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 |
| Read the provided fairy tales to the children.Discuss puzzles and connections. Is there anything they don’t understand? Has anyone ever been in an ambulance? Discuss what happens in the stories. 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.  | Book (Provided) |
| Development Activities |  |
| News Report: explain to the children that they have a special task to write a newspaper report based on one of the fairy tales in the book. They need to think of some exciting headlines that they could write from the stories.Discuss the features of a newspaper report and use the planning sheet to model planning your report. Using the newspaper template that the children will use, model writing an example based on one of the stories in the book. Or Work in groups to film a television news item. Show a video of a news clip explain that the children will need to choose a news reader, a news reporter, eye witnesses and a camera person. Use recording equipment to detail any of the stories in the book. Split the children into groups. The children can use the planning sheet to plan out their report. | News report/paper planning sheet (provided)Newspaper templateA form of video recording equipment/ microphone |
| Plenary Activity |  |
| Children share their newspaper reports or play their news videos in class.**Assessment opportunity****PowerPoint: go through the slides discussing all the different ways we can get 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? | Incident PowerPoint (Provided) |

**KS1** **English National Curriculum links**

Pupils should be taught to:

* write narratives about personal experiences and those of others (real and fictional)
* write about real events
* write for different purposes
* consider what they are going to write before beginning by:

 *planning or saying out loud what they are going to write about*

 *writing down ideas and/or key words, including new vocabulary*

 *encapsulating what they want to say, sentence by sentence*

**Links in this lesson also include – ICT and PSED**

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 figures/babies/bears, bandages, stethoscope, the incident cards, word cards, a doctors kit etc

Make a 3D model ambulance

Make ambulance collage pictures.

**Further lesson ideas/ enhancement activities**

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

Creative writing: Twisted Fairy Tale (see KS2 plan and adapt where necessary). Ambulance service page borders are available from a popular teacher resource site.

Model making a 999 call (see EYFS lesson)

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.