

# SCOUTING IRELAND ADVENTURE SKILLS: EMERGENCIES SESSION GUIDE



**Emergencies Skills  
Stage 2  
5x 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 **five 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 levels.

Sessions have been designed to be delivered within the 'den', with the last session encompassing a practical / roleplay session that will assess all learning delivered across Stages 1 & 2 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 that 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. Ensure that any required **Risk Assessments** have been complete regarding these activities.

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

	Practical Skills- Scouters should be able to demonstrate:	Knowledge- Scouters need to know:
Stage 2	<ul style="list-style-type: none"> <li>How to safely perform the 'Recovery' position and able to explain when it should be used.</li> <li>How to tie a triangular bandage/ Scout neckerchief into a sling</li> <li>How to erect an Emergency Shelter and use a bivvy bag</li> <li>Additional shelter building skills would be useful to expand Scouting learning for Backwoods/ Shelters</li> </ul>	<ul style="list-style-type: none"> <li>The contents required for First Aid kits.</li> <li>'Which' First Aid items found in a kit are used to treat 'what' type of injury.</li> <li>When and how to perform the Recovery position</li> <li>Items to use to shelter and keep an injured person warm</li> </ul>

## 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 complete this 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			YOUTH PROGRAMME		
Emergencies Adventure Skills Level 1				Session 1 Introduction	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	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.			55 minutes	
	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Set a 5minute challenge for the 'build' and then drop the eggs to see whose frame/ mechanism worked best.</li> </ul>				Suggested time: 10 minutes Eggs/ Boiled eggs A range of household items as described Glue/ Tape/ String/ Scissors
Introduction activity	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: <b>What is an emergency?</b> 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: -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				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	<b>Roleplay situations - How do I act responsibly?</b> Split the group into pairs 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.				Suggested time: 15- 20 minutes Ideas for emergency scenarios: Twinkl / St John Ambulance
Review	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. 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 2			Session 1 Introduction	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
	Session length		55 minutes	
	Activity		Time	Resources
<b>Energizer – Game/ Relay</b>  <i>I understand why I should follow directions from an instructor</i>	<b>Directions Relay Race</b> <ul style="list-style-type: none"> <li>Organize a relay race with different activities occurring at different stages. Have several silly activities and phrases to say and do at each relay point and run the race.</li> <li>The winner is the team that follows each instruction carefully and completes them all.</li> <li>Use this activity to exemplify why it is important to follow instruction as it makes sure things are done correctly and used to make sure everyone stays safe.</li> </ul>		<b>Suggested time:</b> 15 minutes  Items/ activities and relays to use as part of the race  Large playing space	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Take a moment to explore with the group the Emergency Activity Skills to be explored at Stage 2:  <i>Keeping safe/ Recovery Position/ Bandages &amp; wound dressing/ making shelters etc.</i></li> </ul>		<b>Suggested time:</b> 5 minutes  <a href="#">Emergency Adventure skills guide</a>	
<b>Activity-Discussion and verbal</b>  <i>I know how to keep myself safe in an emergency</i>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>Split the group into pairs or trios and give them a page with a Scouting activity written on it – <i>Backwoods camping, game played in the den, hike, canoeing etc.</i>,</li> <li>Each page should also have headings that reads – <b>‘What we need to bring; Potential dangers; Who to contact in an emergency and What to do if an accident happens’</b>.</li> <li>Explore with the group the answers suitable for each heading and complete a table accordingly.</li> <li>As part of the <b>debrief</b>, instill that it is important to <b>stay calm</b> and <b>safe</b> if an emergency occurs. Being <b>prepared</b> and <b>knowing what to do</b> will make dealing with an emergency much easier.</li> </ul>		<b>Suggested time:</b> 20 minutes  -Prepared activity page  -Pens/ pencils	
<b>Filler Game</b>	<ul style="list-style-type: none"> <li>It may be worthwhile running a high-octane energizer or game that the group like to lift them again having completed the previous written/ verbal task.</li> </ul>		<b>Suggested time:</b> 5-10 minutes  As required	
<b>Review</b>	<b>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.</b>		<b>Suggested time:</b> 5 minutes	



