

SCOUTING IRELAND ADVENTURE SKILLS: EMERGENCIES SESSION GUIDE



**Emergencies Skills
Stage 1
4x session plans**





Emergencies



Introduction

The session guides created by the SFNI Programme Lead have been designed to help support delivery of SI Adventure Skills Stages 1-4 in Emergencies, with each session pitched at a particular Section or ability level.

This guide contains a total of **four sessions** that provide activities that are intended to encourage and promote developing the necessary skills and knowledge linked to completion of each of the skills stages.

Sessions have been designed to be delivered within the 'den', and it is recommended that you create an additional practical / roleplay session that encompasses all learning delivered across the level to enable youth members to apply the skills and knowledge necessary in a practical setting.

Completing the Emergencies Adventure Skill

Before beginning delivery of the Emergency Adventure skill, **it is important to do a few things:**

Firstly, read through the session plans and become comfortable with the activities described and the resources required. You may find that through experience, a different approach or activity may be better suited to deliver this training, so please adapt the session for what works best for you and the group.

Secondly, take time to plan delivery with the group, utilize **Plan, Do, Review**, ensuring the group have been engaged and explored the Emergencies Adventure Skill and chosen to take part and shape their experiences across this learning journey.

Finally, ensure that you as the facilitator are competent, comfortable, and capable of delivering this training and ensure that any required **Risk Assessments** have been complete regarding these activities.

The table below highlights the practical skills that a Scouter will be required to demonstrate and the knowledge that a Scouter is required to be confident and able to deliver across.

	Practical Skills- Scouters should be able to demonstrate:	Knowledge- Scouters need to know:
Stage 1	<ul style="list-style-type: none"> How to remain calm in an emergency How to assess a situation for danger How to clean/ treat and dress a minor wound How to 'report' and record an accident and pass these details on. 	<ul style="list-style-type: none"> The list of Emergency Services for the Province, what each is used for and their contact numbers. Items required for a 'personal' First Aid kit. Items required for a 'group' First Aid kit. Basic First Aid rules How the 'Buddy' system is used to keep groups safe.

Using the Session Plans

The session plan has been developed to be delivered at a particular **Section/ ability level**.

Each session begins with an energizer activity, loosely linked to the learning activity, and contains an introduction, learning activity(s) and a close/ reflection element.

In the first column you will also find the **Adventure Skill objective** that the activity relates to.

A **description** of an activity to complete, related to the title and prompts on how to undertake the activity are provided.

A **suggested timing** has been included, for guidance only. It may be beneficial to slow down and stretch out activities dependent on your group.

A **resource column** includes a list of equipment and/ or external links to additional resources to assist in the delivery of the activity.

The last element of the session plan is a **review activity** which should be complete as part of quality assurance and recording.

Emergencies Adventure Skills Level 1			Session 1 Introduction
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den
	Activity	Session length	Time / Resources
Energizer – The Great Egg Fall	The Great Egg Fall is more of an activity than energizer but can be used to introduce Emergencies as it will demonstrate how easily accidents can happen and explore how we can minimize and avoid them. <ul style="list-style-type: none"> Start by splitting the group into teams and provide them with an egg – pre boiled if you prefer, and a range of everyday household items- tissues, straws, paper towels, rubber bands etc. Each team is challenged to build a protective frame etc. for the egg, so that when dropped from a height it is less likely to break or be damaged. Set a 5minute challenge for the 'build' and then drop the eggs to see whose frame/ mechanism worked best. 		Suggested time: 55 minutes Eggs/ Boiled eggs A range of household items as described Glue/ Tape/ String/ Scissors
Introduction activity- 'What is an emergency?'	Introduce the Emergency Adventure skills (Stage 1) briefly detailing what the group will be learning by naming all the associated outcomes. Explain that the first task will be to look at: What is an emergency? <ul style="list-style-type: none"> Ask youth members to tell you in their words what makes an emergency an emergency. Definition- For an incident, to be an emergency, it has to conform to one or more of the following, if it: <ul style="list-style-type: none"> Poses an immediate threat to life, health, property, or environment Has already caused loss of life, health detriments, property damage, or environmental damage Has a high probability of escalating to cause immediate danger to life, health, property, or environment Next, use the 'Is it an emergency or not...?' images (appendix 1) or your own alternatives and ask the group to tell you if what is happening in the scene is an emergency or not. Discuss with the group what the picture depicts, what the emergency may be and what the response to the emergency should be. Finally ask the group to think about what emergency situations may look like for them when completing Scouting activities, record what these are on a sheet and ask for ideas of what you might do. 		Suggested time: 15 minutes Emergency Adventure skills guide Appendix 1 – Is it an emergency or not cards – No/ Yes/ Yes/ No/ No/ Yes/ Yes/ Yes Pens/ Markers/ Flipchart/ Card
Activity- Roleplay	Roleplay situations – How do I act responsibly? <ul style="list-style-type: none"> Split into groups of 4-6 and give each an emergency scenario, ask the group to tell you how they act responsibly and keep themselves and others safe in each scenario- ask the pairs/ trios to act out the scenario and demonstrate how to act in a safe and responsible way. Conclude by explaining that we are responsible for how we always act and behave and that we should always stop, think, and then act in a responsible way when taking part in any activity/ game or event in and outside the Den. 		Suggested time: 15- 20 minutes Ideas for emergency scenarios: Traffic / St John / Ambulance
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.		Suggested time: 5 minutes



