

KS4 Basic life support

**1. Details of the teacher**

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

**2. Topic overview**

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| **Suggested timing for the session (excluding optional activities) is 60-90 minutes.****Teaching staff notes:**Delivery of this session must ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be able to identify when a casualty may require an assessment and possible life support. Education will be provided surrounding the chain of survival and how recovery rates link to the events within the chain. This topic is split into 3 sections:  * **Primary survey** - Using DRsABC students will use a systematic approach to life support and be able to recall information and complete the actions of a primary survey
* **Recovery position** – Students will understand that a casualty who is unresponsive and breathing normally should be placed into the recovery position and will be able to provide the rational as to why this is used
* **CPR (and AED)** – Students must be able to recognise that in the instance of a casualty who is unresponsive and not breathing normally 999/112 must be called, and CPR commenced (and an AED sought by a helper if possible). They can advise another individual on how to help if they are not able to do so themselves.

During this session, students will gain a basic understanding of what can go wrong with our body’s systems and organs to cause a lack of response. The topic will also provide a basic overview of human anatomy and the roles various organs play to keep us alive and healthy.  Before delivering any first aid skills, teachers must feel confident that they have the relevant knowledge and competency to safely teach techniques.**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 extended 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
* Printed copies of activity 30 if preferred
* Manikins
* Cleaning wipes to clean faces between each pupil
* AED to show (not use) if available
* Printed CPR sorting activity (A15) number dependant on group size
* See optional activities for specific resources required for each activity
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**3. Key words**

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| * **unresponsive**
* **alert**
* **primary survey**
* **AED (Automated External Defibrillator)**
* **DRsABC**
* **circulation**
 | * **recovery position**
* **monitor**
* **CPR (cardio pulmonary resuscitation)**
* **airway**
* **breathing**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Carry out a primary survey
* Place an unresponsive casualty, who is breathing normally, into the recovery position
* Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally
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**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 First Aid techniques.”

