

MODULE 7 · ACTIVITY SHEET

# PRACTICE AN EMERGENCY SCENARIO

Walk a plausible emergency through the four-step response order, the call hierarchy, and the debrief. The point isn't to be right — it's to rehearse the thinking before stress narrows it.

## 1 CHOOSE A SCENARIO

Pick the scenario most plausible for an event you're actually running this term. Don't pick the most dramatic one — pick the one you're most likely to face.

### SCENARIO OPTIONS · PICK ONE

- A. Fall with suspected fracture.** A student trips on a rocky section of track and lands awkwardly. They're conscious but in significant pain, unable to weight-bear. You're 40 minutes from the bus.
- B. Asthma escalation.** A known asthmatic student deteriorates rapidly during a coastal walk. Reliever isn't holding the symptoms. The group is strung out along an exposed cliff section.
- C. Group separation in poor visibility.** Two students were last seen together at the previous checkpoint and aren't at the rendezvous. Visibility has dropped to about 50 m. You have 26 other students with you.
- D. Your own scenario.** Use a realistic incident from an event you're actually planning, or one that has nearly happened at your school in the past.

### YOUR SCENARIO · ONE LINE OF CONTEXT

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## 2 WALK THE RESPONSE ORDER

In each box, note **your specific actions in the first 5-10 minutes**. Be concrete — not "assess the patient" but *who* assesses, *where*, *with what*.

<p><b>Step 01</b></p> <p><b>STABILISE</b></p> <p>Site safe? Group moved? Hazards controlled?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Step 02</b></p> <p><b>PATIENT</b></p> <p>Who assesses? First aid? Call 111?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Step 03</b></p> <p><b>GROUP</b></p> <p>Who supervises? Where? Phone protocol?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Step 04</b></p> <p><b>COMMUNICATE</b></p> <p>Who calls who? In what order? What info?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## 3 ROLES & INFORMATION

Emergency response works when roles are clear before the incident, not allocated during it.

### WHO DOES WHAT · STAFF ROLES

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### WHAT INFO YOU'LL NEED READY (ICE)

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MODULE 7 · ACTIVITY SHEET (CONT.)

# RESOLUTION, DEBRIEF & REVIEW

The response doesn't end when the patient is in the ambulance. Walk the close-out: how the situation gets resolved, what the debrief looks like, what your school does with the lessons.

## 4 RESOLUTION — HOW THIS ENDS

Describe how the scenario gets resolved. Where does the patient go? What does the rest of the group do? Does the event continue, pause, or stop?

### RESOLUTION PATH

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## 5 DEBRIEF & SUPPORT

Same evening or next day. Note your specific plan — not “debrief the team” but *who, where, when, what questions*.

### STAFF DEBRIEF PLAN

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### STUDENT / WHĀNAU SUPPORT PLAN

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## 6 RECORD, REPORT, REVIEW

What gets written down, by whom, on what form? What gets updated as a result?

### RECORD / REPORT / REVIEW

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## 7 YOUR REFLECTION

Two questions, honest answers. These are the ones that change practice next time.

### WHERE DID YOU GET STUCK?

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### WHAT WILL YOU PUT IN PLACE *BEFORE* THE EVENT?

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A near miss is a free lesson. If something nearly went wrong on a recent event — even something small — bring it through this same activity. The whole point of emergency preparation is to convert near misses into learning before someone is seriously hurt.