Emergencies Adventure Skills Stage 1			Session 1 Introduction	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
		Session length	55 minutes	
Activity			Time	Resources
Energizer – The Great Egg Fall	<p>The Great Egg Fall is more of an activity than energizer but can be used to introduce Emergencies as it will demonstrate how easily accidents can happen and explore how we can minimize and avoid them.</p> <ul style="list-style-type: none"> Start by splitting the group into teams and provide them with an egg – pre boiled if you prefer- and a range of everyday household items- <i>tissues, straws, paper towels, rubber bands etc.</i> Each team is challenged to build a protective frame etc. for the egg, so that when dropped from a height it is less likely to break or be damaged. Set a 5minute challenge for the 'build' and then drop the eggs to see whose frame/ mechanism worked best. Use the 'debrief' to discuss how easily accidents can occur and how we can prevent them. 		Suggested time: 10 minutes	Eggs/ Boiled eggs A range of household items as described Glue/ Tape/ String/ Scissors
Introduction activity- Discussion 'What is an emergency?'	<p>Introduce the Emergency Adventure skills (Stage 1) briefly detailing what the group will be learning by naming all the associated outcomes.</p> <p>Explain that the first task will be to look at:</p> <p>What an emergency is?</p> <ul style="list-style-type: none"> Ask youth members to tell you in their words what makes an emergency an emergency: <p>Definition- <i>For an incident, to be an emergency, it has to conform to one or more of the following:</i></p> <ul style="list-style-type: none"> <i>-Poses an immediate threat to life, health, property, or environment</i> <i>-Has already caused loss of life, health detriments, property damage, or environmental damage</i> <i>- Has a high <u>probability</u> of escalating to cause immediate danger to life, health, property, or environment</i> <ul style="list-style-type: none"> Next, use the 'Is it an emergency or not...?' images (appendix 1) or your own alternatives and ask the group to tell you if what is happening in the scene is an emergency or not. Discuss with the group what the picture depicts, what the emergency may be and what the response to the emergency is. Finally ask the group to think about what emergency situations may look like for them when completing Scouting activities, record what these are on a sheet and ask for ideas of what you might do. 		Suggested time: 15 minutes	Emergency Adventure skills guide Appendix 1 – Is it an emergency or not cards – No/ Yes/ Yes/ No/ No/ Yes/ Yes/ Yes Pens/ Markers/ Flipchart/ Card
Activity- Roleplay 'I can be responsible for my own health and safety'	<p>Roleplay situations – How do I act responsibly?</p> <ul style="list-style-type: none"> Split the group into pairs and trios and give each an emergency scenario (link in resource column), ask the group to tell you 'How they might act responsibly and keep themselves and others safe?' in each scenario- ask the pairs/ trios to act out the scenario and demonstrate how to act in a safe and responsible way. Conclude by explaining that we are responsible for how we always act and behave and that we should always stop, think, and then act in a responsible way when taking part in any activity/ game or event in and outside the Den. 		Suggested time: 15- 20 minutes	Ideas for emergency scenarios: Twinkl / St John Ambulance
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.		Suggested time: 5 minutes	



