Learn to Stop Burns!

Teacher Resource for students in Stage 2 and Stage 3.

Produced in collaboration with NSW Severe Burn Injury Service, Greater Metropolitan Clinical Taskforce and Kidsafe.
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1. Background information about burns

Skin

The skin is the largest and heaviest organ of the body, with a surface area of one to two metres.

The skin performs numerous functions including:

- maintaining the body’s thermoregulation
- preventing fluid and heat loss
- protecting against infections

When a burn occurs, all of these functions can be affected.

Skin structure consists of several layers:

- the uppermost being the epidermis
- then the dermis
- beneath which is the subcutaneous fat, muscle and skeletal layers.

Structure of Skin
1. Background information about burns

Burn injury facts

Burns are common injuries:

- Approximately one percent of the population of Australia sustain a burn injury each year.
- Most of these people will heal with no after effects.
- Approximately one percent of all burn patients (approx 2,200 nationwide) will require specialised care and possible long term management.
- Children from birth to sixteen years account for a great number of burn injuries each year, with large numbers under four years of age.
- Types of childhood burns include:
  - scalds
  - contact
  - flame
  - explosion
  - electrical
  - chemical
  - friction
  - radiation.
- Younger children are predominantly burnt by scalds from hot liquids and contact with hot objects.
- Older children are predominantly burnt by fires and explosions.

Reasons why burns are common, especially in younger children, are complex but include:

- Children’s underdeveloped reflexes.
- Their size in relation to placement of potentially injurious objects such as dangling cords and ovens.
- Their inexperience with the consequences of touching hot objects and liquids.
- Newly mobile toddlers using furniture, or anything available, to pull themselves up.
- Pre-schoolers spend a lot of time in proximity to dangerous objects in the home, especially in the kitchen and bathroom.
- Boys consistently sustain higher rates of burn injuries than girls.

Statistics collected by the Burns Unit at The Children’s Hospital at Westmead indicate:

- A rise in the number of paediatric burns presenting to the Hospital from 1999/00 to 2005/06.
- Burn numbers have almost doubled within this time frame and these numbers continue to rise.

Vigilant adult supervision is essential to prevent burns injuries happening to children.

The Children’s Hospital at Westmead Burn Statistics for 1999 – 2006

Recently there has been an increase in burns caused by instant noodles, particularly in children and adolescents, and treadmills, particularly in toddlers.
2. Introduction

The Learn to Stop Burns! house was developed by The Burns Unit at The Children’s Hospital at Westmead. The Learn to Stop Burns! house is available at: http://www.chw.edu.au/prof/services/burns_unit/burns_prevention/

The Learn to Stop Burns! house consists of a virtual home where individual rooms may be navigated to search for the potential burn dangers in everyday life. Prompted by colourful animation and sounds, the user journeys through the house, clicking on potential burn dangers and learning how they can be prevented.

The Learn to Stop Burns! Teacher Resource contains an electronic copy of the Learn to Stop Burns! house and suggested teaching and learning activities which assist students in exploring the house. The activities allow students to work towards achieving the stage two and stage three outcomes in the Safe Living strand of the K-6 Syllabus Personal Development, Health and Physical Education (PDHPE).
2.1 PDHPE Curriculum links

Personal Development, Health and Physical Education Curriculum links

**Students will:**

<table>
<thead>
<tr>
<th>Strand: Safe Living Knowledge and understanding</th>
<th>Strand: Safe Living Knowledge and understanding</th>
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<tbody>
<tr>
<td>SLS2.13  discuss how safe practices promote personal wellbeing</td>
<td>SLS3.13  describe safe practices that are appropriate to a range of situations and environments</td>
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<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
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<td>DMS2.2  make decisions as an individual and as a group member</td>
<td>DMS3.2  make informed decisions and accepts responsibility for consequences</td>
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<tr>
<td>PSS2.5  use a range of problem-solving strategies</td>
<td>PSS3.5  suggest, consider and select appropriate alternatives when resolving problems</td>
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</table>

**Values and Attitudes**

V4 increasingly accept responsibility for personal and community health

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**Learn to Stop Burns!**
3.0 Using Learn to Stop Burns!
3.1 About the Learn to Stop Burns! House

Learn to Stop Burns! House

The House can be used in a variety of ways. It is envisaged that the Learn to Stop Burns! house could be used in a computer room setting for a whole class activity or as individual/pair work on a single computer.

