

MODULE 1

UNDERSTAND AND RECOGNISE DANGERS IN THE HOUSE AND OUTSIDE

(THIS MODULE IS NOT REQUIRED FOR STAGE 2 – but could act as an introduction for ‘course’.)

Young people should understand what accidents are, how they happen and how they might be prevented.

To have this module signed off the young person will need to satisfactorily explain about dangers in the pictures.

The young person/s will be asked to point out and explain 3 dangers from 3 pictures with scenes based in the home, road and areas of water (pond, river etc.)

GUIDANCE FOR MODULE TUTOR

Let young people look at pictures for a few minutes and place markers on dangers – then ask each one to explain a danger – plus a discussion on safety – if time.

AIDS REQUIRED

Pictures of rooms in home, road scene and water bases scenes. Buttons or something similar

MODULE 2

KNOW WHAT TO DO AT THE SCENE OF AN ACCIDENT - USING D R A B

Young people should know the actions that can be taken when faced with the sort of accident that might happen when they are in the street or at home.

To have this module signed off the young person will need to KNOW WHAT ACTIONS CAN BE TAKEN and show that they know and understand them.

D is for DANGER

LOOK – DON'T RUSH IN! A young person will explain why he doesn't rush in!

R is for RESPONSE

- a. If the area IS NOT safe – **go for help immediately**
- b. Look to see who is injured.
- c. Speak to them – if they are talking – **calm them by saying you are going to get help or send someone.**
- d. If the person is not moving – **go or send for help immediately**

A is for AIRWAY

If a person **is not moving**:-

- a. They may be UNCONSCIOUS (a young person will need to know what this means.)
- b. Their AIRWAY may be blocked – and *if the area is really safe* (can you expect a young person to know this??) the young person could try opening the airway (module 8)

Our advice is - **DO NOT TOUCH OR MOVE** the person or anything (Why? This is because a person could be laying on an electric cable or other hazard and you cannot expect younger people to look for things like that.)

B is for BREATHING

If a person **is not moving** - you will need to check the breathing (discuss how you can see if they are breathing)

- a. Look, is the chest going up and down?
- b. Feel, by putting your cheek near the person's mouth.

GUIDANCE FOR MODULE TUTOR

Put 'Poster' up for young people to follow as you discuss D R A B. Then give each group a set of cards and see if they can put them in the correct response order (you could leave the poster up or take it down as you wish.)

Another way of playing the game is:- one set of cards for each group (each with a different coloured back) spread them out over an area – the group collects their own colour and puts them in the correct response order.

AIDS REQUIRED

Game – order of response cards & 'poster' of the above.

MODULE 3

KNOW WHAT TO DO AT THE SCENE OF AN ACCIDENT – INDOOR SCENARIOS

To have this module signed off the young person will need to KNOW WHAT TO DO by showing they are following the correct response order of **DRAB**.

From the scenarios set up:-

SCENARIO 1. Based on an iron, ironing board some extra plugs etc.

SCENARIO 2. Based on a ladder and someone falling off it.

– the young person/s will be asked to explain what they think has happened. Then answer questions on it with either a YES or NO! Then discuss their ‘answers’.

GUIDANCE FOR MODULE TUTOR

SCENARIO 1

Put yourself on the floor by ironing board with iron in hand before group comes to you. As group arrives watch and listen to what they say. Then discuss with them what may have caused the accident. To make this more realistic you could set this scene in your meeting place kitchen where there are likely to be more hazards than just the ironing board and this will test their observational skills and understanding of DRAB

Options

A - electrocution (overloaded plug) and holding iron – therefore it is important they don't touch BUT go for help.

B - simple blackout OR fell and banged head!

SCENARIO 2

A man has fallen off a ladder – he is laying on the floor – it looks as if he has fallen on his head – you could ask one of the young people to act as the ‘man’ who has fallen. Discuss the incident and again relate this to DRAB and their reaction

You could pose the following questions to help the discussion.

