Children should be encouraged to think about the circumstances in which they may need help and who can help them. They may have to call an ambulance and should know how to do this.. As they grow up they will then have the knowledge to use the health service correctly.

Learning objective: to understand the situations where they will and will not need to ring the ambulance service. To learn how to make a 999 call.

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| --- | --- |
| **Activity** | **Resources** |
| Starter Activities | |
| Read the story ‘Humpty Dumpty’ (or one of your choosing) to the children.  Discuss what happens in the story.  Discuss puzzles and connections. Is there anything they don’t understand?  Has anyone ever been in an ambulance? | Book (Provided) |
| **PowerPoint**  **Go through the slides discussing all the different ways we can access health care.** Explain to the children that they are now going to play a game. Show children a range of pictures of accidents and illnesses that have occurred. Discuss whether the child or character needs an ambulance: play 999 or not? | 999 or not? (Power Point Provided) |

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| **Development activities** |  |
| Making a 999 call  Set up two phones in the class room. Get another member of staff to take on the role of operator. Using the script (provided) model making a 999 call in front of the children.  It is important that you advise your children if they were ever to make a real call to **speak slowly, clearly and loudly** so that the Emergency Operator can hear all the information.  It is also important to tell the child that they must **stay on the line until help has arrived** and to follow the instructions of the Emergency Operator as they are there to help them.  Encourage children to engage in ambulance /hospital role play throughout the week. **Explain the reasons why it is important not to ring 999 unless it is an emergency. You may also want to discuss about getting help from an adult if they are around.**  **Assessment within the lesson**  Questioning: do children apply their new learning into their play?  Can the children answer how and why questions linked to calling 999? | 2 (non working) telephones.  Script (Provided) |

**EYFS Development Matters Curriculum Links**

**Characteristics of Effective Learning:**

Finding out and exploring • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests

**Communication and Language**: **Understanding**

**40-60 months** Listens and responds to ideas expressed by others in conversation or discussion.

**Early Learning Goal** Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events

**Literacy: Writing**

**40-60 months Attempts** to write short sentences in meaningful contexts.

**Early Learning Goal Children** use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible**.**

Teacher lesson notes…

**Continuous provision ideas**

Make a large ambulance for your classroom out of cardboard boxes.

Create a hospital role play area in your classroom.

Make a paramedics tuff tray– put babies/bears, bandages, stethoscope, incident cards (provided), word cards, a doctors kit etc

Make a 3D model ambulance

Make ambulance collage pictures.

**Further lesson ideas/ enhancement activities**

Read other stories within the book provided and discuss.

Arrange a health care worker / ambulance to come to your school.

Learn all about the number 9. Put number 9 activities around the classroom, for example, set a challenge to write 999 in the sand.

Encourage children to write about emergencies: ambulance service page borders are available from a popular teacher resource site.

News report about one of the stories, with the book provided (see KS1 lesson)

Plan lessons about other emergency services: arrange for visits from these services.

**Notes and Guidance:**

Very young children have the capability to learn about emergencies and as such will have an awareness of the emergency services.  From an early age, children learn about and play with ambulances, fire engines and police cars.  This is the ideal time to initiate conversations about what the emergency vehicles are for. Children are never too young to be educated about the significance of emergency calls and that 999 must only ever be used in *genuine emergencies.* Providing children with examples of what constitutes a genuine emergency as well as examples of non –emergency is an effective way to develop awareness and knowledge that will save lives.

**Subject knowledge notes**

Always call 999 in a medical emergency – when someone is seriously ill or injured and their life is at risk.

Examples of genuine emergencies include:

* cardiac arrest
* loss of consciousness
* confused state
* fits that aren’t stopping
* chest pain
* breathing difficulties
* severe bleeding
* severe allergic reactions
* burns and scalds
* suspected stroke
* suspected heart attack
* fall from height
* serious head injury
* stabbing
* shooting
* serious road traffic incidents

If it’s not a life-threatening emergency and you or the person you’re with doesn’t need immediate medical attention, please consider other options before dialling 999.

For example:

* self-care at home
* visiting [**111.nhs.uk**](http://www.111.nhs.uk/)
* calling [**NHS 111**](https://www.nhs.uk/using-the-nhs/nhs-services/urgent-and-emergency-care/nhs-111/)
* talking to a [**pharmacist**](https://www.nhs.uk/using-the-nhs/nhs-services/pharmacies/what-to-expect-from-your-pharmacy-team/)
* visiting or calling your [**GP**](https://www.nhs.uk/using-the-nhs/nhs-services/gps/how-to-register-with-a-gp-practice/)
* going to [**your local NHS walk-in centre**](https://www.nhs.uk/service-search/Walk-in-centre/LocationSearch/663)
* going to [**your local urgent care centre**](https://www.nhs.uk/service-search/Urgent-Care/LocationSearch/1824) or [**your local minor injuries unit**](https://www.nhs.uk/service-search/Minor-injuries-unit/LocationSearch/551)
* making your own way to [**your local A&E department**](https://www.nhs.uk/service-search/Accident-and-emergency-services/LocationSearch/428) (arriving in an ambulance doesn’t mean you’ll be seen any quicker)

Choosing the best service for your needs will ensure the ambulance service is able to respond to the people who need help the most.