The opening window of the Learn to Stop Burns! house asks students and teachers to choose how they want to use the resource.

You are asked to please choose, “Explore” or “Quiz.” It is suggested students explore the house before attempting the Quiz.

The teacher can select, at the beginning of each activity, the “Info on” button or the “Info off” button. Within the Learn to Stop Burns! Teacher Resource, icons next to some of the suggested activities indicate when to use these buttons.

- **Info Off** indicates no hazards are identified and no pop-up windows providing safety information are available. There is still full animation as you go through the house from room to room. This is a useful function at the beginning of the unit to allow students to find the hazards themselves.

- **Info On** indicates full animation and sound as you go through the house from room to room.
  - Hazards are identified by a red outline as the cursor passes over them.
  - Pop-up windows containing safety information can be accessed by clicking on the hazards.

- **View Resources** provides a link to the website of The Children’s Hospital at Westmead, which contains downloadable fact sheets and brochures regarding burn injuries and prevention.

- **Print** function is available in each room of the house. This is useful to use with students for individual work or if computer access is not available.

- **First Aid** function is available in each room of the house. The user has access to information on first aid for burns. This information is extremely important, as correct first aid can significantly reduce the severity of a burn.
3.2 About the Teacher Resource

Learn to Stop Burns! Teacher Resource

Suggested Activities
These activities include a range of experiences which use the Learn to Stop Burns! house for students in stage two and stage three, and also suggest further exploration of burn safety without using the house.

Worksheets
Worksheets are provided to support the activities and are available at the end of this Teacher Resource.

Resources
- Burn websites are listed at the end of this Teacher Resource, to provide additional information about burn safety for students and parents.

Take home activities
An important aspect to this resource is the sharing of information about burn safety with parents/carers. Throughout the resource, students are asked to complete a take home or community sharing of information activity, which is identified in the activity notes by being underlined. A large number of children are admitted each year for the treatment of burns and scalds, which are entirely preventable. Raising the awareness of burn prevention with parents and carers is a crucial component of burn safety education.

To keep up to date with burn safety information, regularly refer to The Children’s Hospital at Westmead website: http://www.chw.edu.au/

Teachers need to consider students’ previous experiences with burns and be sensitive to student’s reactions.
4. Stage 2 Suggested Activities

ACTIVITY 2.1
Remember the hazards
As a class, select a room in the Learn to Stop Burns! house, which is displayed on a large screen or students look at the same room on an individual computer. Each student tries to remember all the hazards they can see in that room. Turn the screen off and students, individually, write the hazards they can remember on a piece of paper. Students compare their list with the person sitting next to them.

Discuss as a class their lists and ask students why they identified it as a hazard and what could be some possible prevention strategies. This memory game can then be continued with other rooms in the house.

OR
A variety of rooms could also be printed off for this activity.

ACTIVITY 2.2
How to use an appliance safely
As a class, use the Learn to Stop Burns! house to brainstorm a list of different electrical/or gas appliances used in each room of the house, such as the toaster, hair dryer, kettle, BBQ. Discuss how they work, their use of electricity/or gas and why safety features are designed.

As a home task, students select an electrical/or gas appliance from home to draw and label the safety features of the appliance.

Students share their drawings and compare safety features of the different appliances.

Individually, students write a procedure about how to use the appliance safely (notes in the pop-up windows from the Learn to Stop Burns! house may assist).

Combine drawings and procedures to develop a class booklet about How to use electrical and gas appliances safely in your home. Discuss which appliances should only be used by an adult. The booklet could be copied and sent home with students to discuss safe practices with their family.

ACTIVITY 2.3
Hazards in the home
Discuss Worksheet 2 and clarify language used such as good condition, safety switch, etc, so students can discuss the checklist further with their family.

Individually, students draw a plan of their home, and identify and label where they think potential hazards may occur.

