc.net.au/news/2009-11-23/hero-big-sister-saves-4yo-from-drowning/1152330> [viewed 27 March 2018]

# Appendix A

## Resuscitation Chart

# Resuscitation Chart

<b>D</b>		
<b>R</b>		
<b>S</b>		
<b>A</b>		
<b>B</b>		
<b>C</b>		
<b>D</b>		

**Continue CPR until:**

To get involved and learn to save a life, enrol at [sls.com.au](http://sls.com.au) or call 1300 766 257

This information is not a substitute for first aid training. Surf Life Saving recommends that everyone be trained in first aid.

Australian for life.



# Appendix B

## Resuscitation Chart Answers

# Resuscitation Chart

<b>D</b>		<p><b>Danger</b> Check for Danger to Yourself, the Patient and Bystanders.</p>
<b>R</b>		<p><b>Response</b> Check for Response by talk and touch.</p>
<b>S</b>		<p><b>Send</b> </p> <p>If unresponsive, Send for help by calling Triple Zero (000).</p>
<b>A</b>		<p><b>Airway</b> Open Airway and ensure it is clear. If not, roll patient onto their side and clear the airway.</p>
<b>B</b>		<p><b>Breathing</b> Check Breathing. If patient is not breathing or breathing is not normal, commence CPR.</p>
<b>C</b>		<p><b>CPR (30:2)*</b> Start CPR* Give 30 Chest Compressions followed by 2 rescue breaths. If unwilling or unable to perform rescue breaths continue chest compressions. *For drowning, give 2 initial rescue breaths before starting compressions. Ensure adequate backward head tilt when giving rescue breaths. Compressions should be at a rate of 100-120 per minute in the centre of the chest and be 1/3 of the patient's chest depth. For Infants do not tilt head when administering breaths. Use 2 fingers to compress chest.</p>
<b>D</b>		<p><b>Defibrillation</b> </p> <p>Attach an Automated External Defibrillator (AED) as soon as it is available and follow its prompts.</p>

**Continue CPR until:**

- The patient responds or begins breathing normally
- It is impossible to continue (e.g. exhaustion)
- A health care professional arrives and takes over CPR
- A health care professional directs that CPR be ceased

**To get involved and learn to save a life, enrol at [sls.com.au](http://sls.com.au) or call 1300 766 257**

This information is not a substitute for first aid training. Surf Life Saving recommends that everyone be trained in first aid.

**Australian for life.** 

## EVERYDAY LIFESAVERS - Responding to an Emergency

Activity: 3

### Overview

During this lesson, students will reflect on what they have learnt about how to respond in an emergency situation. They will design an activity to teach one of the concepts they have learnt to younger students.

### Resources

- Appendix A: *Lesson Plan Template*

### Activity

#### ENGAGE

Read out the following statements and ask students to rate their confidence level by holding up their fingers (e.g. 1 is not confident at all, 5 is super confident):

- How confident do you feel about the steps of DRSABCD?
- How confident are you with identifying dangers in an emergency situation?
- How confident would you be calling triple 0 for help?
- How confident would you be performing chest compressions?

#### EXPLORE

In pairs, students need to reflect on what they have learnt during the course of the Everyday Lifesavers unit and write these in dot point form in their workbooks. Ask students to number these in order of importance.

#### EXPLAIN

Ask a few pairs to share which concept/idea they thought was most important and explain their reasoning. Explain that each pair will now be designing a mini-lesson (15 minutes) to teach this concept to a younger student (or small group of students depending on organisation). Show them Appendix A: *Lesson Plan Template* and discuss how to design a lesson:

- What makes a lesson fun/exciting?
- Which types of activities are the ones you remember most?
- What is the best way to get a message across?
- How will you know if your student has learnt something?

#### ELABORATE

Students prepare their activities. Remind them to think about timing carefully to ensure that their activity will fit within the 15-minute mini-lesson. Give them time to run their mini-lessons with younger students.

#### EVALUATE

Pairs need to complete the *Reflection* section of their *Lesson Plan Template*.

## Curriculum Links



Level 3 & 4		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ( <a href="#">VCHPEP090</a> )
		Identify and practise strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP091</a> )
Level 5 & 6		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Plan and practise strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP108</a> )
Level 7 & 8		
HEALTH & PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Investigate and select strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP126</a> )

## Sample Report Comments

{Name} has shown confidence in {his/her} ability to respond in an emergency situation, identifying the most important skills and understandings. {He/She} designed and implemented an engaging and informative mini-lesson to teach one of these concepts to a younger student.

# Appendix A

## Lesson Plan Template

**Objective:**

*What do I want the student to learn?*

**Activity:**

*Step by step outline of the activity.*

**Assessment:**

*How will I know what the student has learnt?*

**Resources:**

*What materials/equipment will I need?*

**Reflection:**

*Was the lesson successful?*

*What worked well?*

*What would you change next time?*