

Year 3

Background and purpose

The Elastoplast Kids First Aid Programme 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 planning for learning and teaching resources that focus on key first aid knowledge areas in the Health and Physical Education (HPE) in the Key Area 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 3 Achievement Objectives Year 3

Year 3 ākonga are able to **describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.** Ākonga **identify risk and use safe practices, and basic risk management strategies.** They recognise personal strengths that contribute to their sense of self-worth. They practice movement skills linking them into movement sequences in a variety of games and activities. They can use modified equipment and explain how this enhances their movement experiences. Rules and practices in games are better understood to ensure fair and enjoyable activities that are culturally appropriate.

Relationships develop between individuals and groups with recognition of the similarity between, and uniqueness of of people. **Interpersonal skills, and appropriate expression of feelings develop, including sensitivity shown when listening to others.** Attitudes and values about healthy physical and social environments, **use of local environments, and community resources are understood for their contribution to a healthy community.** Ākonga contribute to and use guidelines and practices that promote physically and socially healthy classrooms, schools and environments.

Selected Level 2 Achievement Objectives

Ākonga will:

- A1: Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.
- A3: Identify risk and use safe practices in a range of contexts.
- C3: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.
- D2: Identify and use local community resources and explain how these contribute to a healthy community.

Content Descriptors & Key Competencies

New Zealand Curriculum

Identify risk and use safe practices in a range of contexts. (A3)

Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care. (A1)

Express their ideas, needs, wants and feelings appropriately and listen sensitively to other people and affirm them. (C3)

Identify and use local community resources and explain how these contribute to a health community. (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 ākongā what safe and unsafe mean and how they know something is safe or unsafe. Mind map a shared meaning of “safe” and “unsafe.”</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? <i>Refer to Activity Sheet 1.1</i> • What feelings might you experience coming upon a scene where someone is hurt or in danger? • How to spot a safe situation and potential danger. • Ask ākongā to spot any safe situations and dangers and explain why they think it is safe or a danger. • Talk about all the things that could happen next. <p><i>Formative Assessment: Activity Sheet 1.1: Safe and unsafe situations</i></p> <p>Ask ākongā to identify and colour in some situations that are safe and potentially unsafe in Activity Sheet 1.1. Discuss why they think these situations might be unsafe, and how they could make them safer.</p>	<p>Activity Sheet 1.1: Safe and unsafe situations</p>
<p><u>Making a situation safer</u></p> <p><i>Discuss</i></p> <ul style="list-style-type: none"> • Ask ākongā to discuss some examples where they could make an unsafe situation safer. <i>Use Activity Sheet 1.1 to generate ideas.</i> • How did they feel before and after making the situation safer? <p><i>Formative Assessment: Activity Sheet 1.2: Making things safer</i></p> <p>Ask ākongā to write a list of things they consider unsafe and develop another list of how these things could become safer. Let ākongā know that they should be prepared to explain why their situations are safe or unsafe.</p>	<p>Activity Sheet 1.2: Making things safer</p>

TEACHING AND LEARNING STRATEGIES

Making myself safer

Discuss

1. Before you can help friends or whanau (family), you must make sure you are safe. How can you make a situation safer for you?
2. If it is safe for you, then you can check on your friends or whanau.
3. Never move anyone if they are badly hurt.
4. Always make sure you are safe.

Formative Assessment: Activity Sheet 1.3: Making myself safer

Ask ākongā to draw a picture of an unsafe situation and write a sentence about what they could do to stay safe. Ask them to include themselves in the picture and show how they might be feeling.

RESOURCES

**Activity Sheet
1.3: Making
myself safer**

Content Descriptors & Key Competencies

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Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them. (C3)

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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 can burn you? • Discuss different types of burns. See <i>Additional Resources 2.1: Burns and Scalds</i> 	<p>Additional Resources 2.1: Burns and Scalds</p>
<p><u>What do you do for a burn?</u></p> <p><i>Discuss</i></p> <ol style="list-style-type: none"> 1. Firstly, tell an adult. 2. Make sure you have made the situation safer and made sure nothing else can burn you. 3. Use cold gentle running water to cool the burn for 20 minutes. 4. See a doctor if the burn is bigger than a 50 cent coin. 5. Discuss how they might feel if they experienced a burn. <p><i>Formative Assessment: Activity Sheet 2.1: What can burn you?</i></p> <p>Ask ākongā to colour in all of the things that could burn them in red. Ask ākongā to describe these unsafe situations underneath the pictures.</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 from a small wound or abrasion/graze. • Brainstorm some ways that ākongā might get a wound or abrasion/graze. • Discuss how they might feel if they got a wound or abrasion/graze. 	<p>Additional Resources 2.1: Wound Care Three Steps</p>