# Emergencies

Emergencies Adventure Skills Stage 2			Session 2 Kits & First Aid	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
		Session length	60 minutes	
	Activity		Time	Resources
<b>Energizer –</b>	<b>Giant Earring</b> <ul style="list-style-type: none"> <li>The group stands in a circle and link to the next person by holding their hand.</li> <li>The 'Giant's Earring' is then inserted into the group circle onto someone's arm.</li> <li>This is the start point for the game- The task is to get the earring passed around the circle without breaking it or the circle</li> <li>This activity will encourage teamwork and communication skills.</li> </ul>		<b>Suggested time:</b> 10 minutes	Hula Hoop  Playing space
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Take a moment to explore with the group the Emergency Activity Skills Stage 2, to be explored in this session: <i>First Aid kits/ Recover Position</i></li> </ul>		<b>Suggested time:</b> 5 minutes	
<b>Activity-Practical</b>  <i>I know how to keep myself safe in an emergency</i>	<b>First Aid Kits</b> <ul style="list-style-type: none"> <li>Revisiting this activity from Stage 1 will further demonstrate the need to carry a personal First Aid kit when out on a Scouting activity.</li> <li>Firstly, if resources allow, provide all the materials required and ask the group to use them to make up their own First Aid kit.</li> <li>When kits are available, look at each item and describe when and in what scenario it would be used- for example a plaster would cover a small cut, using a triangular bandage for this would be too much- tease out answers for all the items in the kit.</li> <li>Explain the importance of hygiene before treating a wound and the need to ensure kits are always replenished.</li> </ul>		<b>Suggested time:</b> 20 minutes	First Aid kits  <a href="#">First Aid Kit resource guide suggestions</a>
<b>Activity-Practical</b>  <i>I know how and when to place someone into the recovery (safe airway) position</i>	<b>Recovery Position</b> <ul style="list-style-type: none"> <li>This practical based activity will demonstrate how to make someone who is unconscious safe and comfortable while maintaining their airway. It ensures the airway stays open by making sure that the tongue doesn't fall back or that vomit can be cleared.</li> <li>Explain that it is always vital to ensure that someone is breathing if unconscious, you check this by placing the back of your hand at the mouth and feeling for breath or seeing if the chest is moving up and down.</li> <li>Demonstrate the Recovery position on another Scouter by asking them to lay flat on the floor, then:               <ol style="list-style-type: none"> <li>Place nearest arm at right angle.</li> <li>Put the back of other hand next to the cheek closest to you and hold it there.</li> <li>Bend the far knee, grasp the far leg, and roll them onto their side.</li> <li>Open airway.</li> <li>Call 999</li> </ol> </li> <li><b>Finish</b> the activity by asking the group to practice completing the recovery position on one another.</li> </ul>		<b>Suggested time:</b> 20 minutes	Laptop/ media player  First Aid book  <a href="#">Online Recovery Position video</a>  Large demonstration space  Blankets/ mats
<b>Review</b>	<b>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.</b>		<b>Suggested time:</b> 5 minutes	



