

Choking

**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 before administering any first aid. Students must know how to identify when a casualty is choking and be able to act accordingly. These actions should include looking after a casualty and reassuring them, seeking medical help, if required, and administration of basic first aid skills. These skills will include conducting an airway assessment, back blows and “tummy” thrusts (abdominal thrusts). Students will gain an understanding of what can cause a casualty to choke, this includes looking at variances between toddlers, children, adults and the elderly. They should be able to demonstrate the skills to treat a casualty that has an airway obstruction and is choking. Students must know that an airway obstruction can be very serious,  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 who is choking could deteriorate and basic life support may be the appropriate action required. (see recommended KS2 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
* Flip chart paper
* A4 Paper
* Pens
* Coloured pens for pupils to amend own work
* Printed copies A22 worksheet
* Printed copies A25 worksheet
* Manikins if available to demonstrate/practice techniques
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**3. Key words**

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| * **airway**
* **inhale**
* **breathing**
* **obstruction**
* **trachea**
* **windpipe**
* **epiglottis**
 | * **stomach**
* **back blows**
* **abdomen**
* **ribcage**
* **exhale**
* **lungs**
* **oesophagus**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Identify a casualty who is choking
* Assess and give first aid to a casualty who is choking
* Seek medical help if required
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**5. Details of activities and resources required**

Note: Select 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.
 | Choking |
| **First aid steps starter: (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 choking.
* 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)
 | Slide 1 |
| * Explain the learning outcomes of the session
* Establish ground rules for the session using additional advice sheet provided
 | Slide 4 |
| **What do you see? (2 min)*** Ask students to comment on the pictures on slide. Use open Q and A to prompt discussion. Use sentence starters e.g. How, why, where, when, who? Facilitate a general conversation around topic to assess prior topic knowledge.
 | Slide 5 |

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| **Main Input** |
| **Activity** | **Resources required** |
| **Choking (5 min)*** Explain the importance of keeping yourself and others safe, preventing choking is just as important as knowing how to deal with an accident
* Looking at the slide, can students name 3 things that people from various age categories are likely to choke on? Class can be split to work individually or in pairs to give feedback.
* Teacher to gather answers and class to spot opportunities to categorise.
* Students should be able to conclude that toddlers are highly likely to put things in their mouth as this is how they explore items and they do not have any sense of the dangers. Discussion around difference in anatomy (babies airways are smaller, and they have shorter necks etc.)
* Children of KS2 age are likely to choke because of large mouthfuls of food and not chewing properly or eating hastily, possibly walking/running with food in mouth.
* Adults and especially the elderly may choke for reasons such as dentures, poor swallowing reflex, rushing, talking whilst eating.
 | Slide 6 |
| **Basic anatomy (5 min)*** The teacher should explain that when we breathe in (inhale) air passes through our nose and mouth, down into our windpipe (the trachea) then into our lungs (the airways). When we breathe out (exhale) the process is reversed.
* When we eat, we put food into our mouth where it is chewed up and then swallowed into the food pipe (the gullet or oesophagus) then down into the tummy (stomach).
* There are two tubes which begin deep in the lower part of the throat (they share the upper part) - one (the trachea) goes to the lungs and the other one (the oesophagus) goes to the stomach. There is an important little flap (epiglottis) which helps to protect the trachea from food entering it and blocking it or further down the airway. When a person chokes something, usually food, blocks the airway preventing air from passing in or out of the lungs (an obstructed airway).
* Worksheet A24 (10 mins) gives students opportunity to learn about digestive process and map and label parts of the body involved in digestion.
 | Slide 7-8(Sheet A24) |
| **Choking signs and symptoms A22 (10 min)*** Using worksheet A22 ask students to complete the worksheet and consider the signs and symptoms a casualty who was choking would experience.
* Use slide 10 to check and correct answers
 | Slides 9-10 (activity sheet A22) |
| **Choking video (5 min)*** Teacher and students to watch a short instructional video on choking and the management of a choking casualty.
 | Slide 11 |
| **Practical activity (20 min)*** As a teacher you should be able to demonstrate the key steps to deliver first aid to a casualty that is choking.
* Students then have a turn and use key steps to simulate looking after a choking casualty. Ensure that they remember to reassure the casualty and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Teacher should observe and feedback to students. As an option, the student could use peer assessment and score their partners.
* Students can then attempt the recap quiz to verify their understanding. This can be done on wipe boards, show of hands etc.
* Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students.
* Recap quiz slide 13
 | Slide 12-13Your turn sheet choking |
|  **Choking word checklist (5 min)*** Using activity A25 ask students to use the words given to create a checklist that demonstrates the actions to assist a casualty who is choking,
* Use your turn sheets to check and correct answers
 | Slide 14Activity A25 |
| **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 15 |
| **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 16 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **Word search A23 (10 min)*** Printable word search for students to find choking vocabulary. Could be used as a ‘while you wait’ activity or homework.
 | Activity sheet A23Pens  |
| **Digestion of food A24 (20 min)*** An optional activity, using worksheet A24 ask students to read the statement regarding digestion.
* Students should extract all words written in green and try to place them on the diagram of the human body.
* Label each part of the digestive process and write about the function of each part in the digestive process.
 | Activity sheet A24Pens, sticky tape/ labels |
| **Choking word filler (5 min)** * An optional lower level activity, using worksheet A26 ask students to complete the sentences with the words provided.
 | Activity sheet A25 |

**6. Check learning**

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| * Use slide 16 to revisit student learning outcomes and see how confident the students are on managing this first aid situation and administering first aid. Students could give a show of thumbs up/down.
* Students should revisit the starter activity. Using a different colour pen, can students now complete this task more accurately than they could before?
* Teacher to ask open questions about safety, signs and symptoms of choking, items likely to cause a person to choke in various age categories.
* Students must think of a question to ask their partner and this can be scored.
* Sentence starters for questions: What would you do if? How would you? Why would you?
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**7. Details of assessment for learning**

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| * Shared learning objectives
* Peer assessment
* Written feedback
 | * Questions/answer
* 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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