

TYPES OF ACCIDENTS

3.20.2019

Subject

SOCIAL STUDIES

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for:

- 1.Types of accident
- 2.Meaning of accident
- 3.Scalds, burns, cuts and scrapes

Objectives

By the end of this unit, students should be able to:

1. Recognize when someone has a burn or a scald
2. Describe how accidents happen at home.
3. List reasons for accidents
4. Develop awareness of the possible dangers around them.

Activity Starter/Introduction

1. An accident is something which happens without planning.
2. Accidents and injuries are common, especially among young children aged 1 – 4 years of age. Accidents are happening that are usually unintended and unforeseen.
3. Burns and scalds are damage to the skin caused by heat. A burn is usually caused by dry heat, like fire, a hot iron, or the sun. A scald is caused by wet heat, like steam or a hot cup of tea.
4. Speaking and listening skills are essential in accident situations, with reading skills coming into play to a lesser extent.
5. Vocabulary can become very specific, so teachers should take care not to overwhelm the students with words related to many different situations.

Guided Practice

Day 2/Lesson 2–20Mins

1. Divide students into groups and hand out the Injury and Cause cards mixed together.
2. Have students divide them into two piles.
3. Discuss any new vocabulary.
4. Have students match Injuries with a Possible Cause.
5. Have them answer the following in their notes:
 - Have you ever sprained your wrist? How? Did you wear a sling?
 - Have you ever fainted, or felt faint? Why? What happened?
 - Do you have any scars? How did you get them?
 - Have you ever had a cut which needed stitches? How many stitches did you have?
 - Have you ever worn a plaster cast? Why? What happened? Did your friends write on it?
 - Do you bruise easily? How long does it take for your bruises to heal, usually?

Materials Required

- Charts
- Pictures of different types of accidents
- Paper
- pencils
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Additional Resources

- <https://en.wikipedia.org/wiki/Burn>
- <https://www.cyh.com/HealthTopics/He>
- <https://www.betterhealth.vic.gov.au/h/children>
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Additional Notes

Teacher Guide

Day 1/Lesson 1–10Mins

1. Introduce the concept of “injury” and “cause”. E.g. Injury: ‘I broke my ankle.’ Cause: ‘I slipped on a wet floor.’
2. Expand children’s road safety vocabulary to include words like pedestrian, zebra crossing and kerb, while talking about road safety.
3. Establish safety procedures and make sure that students understand and observe them.
4. Use posters and bulletin boards to emphasize potential dangers and safety procedures.
5. Ensure that students know safety guidelines.

Day 3/Lesson 3–20Mins

1. Before giving the students an exercise, put them in pairs to brainstorm words they associate with the word ‘accident’. E.g. scar, first aid kit, plaster cast, plaster, blood donor, stitches, sling, faint, bruise etc.
2. You could do this exercise as an open class discussion. Invite individual members of the class to define the difference. Encourage open discussion.
3. You could check the students’ understanding by putting some example sentences on the board and inviting students to fill the gaps. Examples:
 - After doing an aerobic workout, all my muscles
 - Don’t run near the swimming pool. You might slip and yourself.
 - He was badly when the car hit him. Both his legs were broken.
 - Ouch! I can’t walk! My left ankle too much.

Day 4/Lesson 3–20Mins

1. Students relate an incident which has happened to them in the home.
2. Split the class into groups of four to five and ask them to write down as many ways they can think of that someone could burn themselves.
3. On the white board, record the responses.
Tip: Try putting two minutes on a timer to introduce an element of urgency or competition.
4. Ask the class if they can start to categorize their answers by thinking about what has caused each injury.
5. To make this easier, you could provide the six types of burn (dry, scald, electrical, cold, chemical and radiation), and simply sort each of the student’s answers

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- Morphine is a drug which can be used to control
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Assessment Activity

1. Define the term accident.
 2. List the predisposing factors that cause accidents.
 3. List common accident in your catchment area.
 4. Describe fractures, wounds, bites and stings, burns and scalds, poisoning and drowning.
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Summary
