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.