

Year 1

Background and purpose

The Elastoplast Kids First Aid Programme unit aims to provide ākonga (students) with basic first aid knowledge that will build confidence and cement key first aid knowledge early on. Elastoplast has developed New Zealand Curriculum-aligned plans for learning and teaching resources that focus on key first aid knowledge areas in Health and Physical Education (HPE) in the Key Areas of Learning (KAL): Body Care and Physical Safety. Each plan for learning has been created with a set of corresponding activity sheets, to help teachers administer formative assessments throughout the unit.

HPE Key Area of Learning: Body Care and Physical Safety

Underlying Concepts

- Hauora (Well being)
- Health Promotion
- The socio-ecological perspective
- Attitudes and Values

This unit will provide tamariki (children) with opportunities to learn about:

- recognising potentially unsafe situations
- responding to unsafe situations and making them safer
- how to recognise and treat minor injuries
- how to recognise what an emergency is
- how to respond to an emergency situation
- how to manage their emotions during an emergency situation

The unit is made up of three lessons, which can be taught in any sequence.

- **Lesson 1:** Safety
- **Lesson 2:** Wound Care
- **Lesson 3:** Emergencies

Year 1 Achievement Objectives (AO)

Year 1 ākonga can describe their feelings, and ask questions about their health, growth, development and personal needs and wants. They learn to describe and use safe practices in a range of contexts and identify who can help. They develop a range of movement skills, games and activities, with or without equipment. They can identify factors that make taking part in physical activities safe and enjoyable.

Ākonga develop relationships so they can explore and share ideas, show respect and work cooperatively. They develop skills to express their needs, wants and feelings clearly, and learn to listen to other people to understand how they might feel. They identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices. They have the ability to individually and collectively contribute to caring environments that can be enjoyed by all.

Selected Level 1 Achievement Objectives

Ākonga will:

- A1: Describe feelings and ask questions about their health, growth, development and personal needs and wants.
- A3: Describe and use safe practices in a range of contexts and identify people who can help.
- C3: Express their own needs, wants, and feelings clearly and listen to those of other people.
- D2: Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices.

Content Descriptors & Key Competencies

New Zealand Curriculum

Describe feelings and ask questions about their health, growth, development and personal needs and wants. (A1)

Describe and use safe practices in a range of contexts and identify people who can help. (A3)

Express their own needs, wants, and feelings clearly and listen to those of other people. (C3)

Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices (D2)

Key Competencies

Thinking

Using language, symbols and texts

Managing self

Relating to others

Participating and contributing

TEACHING AND LEARNING STRATEGIES	RESOURCES
<p>Introduction: <i>What is safe? What is unsafe?</i></p> <p>Discuss with ākonga what safe means and how they can tell if something is safe. Mind map some situations that could be unsafe and discuss strategies to make them safe.</p>	
<p><u>How to spot something that is unsafe</u></p> <p><i>Discuss</i></p> <ul style="list-style-type: none"> • What is happening in the situation • How do we spot something that is potentially unsafe or dangerous? • Why is it unsafe? How could you make it safe? <p><i>Formative Assessment: Activity Sheet 1.1: What to look for</i></p> <p>Ask ākonga to identify and colour in some situations that they think are potentially unsafe (<i>Activity Sheet 1.1</i>). Discuss why they think these situations might be unsafe, and how they could make them safer.</p>	<p>Activity Sheet 1.1: What to look for</p>
<p><u>How to stay safe</u></p> <p><i>Discuss</i></p> <ul style="list-style-type: none"> • Discuss the importance of letting an adult know if something is unsafe. • Before you help someone in trouble you need to make sure it is safe for you. How will you know? • If it is safe for you, then you can check on your friend or whanau (family) member. • Never move anyone if they are badly hurt. • Always make sure you are safe. <p><i>Formative Assessment: Activity Sheet 1.2: Making something safer</i></p> <ul style="list-style-type: none"> • Ask ākonga to draw a picture of a potentially unsafe situations and how they could make them safe. • Underneath the drawing, ask ākonga to write down how they might feel when dealing with an emergency. 	<p>Activity Sheet 1.2: Making something safer</p>

Content Descriptors & Key Competencies

New Zealand Curriculum

Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices. (D2)

Express their own needs, wants, and feelings clearly and listen to those of other people. (C3)

Describe and use safe practices in a range of contexts and identify people who can help. (A3)

