

Head Injuries (KS3)

**1. Details of the teacher**

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| Name: | Date: | Time: | Class: |

**2. Topic overview**

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| **Suggested timing for session (excluding optional activities) is 60 minutes.**  **Teaching staff notes:**  Delivery of this session must ensure that all students maintain the safety of themselves and others, they should realise rushing into a situation to assist a casualty may cause further harm to themselves or others.  Students will gain a basic understanding of anatomy and function of the brain and skull.  They will learn that head injuries can be minor or severe and how to recognise common signs of a head injury.  They will understand that a head injury can potentially be serious and that they must act calmly to get help, assist and monitor a casualty until help arrives.  Before delivering any first aid skills, teachers must feel confident that they have the relevant knowledge and competency to safely teach techniques.  It is advised that students are taught the topic on basic life support skills prior to this session. A casualty with a head injury could deteriorate and basic life support may be the appropriate action required. (see recommended KS3 first aid pathway)  **Session timings**: Recommended timings for this topic are identified as an hour in duration, however delivery time can vary according to group size and the learner’s prior subject knowledge. There are a range of optional activities that are excluded from these timings.  The optional content may be used within session to extend the duration or even as a separate learning session aimed at recap or extend learning.  Approximate timing guides are provided for each optional activity to assist with planning and preparation of sessions.  **For this session learning materials will be:**   * PowerPoint presentation * A4 Paper * Pens * Coloured pens for pupils to amend own work * See optional activities for specific resources required for each activity |

**3. Key words**

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| * **safety** * **minor** * **severe** * **bleeding** * **skull** * **concussion** | * **brain** * **confusion** * **seizure** * **vomiting** * **fracture** * **compression** |

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Identify when a casualty has a head injury * Give first aid to a casualty who has a head injury * Seek medical help if required |

**5. Details of activities and resources required**

Note: Should you have less than an hour available, you may choose to select key activities from the lesson plan. As a minimum, students should complete the first aid steps activity at the start and end of the lesson to monitor progress and have the chance to complete at least one ‘Your turn’ activity with a video to provide guidance on how to perform the first aid skill relating to this topic.

