

### Activity 3: Resolve IT: Emergency scenarios

A fun and flexible activity that can be approached in a number of different ways according to available time and the needs of your learners.

This activity is not just about applying knowledge, but also inventiveness and lateral thinking. Can your learners convince their peers that they have assembled the people and assets necessary to deal with an emergency? Can they weave them into the story in a credible way?

The degree of competitiveness can be adjusted to suit learners, and challenging elements such as role play can be introduced. The level of the activity can be adjusted by choosing either the short or long set of 'question' cards (the latter set is most suitable for learners who have watched the longer version of the multimedia presentation) and by introducing the 'chance' cards for an added challenge.

In line with the principles of co-operative learning, the contribution of the individual is visible and valued – the team succeeds when every team member can resolve their allotted emergency.

#### Learning objectives

Learners should be able to:

- apply their knowledge of how an ambulance service uses IT and telecoms
- identify the people and assets needed to deal with a particular emergency and describe how they will be deployed
- appreciate the importance of each member of the team completing their allocated task
- improve their communication skills through peer explaining
- analyse the effectiveness of their team work.

#### Resources required

The following resources are included in separate documents.

- **Sheet 3.1 Resolve IT: Emergency scenarios – instructions.**
- **Sheet 3.2: Resolve IT: Emergency scenarios – learner handout** (one copy per team).
- **Resolve IT board A** – one per team. (Printed versions of the board are provided in the IT resource box, but you can print off additional copies of the board from the **Resolve IT: Emergency services** activity page on the IT website).
- A set of **people cards** – one set per team.
- A set of **assets cards** – one set per team.
- A set of **question cards** – one set per team.
- A set of **chance cards** – one set per team.
- A set of the **scenario sheets** – one set per team.
- Dice and three different coloured counters for each team.

Each set of cards should be printed on different coloured paper to avoid confusion.

### **Starting points**

It is essential that learners undertake **Activity 2: Initial research** before embarking on this activity so they have a basic understanding of how an ambulance service operates.

### **Suggested approach**

#### **Stage 1: Introducing the task and allocating roles**

Learners should already be in co-operative learning teams of three, although the activity works adequately with teams of two or four.

Explain that this activity allows them to demonstrate their understanding of how an ambulance service operates. They will each be responsible for assembling the assets and people to deal with a particular emergency scenario. The team is successful when all team members have resolved their emergencies.

In addition to resolving their scenario, each team member will have a team role. The Co-operative learning area of the IT resources suggests over 20 possible team roles, including the following.

- Resources manager – looks after all components needed for the activity, including holding the rules and reading them out as needed.
- Jargon buster – checks out the meaning of any terminology the team is unsure about.
- Team facilitator – makes sure everyone participates fully and mediates during any disagreements.

Use your knowledge of your learners when allocating roles. Rotate roles so everyone gets a chance to experience different roles. Avoid stereotyping learners and instead use team roles to provide new challenges.

#### **Stage 2: Allocating emergency scenarios**

Give each team member a different scenario. There are six to choose from. Scenarios 1,2 and 3 are slightly easier.

Learners take turns to read out their scenario to the rest of the team, then spend a few minutes making notes under the 'Things to think about' section. They can do this individually or work together, depending on the degree of competitiveness desired.

#### **Stage 3: Playing Resolve IT**

Teams play the board activity according to the rules. This is primarily a peer explaining activity, so encourage learners to listen carefully to each others' explanations rather than rushing to complete the task. Encourage team facilitators to sort out disagreements instead of turning immediately to the teacher.

## **Assessment for learning**

Carefully observe how learners carry out their team roles and identify any issues that might be addressed during group processing. Listen in when learners are peer explaining, as this will reveal the extent of their understanding and help you plan future learning.

## **Stage 4: Consolidating learning**

All teams come together and each team feeds back on at least one of the emergency scenarios, explaining how they think the emergency should be resolved.

## **Alternative approach: Role play**

Teams join forces to play out a particular scenario. Each learner takes a role, such as Call Taker, Emergency Medical Dispatcher, Paramedic and so on. Role play can provide a powerful learning experience, but requires careful planning. Further guidance and tips for using role play can be found in the **Using role play** CPD builder, on the **Supporting your CPD website**.

## **Stage 5: Group processing**

It is important that teams constantly review how well they are working together. You may find it useful to explore specific aspects using questions.

- How well did the team roles work out? Did people stick to their role or stray into others' roles? Was that a problem?
- Did the team roles help the team function better?
- Which role is hardest? Why?

This provides an opportunity to highlight the role interdependence that lies at the heart of co-operative learning. Encourage learners to respect team roles but not to become too rigid. Sometimes roles need to be re-negotiated during an activity.

General group processing questions might include the following.

- When did the team work well together?
- What helped this happen?
- Were there any times when team work broke down?
- Why was that?
- What can we do to improve our team work?