

Helpfulness – module on the correct behavior in an emergency

Methodological and didactic comments



Yaps
Raising
young people's
awareness on
preparedness and
self protection



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Project Partners



Federal Office of Civil Protection and Disaster Assistance



AUSTRIAN RED CROSS



UNIVERSITATEA BABEŞ-BOLYAI

Helpfulness – module on the correct behavior in an emergency

General Information

<p>What subjects is this module suitable for?</p>	<ul style="list-style-type: none"> • English • General knowledge • Mathematics • Ethics education • Arts • Cross-Disciplinary Subjects
<p>What age group is this module suitable for?</p>	<p>for the age group 7-12</p>
<p>Which general competencies are transmitted within the module?</p>	<ul style="list-style-type: none"> • Training competencies in reading and communication • Evaluating and assessing information, facts and situations • Knowing and performing mathematical operations • Working with texts and understanding them • Reporting processes and events so that others can reproduce them • Verbalizing emotions • Training concentration
<p>Which specific competencies are transmitted within the module?</p>	<ul style="list-style-type: none"> • Differentiating wrong from right activities in the context of an emergency call • Knowing 112 as the emergency number • Knowing the five W's to perform an emergency call • Differentiating wrong from right behavior during an emergency situation • Recognizing that any person, regardless of their age, can help in emergency situations • Reflect and if necessary change their own behavior in an emergency situation

Context

When children examine their dolls, dress up as fire fighters or switch on the sirens on their toy cars, they imitate experiences in a playful way. But children can also get into serious situations and thus have to learn, how to behave correctly in an emergency.

By the module "helpfulness" pupils from the age group 7-12 will be taught the right way to behave in an emergency. By context to real life, activity orientation, methodological diversity and discovering learning are central didactical principles. Thus the pupils deal with exercises, stories, pictures and games self-sufficiently and thereby learn about the correct behavior during a thunderstorm. Social competence, competence to act, methodical expertise and media competence are encouraged as well. Furthermore the integrated pictures promote fantasy, creativity and the motoric skills while colouring

Methodological and didactic comments

The module consists of different exercises which train the right behavior in an emergency. In dependency to the available time and knowledge of the pupils, they can work on single exercise or on the whole module. Household dangers – can you find them all?

Max and Flocke's emergency call

General competences conveyed

- Working with texts and understanding them
- Evaluating and assessing information, facts and situations
- Understanding other people's behavior, feeling empathy

As an access to the topic, the pupils will read a story about Max, Flocke and Florian who are on their way with the bicycle. Thereby Florian crashes and gets hurt. Max has to call an ambulance. The story can be read by the pupils themselves or they can read out single paragraphs.

Master of calculation

General competences conveyed

- Knowing and performing mathematical operations

In this exercise pupils perform three mathematical operations by using their basic knowledge about routine calculations like summations and subtractions. The results, read out from the top to the bottom show the emergency number 112. Thereby they also realize that the number to call an ambulance is identical to the one for the fire brigade.

Plastered



General competences conveyed

- Working with texts and understanding them
- Evaluating and assessing information, facts and situations

Based on a gap text, pupils deal with hints for the right behaviour in emergency situations whether they are in individual or group work. Besides the emergency number, the five W's play an important role in this exercise. The results will be compared in class afterwards.

Tip:

If the module Fire Safety has already been worked on, this exercise can be applied as a repetition to conduct the knowledge.

The five W's



General competences conveyed

- Working with texts and understanding them
- Promoting motoric skills and creativity

In this exercise pupils are requested to find the right five W's, which might be asked by the dispatcher at an emergency call center, in a choice of w-questions and to cut them out. Afterwards the cards are glued in the provided boxes. By that way the pupils get an overview about the information, they should proceed in an emergency call. Furthermore cutting and assigning the cards will train motoric skills.

As an alternative the overview of the five w-questions in an emergency call can be designed as a poster. Afterwards one can hangup this poster in class or elsewhere in the school building.

Are you a helping hero?



General competences conveyed

- Working with texts and understanding them
- Evaluating and assessing information, facts and situations
- Reporting processes and events so that others can reproduce them
- Verbalizing emotions

Through the help of these exercises pupils learn about the wrong and right behavior in emergency situations. They are requested to find the correct statements out of a choice which define the right behavior in an accident or emergency and to paint them green. The statements which describe the wrong behavior have to be painted red. By this exercise pupils will also recognize that anyone can be a hero, by helping injured people with allegedly easy measures in emergency situations.

The exercise should be carried out in class to discuss appropriate and inappropriate behavior in emergency situations. In this context it might be good to ask pupils if they already have experienced an emergency situation as a casualty or helper and which emotions they associate with this experience.

Flocke's safety memory

This is a fixed module to be found in some teaching units. Twelve cards are available for this task. Pupils visualise once again important rules of behaviour for each topic discussed. What's more, the exercise allows students to reflect while playing and strengthen their knowledge on the correct behavior in an emergency. The ability to focus and memorise is also stimulated.

The safety memory game can be played at school or with the family, which encourages talks about the topic at home, as well.



Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering