

KS3 Allergies

**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 45 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. If the scene is not safe, then they should not approach until it is safe to do so. Students should be able to identify when a casualty may require possible life support.  During the topic, students will learn about looking after a casualty and reassuring them, seeking medical help if required and administration of basic first aid skills. Students must understand that in the event of a casualty who is unresponsive and not breathing normally, 999/112 MUST be called as quickly as possible. Students will gain a basic understanding of what can happen within our body to provoke an allergic reaction.  The topic will also provide a basic overview of human anatomy and the roles various organs play to keep us alive and healthy. 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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| * **Allergen** * **Contact** * **Trigger** * **Ingested** * **Injected** * **Inhaled** * **Immune system** |  | * **Adrenaline** * **DRsABC** * **Monitor** * **Anaphylaxis** * **Severe** * **Airway** * **Auto-injector** |  |

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Identify when someone is having an allergic reaction * Help a casualty who is having an allergic reaction * Call for help if required for a casualty who is having an allergic reaction |

**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 | Allergies |
| * Explain the learning outcomes of the session | Slide 3 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **Casualty care:**   * Use the slide to explain how it is important to be calm and reassuring to a casualty who is experiencing an allergic reaction. By talking to the casualty and gathering information you can assist the emergency crews when they attend * Remember that any casualty with breathing difficulties may find it difficult to talk. Give information to the call operator that is precise and accurate regarding location and information about what has happened | Slide 4 |
| **True or false:**   * Looking at the PowerPoint slide, ask the students which statements they feel are true or false. The answer is that all of them are true (may alter periodically) * **Extra activity:** Ask the students to check and verify statistics are accurate, do they differ in UK compared to other countries? Are there any other statistics you can find which relate to the topic? Is there any research to suggest why statistics have altered or vary across different countries? | Slide 5 |
| **What is an allergic reaction?**   * Use PowerPoint to explain that our body’s immune response sometimes misinterprets an allergen as an invader. It produces a response that can be harmful to us. Explain that the body will release chemicals into the blood stream * Note that allergens can enter the body in a variety of ways. This includes ingestion (eating), inhalation (breathing in), injection (sting or bite etc.) and direct contact with skin. Students should be informed that an individual can become allergic to an allergen even when previous contact was not a problem in the past * **Optional activity**: students can draw a body map to demonstrate how an allergen can encounter the human body and provoke a reaction. Use diagram to show how mast cells react and release the chemicals which the body produces in response to an allergen | Slide 6 |
| **What causes an allergic reaction?**   * Ask students to list allergens that they feel can cause an allergic reaction. * **Extension activity:** Working in small groups/pairs ask students to determine which allergens on the list are most common or not common at all | Slide 7 |
| **Allergen routes TABI:**   * Revisit the list of allergens that was created on slide 7 and order them into the categories of TABI * Use worksheet A30 to assist. If required, there are picture cards to provide scaffolding for students * Students should understand that a casualty needs to have the allergen removed where possible to promote recovery | Slide 8 |
| **Video:**   * Teacher explains that students should watch this video about allergies and be prepared to use information from the video afterwards so watch carefully | Slide 9 |
| **Your turn:**   * The teacher should demonstrate to the group the key steps to assisting a casualty who is having a severe allergic reaction. Students can then be placed into pairs/small groups and have a turn to practice * Use the your turn sheet to help recall the steps to assisting a casualty who is having an allergic reaction. Ensure that they remember to communicate with the casualty (even if unresponsive) and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Guarantee that the allergen is removed from the casualty within the scenario as part of the treatment given * Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners. | Slide 10 |
| **What do you know?**   * Use this slide for students to assess each other’s ability to recognise a casualty who is having a reaction. Compare and share answers * Ask students to provide a rationale for their answers if possible (they may use research) i.e. the lips may be blue due to lack of oxygen | Slide 11 |
| **Auto-injectors and medic alerts:**   * Look at images on slide to see what an auto-injector and medic alert may look like * Explain that an autoinjector may be prescribed to an individual that has severe allergic reactions and they may/ may not wear an alert * Consider that if a casualty was unresponsive when you discover them, then these would be clues that indicate they might be presenting with an allergic reaction | Slide 12-13 |
| **Symptom sorter:**   * Students can be placed into pairs/small groups and decide which symptoms are mild or severe. Students should be able to recognise anaphylaxis and be aware that mild symptoms can quickly become more severe. A casualty with an allergic reaction should not be left alone * Can students expand answers to state why the symptoms are present? E.g. difficulty breathing due to swollen airways etc. * Answers are shown on slide 13, how many did students get correct? * There is an alternative colouring in activity to use if preferred on slide 24 of PowerPoint | Slide 14-15 |
| **End of course quiz:**   * Ask students to form small groups and create two questions per group to submit to a quiz * Students to participate in the quiz and score correct answers | Slide 16 |
| **Check my learning:**   * Revisit the list of learning outcomes and ask students to rate their knowledge, confidence and abilities relating to topic | Slide 17 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **Your choice:**   * Students can link the topic and select one of the activities to complete | Slide 25 |
| **End of course quiz:**   * Ask students to create an end of course quiz, points for peers when answering each answer correctly * Be sure to check that students are providing the correct answers | Slide 16 |
| **Word search:**   * The word search lists key words from the allergies’ topic | Optional activity sheet A34 – word search |
| **TABI:**   * Revisit the list of allergens that was created on slide 7 and order them into the categories of TABI   Ensure students understand that a casualty needs to have the allergen removed where possible to promote recovery | Slide 19-20 |
| **Allergic reactions mild or severe:**   * Using the worksheets (a choice is available depending on preference and student ability) students can determine severity or signs and symptoms of an allergic reaction * Challenge students by asking them to determine which signs and symptoms they would call emergency help for | Slide 22-24 |

**6. Check learning:**

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| * Use slide 17 to check that the learning outcomes of the session have been met * Teacher to ask open questions about safety. 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 that looked like they were having an allergic reaction? |

**7. Details of assessment for learning:**

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| * shared learning objectives * peer assessment * written feedback | * questions/answers * self-assessment * reflection/evaluation | * extended questions/answers * verbal 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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