

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. It is advisable to teach students about ‘Calling for help’ and ‘Basic life support’ prior to teaching any other first aid topics. Should a situation require emergency help it is vital that a call is placed to 999/112 correctly, help can then be on the way while a casualty is receiving first aid treatment. It is also important to recognise that the condition of a casualty can potentially deteriorate, and basic life support may then become the appropriate action required. 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 the acronym DRsABC (Danger, Response, Shout, Airway, Breathing, Circulation) students will learn to use a systematic approach to basic life support, they should 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 (Automated external defibrillation)** – Students will 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). Although students themselves at KS2 level are not required to perform CPR they will receive an explanation and demonstration; this will enable them to be able to instruct another individual to perform CPR if required

\*An AED is a device that is placed on the chest of a casualty in the event of a cardiac arrest, it can deliver an electric shock in an attempt to try to restart the heart into a normal rhythm. These are often located in public places, whenever possible an AED should be sought in the event of a cardiac arrest. .  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
* Flip chart paper
* A4 Paper
* Pens
* Coloured pens for pupils to amend own work
* 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**
* **respiratory rate**
* **heart rate**
* **pulse**
* **DRsABC**
* **C.P.R (cardiopulmonary resuscitation)**
 | * **recovery position**
* **monitor**
* **resuscitate**
* **conduct**
* **airway**
* **breathing**
* **circulation**
* **compressions**
* **rescue breaths**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Conduct 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
* Seek medical help
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**5. Details of activities and resources required**

Note: Feel free to choose activities to fit the time you have available. For example, you could do one task from each introduction, main input and optional categories.

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| **Introduction** |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation
 | Basic life support |
| **Complete the 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 a casualty who is unresponsive.
* At end of session you must revisit this and see if students can make any amends or add further information (using a different colour pen for)
 | 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** |
| **Casualty care: (5 min)*** These actions are embedded further throughout the presentation
* Take a few minutes to allow students to consider activity sheet A17. They should consider which actions are the most important when taking care of a casualty. Answers and thoughts can be shared with the class
* Students should write their ideas in the circles and then highlight the actual top three once the class has conferred. Note: there are no correct top answers, all actions are important when dealing with a casualty
 | Slide 5, A17 |
| **Call 999/112: (5 min)*** Students to see if they can fill in words on the power point slide
* Students should understand the information they would need to report to the emergency services when phoning for help
* Encourage them to use and remember the acronym LIONEL to recall what they would need to say
* Can they identify correct information that should be given when making an emergency call? This can be done through a show of thumbs/stand up and down
 | Slides 6-8 |
| **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
 | Slide 9, A12 |
| **Primary survey: (5 min)*** 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
* Slide 14 will recap DRsABC and ensure that students understand the importance of this
 | Slide 10-11 and Slide 14 |
| **Video – primary survey (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 12 |
| **Practical activity – primary survey (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 your turn sheet to help remember the steps to conducting a primary survey. Ensure that they remember to communicate with the casualty (even if seemingly 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 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.
* Recap at slide 14
 | Slide 13-14, your turn primary survey sheet and recap |
| **Video – recovery position: (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 15 |
| **Practical activity – recovery position: (10 min)** * The teacher should demonstrate the key steps to performing the recovery position
* Students can then be placed into pairs/small groups and have a turn to practice
* Use your turn sheet to help remember the steps to placing a casualty in the recovery position. Ensure that they remember to communicate with the casualty (even if seemingly 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 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 16, your turn recovery position |
| **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.** |
| **CPR: (3-4 min)*** Advise the students to watch the video about CPR carefully and be prepared to use the information to discuss the key points
* Slide 18 details key reminders that students should be aware of, emphasise that survival may not be possible and that even calling for help is an action that will assist a casualty
 | Slide 17-18 |
| **Practical activity – CPR: (10 min)** * The teacher 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** manakins are available. **NEVER practice CPR on another individual!**
* Use the your turn sheet to 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
* 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 19, your turn sheet CPR |
| **CPR sorting: (5-10 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 and give as a handout to complete in class or as homework. The correct steps are shown on answer sheet A15a
* Sheet can be cut in to squares and turned in to a flip book as a handy guide
 | Slides 20-21, activity A15 |
| **Recap (2 min)*** Q & A to check learning informally.
* Students should revisit starter activity to assess progress made against baseline assessment.
 | Slide 22 |
| **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 23 |
| **Check for Learning:*** This slide offers an opportunity to revisit learning outcomes
* Students should revisit the starter activity to assess progress. Using a different colour pen, can students now complete this task more accurately than they could before?

  | Slide 24 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **Chain of survival (10 min)*** Looking at the chain, explain that all the steps need to be in place promote the best outcome for the casualty. Ask the students to explain each of the steps and discuss.
* Consider using this as a homework activity. Students can use sheet to create their own chain of survival which can later be used as classroom displays.
 | Slide 28, activity sheet A13 |
| **Roll the dice (10 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 29 |
| **The human body (30 min)*** Use practical worksheet A16 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 students can identify anatomical landmarks, they can map positions (and possibly even the roles) of a variety of organs and structures within the human body.
* Students could learn basic anatomy by sorting/labelling/researching different body parts and use activity to gain an understanding of how the human body works or functions. (S&C)
 | Slide 30, activity sheet A16 – the human body |

**6. Check learning**

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| * Use slide 24 to check learning. Students could use a show of thumbs up/down.
* 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?
* Students should revisit the starter activity to assess progress. 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
 | * Question/answer
* Self-assessment
* Reflection/evaluation
 | * Extended question/answer
* 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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