

### Recognising Danger

**Focus:**

- **DANGER:** Identifying dangerous situations in and around the home.

**Worksheet information:**

- Discuss each illustration. What dangers can they see? What could they do to prevent an accident in each scenario?
- Students write sentences to describe the danger and accident prevention for each illustration.

**Additional activities**

- Make a class list of dangerous domestic situations and what students could do to remove the danger in each situation.
- Students choose a potentially dangerous scenario and design a poster to highlight accident prevention.

### Checking for a Response

**Focus:**

- **RESPONSE:** Determining if a person is just asleep or unconscious.  
Knowing how to check for a response.

**Worksheet information:**

- Discuss the illustration. What clues does it contain to suggest an accident has occurred? Is it likely that the person is just asleep? Why/Why not?
- Discuss things to say and do to gain a response from the person. For example: ask name, give a command, ask what happened, squeeze shoulder
- What tone of voice and force should be used? For example: clear voice, firm squeeze. Do not panic or sound alarmed.

**Additional activities**

- Design a poster to suggest questions to ask to determine if an accident has occurred.
- Design a poster to explain what to say and do for a victim of an accident.

### Checking the Casualty

**Focus:**

- **AIRWAY:** Checking that airway is clear if the casualty does not respond.
- **BREATHING:** Knowing how to check for breathing.

**Worksheet information:**

- Revise procedure for checking the casualty. Students work in pairs, taking turns to be the casualty and the helper.
- Read through the instructions in Table 1 and place them in order.
- Discuss reasons why the specific actions are taken. Students cut out reasons and place against appropriate action.

**Answers:**

- 1 (b) order 6,4,5,1,3,2.
- 2 (b) Teacher check

**Additional activities**

- Draw a labelled flow chart of the checking procedure.
- Students perform a narrated role play of a checking procedure to younger students.