Emergencies

Emergencies Adventure Skills Stage 1			Session 2	
			Emergency response	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
	Session length		55 minutes	
	Activity		Time	Resources
Engizger Telephone/ Whispers	<p>Telephone/ Whispers will encourage the group to listen carefully to and communicate information accurately.</p> <ul style="list-style-type: none"> • First ask the group to form a straight line and then whisper a simple message to the person at the head of the line and ask them to pass it backwards. • The last person in the line should then recite the message received to check if it was correct. • Run the activity a few more times, increasing the complexity of the message, but make them humorous to inject a bit of fun and explain the importance of passing accurate information in an emergency scenario. 		Suggested time: 10 minutes	Large playing space
Activity-Crafting Vehicles <i>'I know the different emergency services that are available and how and when to call them.'</i>	<p>Emergency Vehicles</p> <ul style="list-style-type: none"> • Prearrange with the group to bring in 'dry' recyclable materials to complete a craft activity. • Ask the group to identify what emergency services they are aware of -police, fire, ambulance, search & rescue (these may be broken down further) • Place the group into pairs, giving each pair one of the identified emergency services- ask them to make a model of the vehicle associated with them and to list the number to call and in what ways they help in an emergency. You may wish to allow everyone to build their own model. • Ask each pair to present their model to the group and give feedback on how the service helps in an emergency. 		Suggested time: 30 minutes	Pre-arranged dry & clean recyclable materials as brought by youth members. How to make ideas for emergency vehicles Paints/ Brushes/ Glue/ Scrap Paper/ Straws etc.
Activity-Roleplay <i>'I can get help and make a report properly if someone is hurt'</i>	<p>Roleplay- Getting Help?</p> <ul style="list-style-type: none"> • Present several emergency scenarios that will require an emergency service to be contacted e.g., <i>Someone falls in the hall; someone trips and slips down a mountain path on a hike etc.</i> • Ask the group to tell you which service they would call and what information they should tell the 'operator'- for example, name of the caller, what has happened, who is involved, location, any other information etc. • Roleplay several calls with the group so that they can practice making an emergency call. 		Suggested time: 10 minutes	Several emergency scenarios, preferably related to Scouting activities.
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.		Suggested time: 5 minutes	



Emergencies Adventure Skills Stage 1			Session 3 Introducing First Aid Kits	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
	Session length	55 minutes		
Activity			Time	Resources
Energizer-Simulation <i>'I know the basic rules of First Aid'</i>	<ul style="list-style-type: none"> Run any energiser or game with the group but tell them to “expect something a little different” to happen. Arrange with another Scouter to ‘fake an injury’ mid game ... ‘ham it up so the young people aren’t scared...’ and blow a whistle or clap your hands to gather the group around the Scouter- explaining that this is an opportunity to learn some more about the Emergency Adventure Skills and further quell any anxiety the group might have about the <i>‘injury’</i>. First, show that you are calm and that you are checking for danger. Next, reassure the patient and ask them to tell you what they think has happened. Ask a group member to remember what has been said and to repeat it back to you. Finally ask a group member to get a First Aid kit. Debrief with the group, focusing on how you stayed calm, assessed the situation, and checked for danger, reassured the patient and how you began to look for help – asking someone to listen to and repeat what had been said about the accident and fetching the First Aid kit. 		Suggested time: 15 minutes Large playing area First Aid Kit	
Activity-Show & Tell First Aid Kits <i>'I know what should be in my personal First Aid kit'</i>	First Aid Kits Explore with the group the contents of a <i>‘large’/ Group</i> First Aid kit, asking members what they think each item is for and in what scenario it would be used. <ul style="list-style-type: none"> Now ask the group what items they feel should be carried in a smaller <i>‘personal’</i> First Aid kit and give you a reason as to why. If you have funds, you may wish to purchase the items as listed in the resources (link provided) for each group member and get them to put together several personal First Aid kits for use across the section. Remember to discuss why it is important to regularly keep kits up to date and replace what has been used, making sure we can deal with emergencies. 		Suggested time: 20-25 minutes First Aid Kit resource guide suggestions Large First Aid Kit Personal First Aid Kit	
Quick energizer Goblins Game	Goblins Wizards Giants To make up for cutting short the opening game, complete a quick energizer with the group just before finishing the session. <ul style="list-style-type: none"> This game is a variation on “rock, paper, scissors”. Goblins kill Wizards who kill Giants who kill Goblins. Each character must have an action and a noise agreed by the group. For example, the Wizard says <i>“shazzam”</i> and waves an imaginary wand...etc. Divide the group into two teams. Define a playing area with two end safety zones and a middle line. Each team decides their collective character and approaches the middle line. On the count of three, the teams perform the action and noise that signifies their character. The winning team then pursues the losing team and tries to tag them before they make it to their safety zone. Any person tagged joins the opposite team. 		Suggested time: 10 minutes Large playing space	
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.		Suggested time: 5 minutes	



