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

**Teachers Notes**

**St John Ambulance**

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**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. 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:**
- 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.

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**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.

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**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.