

KS3 Basic life support

**1. Details of the teacher**

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| Name:  | Date: | Time: | Class: |

**2. Topic overview**

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| **Suggested timing for the session (excluding optional activities) is 60-90 minutes.****Teaching staff notes:****Note** – please ensure all students are not likely to be adversely affected by content of this topicDelivery of this session must ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be able to identify when a casualty may require an assessment and possible life support. Education will include the chain of survival, noting how recovery rates link to the events within the chain. This topic is split into 3 sections:  * **Primary survey:**  Using DRsABC students will learn a systematic approach to life support, be able to recall information and complete the actions of a primary survey
* **Recovery position:** Students will understand that a casualty who is unresponsive and breathing normally should be placed into the recovery position, they should understand and be able to explain why this is important
* **CPR (and AED):** Students must be able to recognise that in the instance of a casualty who is unresponsive and not breathing normally 999/112 must be called, and CPR commenced (and an AED sought by a helper if possible). They can advise another individual on how to help if they are not able to do so themselves

During this session, students will gain a basic understanding of what can go wrong with our body’s systems and organs to cause a lack of response. The topic will also provide a basic overview of human anatomy and the roles various organs play to keep us alive and healthy.  Learning materials in this session will include PowerPoint presentation, activities, video footage and supported teacher demonstration |

**3. Key words**

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| * **unresponsive**
* **alert**
* **primary survey**
* **respiratory rate**
* **heart rate**
* **DRsABC**
 | * **recovery position**
* **monitor**
* **CPR (Cardio Pulmonary Resuscitation)**
* **airway**
* **breathing**
* **circulation**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Conduct a primary survey
* Place a casualty who is unresponsive and breathing normally into the recovery position
* Identify when it is necessary for CPR to be given (when a casualty is unresponsive and NOT breathing normally)
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**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 a task from each intro, main input and optional categories.

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| **Introduction** |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation
 | Basic life support |
| * Explain the learning outcomes of the session
 | Slide 3 |

