# First aid on the road – Stage 5

Duration: 4x 50min (approx.)

## Description

In this learning sequence students will explore the steps to take in the event of a car crash.

## Educative purpose

Developing health literacy skills using online information and an online first aid course, students will collect information about commonly occurring types of crashes and injuries, first-aid treatment and the steps to take to minimise pain and injury. From this investigation students will develop a Car Crash Kit to assist in the event of a car crash to support their own and others’ health safety and welling.

## Syllabus outcomes

* PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and physical participation.
* PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and physical participation I their communities.

All outcomes referred to in this unit come from [PDHPE K-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

## PDHPE skills

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| Self-management | Interpersonal |
| * Decision-making and problem solving * information-gathering * finding solutions to problems * analysis * Help-seeking * recognising when help is needed * accessing support and support networks. | * Communication * verbal and nonverbal communication * listening eg active * Collaboration, inclusion and relationship building * assessing their own abilities and contributing back to the group |

## Lesson sequence overview

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| Syllabus content | Teaching, learning and assessment experiences |
| Students:   * plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short or long term risk (ACPPS091) * plan and practise responses to emergencies by explaining priority actions where they may be required to administer first aid and DRSABCD, eg road trauma | **Inquiry question:** What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others’ wellbeing?  Learning intentions: discuss these with the students and make them visible. They should focus on student knowledge, understanding and skills in relation to the outcome(s)  Students:   * research DRSABCD for road trauma * plan a prioritised response to road trauma that manages their own and others’ health, safety and wellbeing * practise a prioritised response to road trauma that manages their own and others’ health, safety and wellbeing * communicate their plan through a visual medium appropriate to the needs of their chosen audience.   **Resources**  Newspaper/online articles about car crashes and how to respond  Examples:  [After a crash](https://roadsafety.transport.nsw.gov.au/stayingsafe/emergencies/after-a-crash.html)  [The Real Stories](https://clicktosave.com.au/the-real-stories/)  [Car crashes: How to respond if you come across and accident](https://www.abc.net.au/news/2017-04-14/car-crashes:-what-you-should-do-if-you-come-across-one/8442782#:~:text=%22Hands%20off%2C%20rest%20and%20reassurance,accident%20scenes%20could%20be%20stressful.).  Review websites  Students review a variety of websites that explain what to do if they come across or are involved in a car crash.  Students review the DRSABCD first aid action plan, e.g. [St John Ambulance DRSABCD first aid action plan](https://www.stjohnnsw.com.au/drsabcd-action-plan/) and the steps involved. *Teacher Note: Previous knowledge of DRSABCD will inform the time needed for this activity.*  **Complete St John Ambulance online first aid training**  Individually, students complete the [St John Ambulance online first aid course](https://clicktosave.com.au/log-in/). Students must first register, then work through the chapters until finished. Students answer questions through the presentation and a quiz at the end. If answered correctly students will receive a certificate which can be saved and printed off. *Teacher Note: The online course may take 30 min. It covers DRSABCD as well as bleeding injuries. It requires sound so encourage use of headphones.*  **Create car crash kit**  In pairs or small groups, students use information gathered from previous activities to develop a recommended list of items to include in a Car Crash Kit that could be carried in any car to assist in an emergency. The kit could also include first-aid steps, phone numbers, first aid items, flow chart of actions, posters and stickers. Use graphics software such as Publisher or [Adobe Spark](https://spark.adobe.com/make/infographic-maker/) to develop all items for the kit.  **Share and reflect**  Class reflection through class discussion and reporting by groups. Groups are to highlight a feature that is important to delivering their first aid message when involved in a car crash.  Discuss why is it important to be prepared?  **Exit ticket**  Ask students to find a partner to reflect on their learning using the think, pair, share strategy. Discuss:   * Three (3) important facts they have learned. * How will these facts impact on their future actions? * What other situations could they apply these skills to support their own and others’ health, safety and wellbeing? |