Key Competencies

Thinking

Using language, symbols and texts

Managing self

Relating to others

Participating and contributing

TEACHING AND LEARNING STRATEGIES	RESOURCES
<p>BURNS</p> <p><u>Introductory discussion</u></p> <ul style="list-style-type: none">• What is a burn?• What are some things that might burn you?	
<p><u>What can burn you?</u></p> <p><i>Discuss</i></p> <p>What do you do for a burn?</p> <ol style="list-style-type: none">1. Tell an adult.2. Make sure you are safe (i.e. that there is nothing else around that might burn you).3. Use cold gentle running water to cool the burn for 20 minutes.4. Ask an adult to make an appointment with a doctor if the burn is bigger than a 50 cent coin. <p><i>Formative Assessment: Activity Sheet 2.1: What can burn you?</i></p> <p>Ask ākonga to colour in all of the things that could burn them in red.</p>	<p>Activity Sheet 2.1: What can burn you?</p>
<p>WOUNDS</p> <p><u>Introductory discussion</u></p> <ul style="list-style-type: none">• What is a wound?• Discuss the difference between small and large wounds.• Walk around school and see which activities and surfaces might be safer to protect tamariki (children) from a small wound or abrasion/graze. e.g. It is better to play rugby or soccer on grass surface	

TEACHING AND LEARNING STRATEGIES

What to do with a small wound

Discuss

- Discuss how it is always important to find an adult before dealing with wounds.
 - Pass around the Elastoplast wound care samples for ākonga to examine.
 - Discuss the three steps to take for a wound or abrasion.
1. Step 1: Cleanse. Wash the area of the graze with soap and water, being careful to get out any dirt or whatever you fell on such as soil, dirt, gravel.
 2. Then, Disinfect the wound with a spray like Elastoplast Wound Spray.
 3. Step 2: Protect. Cover with an Elastoplast plaster.
 4. Step 3: Heal. Use a wound ointment like the Elastoplast Wound Ointment to help the wound heal.

Formative Assessment: Activity Sheet 2.2: Wounds

Ask ākonga to complete Activity Sheet 2.2

Discuss why they made the decisions they did, to determine whether they have understood the logic behind each step.

RESOURCES

**Activity Sheet
2.2: Wounds**

Content Descriptors & Key Competencies

New Zealand Curriculum

Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices. (D2)

Express their own needs, wants, and feeling clearly and listen to those of other people. (C3)

Describe and use safe practices in a range of contexts and identify people who can help. (A3)

Key Competencies

Thinking

Using language, symbols and texts

Managing self

Relating to others

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TEACHING AND LEARNING STRATEGIES	RESOURCES
<p><u>What is an emergency?</u></p> <p>Ask ākonga discuss the following questions in small groups of 3-4 ākonga:</p> <ul style="list-style-type: none"> • What is an emergency? • What is not an emergency? <p>Ask ākonga to report back about their discussions and from this brainstorm with ākonga what an emergency is. Create a shared meaning on the board.</p> <ul style="list-style-type: none"> • Look at the pictures in Activity Sheet 3.2 and discuss if they can spot an emergency. Discuss how they know it is an emergency. <p>Note: <i>Ākonga may come up with a wide range of examples in this activity. Where necessary, this is also an opportunity to reinforce school emergency policies and procedures.</i></p>	<p>Additional Resources 3.1: Fact sheet: How to call 111</p>
<p>Some examples:</p> <ul style="list-style-type: none"> • Someone has hurt themselves • Someone is bleeding • You are alone and scared • Someone is unconscious (<i>Discuss how to tell if someone is unconscious or sleeping. See Additional Resources 3.1</i>) • How might you feel if you find someone who is hurt, bleeding and/or unconscious? 	<p>Additional Resources 3.1: Fact sheet: First aid basics</p>
<p><i>Formative Assessment: Activity Sheet 3.1: What is an Emergency?</i></p> <p><i>Ask the ākonga to identify and circle the situations they consider to be high-level emergencies, where they would need to call 111. Let them know that they should be prepared to explain the reasoning behind their choices.</i></p>	<p>Activity Sheet 3.1: What is an Emergency?</p>

TEACHING AND LEARNING STRATEGIES	RESOURCES
<p><u>What to do in an emergency</u></p> <ul style="list-style-type: none"> • How would you tell if someone is asleep or unconscious? • What sort of feelings could you experience while you are dealing with an emergency? • What feelings could you experience after the emergency is over? • Who should you call? • What could you do? <p><i>Activity: Choose some videos from Resource 3.2 to watch with the ākonga, helping to consolidate some of your discussion topics about when and how to call 111.</i></p>	<p>Additional Resources 3.1: Website: Additional first aid resources</p>
<p><u>The important steps to remember in an emergency</u></p> <ol style="list-style-type: none"> 1. Take a deep breath to calm down a little Ask ākonga what else they might do to calm down. Practice taking deep breaths, and ask them to note how they feel before and after. 2. Call 111 (in New Zealand). Stress that this is an emergency number, and should only be used if there <i>isn't</i> an adult present to make the call. 3. Answer all of the operator's questions and follow all of the operator's instructions carefully. 4. Stay on the line until the operator says it's OK to hang up. 	<p>Additional Resources 3.2: Video examples of emergency calls.</p>
<p><i>Formative Assessment: Activity Sheet 3.2: Emergency Details</i></p> <p>Ask ākonga to complete the emergency details Activity Sheet, which they can take home to share what they have learnt with their whanau.</p>	<p>Activity Sheet 3.2: Emergency Details</p>