



**PASSPORT TO  
HEALTH AND SOCIAL CARE  
UNIT 2: HEALTH & SAFETY  
ELEMENT 2: EMERGENCIES**



Worcestershire  
Local Enterprise Partnership

THE CAREERS &  
ENTERPRISE  
COMPANY



worcestershire  
county council



# HEALTH & SAFETY

## ELEMENT 2: EMERGENCIES

**DURATION: 4 SESSIONS**

**YEAR GROUP: KS3/4 OR 5**

### STUDENTS WILL:

- > Know what an emergency is
- > Know what to do in an emergency
- > Recognise and follow health and safety procedures
- > Practice and develop skills directly related to Health and Social Care
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

### ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

### NOCN QUALIFICATION:

#### NOCN Links:

- > Health and Safety Procedures in a Work Environment A/505/1855
- Learning Outcome 1
- Learning Outcome 2

You can gather evidence through using teacher observation and assessment, photos and activities.

### SKILLS USED FROM SKILLS BUILDER:

- |                   |                    |
|-------------------|--------------------|
| > Listening       | > Aiming           |
| > Speaking        | > High             |
| > Problem Solving | > Staying Positive |
| > Teamwork        | > Creativity       |

### KEY WORDS:

- > Health and Safety
- > Emergency
- > Procedures
- > Help
- > Hazard
- > Support

### RESOURCES FOR ALL LESSONS:

- > Computer, whiteboard and internet access
- > Paper, coloured pencils, pens and scissors
- > **UN2E201** - Is it an emergency?
- > **UN2E202** - Hazard vs risk
- > **UN2E203** - Types of emergencies

- > **UN2E204** - Prompt cards
- > **UN2E205** - Health and Safety procedures
- > **UN2E206** - Hospital porter job description

### ADDITIONAL RESOURCES:

- > **P2R UN2E207** - Hazard vs risk



## SESSION 1: WHAT IS AN EMERGENCY?



### ACTIVITIES TO SUPPORT LEARNING

1. What words do the student's think of when you say the word emergency? Are any students able to come up with a definition? Afterwards, share the definition of emergency - **a serious, often dangerous situation requiring immediate action.** Is it similar to what the students came up with?
2. There are situations where someone might need help, but not all situations will be emergencies. Complete the is it an emergency? activity. Use this activity as an opportunity to discuss the student's reasoning behind why they think these situations are emergencies or not.
3. Read through these [short stories](#) based on fairy tales. These highlight different situations where a person needs help but they are not always emergencies. They also identify the different options of what to do to help and support.
4. You might like to play the [Ready to Help](#) cards game. You will need to download and print the cards off to play with the students. Students may need support with instructions and help to play the game.

**TASK VARIATION:** Choose two flashcards for the students - one emergency and one not, allowing students to identify the difference more easily.

**PMLD TASK VARIATION:** Create a storyline for each is it an emergency? flashcards and read them to the students and explain what is happening in the pictures.

### LEARNING OUTCOMES

- > Understand what an emergency is
- > Recognise the definition of emergency
- > Identify what is and what isn't an emergency
- > Know the difference between hazard and risk

#### NOCN links:

- > Health and Safety Procedures in a Work Environment A/505/1855
- Learning Outcome 1

### DIFFERENTIATION AND RESOURCES

- > **UN2E201** - Is it an emergency?
- > Scissors
- > Ready to Help card game



## SESSION 2: TYPES OF EMERGENCIES



### ACTIVITIES TO SUPPORT LEARNING

1. Following on from session 1, it is important for students to be able to identify different types of emergencies. Emergencies may be as a result of a hazardous or risky situation. Do the students know the difference between what a hazard is and what a risk is? Use the hazard vs risk flashcard resource to support students in recognising the difference.

2. There are different types of emergencies that students need to be aware of that can occur. Create a mind map on a whiteboard or a piece of paper to generate the student's ideas of types of emergencies. Encourage all students to contribute to the mind map and name possible emergencies.

3. Using the types of emergencies resource, can the students identify the emergencies from the pictures?

Are there any emergencies that the students weren't aware of?

**N.B.** Please use your knowledge of the students and their needs to decide whether to include the flashcard for national disaster and acts of terrorism in the activity.

**TASK VARIATION:** Combine task 2 and 3 and use the flashcards as the base for your mind map to support students in identifying types of emergencies.

**PMLD TASK VARIATION:** Play videos/sounds for the different types of emergencies. For example, sounds of fire alarm, water, emergency vehicles.

### LEARNING OUTCOMES

- > Understand the difference between hazard and risk
- > Discuss ideas as a group
- > Identify and name types of emergencies

#### **NOCN links:**

- > Health and Safety Procedures in a Work Environment A/505/1855
- Learning Outcome 1

### DIFFERENTIATION AND RESOURCES

- > Whiteboard or paper and pens
- > **UN2E202** - Hazard vs risk
- > **UN2E203** - Types of emergencies

#### **ADDITIONAL RESOURCE:**

- > **P2R UN2E207** - Hazard vs risk



## SESSION 3: WHAT TO DO IN AN EMERGENCY



### ACTIVITIES TO SUPPORT LEARNING

1. What would you do in an emergency? Use the prompt cards to suggest scenarios to the students, asking them to share what they would do in that emergency. Do the students suggest asking for help or support?

**1a.** In an emergency, students need to be aware of who they can go to for help or support when needed. Can they name all emergency services?

2. With the who can help resource activity, encourage the students to choose who they would ask for help and support in an emergency. Use this as a discussion for students to share their choices.

3. Encourage the students to create a poster/list to remind themselves of what to do in an emergency and who to ask for help. This can be done by using the template in the who can help resource or students can design their own in any format.

4. Health and Safety procedures are a set in place to protect both employees and the general public from injury and harm. Use the health and safety procedures resource to highlight different procedures that take place in the workplace. It would be useful to download or print any health and safety or emergency procedures or policies to show the students as an example.

**TASK VARIATION:** Add extra detail to the scenario cards to make it easier for students to identify what to do in an emergency and who to ask for help.

**PMLD TASK VARIATION:** Play the siren sounds for different emergency services.

### LEARNING OUTCOMES

- > Explain what they would do in an emergency
- > Name the different emergency services
- > Identify who they would ask for help and support
- > Create an emergency poster/list
- > Understand there are health and safety procedures that have to be followed

#### NOCN links:

- > Health and Safety Procedures in a Work Environment A/505/1855
- Learning Outcome 1
- Learning Outcome 2

### DIFFERENTIATION AND RESOURCES

- > Paper, pens and coloured pens/pencils
- > Computer access
- > **UN2E204** - Prompt cards
- > **UN2E205** - Who can help?
- > **UN2E206** - Health and Safety procedures



## SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
<p>Allow the students to look over the job description: See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job? For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Health and Social Care sector.</p> <p>Use the <a href="#">Your Future Opportunities</a> job directory to search for relevant job profiles within the sector. You might like to encourage learners to identify and look at:</p> <ul style="list-style-type: none"> <li>• Different job roles</li> <li>• Qualifications required</li> <li>• Local job vacancies</li> </ul>	<p>Skill identification</p> <p>Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> <li>&gt; Speaking</li> <li>&gt; Listening</li> <li>&gt; Reading</li> </ul>	<p>&gt; <b>UN2E107</b> - Hospital porter job description</p>