



# PROGRAMME 1: AMBULANCE

## AIM

The aim for this unit is for students to gain an understanding and awareness of the functions of both ambulance officers and ambulances.

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## LEARNING OBJECTIVES

Students will be able to:

- identify reasons why you would need to call an ambulance
  - know the difference between an emergency and a non-emergency situation
  - know what emergency service to ask for when calling 111 – feel confident asking for assistance and in providing the correct information to the service provider.
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## SKILLS

- Communication
  - Information Technology
  - Co-operation
  - Decision-making
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## MATERIALS

- Episode Ambulance, DVD1, Bryan & Bobby Series 3
  - Photocopies of the given scenarios
  - Props for role-plays
  - Old telephones or cell phones
  - Note paper for group work
  - Pens and pencils
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## VIRTUES

- Strength
- Knowledge
- Honour
- Discernment
- Clarity
- Caring
- Courage
- Trust

## LESSON *(please adapt for junior students)*

Form a large group circle and have students discuss with their neighbours the answers to the following questions:

- What is the function of an ambulance?
- Who are the people who drive and work in an ambulance?
- What jobs do they perform?
- What is the number to ring in an emergency?

(Discuss and confirm answers and clarify misunderstandings.)

*Reinforce that paramedics do more than just drive an ambulance.*

1. Arrange your students in groups of four and give each group a scenario (from the selection below). Have them make a decision whether to call for an ambulance for the victim or not, and give reasons why. Each student will take on one of the following roles. After 10 minutes have the presenters of each group present their findings.

*i. Note taker*

*ii. Time keeper*

*iii. Reader*

*iv. Presenter*

*The Note taker will write down brief notes for the presenter to read out.*

*The Reader will read the given scenarios to the group.*

*The Timekeeper will make sure the group keeps to the 8-minute timeframe.*

*The Presenter will read aloud and/or present their findings to the class.*

*All students will participate and offer ideas to their group.*

<p><b>Hemi's mother has just fallen down the stairs and has bumped her head on the banister. She is talking.</b></p> <p><b>Why or why not should you call for an ambulance?</b></p>	<p><b>Five year old Sarah has scraped her knee on the swings and she is crying very loudly.</b></p> <p><b>Why or why not should you call for an ambulance?</b></p>	<p><b>72 year old Granddad says he has a sore chest. He says it is nothing.</b></p> <p><b>Why or why not should you call for an ambulance?</b></p>
<p><b>Nine year old Mei Ling has fallen out of a tree and is clutching her arm.</b></p> <p><b>Why or why not should you call for an ambulance?</b></p>	<p><b>17 year old Nathan fell off his mountain bike in the forest. He is limping while walking his bike home.</b></p> <p><b>Why or why should you not call for an ambulance?</b></p>	<p><b>You have witnessed a car crash outside your house. You hear screaming.</b></p> <p><b>Why or why not should you not call an ambulance?</b></p>

## 2. What is a medical emergency?

After each group has presented their decision discuss each scenario to determine if each group has come to the correct answer. Which of the scenarios above is a medical emergency requiring assistance in the form of attendance by an ambulance and trained staff?

Have the students refer to a dictionary for the definition of 'emergency'.

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## 3. Whole class role-play on how to ring for an ambulance.

Explain to the students that when you ring for an ambulance in New Zealand, the 111 dispatcher asks you which emergency service you require: Ambulance, Fire Service or the Police.

In small groups of three or four, have students improvise/role-play their own scenarios in which they would need to call for an emergency service and present the scenes to the class for discussion.

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## 4. Play the episode 'Ambulance' DVD 1 Bryan & Bobby DVD Series 3 to summarise the learning.

Visit [www.bryanandbobby.co.nz](http://www.bryanandbobby.co.nz) for more information.



