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 create a news report (live or written).

|  |  |
| --- | --- |
| Activity | Resources |
| Starter Activities | |
| Introduce the campaign that North West ambulance service have launched. Why do you think they have done this? Play 999 or not using the provided incident cards and discuss: a range of urgent medical problems have been included. Discuss and challenge the children to decide what the best course of action for each problem is.  Read the provided fairy tales to the children. Explain that a story book has been created to help educate children on when to call for an ambulance. What do they like about the book? Ask the children questions lined to the book. Is there anything they dislike? Is there anything that puzzles them? Do they have any connections to what has happened? Discuss the ambulance service. How do we get an ambulance? Discuss how sometimes people ring ambulances for unnecessary reasons and why it is important not to do this. | Urgent Medical Problem PowerPoint (could be printed as cards).  Book (provided) |
| Development Activities |  |
| Explain to the children that they are going to have a special challenge. You would like them to write their own fairy tale with an urgent medical problem twist for the younger children in their school. This will help to teach them when to call 111, 999 or seek other medical help.  They can choose one of the incident cards provided and a fairy story of their choosing. Use the fairy tale story plan (provided) to plan out their story. This lesson can be adapted to specific literacy targets that the children are working on in their English lessons and based over as many lessons as required. Discuss the story features with the children.  Children write their stories and draw illustrations. | Story Plan (provided) |
| Plenary Activity |  |
| Children share their story creations with a younger buddy in EYFS or KS1 or perhaps in assembly time. |  |

**KS2** **English National Curriculum links**

Pupils should be taught to plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

noting and developing initial ideas, drawing on reading and research where necessary.

considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.

Draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narrative writing .

précising longer passages

using a wide range of devices to build cohesion within and across paragraphs.

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.

Teacher lesson notes…

**Further lesson ideas/ enhancement activities**

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

ICT : create a ‘*Who Wants to be a Millionaire* ‘ type game using the incident cards e.g. a person has fallen and grazed their knee would you a) ring an ambulance b) call 111 c) clean and put a plaster on d) panic

Drama/role play: acting out one of the stories in the book and calling for an ambulance

Create a song or rap about the ambulance service (calling 999)

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

**Notes and guidance**

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 and a 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.