

KS3 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. Student 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. Students must know that an airway obstruction can be very serious, in some cases life threatening, and they must act quickly and calmly to administer first aid skills.  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 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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| * **obstruction** * **airways** * **respiratory rate** * **breathing** * **trachea** * **lungs** | * **inhale** * **exhale** * **larynx** * **epiglottis** * **diaphragm** * **oesophagus** |

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Identify a casualty who is choking * Provide first aid to a casualty who is choking * 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 | Choking |
| **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 choking. * 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 for AFL) | Slide 1 |
| * Explain the learning outcomes of the lesson * Establish ground rules for the session, using additional advice sheet provided | Slide 4 |
| * Explain the casualty care points. This slide highlights the need for student to be able to deal calmly and confidently when faced with a first aid situation. It identifies the need for the first aider to gather as much information about the situation as possible to give information to the emergency services. It should be noted that a casualty may not be able to communicate if they are choking, but the first aider needs to be advised that they should always talk to the casualty and let them know what is happening. They should give direction and provide reassurance. Explain that choking is a scary situation and a casualty will need reassurance | Slide 5 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **What is wrong? (5 min)**   * Students should look at image on the power point slide * They should be able to identify that the casualty is choking * Can students explain how they know this * Ask them to categorise answers into a sign or a symptom * Consider that the casualty may not be able to talk * Use answer sheet on slide 6 to score responses | Slides 6-7  Activity A37 |
| **Anatomy of the airway and the passage of food and air:**   * Use the slides to explain inhalation and exhalation. Explain that air enters the body via the mouth and nose. We need air to survive and the oxygen in the air is used by our bodies * Explain that as we put food in our mouth, chew and swallow but occasionally the food goes down the airway instead of down the oesophagus, this is what is known as choking. | Slides 8-9 |
| **Airway emergencies: (5 min)**   * Problems occur when the process of breathing is compromised. It is a life-threatening situation, if air cannot reach the lungs * This could be the result of several things, including medical conditions, for example asthma will cause airways to narrow and affect air flow to the lungs * An obstruction occurs if something becomes lodged in the airway and prevents air from travelling down to the lungs via the trachea (this can be an object or food etc.) | Slide 10 |
| **Choking activity: (5 min)**   * Ask the students which object someone is most likely choke on * Once discussed, then inform students that ALL objects on the PowerPoint are statistically proven to be common objects to cause choking * Discuss the objects and how you can prevent choking from occurring i.e. cut fruit longways and do not allow objects to be left in places where young children can put them in mouths * Using the slides and worksheet A38, can student fill in the missing words? * Note the variances between adults and children. Explain that the airways of children are narrower than those of adults and children learn about things by putting objects in their mouths | Slides 11-13  Activity A38 |
| **Choking video: (5 min)**   * Explain that students should watch the video about choking and be prepared to use information from the video afterwards so watch carefully | Slide 14 |
| **Your turn: (10 min)**   * **NEVER** practise back blows/abdominal thrusts on an individual who is **NOT** choking. You must simulate this only during a first aid session * The teacher should demonstrate the key steps to deliver first aid to a casualty who is choking. Use the key steps provided to structure and guide your actions * Use your turn guidance sheet to simulate the first aid steps for looking after a casualty who is choking. Ensure that students remember to reassure the casualty and use decision making skills and rationale to decide if their casualty needs to seek medical attention * Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students. * Teacher to observe and feedback to students. As an option, the students could use peer asses and score their partners. | Slide 15 |
| **Quiz time: (10 min)**   * Ask students to work in pairs or small groups * Each group is tasked with creating a quiz linked to topic choking * They may use info from the session or research their own material | Slide 16 |
| **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 17 |
| **Check my learning:**   * Ask students to revisit learning outcomes * Each student should rate their confidence and abilities against the learning outcomes for session * Teacher should check learning and support any learning gaps * Students could revisit starter activity to assess progress made against baseline assessment. | Slide 18-19 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **Role play: (10 min)**   * You could print out your turn sheets or use the PowerPoint display. You should alter the scenario to include a variety of reasons why the casualty is choking. Ensure that in some scenarios the obstruction is removed when back blows are given, some when abdominal thrusts are used, but also scenarios where the obstruction is not removed, and the casualty becomes unresponsive (in this instance a primary survey must take priority) * Explain that the casualty becomes unresponsive if the airway is obstructed, oxygen cannot enter the body if normal breathing has stopped. | Slide 26 |
| **Quiz time: (10 min)**   * In groups, get students to create a quiz that tests the other students. Ensure that students are providing the correct answer | Slide 16 |
| **Be creative: (20 min)**   * Create a diagram on flipchart paper that demonstrates the flow of air and food * Label anatomical structures relevant * Use images on slides 8-10 to help with this * Ask students to use diagram to label and explain how choking can occur | Slide 24  Activity A39 |
| **Choking: what’s wrong?**   * Discussion regarding image and signs and symptoms of choking * Asses prior knowledge at start of session * Score the answers | Slide 22-23- |
| **Choking word filler: (2 min)**   * Students to use PowerPoint or worksheet to complete sentences * S &C activity request that students expand the sentences where possible | Slide 25 |

**6. Check learning**

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| * Use slide 18 to ensure the learning outcomes of the lesson have been met. Use wipe boards or a show of thumbs up/down to verify. * Revisit your 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, choking, signs and symptoms, complications. * What have you learned today? * Score yourself - how confident would you now be if you came across someone choking? * Homework - teach someone at home what to do if they come across a choking casualty? |

**7. Details of assessment for learning**

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| * Shared LOs * 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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