Spot the danger



**Group size**



Pair

**Suggested timing**

20 minutes

**Method**

Discussion

**What you need**



**Board or paper and pens**

Learning objective

* Practise how to keep yourself and others safe by spotting and assessing danger
* Practise how to keep yourself and others safe by planning how to reduce dangers and make things safer

## Overview

Learners discuss their surroundings, this could be their classroom, wider school or community, then spot dangers and think about how they could be avoided or resolved.

## PreparationWrite the phrase ‘spot the dangers’ on a board.

Familiarise learners with the ground rules for the session or establish ground rules. Assure learners are given opportunities to ask questions and have a way to ask anonymous questions if they wish to. For guidance on how to do these things, see the [Creating a safe, inclusive and supportive learning environment guidance.](https://firstaidchampions.redcross.org.uk/primary/guidance-and-support/)

## How to run the activity

1. Ask learners to think about the types of dangers that might cause an accident where first aid might be needed. Ask them what dangers might be in a classroom. For example, a trailing wire or pile of coats. Write their ideas on the board.
2. Now ask learners to pair up with someone else and talk about the dangers they can think of in the wider school, in a home, or on someone’s journey to school or other activities outside of school. Once they have had time to discuss, ask them to share their ideas and add them to the board.
3. As a group discuss what types of injuries the dangers could lead to, for example a trailing wire could cause someone to trip and bump their head or cut themselves. Ask children to think of the key first aid action to take in the case of each accident and write it next to the injury in a different colour pen. You can look at the ‘how to help cards’ in the [first aid skills section](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills) of the website for each type of accident.
4. Now ask learners to come up with ideas for how these dangers could be avoided, for example taping down wires, or hanging up coats or being careful when crossing a busy road. Write these ideas in a different colour pen next to the dangers on the board, and action the safety ideas in your immediate area if safe to do so.

## Stretch and challenge activities:

1. Learners could draw or list the dangers they discuss in each situation in activity 2. They could start to look at what injuries they could lead to and write down the key action for each injury.
2. If there is time, learners could come up with a safety poster to advise others of what to do to stay safe and these can be displayed around the room.

## Summing up

Remind children that to stay safe it is important to quickly assess what is happening around you,

and (if it safe to do so) to make the area safe or to ask a trusted adult to help them to do this.