In pairs, students discuss each plan and make recommendations on how to reduce the hazards.

Students take home their plan and discuss possible recommendations, using the take home checklist.

As a class, discuss the changes made by families.

ACTIVITY 2.4
I am thinking of....?
In pairs, student A chooses a hazard in the house and writes down four to six clues to describe the hazard they have selected using Worksheet 1 (this can be confined to one room in the house or the whole house).

Eg. I am in the backyard
    I am very hot
    You use me when cooking

Student A reads out one clue.

Student B tries to guess which hazard it could be using the Learn to Stop Burns! house.

After each guess, Student A can respond with Yes or No only and continues with one clue at a time.

Student B tries to guess the hazard before the last clue is given.

Students swap and student B selects a hazard for student A to guess.

When each student has guessed the other’s hazard, discuss how each hazard could be prevented and write it under their list of clues. Pairs can swap their clues and prevention strategies with other pairs to try and find their hazards and compare strategies to keep safe.
4. Stage 2 Suggested Activities

**ACTIVITY 2.5**
*Keep the room safe*

Individually, students select a room in the Learn to Stop Burns! house. Using the information found in the pop-up windows, design a list of rules to keep the room safer. Students could present this information eg. as a poster, a report, or a newspaper article.

**OR**

Using appropriate computer software and fluorescent labels, students design and print safety messages onto stickers, to take home and attach to ‘hotspots’. Eg. ‘turn me off after use’ could be attached near powerpoints on the wall or ‘wind me up after use’ could be attached around iron cord (refer to View Resources tab to be taken to The Children’s Hospital at Westmead website, where you will find useful fact sheets and websites).

**ACTIVITY 2.6**
*Get some help*

Invite a plumber/or electrician (if known) to talk to students about the safety features available for the kitchen and bathroom, such as the devices which can restrict the water temperature.

Prior to the visit, students develop questions to ask the guest speaker/s about the safety features and take notes.

Students choose either the bathroom or kitchen to find out about the different safety devices available to make the room safer (asking the guest speaker and referring to fact sheets provided).

As a take home activity students write a summary of these features and share with other family members. As a family, investigate the possible need/changes in their home.

**ACTIVITY 2.7**
*Do you know how to stop the burns?*

As a class, complete the Learn to Stop Burns! quiz included in the house (see front window). Teacher could ask the questions and students write their answer before clicking to find out the correct answer, or make it into a game – four contestants with beepers/buzzers to signal they know the correct answer.

Discuss and clarify answers.

Students can make up their own questions and answers to develop another quiz.
ACTIVITY 3.1
Stop the burns
In pairs, students select a room in the house. They identify the hazards they can see in the room and list them on Worksheet 3. Complete why it is a hazard and how a burn can be prevented.
This could be done using a print out of the rooms or with the Learn to Stop Burns! house functions turned off.

ACTIVITY 3.3
What could you do?
A. In small groups, students select two scenarios from Worksheet 4 and determine the most suitable action for each scenario. As a group complete Worksheet 5.
Firstly, what could they do to prevent it and what first aid would be needed?
Students choose one scenario and present a role play of the first aid procedures in an emergency to the rest of the class.
Teacher note: Need to discuss the difference in the first aid procedures for electrical and chemical – refer to fact sheets
B. Individually, develop a pamphlet on first aid treatment for burns using fact sheets and recommended websites included in this resource (discussion about the good elements of a pamphlet and how to set out may be needed dependent upon previous experiences). (Refer to Resources tab for link to The Children’s Hospital at Westmead website).
Discuss how they can communicate this information to the community. As a class, display these pamphlets in a variety of community/school community promotional areas.
Students could advertise the Learn to Stop Burns! house website and associated information on the school/community noticeboard for parents and other community members.
Teacher note: It is important to revise the emergency contact number 000 and, if needed, provide opportunities to role play calling 000, and how to give clear answers to the operator.

