

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, in some cases life threatening, and they must act quickly and calmly to administer first aid skills.  During this session learning materials will be PowerPoint presentation, video footage and supported teacher demonstration. Students engaging in role play scenarios will allow students to demonstrate first aid skills learnt. |

**3. Key words**

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

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Recognise when someone is choking. * Administer first aid to a casualty that is choking (incl. back blows and tummy thrusts) * Seek medical help if required for a choking casualty. |

**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 |
| * Explain the learning outcomes of the session | Slide 3 |
| **What do you see?**   * 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. | Slides 4 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **Choking**   * 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 5 |
| **Basic anatomy**   * 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 gives students opportunity to learn about digestive process and map and label parts of the body involved in digestion. | Slide 6-7  (Sheet A24 optional) |
| **What do you think?**   * This is an activity designed to identify what a casualty that is choking would look like. There is a worksheet that can be printed out and used for this (or you can use wipe boards, paper etc.) Students must consider what the signs of choking may be and how they would feel if they had symptoms of choking. Possible answers are on slide 8 for students to compare and check responses. | Slides 8-9  (activity sheet A22) |
| **Choking video**   * Teacher and students to watch a short instructional video on choking and the management of a choking casualty. | Slide 10 |
| **Practical activity**   * 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. | Slide 11-12  Your turn sheet choking |
| **Choking word filler**   * An optional activity, using worksheet A25 ask students to complete the phrases using the words provided. * Students that could be challenged can complete sentences without the word fillers provided. | Slide 13  Worksheet A25 |
| **Check my learning**   * Ask students to revisit learning outcomes and assess their confidence and skill level. * Teacher to confirm learning by asking open questions linked to topic. | Slide 14 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **Word search A23**   * Printable word search for students to find choking vocabulary. Could be used as a ‘while you wait’ activity or homework. | Activity sheet A23  Pens |
| **Choking word filler A25**   * Printable work sheet for students to fill the blanks from the list of suggestions. Could be used as a ‘while you wait’ activity or homework. | Activity sheet A25  Pens |
| **Choking signs and symptoms A22**   * An optional activity, using worksheet A22 ask students to complete the worksheet and consider the signs and symptoms a casualty who was choking would experience. | Activity sheet A22  Pens |
| **Digestion of food A24**   * 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 A24  Pens, sticky tape/ labels |

**6. Check learning**

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| * Use slide 14 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. * 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? |

**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 |

**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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