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| **Introduction** | |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation | Head injuries |
| **First aid steps: (5min)**   * Ask the students to use their existing first aid knowledge to see if they can complete any of the missing steps. Students should write in the boxes any actions that they feel would fit into a sequence of events that would allow them to help someone who has a head injury. * At end of session you can revisit this and see if students can make any amends or add further information (using a different colour pen) | Slide 1 |
| * Explain the learning outcomes of the session * Establish ground rules for the session, using additional advice sheet provided | Slide 4 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **Brain and skull facts and anatomy: (5 min)**   * Use the slides to explain that the brain has a very important role within the human body. Explain that it is the control centre for the body and has many functions. It requires a lot of energy and works continuously * Explain that the skull offers protection for the brain which is soft. Use slides to show basic anatomy and features of the human skull * Students could be asked if they can identify other functions of the brain as part of a Q and A | Slides 5-7 |
| **Functions of the human brain: (Optional 10 min)**   * Optional activity A18, students could complete the mind map and identify various functions of the brain * These answers could be expanded to include the potential impact of a head injury. For example, the brain controls movement, so a serious head injury could potentially cause mobility problems | Slide 8  Activity A18 |
| **Mild vs Severe: (5 min)**   * Look at the signs of a mild and severe head injury * Students should learn the signs of a severe head injury as this could be life threatening, also be able to recognize that a minor head injury could become severe | Slide 9 |
| **What do you see? (10 min)**   * Ask students to look at the slide and the road accident scenario * Use open questions to get students to consider which individuals in picture could have a head injury * Discuss who is more likely to have sustained a minor/ severe head injury * Students should be able to consider safety factors impacting on severity of injury. For example, the driver not wearing a seat belt and the cyclist wearing or not wearing a helmet * Ensure that students recognise that there are possibly two impacts in the image, the car hitting the cyclist is first impact but when the cyclist falls to the floor there is another | Slide 10 |
| **Types of head injury: (5 min)**   * Discuss and compare the 3 different types of head injury that could occur * Explain that compression is more serious mainly because it is the consequence of a more serious injury, it can be life threatening. * Concussion usually occurs after a relatively minor injury; it is transient and not life threatening. * Swelling inside the skull is problematic as the brain does not have a lot of room to swell inside the skull so can “compress” the tissue of the brain | Slide 11 |
| **Seeking medical advice: (5 min)**   * Place students into pairs or small groups. They must examine the signs one by one and decide if they would seek help for a casualty that had that sign * Ask them to think about what they have learned so far regarding mild vs severe head injury and decide what signs they would get help for * S&C: ask them to expand and explain their answers * You can inform students that ALL of the signs on the slide are signs of a severe head injury and that help should be called for ANY of them | Slide 12 |
| **Head Injury - Video (5 min)**   * Explain that students should watch this video about head injury and shock then be prepared to use information from the video afterwards so watch carefully | Slide 13 |
| **Your turn - minor and severe head injury: (10 min)**   * You could print out your turn sheets and give students an opportunity to administer first aid skills. Use both severe and minor head injury your turn sheets to practice and for S&C consider the casualties condition may worsen quickly * The teacher should demonstrate the key steps to deliver first aid to a casualty that has a minor or a severe head injury. Use the key steps to guide your actions or alternatively let the students direct your actions as you follow their instructions * Use key steps given on each your turn sheet to simulate looking after a casualty. Ensure that they remember to firstly make the area safe by removing any hazards to themselves or others, reassure the casualty and use decision making skills and rationale to decide if their casualty needs to seek medical attention   Teacher to observe and feedback to students. As an option, the student could use peer assessment and score their partners   * Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students. | Slides 14-15 |
| **Quiz time: (5 min)**   * In small groups, students can answer the questions about head injuries * S&C: Can students pose other questions to the other groups? | Slide 16 |

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| **Head injury prevention: (20 min)**   * Optional activity A1, students should be asked to consider various methods to reduce the incidence of head injury. Ask students to create a safety poster as part of a safety campaign | Slide 17  Activity A1 |
| **Casualty Care:**   * This slide offers an opportunity for students to discuss how casualty care skills link to this topic. This allows for contrast and comparison against other topics, whilst also showing how topics are linked. | Slide 18 |
| **Check my learning:**   * Students should use check learning sheets to identify how confident and competent they feel managing a casualty with a head injury: * Use thumbs up/ down to determine level of knowledge gained in session * Students could revisit starter activity to assess progress made against baseline assessment. | Slide 19-20 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **What does the brain do? (10 min)**   * Use template of the mind map to list functions of the brain * Teacher to observe if these answers can be added to/expanded as groups rotate around room | Slide 23, optional activity sheet – functions of the brain |
| **Keeping safe: (20 min)**   * Ask students to design a safety poster. They should select a scenario or provide information regarding accident prevention that would help other young people to avoid a head injury | Slide 24, optional activity sheet - keeping safe |
| **Skull design:**   * Cut out and design sheet provided, allow students to complete designs for a skull template. * These designs can form part of a display for the classroom. * S&C consider adding skull facts as notes onto the display to recap knowledge. | Slide 25, optional activity sheet –Skull design |

**6. Check learning**

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| * Check that the learning outcomes of the session are met from slide 19 * Ask open questions about safety, head injuries, signs and symptoms and complications. * Students to think of a question to ask their peers about head injuries and create a class quiz * What have you learned today? * Score yourself - how confident would you now be if you came across someone that had a head injury? * Revisit your starter activity. Using a different colour pen, can students now complete this task more accurately than they could before? |

**7. Details of assessment for learning**

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| * Shared learning objectives * Peer assessment * Written feedback | * Questions/answers * Self-assessment * Reflection/evaluation | * Extended questions/answers * Oral feedback * Group work |

**8. Teacher notes**

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| **Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.** |

**9. Curriculum links**

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