TEACHING AND LEARNING STRATEGIES

Mind map activity

- Break the class up into small groups or pairs and ask them to discuss what to do with a wound or abrasion, and map out some steps.
- Discuss each group's ideas as a class.
- Give ākongā three products: wound spray, wound cream and plasters.
- Ask them to create steps using these items. [When handing out the items, briefly describe what each product does in terms of three steps – **Cleanse** (spray) / **Protect** (plasters) / **Heal** (ointment)]
- Besides treating the wound, burn or graze what else do you need to be aware of? Think about the emotional state of the person. How might they be feeling?

How to deal with a wound

Find an adult to help you first.

1. **Step 1: Cleanse.** Wash the area of the graze with soap and water, being careful to get out any dirt or bits of whatever you fell on such as soil, dirt, gravel. Then, disinfect the wound with a spray like Elastoplast Wound Spray.
2. **Step 2: Protect.** Cover with an Elastoplast plaster.
3. **Step 3: Heal.** Use a wound ointment like the Elastoplast Wound Ointment to help the wound heal.
4. Talk to the person in a caring manner and listen carefully to their responses.

Formative Assessment: Activity Sheet 2.2: Wounds

Ask ākongā 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**

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Identify and use local community resources and explain how these contribute to a healthy community. (D2)

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TEACHING AND LEARNING STRATEGIES	RESOURCES
<p><u>What is an emergency?</u></p> <ul style="list-style-type: none"> • What is an emergency? • What is <u>not</u> an emergency? • Brainstorm with ākongā what an emergency is. Create a shared meaning on the board. • Look at the pictures in Activity Sheet 3.1 and discuss whether they can spot an emergency. Discuss how they know it's an emergency. <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 with ākongā how to tell if someone is unconscious versus sleeping. Refer to Additional Resources 3.1 for further information]</i> <p><i>Formative Assessment: Activity Sheet 3.1: What is an Emergency?</i></p> <p>Ask the ākongā 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 decisions.</p>	<p>Additional Resources 3.1: Emergency information downloads</p> <p>Activity Sheet 3.1: What is an Emergency?</p>
<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? <i>Provide meaning for the terms. Refer to Additional Resources 3.1 for further information.</i> • Discuss the 'shake and shout' method. • Who could you call? <i>Discuss how they would always call the nearest adult first.</i> • What could you do to stay safe, to stay calm, to help someone else. • How would the ākongā feel if they came upon an emergency? • How would the person they are trying to help feel? • What could they do to help them until emergency services arrive? • Discuss the importance of closely observing the person who is hurt. 	

TEACHING AND LEARNING STRATEGIES	RESOURCES
<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><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>Additional Resources 3.2: Video examples of emergency calls.</p> <p>Activity Sheet 3.2: Emergency Details</p>
<p><u>The important steps to remember in an emergency</u></p> <p><i>Classroom discussion and activity.</i></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, noting 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 isn't an adult present to make the call. 3. Tell the operator there's an emergency and what kind of emergency you think it is. For example fire, ambulance or police. 4. Say your name and where you are - the exact address if you know it. Remind ākonga that they shouldn't give out their address to people they don't know, but that this is an exception. 5. Answer all of the operator's questions and follow all of the operator's instructions carefully. 6. Explain what happened and how many people need help. The operator will need all the information you can provide, so give as many details as you can 7. Stay on the line until the operator says it's OK to hang up. 8. Observe the person closely and speak to them reassuringly until help arrives. <p><i>Formative Assessment 3.3: "111 Role Play"</i></p> <p>Choose one (or all) 111 Role Play situations (Police, Fire, Ambulance) and ask ākonga to respond to your questions as the operator. Once the activity is complete, ask ākonga to record their answers on the relevant worksheet.</p>	<p>Activity Sheet 3.3: 111 Role Play</p>