FOR SCENARIO 1

Would you touch the person?

Would you go for help?

Could the plugs you see be a danger?

Would the trailing leads be a danger?

Would you touch the iron?

Then discuss the answers.

FOR SCENARIO 2

Would you move the person?

Are there any dangers?

Is the person unconscious?

Would you touch the person?

Where would you go for help?

AIDS REQUIRED

Ironing board, iron, extension lead, extra plugs, kettle, heater & person

Ladder & person, 2 pictures of scenarios

MODULE 4

WHAT TO DO AT THE SCENE OF AN ACCIDENT – OUTDOOR SCENARIOS

To have this module signed off the young person will need to KNOW WHAT TO DO by showing that they are following the correct response order of **D R A B**

From the scenarios set up :-

SCENARIO 1 A person has been knocked off his bike by an overtaking car, the person is laying on the ground and is not moving.

SCENARIO 2. A person has tripped, fallen through a window and has a bad cut on his arm, which is bleeding.

– the young person/s will be asked to explain what they think has happened. Then answer questions on it with either a YES or NO! Then discuss the ‘answers’.

GUIDANCE FOR MODULE TUTOR

SCENARIO 1

Lay bicycle on ground by a car, ask one of the young people to lay down by the bike – discuss the incident.

SCENARIO 2

Get by a window, someone pretends to trip and fall ‘through’ it – (tomato ketchup could come in handy, so could a mock up window!) – discuss the incident.

Then ask the following questions - OR others if you wish.

For Scenario 1

Would you move the cyclist
Would you move the bicycle.
Would you stop the traffic.
Would you go and get help.
Would you run away.

Then discuss the answers.

For Scenario 2

Would you scream?
Would you try and stop the bleeding?
Would you touch the glass?
Is the glass dangerous?

AIDS REQUIRED

Bicycle & car plus a person,
A window, a person and ‘blood’.
2 pictures of scenarios

Modules 5 & 6 are not requirements for achieving the STAGE 1 badge – but it seems pointless if they don't know how to get help – so they should be included!!

MODULE 5

WHAT YOU NEED TO KNOW TO GET HELP

Know how to contact and pass on information to the emergency services.

To have this module signed off the young person will need to know several details.

Discuss with the young person/s what they need to know by using the picture scenario sheets – also the other requirements listed below – which relates to their worksheet.

1. **First of all – remember to stay calm if they witness an accident.**
2. Where to go for help – the young person should go to parents or someone they know – or failing that - find a telephone and dial **999** to get help. (From a mobile you can dial **112**)
3. Which service do they think they need – Fire, Ambulance, Police or Coastguard
4. Their name and address (including postcode if possible)
5. Their telephone number
6. Where they are.
7. What has happened
8. Who is injured.
9. **Remember NOT to put the phone down until told to do so by operator.**

GUIDANCE FOR MODULE TUTOR

Discuss the picture scenarios for a few minutes, what has happened, where it has happened and who is injured, then look at worksheet – if time they could complete it – otherwise send it home to learn for Mod. 6.

There may be issues here as asking strangers for help contravenes guidance that they have probably been given about approaching people they do not know. Suggestions from tutors have included asking authority figures e.g. police, shop assistants, mothers with other children etc.

AIDS REQUIRED

4 picture scenarios, work sheets.

MODULE 6

KNOW HOW TO GET HELP!

The young person/s will be shown how to use a telephone to summon help and discuss other ways of getting help.!

To have this module signed off the young person will need to be able to:-

1. Use a telephone to summon help.
2. To discuss other ways of getting help.

GUIDANCE FOR MODULE TUTOR

using telephones - act as operator and have a 'proper' conversation as for a real situation - the young people should have a scenario in mind when they come to you from Module 5.

AIDS REQUIRED

Telephone/s, work sheets (which the young person should have completed and know the details.)
Telephone operator sheet