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| **Main Input** |
| **Activity** | **Resources required** |
| **When things go wrong:*** Consider using the worksheet A12 or using the PowerPoint slide. Ask the students to study the slide
* Ask students what sort of things could happen to influence the function of the heart, lungs, blood supply, brain. The students may be able to link these events to a casualty’s level of response. Explain that the heart needs its own supply of oxygen (from the air) to function normally, but it also pumps blood and oxygen around the body
* General discussion on: sustaining a head injury, being run over, choking etc. emphasis on: if it affects breathing, brain or heart (circulation) then this can lead to someone becoming unresponsive.
 | Slide 4 |
| **Chain of survival:*** Looking at the chain, explain that all the steps need to be in place to promote the best outcome for the casualty. Ask the students to explain each of the steps and discuss
* At this stage, students may not have enough knowledge to be able to fully explain each stage of the chain. Consider using this as a homework activity. Students can use worksheet A13 to create their own chain of survival which can later be used as classroom displays
 | Slide 5 |
| **Primary survey:*** Primary survey is what students should learn to do in the event they come across a casualty
* DRsABC is an acronym used to help us to keep safe and remember how to assess an unresponsive casualty: Danger, Response, Shout, Airways, Breathing, Circulation
 | Slides 6-7 |
| **Video – primary survey:*** Advise the students to watch the video about the primary survey carefully and be prepared to use the information to discuss the key points
 | Slide 8 |
| **Practical activity – primary survey:*** The teacher should demonstrate the key steps to performing a primary survey
* Students can then be placed into pairs/small groups and have a turn to practise
* Use the your turn sheet to recall the steps of conducting a primary survey. Demonstrate how 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. Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners.
* You can alter the scenario to include a variety of causes that might have impact on a casualty e.g. electric shock, falls etc.
 | Slide 9 |
| **What’s next?*** State that their casualties are **unresponsive and breathing normally** so now they can move on and learn about the recovery position
* Note that a casualty must be breathing **normally**, there may be times when a casualty’s breathing is noisy, slow, laboured etc. (agonal breathing). The students should be aware that this is **not** considered as normal breathing
 | Slide 10 |
| **Video – recovery position:*** Advise the students to watch the video about the recovery position carefully and be prepared to use the information to discuss the key points
 | Slide 11 |
| **Practical activity – recovery position:*** The teacher should demonstrate the key steps to performing the recovery position
* Students can then be placed into pairs/small groups and have a turn to practise
* Use your turn sheet to recall the steps to place a casualty in the recovery position. 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
* Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners
* You can alter the scenario to include a variety of causes that might have impact on casualty e.g. electric shock, falls etc. (assess if student checks for danger)
 | Slide 12 |
| **What’s next?*** State that their casualties are **unresponsive and not breathing normally** so now they can move on and learn about CPR.
* Also note that if an AED is available then it should be obtained and brought for use on the casualty
 | Slide 13 |
| **Video – CPR:*** Advise the students to watch the video about CPR carefully and be prepared to use the information to discuss the key points
* Slide 15 details key reminders that students should bear in mind
 | Slides 14 -15 |
| **Practical activity – CPR:*** The teacher should demonstrate the key steps to performing CPR
* Students can then be placed into pairs/small groups and have a turn to practise **ONLY IF** manikins are available. **NEVER practise CPR on another individual**
* Use your turn to help recall steps to perform CPR. Ensure that students communicate with each other (swapping places when tired) and instead of doing CPR they can be taught to direct another individual to do so. This means that if they are physically unable to do CPR due to strength and age, they can potentially direct an adult
* Ensure students recall the information from the chain of survival regarding AED, remind them that they should NEVER leave a casualty to go and get an AED, instead if one is available they should send for it
* Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners. You can alter the scenario to include a variety of causes that might have impact on casualty e.g. electric shock, falls etc.
 | Slide 16 |
| **Automated external defibrillators (AED):*** Use the power point images to show what an AED looks like (there are lots of models and these may vary in presentation, but all do the same thing)
* Explain that an AED starts to give prompts as soon as it is switched on and continues to do so when attached to a casualty.
* Encourage students to demonstrate where they should place the pads by pointing at the location on each other
* Look at the signage for AED and note that there are now many AEDs placed in communities that public can access and use, these are usually in a locked box and the 999/112 call operator would give the code if the AED is registered with the ambulance service.
 | Slides 17-19 |
| **CPR sorting:*** Use the activity to verify student understanding. Students should order the activity sheet to demonstrate the sequence of steps for performing CPR. Print activity sheet A15 and the answer sheet and give as a handout to complete in class or as homework. The correct steps are shown on slide 18
* Sheet can be cut in to squares and turned in to a flip book as a handy guide
 | Slides 20-21 |
| **Recap:*** Just a recap on recovery position and CPR. Quick Q and A around room to check learning informally
 | Slide 22 |
| **Roll the dice:*** A short quiz to verify students understanding. As a class, use a show of hands/select students to answer questions
* Consider using the online interactive dice to choose questions for students instead of them choosing themselves
 | Slide 23 |
| **Check my learning:*** Revisit learning outcomes and ask students to score their confidence and abilities regarding basic life support
 | Slide 24 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **The human body:*** Use practical worksheet A16 and follow the instructions. There are several options depending on learner age and ability. (print resources accordingly)
* You will use the sheet to create a human body map and provide anatomical landmarks to demonstrate position and role of a variety of organs and structures within the human body
* Students should learn basic anatomy by sorting/labelling/researching different body parts and use activity to gain an understanding of how the human body works or functions
 | Slide 28 |
| **Project tasks:*** Task the class with achieving 50 points by completing different activities from the list of options. Each task is worth a different number of points. Students can work alone, in pairs or in groups
* You may want to use the created materials as a classroom design/show and tell session
 | Slide 29 |
| **When things go wrong:*** Consider using the worksheet A12 or using the PowerPoint slide. Ask the students to look at the slide
* Ask students what sort of things could happen to influence the function of the heart, lungs, blood supply, brain. The students may be able to link these events to a casualty’s level of response. Explain that the heart needs its own supply of oxygen (from the air) to function normally but it also pumps blood and oxygen around the body
* General discussion - a head injury, being run over, choking etc. Emphasis on: if it affects breathing, brain or heart (circulation) then this can lead to someone becoming unresponsive.
 | Slide 26 |
| **Chain of survival:*** Looking at the chain, explain that all the steps need to be in place to promote the best outcome for the casualty. Ask the students to explain each of the steps and discuss
* Students may not have enough knowledge to be able to fully explain each stage of the chain. Consider using this as a homework activity. Students can use worksheet to draw and create their own chain of survival which can later be used as classroom displays
 | Slide 27 |

**6. Check learning**

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| * Use slide 24 to check learning. Students could use a show of thumbs up/down
* Teacher to ask open questions about safety and 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 who was unresponsive?
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**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
* 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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