Emergencies Adventure Skills Level 2			Session 3 Bandages & Dressings	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
		Session length	60 minutes	
Activity			Time	Resources
<b>Energizer – Challenge</b>	<b>Buddy Ropes</b> <ul style="list-style-type: none"> <li>Stand in a circle holding onto a rope with one hand and reach across with the other hand to a free rope section.</li> <li>Now untangle to make a circle without letting go of the rope.</li> <li>This activity will get the group moving and demonstrate team and communication skills useful for the following activities.</li> </ul>		<b>Suggested time:</b> 10 minutes	Rope  Large playing space
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Take a moment to explore with the group the Emergency Activity Skills Stage 2, to be explored in this session: <i>Bandages/ Wound dressing</i></li> </ul>		<b>Suggested time:</b> 5 minutes	
<b>Activity- Practical</b>  <i>I know how to use a Scout neckerchief as a makeshift bandage in an emergency</i>	<b>Bandages</b> <ul style="list-style-type: none"> <li>Triangular bandages are a versatile piece of kit. Primarily they should be used to support an injured body part via use as a sling. Alternatively, they can be used as tourniquets, to dress large open wounds to stop bleeding or to lash a limb and support together.</li> <li>Where it is important that you are aware of how to use triangular bandages across the scenarios described, this activity will focus on using it as a sling.</li> <li>In pairs provide one triangular bandage and follow the steps below to complete creating a sling:               <ol style="list-style-type: none"> <li>Ask the person who is the patient to hold an arm across their chest and support it with the other while you work.</li> <li>Put the bandage under the injured arm and around the back of the neck.</li> <li>Put the other half of the bandage over the arm to meet at the uninjured shoulder and tie into a knot.</li> <li>Tuck the loose ends of the bandage in at the elbow or use a pin.</li> </ol> </li> <li>Practice this a few times until the group are confident. Now identify that the Scout neckerchief/ scarf is a great substitute for a triangular bandage and practice using this.</li> <li>Once this is mastered, introduce the other type of bandages that can be applied using the Scouter neckerchief.</li> </ul>		<b>Suggested time:</b> 20 minutes	Triangular bandages  Scout neckerchief  <a href="#">How to tie a triangular bandage/ sling video</a>  <a href="#">Necker-bandage resource</a>
<b>Activity- Demonstration/ Practical</b>  <i>'I know how to treat minor cuts.'</i>	<b>Revisit Emergencies Level 1- Wound Dressing</b> <ul style="list-style-type: none"> <li>Following on from the 'bandage activity' by revisiting the wound dressing activity from Level 1 and practice using both skills to treat a wound.</li> <li>Make sure that as the facilitator you demonstrate the process and support the group to complete the activity in pairs or trios and use affirmations to acknowledge the skills demonstrated and completed.</li> </ul>		<b>Suggested time:</b> 20 minutes	Bandages & dressings  <a href="#">How to treat cuts &amp; grazes video</a>  <a href="#">How to bandage a hand video</a>
<b>Review</b>	<b>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.</b>		<b>Suggested time:</b> 5 minutes	



Emergencies Adventure Skills Stage 2			Session 4 Shelter	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
		Session length	70 minutes	
	Activity		Time	Resources
<b>Energizer –</b>  <b>Rope Knots challenge</b>	<b>Rope Knots</b> <ul style="list-style-type: none"> <li>• Tie an overhand knot in a length of rope for each person that is in the group (12 participants = 12 knots). Space the knots about two feet apart.</li> <li>• Tell each person to select a knot on the rope and stand by it on either side of the rope.</li> <li>• Next up, tell them to grab the rope on either side of the knot with one hand.</li> <li>• Now challenge the group to untie all of the knots without anyone letting go of the rope or without moving the hand that is placed on the rope (participants may use only their free hand to untie knots).</li> <li>• Working together and using knots may prove helpful across the Give me Shelter activity</li> </ul>		<b>Suggested time:</b> 10 minutes  Length of rope appropriate to the size of the group with knots tied into it  Large playing space	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Take a moment to explore with the group the Emergency Activity Skills Stage 2, to be explored in this session: <i>Shelters/ Keeping someone injured warm</i></li> </ul>		<b>Suggested time:</b> 5 minutes	
<b>Activity-Practical</b>  <i>I know the importance of providing shelter and insulation</i>	<b>Give me Shelter</b> <ul style="list-style-type: none"> <li>• This learning provides an opportunity to move outdoors and experience using or building and emergency shelter.</li> <li>• To begin this session, ask the group to discuss what can make us uncomfortable if we are outside and injured- weather, cold and unsheltered terrain are the key answers to tease out.</li> <li>• Show the group what an ‘<i>emergency</i>’ shelter looks like and work with them to set one up. Once it is erect, take the group inside and show them how it cuts out wind, rain and can provide heat for an injured person.</li> <li>• You can also introduce ‘<i>bivvy</i>’ bags and discuss how these can be used to keep you warm either in lieu of the shelter you have just put up or as well to double up on insulation.</li> <li>• Ask the group to suggest other ways they might keep an injured person warm in an emergency- extra clothes, dry grass/ leaves, moss etc.</li> <li>• Man-made shelters are quick easy ways of staying dry, to elevate learning why not set the challenge of creating a simple arrowhead tarp shelter and using natural materials to insulate it- <b>This is also an element of Backwoods Adventure Skills and can be used to count towards this.</b></li> </ul>		<b>Suggested time:</b> 50 minutes  Emergency Shelter  Bivvy Bag/ Bin bag  Woodland area and materials for shelter building  Tarp, sisal, rope	
<b>Review</b>	<b>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.</b>		<b>Suggested time:</b> 5 minutes	





