

# First Aid in Schools Program (Year 5–6)



## Teachers Notes

## St John Ambulance

### Recovery Position

#### Focus:

- *Revising technique and reason for placing casualty in recovery position.*

#### Worksheet information:

- Read through the cloze procedure and discuss the best choice of word for each gap.
- Discuss the choice of answers in Question 2. Ask students to think about why only one answer can be correct. Students use the artwork to help them complete the question.

#### Answers:

1. back 2. open 3. relaxed 4. airway 5. breathe  
6. up 7. blocked 8. difficult 9. side 10. own
2. Step 1: (a) kneel (b) farther (c) nearer  
Step 2: nearer

Step 3: (a) behind (b) forearm (c) away from

Step 4: (a) upper (b) back

#### Additional activities:

- In pairs, take turns being the casualty and helper and practise placing each other in recovery position.
- Draw a flow chart describing each step of placing a person in the recovery position.

### Calling Emergency Services

#### Focus:

- *Giving essential information to emergency services.*

#### Worksheet information:

- Revise the St John Action Plan and the DRSAB procedures.
- In groups, discuss the way Greg responded to the situation and how he would have reacted if he had used the St John Action Plan.
- Discuss the type of responses Greg might give the operator; e.g. describing Mark's position on the floor, evidence to suggest what might have happened, any obvious injuries. Students will need to create their own realistic answers.

#### Answer:

Teacher check

#### Additional activities:

- Write the script for and perform a short play for a younger audience showing how to respond to an accident and make an emergency call. Include one person panicking and another following the St John Action Plan.
- Write a list of questions to include in a poster detailing the four aspects of the St John Action Plan.

### How Can You Help?

#### Focus:

- *Practising the St John Action Plan.*

#### Worksheet information:

- Discuss the text and the picture. Use information from both in the answers.
- Discuss the hazards in the picture. What other dangers exist in the park/playground environment?

#### Answers:

1. Teacher check
2. (a) (i) bee sting, cut by broken glass, blood nose from bumping heads  
(ii) Teacher check (b) Teacher check

#### Additional activities:

- Compile a list of humorous but realistic commands and artwork to include on a Stay Safe at the Park Poster; e.g. 'Watch out for low-flying frisbees!' – child with dent in forehead. Design a poster.
- Look around the classroom and write a risk assessment report. Include ways in which the risks can be removed or managed. Present information in a graphic organiser.