

# Everyday Lifesavers

## Responding to an Emergency Activity 3

View the 'Everyday Lifesavers' VR tour at [www.lsv.com.au/vr](http://www.lsv.com.au/vr)

LEVELS 3, 4, 5, 6, 7 & 8



## Curriculum

### Health and Physical Education – Physical, social and Community Health

*Being healthy, safe and active*  
Level 3 & 4

- 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*

- Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

*Level 7 & 8*

- Investigate and select strategies to promote health, safety and wellbeing ([VCHPEP126](#))



## Key Learning

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*



## 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 zero for help?
- How confident would you be performing chest compressions?



## Explore

- In pairs, students need to reflect on the concepts/ideas that they have learnt during the course of the Everyday Lifesavers unit. Students are to 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*.

## 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 will I change next time?*