

Head Injuries (KS3)

**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, they should realise rushing into a situation to assist a casualty may cause further harm to themselves or others.  Students will gain a basic understanding of anatomy and function of the brain and skull.  They will learn that head injuries can be minor or severe and how to recognise common signs of a head injury.  They will understand that a head injury can potentially be serious and that they must act calmly to get help, assist and monitor a casualty until help arrives.  Learning materials for this session will be PowerPoint presentation with supported teacher demonstration. Engagement in role play scenarios will allow students to demonstrate first aid skills learnt. |

**3. Key words**

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| * **safety** * **minor** * **severe** * **bleeding** * **skull** * **concussion** | * **brain** * **confusion** * **seizure** * **vomiting** * **fracture** * **compression** |

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Ensure the safety of themselves and others * Identify when a casualty has a head injury * Give first aid to a casualty who has a head injury * Seek medical help if required |

**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 | Head injuries |
| * Ask the class if anyone has ever helped someone that has had an accident. Explain that topic is about head injuries and that this can be a potentially serious injury. Ask why? | Slide 2 |
| * Explain the learning outcomes of the session | Slide 3 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **Brain and skull facts and anatomy:**   * Use the slides to explain that the brain has a very important role within the human body. Explain that it is the control centre for the body and has many functions. It requires a lot of energy and works continuously * Explain that the skull offers protection for the brain which is soft. Use slides to show basic anatomy and features of the human skull * Students could be asked if they can identify other functions of the brain as part of a Q and A | Slides 4 - 6 |
| **Functions of the human brain:**   * Optional activity A18, students could complete the mind map and identify various functions of the brain * These answers could be expanded to include the potential impact of a head injury. For example, the brain controls movement, so a serious head injury could potentially cause mobility problems | Slide 7 |
| **Mild vs Severe:**   * Look at the signs of a mild and severe head injury * Students should learn the signs of a severe head injury as this could be life threatening, also be able to recognize that a minor head injury could become severe | Slide 8 |
| **What do you see?**   * Ask students to look at the slide and the road accident scenario * Use open questions to get students to consider which individuals in picture could have a head injury * Discuss who is more likely to have sustained a minor/ severe head injury * Students should be able to consider safety factors impacting on severity of injury. For example, the driver not wearing a seat belt and the cyclist wearing or not wearing a helmet * Ensure that students recognise that there are possibly two impacts in the image, the car hitting the cyclist is first impact but when the cyclist falls to the floor there is another | Slide 9 |
| **Types of head injury:**   * Discuss and compare the 3 different types of head injury that could occur * Explain that compression is more serious mainly because it is the consequence of a more serious injury, it can be life threatening. * Concussion usually occurs after a relatively minor injury, it is transient and not life threatening. * Swelling inside the skull is problematic as the brain does not have a lot of room to swell inside the skull so can “compress” the tissue of the brain | Slide 10 |
| **Research activity A27:**   * Using the worksheet A27, students should identify the 3 types of head injury. Ask them to draw a diagram to show the differences between each head injury and write a short description of each | Slide 11 |
| **Seeking medical advice:**   * Place students into pairs or small groups. They must examine the signs one by one and decide if they would seek help for a casualty that had that sign * Ask them to think about what they have learned so far regarding mild vs severe head injury and decide what signs they would get help for * S&C: ask them to expand and explain their answers * You can inform students that ALL of the signs on the slide are signs of a severe head injury and that help should be called for ANY of them | Slide 12 |
| **Your turn - minor and severe head injury:**   * You could print out your turn sheets and give students a scenario to manage and administer first aid skills. Use severe and minor head injury scenarios and for S&C consider the casualties condition may worsen quickly * The teacher should demonstrate the key steps to deliver first aid to a casualty that has a minor or a severe head injury. Use the key steps to guide your actions or alternatively let the students direct your actions as you follow their instructions * Students then have a turn and are given a role play scenario They are told to imagine that they are playing out in the park with friends. Ask them to role play several scenarios:  1. A friend falls from climbing a tree and hits their head on concrete path 2. A friend is hit on the head with a hard cricket ball 3. Someone hits their head on a branch as they walk past a tree  * Use key steps given on each your turn sheet to simulate looking after a casualty. Ensure that they remember to firstly make the area safe by removing any hazards to themselves or others, reassure the casualty 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 | Slide 13-14 |
| **Quiz time:**   * In small groups, students can answer the questions about head injuries * S&C: Can students pose other questions to the other groups? | Slide 15 |

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| **Head injury prevention:**   * Optional activity A1, students should be asked to consider various methods to reduce the incidence of head injury. Ask students to create a safety poster as part of a safety campaign | Slide 16 |
| **Check my learning:**   * Students should use check learning sheets to identify how confident and competent they feel managing a casualty with a head injury: * Use thumbs up/ down to determine level of knowledge gained in session | Slide 17 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **What does the brain do?**   * Use template of the mind map to list functions of the brain * Teacher to observe if these answers can be added to/expanded as groups rotate around room | Slide 19, optional activity sheet – functions of the brain |
| **Keeping safe:**   * Ask students to design a safety poster. They should select a scenario or provide information regarding accident prevention that would help other young people to avoid a head injury | Slide 16, optional activity sheet - keeping safe |
| **Skull design:**   * Cut out and design sheet provided, allow students to complete designs for a skull template. * These designs can form part of a display for the classroom. * S&C consider adding skull facts as notes onto the display to recap knowledge. | Slide 22, optional activity sheet –Skull design |
| **Types of head injury:**   * Use the worksheet provided to provide a description of three types of head injury * Students can research to expand their answers to include signs and symptoms * A diagram of each type of head injury can be drawn into the space provided | Slide 20- optional activity sheet- types of head injury |

**6. Check learning**

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| * Check that the learning outcomes of the session are met from slide 17 * Ask open questions about safety, head injuries, signs and symptoms and complications. * Students to think of a question to ask their peers about head injuries and create a class quiz * What have you learned today? * Score yourself - how confident would you now be if you came across someone that had a head injury? |

**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 |

**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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