

Everyday First Response: Stop, Think, Get Help

Use simple safety judgement for everyday incidents while recognising that children should get adult/emergency help rather than perform advanced first aid.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Use simple safety judgement for everyday incidents while recognising that children should get adult/emergency help rather than perform advanced first aid.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 Immediate safety comes before investigating an incident.

2 Children can call or alert trusted adults and follow trained instructions.

3 Serious injury, fire, danger or uncertainty should be escalated rather than handled alone.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Build a clear model or organiser that shows: Immediate safety comes before investigating an incident.

Use supplied evidence to test this idea: Children can call or alert trusted adults and follow trained instructions.

Compare two cases and explain where this principle matters: Serious injury, fire, danger or uncertainty should be escalated rather than handled alone.

Find one weak claim or assumption and revise it so it matches the evidence.

Write a short conclusion that states evidence, limitation and next question.

Try it beyond the page

Real-world / hands-on connection

Review home/school emergency expectations with a parent/caregiver or teacher.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create an age-appropriate safety card: stop, move to safety, alert adult, call emergency services if instructed/needed, follow directions.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Should a child enter an unsafe area to help?

2. What is the first priority?

3. Should this pack replace first-aid training?

Quick review

1. In one sentence, explain the big idea of “Everyday First Response: Stop, Think, Get Help”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

No.

2. Suggested response

Personal and scene safety plus getting appropriate help.

3. Suggested response

No.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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