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| **Introduction** |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation
 | Basic life support |
| **First aid steps: (5 min)*** 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 is unresponsive and not breathing normally.
* 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** |
| **When things go wrong: (5 min)*** Consider using the worksheet or using the PowerPoint slide. Ask the students to look at the slide.
* Ask students what sort of things could happen to influence the function of the heart, lungs, blood supply, brain. The students may be able to link these events to a casualty’s level of response. Explain that the heart needs its own supply of oxygen (from the air) to function normally, but it also pumps blood and oxygen around the body
* General discussion – a blow to the head, being run over, choking etc. - emphasis on: if it affects breathing, brain or heart (circulation) then the action can lead to a casualty becoming unresponsive.
 | Slide 5 |
| **Chain of survival: (5 min)*** Looking at the chain, explain that all the steps need to be in place to promote the best outcome for the casualty. Ask the students to explain each of the steps and discuss
* At this stage, students may not have enough knowledge to be able to fully explain each stage of the chain. Consider using this as a homework extension activity. Students can use sheet W3 to create their own chain of survival which can later be used as classroom displays
 | Slide 6 |
| **Primary survey: (5 min)*** Consider printing off the activity sheet and handing them out to the students, alternatively, a show of hands/ wipe boards could work
* DRsABC is an acronym used to help us to keep safe and remember how to assess an unresponsive casualty. Danger, Response, Shout, Airway, Breathing, Circulation. Ensure you make students aware that checking for hazards is essential before any assistance is given to a casualty.
 | Slides 7-8 |
| **Video: (5 min)*** Advise the students to watch the video about the primary survey carefully and be prepared to use the information to discuss the key points
 | Slide 9 |
| **Practical activity: (10 min)*** As a teacher you should demonstrate the key steps to performing a primary survey
* Students can then be placed into pairs/small groups and have a turn to practice
* Use key steps to help remember the steps for conducting a primary survey. Ensure that students remember to communicate with the casualty (even if they are unresponsive) 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
* You can alter the scenario to include a variety of causes that might have impacted the casualty e.g. electric shock, falls etc.
* Each of the key steps can be ticked off on a printout of the sheet to show when competent.
* Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students.
 | Slide 10 |
| **What’s next?*** State that your casualties are **unresponsive and breathing normally** so now you can move on and learn about the recovery position
* Note that casualty must be breathing **normally**, there may be times when a casualty’s breathing is noisy, slow, laboured etc. The students should be aware that this is **not** considered as normal breathing (agonal breathing)
 | Slide 11 |
| **Video: (5 min)*** Advise the students to watch the video about the recovery position carefully and be prepared to use the information to discuss the key points
 | Slide 12 |
| **Practical activity: (15 min)*** As a teacher you should demonstrate the key steps to placing a casualty into the recovery position.
* Students can then be placed into pairs/small groups and have a turn to practice
* Use key steps to help remember the steps for positioning of a casualty. Ensure that students remember to communicate with the casualty (even if they are unresponsive) 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
* You can alter the scenario to include a variety of causes that might have impacted the casualty e.g. electric shock, falls etc. Students should be taught to consider dangers and decide to approach and/ or remove any hazards etc.
* Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students.
* Each of the key steps can be ticked off on a print out of the sheet to show when competent.
 | Slide 13 |
| **IF TIME DOES NOT ALLOW FOR THIS WHOLE SESSION TO BE DELIVERED AT ONCE, THIS IS THE SUGGESTED POINT AT WHICH TO BREAK.****A RECAP OF LEARNING USING PRIMARY SURVEY AND RECOVERY POSITION STARTER SLIDES CAN BE USED TO RESUME, BEFORE COMMENCING LEARNING OF CPR.** |
| **What’s next? (5 min)*** State that your casualties are **unresponsive and not breathing normally** so now you can move on and learn about CPR. position
* Note that a casualty may be breathing abnormally as there may be times when a casualty’s breathing is noisy, slow, laboured etc. The students should be aware that this is **not** considered as normal breathing (agonal breathing). Emphasis on fact that CPR must always commence for an unresponsive casualty who is **not breathing normally.**
 | Slide 14 |
| **Video: (5 min)*** Advise the students to watch the video about CPR and be prepared to use the information to discuss the key points
 | Slide 15 |
| **CPR:*** This slide details key reminders that students should bear in mind.
 | Slides 16 |
| **Practical activity – CPR: (15 min)*** As a teacher you should demonstrate the key steps to performing CPR.
* Students can then be placed into pairs/small groups and have a turn to practice **ONLY IF** mannequins are available. **NEVER practice CPR on another individual!**
* Use key steps to help perform CPR. Ensure that students communicate with each other (swapping places when tired) and instead of doing CPR they can be taught to direct another individual to do so. This means that if they are physically unable to do CPR due to strength and age, they can potentially direct an adult.
* Each of the key steps can be ticked off on a printout of the sheet to show when competent.
* Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners. You can alter the scenario to include a variety of causes that have impacted on casualty e.g. electric shock, falls etc.
* Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students.
 | Slide 17 |
| **Automated external defibrillators (AED): (5 min)*** Use the power point images to show what an AED looks like (there are lots of models and these may vary in presentation, but all do the same thing)
* Explain that an AED starts to give prompts as soon as it is switched on and continues to do so when attached to a casualty.
* Encourage students to demonstrate where they should place the pads by pointing at the location on each other
* Look at the signage for AEDs and note that there are now many AEDs placed in communities that public can access and use, these are usually in a locked box and the 999/112 call operator would give the code if the AED is registered with the ambulance service.
 | Slides 18-20  |
| **CPR sorting: (5 min)*** Use the activity to verify student understanding. Students should order the activity sheet to demonstrate the sequence of steps for performing CPR. Print activity sheet A15 and give as a handout to complete in class or as homework.
* Sheet can be cut in to squares and turned in to a flip book as a handy guide
 | Slides 21-22 |
| **Recap:*** Q and A around room to check learning informally Just a recap on recovery position and CPR
* Students could revisit starter activity to assess progress made against baseline assessment.
 | Slide 23 |
| **Roll the dice: (5 min)*** A short quiz to verify students understanding. As a class, use a show of hands/select students to answer questions
* Consider using the online interactive dice to choose questions for students instead of them choosing themselves
 | Slide 24 |
| **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 25 |
| **Check my learning:*** This slide allows students to check their learning against the learning outcomes of the session
* Ensure that the students have gained confidence and competence to deal with a casualty who requires basic life support
* Students could revisit starter activity to assess progress made against baseline assessment.
 | Slide 26-27 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **The human body: (30 min)*** Use practical worksheet provided and follow the instructions. There are several options depending on learner age and ability. (print resources accordingly)
* You will use the sheet to create a human body map and provide anatomical landmarks to demonstrate position and role of a variety of organs and structures within the human body
* Students should learn basic anatomy by sorting/labelling/researching different body parts and use the activity to gain an understanding of how the human body works or functions
 | Slide 32 |
| **Project tasks: (20 mins)*** Task the class with achieving 50 points by completing different activities from the list of options. Each task is worth a different number of points. Students can work alone, in pairs or in groups
* You may want to use the created materials as a classroom design/show and tell session
 | Slide 33 |

**6. Check learning**

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| * Use slide 26-27 to check learning.
* Teacher to ask open questions about safety and use key words given in session plan. Can students put these words into sentences?
* What have you learned today?
* Score yourself - how confident would you now be if you came across someone who was unresponsive?
* Revisit your starter activity. Using a different colour pen, can students now complete this task more accurately than they could before?
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**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
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**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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