

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 (VCHPEP090)
		Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
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 (VCHPEP108)
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 (VCHPEP126)

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?