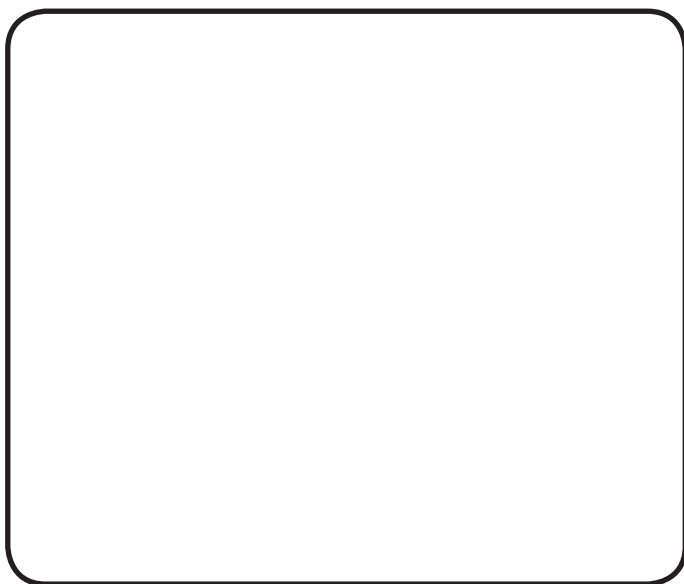
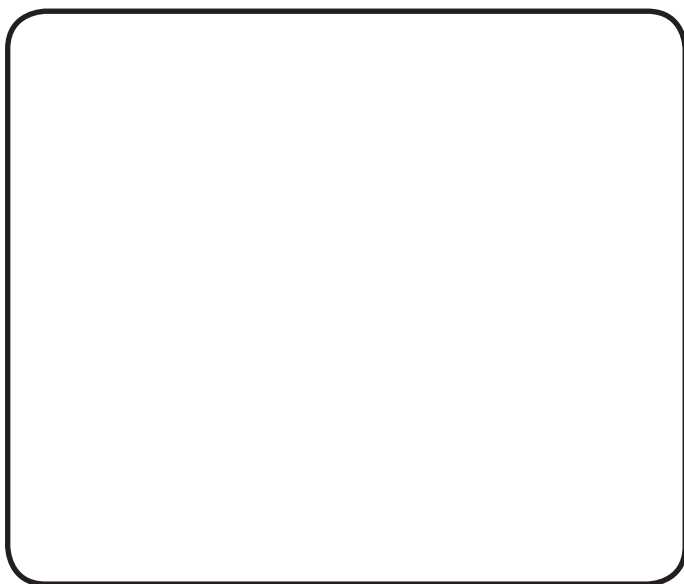
Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Emergency, DVD1, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

# AMBULANCE STORYBOARD

Name: ..... Date: .....

In the boxes below draw a story plan for when a child hurts him/her-self and needs to the assistance of an ambulance.



# SUPPLEMENTARY ACTIVITIES

## Topic

Have a police officer visit the classroom and talk about the 111 number and different emergencies. Also have a uniformed St John Safe Kids presenter visit the class and talk about the process that occurs when you ring for an ambulance in an emergency.

Have a St John staff member visit the classroom to talk about their youth programmes.

Draw a flow chart of the sequence of events that demonstrate an example of how to call an ambulance in an emergency situation.

Display photographs of emergency situations and write captions explaining how paramedics helped and how ambulances were used.

## Written Language

Write an acrostic poem using the word AMBULANCE, with sentences that reflect the work paramedics and/or the service ambulances provide.

Write a recount of a time when students witnessed either first-hand or on television a paramedic working on a victim or in an emergency situation.

## Oral Language

Recount a time when students have had an ambulance attend to an emergency at their own, or a family member's, or neighbour's house.

Explain what functions paramedics and ambulances provide for the public.

Have students make a verbal explanation of examples of emergencies.

## New Media

Using the Internet have students research what a St John Ambulance Officer does and what training they need.

Research, via the Internet, for explanations of the different functions of an ambulance and ambulance staff.

Make a short movie/documentary based on the functions of paramedics and ambulances.

## Maths

Research statistics of how many incidents ambulances have been sent to in your region, or country in a month or a year.