ACTIVITY 3.2
How to stop burns wall chart
Students research the different types of burns and the recommended first aid procedures, using the Learn to Stop Burns! house, fact sheets and internet (see Resources for suggested websites suitable for students and facts sheets).
Inform and discuss with students how first aid procedures for burns have changed over the years.
Invite a first aider, nurse, fireman or first aid certified teacher to demonstrate first aid procedures for various burns. In pairs, students practice each first aid procedure. Students could use rolls of crepe paper and tissues in place of gauze and bandages to practice.
Develop a poster/wall chart that displays information about how to treat different burns and/or how to prevent burns.
Discuss how they could modify this poster to suit year two children.

ACTIVITY 3.4
Interview
Individually, students interview their peers to find out about burns they have had, seen or know about. Students use questions such as: Have you ever been burnt, or do you know of someone who has been burnt? How did it happen? Why did it happen? How was it treated? Could it have been prevented?
As a class, analyse the information and decide how these burns could have been avoided or are common.
Write a report for the school/local newspaper that includes a list of safe practices for minimising the risk or injury (use the fact sheets provided in this resource).
Teacher note: Need to be sensitive to student’s previous experiences
5. Stage 3 Suggested Activities

ACTIVITY 3.5
Learn to Stop Burns! checklist

In pairs, students choose a room in the house and write a checklist of safe behaviours for families to use to help prevent burns and create a safe environment. As a class, collate checklists, delete any overlap or include areas not mentioned and develop a checklist suitable for their school’s families (Worksheet 2 can be used if suitable or for students to refer to after).

Students take home the developed checklist and complete it with another family member. Students report back on the success of going through the checklist and any changes their family may make to their family home to make it safer.

ACTIVITY 3.6
Take the quiz

In pairs, students answer the questions from the Learn to Stop Burns! quiz, discuss the possible choices and together decide on their answer and then check their response.

OR

Both say/write their answer then click on one and see who is correct and why.

Students ask parents/carer to complete the quiz at home together.
6. Useful Websites

The Children’s Hospital at Westmead. Burns Unit
www.chw.edu.au/prof/services/burns_unit/

Kids Health
www.chw.edu.au/parents/kidshealth

Kidsafe NSW
www.kidsafensw.org

NSW Fire Brigade
www.nswfb.nsw.gov.au

NSW Severe Burn Injury Service

Children, Youth and Women’s Health Service - Kids’ Health
www.cyh.com.au

Better Health Channel
www.betterhealth.vic.gov.au
Worksheet 1: I am thinking of…?

I am thinking of…?

Clues

1. ..............................................................................................................................

2. ..............................................................................................................................

3. ..............................................................................................................................

4. ..............................................................................................................................

5. ..............................................................................................................................

6. ..............................................................................................................................

What is the hazard?

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Prevention strategies

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..............................................................................................................................

Learn to Stop Burns!

the children’s hospital at Westmead
Please complete this checklist with an adult.

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td>Do you have a safety switch for your home electrical system?</td>
<td>🗻</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you have a smoke alarm that works in all areas of your home?</td>
<td>🗻</td>
<td></td>
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<tr>
<td></td>
<td>Are all the cords on your electrical appliances in good condition?</td>
<td>🗻</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have you planned an escape route from anywhere in your house?</td>
<td>🗻</td>
<td></td>
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<tr>
<td></td>
<td>Can you get out the windows and do you keep the key in the deadlocks?</td>
<td>🗻</td>
<td></td>
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<tr>
<td></td>
<td>Can you get out of the front/back door and do you keep the key in the deadlocks?</td>
<td>🗻</td>
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<tr>
<td><strong>Kitchen</strong></td>
<td>Does your kettle have a short cord or do you move your cord so that it does not dangle over the kitchen bench?</td>
<td>🗻</td>
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<td></td>
<td>Do you use the back hot plates on your stove and turn pot handles around so a child can’t reach up and pull them down?</td>
<td>🗻</td>
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<tr>
<td></td>
<td>Are all cleaning products, chemicals and medications labelled and stored in a locked cupboard up high away from young children?</td>
<td>🗻</td>
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<tr>
<td></td>
<td>Do you have a fire extinguisher and/or blanket in the kitchen?</td>
<td>🗻</td>
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<tr>
<td><strong>Bathroom</strong></td>
<td>Is hot water in our bathroom set to no more than 50 degrees Celsius?</td>
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<tr>
<td></td>
<td>Are any electrical appliances (ie. Hair dryers, electric shavers) stored safely and away from water when not in use?</td>
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<tr>
<td></td>
<td>Are all heaters placed high up on the wall and out of reach?</td>
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<tr>
<td><strong>Laundry</strong></td>
<td>Are cleaning products, bleaches and detergents properly labelled and stored in a locked cupboard high up and out or reach?</td>
<td>🗻</td>
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<tr>
<td><strong>Living areas</strong></td>
<td>Do you place hot drinks out of reach of young children?</td>
<td>🗻</td>
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<tr>
<td></td>
<td>Do you make sure you DO NOT use a table cloth when hot liquids are on the table?</td>
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<td></td>
<td>Do you use a guard for your fireplace and/or heater?</td>
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<td></td>
<td>Do you sit at a table to eat hot liquids or meals?</td>
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<td></td>
<td>Is the hot iron always out of reach?</td>
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</table>

