Section 1: Basic Anatomy

This topic is aimed at students ages 7 – 14 year old

At the end of this topic the learner may be able to:

* ensure their safety of that of others
* assess a casualty’s condition calmly and give first aid to someone who is bleeding
* give first aid to a casualty who is in shock
* seek medical help if required for someone who is bleeding

TOPIC: Bleeding

[Click here to take our online quiz](https://forms.office.com/Pages/ResponsePage.aspx?id=-zfQkRRH6E-whGjAg7gZP2dRY83Tu39Kn6dJ9wJmFc5UQk9HTDRQTDgyWkw0WlRTR09LSVc0V0xOSy4u)

Link to this topic on our website:

[Click here](https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/)

Resources and guidance needed for this session:

**PowerPoint slides:** numbers1-8 **Activity Sheet:** A5

**Activity:**

* This section will explore the role of blood within the human body. Read through the text on slide 4 as an introduction to this topic. Allow the learner to see if they can answer that the “HEART” pumps blood around the body. Extra challenge could be added here to question whether the learner can name either of the two major types of blood vessels (artery or vein).
* The activity on slide 5 allows the learner to demonstrate their creative skills to investigate the different components of blood and their purpose. Please note this activity requires various materials (improvising is possible with what is available) Follow the instructions on activity sheet A5. Take time to discuss with the learner the importance of each component of blood. For an extra challenge the learner could weigh the different materials which they use to represent the components of blood, using the ratios as a guide. This will help to embed all-important maths skills.
* Use the image on slide 6 as a discussion point for oxygenated blood being carried away from the heart (red) and deoxygenated blood returning to the heart (blue). Talk about what might happen if an injury or illness causes disruption to this blood flow. Some learners might be challenged to learn that blood vessels, which carry blood away from the heart, are called arteries, while those which return blood to the heart are called veins. As an extra challenge, learners could research which is the only artery which carries deoxygenated blood, and the only vein which carried oxygenated blood, and why.
* Finally, use slides 7 & 8 to discuss the signs and symptoms displayed by a casualty who is bleeding. Note the importance of signs and symptoms other than the obvious bleeding of an injury as it is possible bleeding may be hidden, for example by clothing of the casualty.

Section 2: Helping a casualty

Section 3: Check your learning

Resources and guidance needed for this session:

**PowerPoint slides:** numbers9-15

* Begin by watching the video on slide 9 which demonstrates how to treat somebody who is bleeding.
* Use slides 10 & 11 to discuss how somebody may be feeling if they suffer an injury which results in them bleeding. This helps us to understand, as a first aider, how we might best deal with somebody by reassuring them. Slide 10 also encourages a discussion of what to do in the event you come across a casualty who is bleeding, and what item you could wear to protect yourself as a first aider (gloves).
* Slide 12 provides an opportunity to talk about how somebody, who has been bleeding, may go into shock. To challenge a learner further: they could consider the similarities and differences between the signs and symptoms of bleeding and shock.
* Slides 13-15 allows learners to practise their skills in treating somebody with a bleeding injury and/or shock. They should start by practising their skills, step-by-step, using the guidance. Once learners feel more confident, they could be challenged to bring the whole treatment together, and even combine treating a bleed alongside shock. Why not role play scenarios where they may come across a bleeding casualty, such as at a local park or in a sports competition? Don’t forget to take turns, this is a great opportunity to share these new skills with teachers, parents or carers.

Resources and guidance needed for this session:

**PowerPoint Slide:** 16 Check your learning

* This section will evidence how well the learning outcomes for the topic have been met by the learner.
* Using the Check my learning list on slide 16 can help determine the level of skill and confidence gained, by asking the learner to score the outcomes.
* **Quiz:** Ask your learner questions from the quiz below

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| **#** | **Question** | **Answer** |
| 1 | Which organ pumps blood around the body? | The heart |
| 2 | Name the four components of blood. | Plasma, red blood cells, white blood cells, platelets. |
| 3 | Blood being carried away from the heart is rich in what? | Oxygen |
| 4 | Which signs and symptoms might be observed in a casualty who is bleeding? | Pain and blood at site of the injury; pale skin;  feeling faint; rapid pulse or heart rate; distress and anxiety; bruising and swelling; lack of response |
| 5 | When treating a casualty who is bleeding, what might you wear and why? | Gloves, to create a barrier between yourself and the wound, minimising the risk of infection. |
| 6 | Which life-threatening medical condition is caused by a lack of blood supply to the major organs in the body? | Shock |
| 7 | Which signs and symptoms might be observed in a casualty who has gone into shock? | Rapid, shallow breathing; cold, clammy skin; rapid, weak pulse; dizziness or fainting; weakness; sweating; restlessness. |
| 8 | What is the maximum number of dressings you should apply to a wound at one time? | Two |
| 9 | A casualty with a nosebleed should be helped to sit down, and encouraged to pinch which part of their nose? | The soft part in the middle of the nose. |
| 10 | What position might you place a casualty into, who may be suffering shock? | Laying down with feet elevated if possible. |

How many correct answers can you get?

A picture containing toy, doll

Description automatically generatedQUIZ

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| --- | --- | --- |
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