Emergencies Adventure Skills Stage 2			Session 5 Practical Assessment	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Den	
		Session length	70 minutes	
	Activity		Time	Resources
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Take a moment to explore with the group the Emergency Activity Skills Stage 2, to be explored in this session as directed by the activities delivered.</li> </ul>		<b>Suggested time:</b> 5 minutes	
<b>Activity- Practical Assessment/ Roleplay</b>  <i>I can direct help/ recue services to a location.</i>	<p><b>Preparing to run an Emergency Scenario/ Roleplay</b></p> <ul style="list-style-type: none"> <li>To complete this activity requires some preparation and support from across the group.</li> <li>The activity should simulate a number of medical emergencies that you would anticipate occurring whilst completing an outdoor activity.</li> <li>To prepare the group, take the week prior to explain that they will take part in the training scenario and name it. Next, spend some time revisiting what has been learned across <b>Stages 1&amp;2:</b></li> </ul> <p><b>-Preparing for an activity</b> – Ask the following:</p> <ul style="list-style-type: none"> <li><i>-What clothes and equipment do we need?</i></li> <li><i>-What kit do we bring?</i></li> <li><i>-What information should we take? - Location, contact numbers etc.</i></li> </ul> <p><b>-Emergencies-</b> Ask, how should we respond in an emergency, what should we do? – Remain calm, check for danger, reassure the patient, get help, and treat if we can.</p> <p><b>*In preparation for the training scenario you may wish to discuss how you assess who needs treatment first-</b> usually those who are quiet or unresponsive are the first you should go to check in an emergency.</p> <p><b>-Treating injuries-</b> get group members to demonstrate how they would treat a minor cut and support a broken arm and simulate using the recovery position.</p> <p><b>-Making a patient comfortable-</b> re-visit using bivvy bags and emergency shelters and keeping patients warm.</p>		<p><b>Suggested time:</b> 60 to prepare/ run activity</p> <p>First Aid Kit(s)</p> <p>Paper, pens</p> <p>Bandages</p> <p>Plasters</p> <p>Neckerchiefs</p> <p>Shelters</p> <p>Bivvy Bags</p>	
	<p><b>Running a scenario to practice learning for Stages 1+2</b></p>	<p><b>Running the Roleplay/ Assessment</b></p> <ul style="list-style-type: none"> <li>To run your scenario, ask other sections to act as patients, making up wounds relating to cuts, bruises, and falls.</li> <li>Utilising the 'Buddy' system, ask the group to work in pairs and make sure there is an injured person for each pair to work with.</li> <li>Remember that one pair should be aiming to collect information and find a phone to get help.</li> <li>The group should come across the scenario, split into their pairs, and complete the following*:</li> </ul> <ul style="list-style-type: none"> <li><b>- One pair should treat a small cut.</b></li> <li><b>- One pair should apply a neckerchief/ triangular sling to a 'broken wrist'.</b></li> <li><b>- One pair should put an unconscious, but breathing patient into the Recovery position.</b></li> <li><b>-One pair should erect an emergency shelter</b></li> <li><b>-One pair should fetch help by calling the appropriate emergency service giving a location and description of what injuries they found.</b></li> </ul> <p><b>-All pairs should demonstrate how they have kept safe by checking for danger and assessing the situation.</b></p> <p><b>*If there are more than 5 pairs, create more injured patients. If there are fewer, work with the group to priorities tasks.</b></p>		<p>Equipment and kit as required to complete the training roleplay scenario</p>
<b>Review</b>	<p>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 and sign off on assessment of skills level as appropriate.</p>		<b>Suggested time:</b> 5 minutes	