Module Seven: Emergency Preparedness

**55 Minutes (EOTC Guidelines Chapter 8)**

**Whakatauki** (2 minutes)

*He kōhatu taka i te pari e kore e tae ate whakahokia.*

*A stone fallen from the cliff can never be returned.*

What does the whakatauki mean for you? Share with your neighbour.

**Key messages**

* An emergency plan is essential
* You should practice and review your emergency plan regularly
* Incident recording and analysis is essential

### Starter questions (5 minutes)

Participants individually answer **questions 28 to 30** in their workbook.

28. Did anything go wrong, or nearly wrong, or not as planned?

29. What happened?

30. How did you respond?

### Background information

6. Learning from fatalities in outdoor education

7. Outdoor Education Centre emergency plan practice

8. The National Incident Database (NID)

9. Severity rating and severity scale

10. Why record near misses

### Supporting resources

1. Powerpoint presentation
2. Participant Workbook

12. Ngaruawahia High School crisis management plans

13. National Incidence Database (NID) reporting form

### Activity 1: *Scenario role play* (15 minutes)

*Objectives:* Identify the components of an emergency plan and the process of emergency planning. Highlight the necessity of developing and practicing an emergency plan (see *Background information 6. Learning from fatalities in outdoor education*).

*Instructions*

1. Divide into small groups (4-6 people).
2. If appropriate find a space outside that is large enough for each group to work separately.
3. Give the groups the scenario and ask them to role play / discuss this situation and how they

would manage it. They need to identify the key steps they would need to take in this situation

**Scenario** Trip to the zoo (Years 5 & 6 or Year 9):

The bus has just pulled into the car park at the zoo. A student spots a friend from another school across the car park, rushes off the bus, runs across the car park to meet their friend, gets hit by a car, and is in too much pain to get up.

### *Discussion* (10 minutes)

Debrief the role play by asking each group in turn to contribute the steps they took to manage the incident. Use the Ngaruawahia High School crisis management plan steps as a framework to fill in the gaps (Hand out *Supporting resources 12. Ngaruawahia High School crisis management plans*):

* What did you do first?
* What roles did you allocate?
* What information did you need?
* What course of action did you take?
* Who did you communicate with? (How and when? How did you manage others’ cellphones?)
* How did you resolve the situation?
* Did you discuss, debrief, offer support, record, report and review the incident?

***Facilitator led discussion*** (20 minutes)

1. Discuss the need for a plan and people who know how to manage a crisis. Draw from the role play scenario.

**What do the EOTC Guidelines say?**

* Planning for emergencies: **page 61-62, paragraph 247**
* Crisis management plan: **page 62, paragraph 249-250**

1. Discuss **practicing the emergency plan** (and whether it shows that the venue is appropriate). An Outdoor Education Centre practiced the deployment of their emergency plan over an 8 hour period. (See *Background information 7.* *Outdoor Education Centre emergency plan practice*).
2. Ponder for a moment what is meant by “too much pain to get up” (scenario). Are the injuries (a) scrapes and/or bruises? (b) a dislocation? (c) a minor fracture? (d) such that s/he is hospitalized due to a fracture? (e) such that s/he is unconscious?
3. Which of the above must be recorded in the incident register or the National Incident Database (NID)? (See *Background information 8. The National Incident Database (NID)).*

You must record anything that is 3 or above on the severity rating. The severity rating is a combination of the injury and the impact on participation. Answer is b, c, d and e – probably not ‘a’ unless the injuries mean that the student cannot participate in the activity (See *Background information 9.* *Severity rating and severity scale*).

* Which of the above must be reported to the Department of Labour (DOL), now the Ministry of Business, Innovation and Employment (MoBIE)?

According to the DOL definition of serious harm (see EOTC Guidelines glossary, **page 72** for definition of serious harm) and the ‘Incident Severity Scale’ the answer is (c, d and e) **Page 64, paragraph 260.**

1. What is meant by ‘an incident’? See **page 62, paragraph 248** and the EOTC Guidelines glossary on **page 72**.

* Why is it important to record incidents where there *might* have been harm? (See *Background information 10. Why record near misses*).
* Assuming the injuries were a, b, or c was this a case of an incident with the potential to be a serious harm? If ‘yes’ then this is also a ‘serious harm near miss’ and must be reported to the DOL. And yes this is the place of work for the teacher, as defined in the EOTC Guideline glossary **page 71** and as considered in module 6.
* **Incident recording:** The HSE Act states that ‘Every employer…shall record…every accident that harmed (or, as the case may be, might have harmed)….’ Each organisation should have a policy indicating what this means in practice regarding the level of severity. (NB. The NID meets requirements to keep an accident register and has the facility to send serious harm reports to the DOL, **page 64, paragraphs 261-262**).

Ask participants if any have examples where recording and analyzing incidents has changed practice in their school / organization. Share the following two examples where recording and analysing incidents led to changes in practice:

1. Staff at a large intermediate school recorded the injuries they had on their camps and found a clear majority occurred in unsupervised **free time before dinner**. The school now structures and supervises this time.
2. An outdoor centre noticed over a period of time that they had a number of **burns in the kitchen**. They made a lot more oven mitts available.
3. **National Incident Database (NID)**, incident recording, and analysis (See *Supporting resources 13. NID reporting form*).

* NID provides a central point for any person or organisation involved in leading outdoor activities to record incidents. **Page 64, paragraphs 261–262**.
* Why use it? There are lessons to be learnt from incident analysis that help improve our practice. Your school may not have sufficient incidents to identify a trend but the NID may (See *Background information 8. The National Incident Database (NID)*).

1. **Incident Review.** Schools must have in place a process to review incidents and act on findings on a regular basis. **Page 66, paragraphs 263–264.**
2. **Communication**. Appropriate and timely communication is critical with emergency services, the rest of group, the school, parents, and the media. **Pages 62–63, paragraphs 253–258.** Some teachers regard the cell phone as an issue and this can be the case. How does your school deal with cell phones? Share practice.
3. People must have ready access to a qualified first aider. **Page 66, paragraphs 267–277**.
4. **An emergency plan is essential.** Only in rare circumstances can a fatality not be prevented by planning. (See *Background information 6. Learning from fatalities in outdoor education*).

### Personal actions (3 minutes)

Ask participants to find their organisation’s Incident Register and see if it:

* Records EOTC incidents and near misses.
* Rates incidents for severity.
* Has been reviewed regularly and has led to change of policies and / or procedures.

And compare their responses to the starter questions with what they have learnt from this module.