Emergencies Adventure Skills Stage 1			Session 4	
			First Aid & keeping safe	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
	Session length	60 minutes		
	Activity	Time	Resources	
Energizer Jump Rope	<p>The GROUP JUMP ROPE activity will encourage the group to work together.</p> <ul style="list-style-type: none"> Simply get a suitable length of rope and encourage the group to jump over or skip through the rope at the same time. Complete several challenges until the group are confident in completing them in unison. 	Suggested time: 5 minutes		
Activity-Demonstration/ Practical <i>'I know how to treat minor cuts.'</i>	<p>First Aid Kits</p> <ul style="list-style-type: none"> In pairs ask the group to create a cut or open wound using the face paint and make up. Vaseline and edible dough can also be used to make wounds more visually striking. Now ask the pairs to run an emergency scenario involving the injury. The group must firstly demonstrate how they stay calm, assess, and check for danger, reassure the patient, gather information, and ask for help. Using a First Aid kit, youth members must then walk you through the process of treatment. This includes cleaning hands, using gloves, sterilizing the wound, and using a plaster or pad and bandage as appropriate. Finally, bleeding wounds should be elevated if they are 'serious'- dependent on the type 'made-up'. 	Suggested time: 30 minutes Make-up/ Face Paints/ Dough/ Vaseline etc. Fake injury ideas How to treat cuts & grazes video How to bandage a hand video	First Aid Kit and additional resources	
Activity-Game <i>I know how to use the "Buddy" system</i>	<p>Buddy System - Activity 1</p> <ul style="list-style-type: none"> Divide the group into pairs and stand them at one end of the hall. Next, place cones, balls, and other obstacles across the hall areas so that it is impossible to walk from one side of the room to the other without hitting something. Blindfold one of the pairs and ask the other to navigate them safely from one end of the hall to the other without bumping into an object. Reverse this process, blindfolding the guide and then ask their buddy to get them back across the hall again. <p>Buddy System - Activity 2</p> <ul style="list-style-type: none"> Form the group into pairs, with someone of a similar height. Standing side by side, ask each person to lean sideways towards their partner resting on one another's shoulders. Ask each person to shift their own feet away from their partner as far as they feel comfortable. When ready, explain that each pair should aim to maintain this leaning stance as they walk together to an agreed point. When ready, swap sides or swap partners. <p>Debrief</p> <p>Using the activities to exemplify the 'Buddy' system, discuss with the group the reason and importance of using the system when taking part in Scouting activities.</p>	Suggested time: 15 minutes Large playing space Cones/ Rope/ Balls any other obstacle Blindfold		
Review	<p>This session concludes Stage 1 Emergencies Adventure Skills learning.</p> <p>Reflect on all learning delivered across the four sessions and ask youth members to tell you the most important thing they have learned and evaluate the overall activities delivered as part of the training.</p> <p>Update youth member logs and consider running an additional session that will enable a roleplay activity that cites and references all Stage 1 Adventure Skills learning and enables the group to demonstrate these.</p>	Suggested time: 10 minutes Logbooks Recorded notes for additional activity.		