Learn to Stop Burns!
Please complete this checklist with an adult.

**Garden shed/outdoors**

- Can your garden shed be locked at all times? [ ] [ ]
- Are poisons and flammable liquids stored in labelled, original containers out of reach of young children? [ ] [ ]
- Are young children supervised when around hot barbeques? [ ] [ ]
- Do you wear sunscreen when outdoors and put more on every two hours? [ ] [ ]
- Are car batteries kept out of reach of children? [ ] [ ]

Please answer if you have children less than five years of age in your home

- Are safety plugs fitted in spare power points? [ ] [ ]
- Can you stop very young children from entering the kitchen and laundry? [ ] [ ]
- Is the bath water temperature always “tested” before putting children in the bath? [ ] [ ]
- Are young children always supervised in the bathroom? [ ] [ ]

List some important changes that you and your family can make so that your home is safer.

<table>
<thead>
<tr>
<th>What changes can we make?</th>
<th>How can we make these changes?</th>
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<tbody>
<tr>
<td>________________________</td>
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Learn to Stop Burns!
### Room selected:

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Why is it a hazard?</th>
<th>How can a burn be prevented?</th>
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### Scenario 1
In the bathroom, a four year old boy is having a bath and decides to turn the hot water tap on by himself…

His 18 month year old brother tries to touch the water in the bath, falls in and scalds his body.

<table>
<thead>
<tr>
<th>How could it be prevented?</th>
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<th>What first aid is required?</th>
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### Scenario 2
In the kitchen, an adult is cooking noodles in boiling water in a saucepan and leaves the handle sticking out.

A toddler reaches for the handle and splashes the boiling water on himself, scalding his body.

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<th>How could it be prevented?</th>
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### Scenario 3
In the lounge room a fire is lit in the fire place. A young girl in her frilly nightie is swirling and dancing. Her nightie is too close to the fire and catches alight.

<table>
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<th>How could it be prevented?</th>
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### Scenario 4
In the backyard a family is having a barbecue. A toddler is playing close by and comes close to the BBQ and touches it, burning her fingers.

<table>
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<tr>
<th>How could it be prevented?</th>
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<th>What first aid is required?</th>
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Worksheet 4: What could you do?

Scenarios

Scenario 5
In the garage, a ten year old girl is helping to clear it out. She lifts up a car battery and accidentally drops it, cracking it open allowing battery fluid to splash up on her face.

How could it be prevented?

What first aid is required?

Scenario 6
In the bathroom, a teenager is blow drying her hair near the basin, while her younger brother is taking a bath. He reaches up and grabs the cord pulling it into the bath.

How could it be prevented?

What first aid is required?

Scenario 7
In the kitchen, a mother is having a cup of tea sitting at the kitchen table. A toddler crawls over and pulls the tablecloth and the hot tea tips over them.

How could it be prevented?

What first aid is required?

Scenario 8

Put your Scenario here:

How could it be prevented?

What first aid is required?
Worksheet 5: What could you do?

Scenarios

Scenario 8
Put your Scenario here:

How could it be prevented?

What first aid is required?

Scenario 8
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