

KS4 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 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. Students will learn about airway anatomy and how breathing can be affected by an obstructed or restricted airway. They must be able to identify when a casualty may require an assessment and if their condition deteriorates possible life support.These actions will include looking after a casualty and reassuring them, seeking medical help if required and administration of basic first aid skills. The students will gain a basic understanding of what can go wrong with our bodies 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. During this session learning materials will be PowerPoint presentation, video footage and supported teacher demonstration. Students engaging in role play scenarios will allow them to demonstrate the first aid skills learnt. |

**3. Key words**

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| * **unresponsive**
* **alert**
* **primary survey**
* **respiratory rate**
* **DRsABC**
* **trachea**
* **lungs**
 | * **respire**
* **inspire**
* **expire**
* **oxygen**
* **larynx**
* **tongue**
* **obstruction**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Recognise when a casualty is choking
* Know how to react when a casualty is choking
* Seek help if a casualty is choking
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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 one task from each intro, main input and optional categories.

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

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| **Main Input** |
| **Activity** | **Resources required** |
| **Casualty care:*** Brief discussion using points on the slide. Ensure that students are aware they need to keep a casualty calm and safe and call for help; they should obtain relevant information to give call handler as much detail as possible
* Note that a choking casualty may not be able to talk. Discuss how you would be aware that they were choking
 | Slide 4 |
| **Anatomy of the airway:*** Note the landmarks and anatomy of the airway. Students should understand the difference between inspiration and expiration. Later, there is an extension activity to label your own respiration system, you could hand this out at this point
* Complete the maths activity - there are 1440 mins in 24 hours x 15= 21,600). Students should be able to explain how they got to their answer
 | Slide 5 |
| **Emergencies of the airway:*** Using the information on the slide explain that an airway could be blocked (obstructed) or narrowed (restricted). This can be caused by an object such as food or an event such as an allergic reaction. Both conditions are serious as they restrict the oxygen that is being supplied to the body by respiration.
 | Slide 6 |
| **Obstruction Vs restriction:*** Run through the key words for both obstruction and restriction. The class can expect to see and use these words during the session. Verify that students understand the meaning each of these words
* Explain to the class that a restricted airway is caused by narrowing of the airway, perhaps an allergic reaction, and an obstructed airway is caused by a blockage, in most cases for adults, by food
 | Slide 7 |
| **What’s wrong?** * Ask students to look at the slide. Look at image of the adult choking. Can the group determine what is wrong with the casualty? Discuss how this would feel, how would you know what was happening if a casualty was unable to talk?
* Compile a list of signs and symptoms relating to choking
* Check answers and tally score
 | Slide 8 -9 |
| **Passage of food and air:** * Look at images on PowerPoint to understand the passage of food and air
* Students should understand that both air and food enter the mouth, air travels to the lungs via the trachea and food via the oesophagus
* The epiglottis is a flap that protects the windpipe and stops food entering the lungs
 | Slide 10-11 |
| **Choking:*** There are 6 objects on PowerPoint screen, ask students which of the objects are most likely for a child to choke on and why? Once the discussion is completed inform students that ALL objects on screen are currently statistically common objects that children choke on
* Discuss methods to prevent this e.g. cutting grapes so that shape and size is safer for them to eat, removing small items from them, encouraging them to sit and eat slowly. Note that anatomically children’s airways differ from adult as they are smaller and narrower
 | Slide 12 |
| **Children/Adults choking:*** Complete the sentences. These are the most common reasons for airway obstruction and note how they differ between adults and children
* Children answers are: leading, mouth, food, narrow and five
* Adult answers are: allergic, food, laughing, swallow, swell
 | Slides 13-14 |
| **Choking video:** * Explains that students should watch the video about choking and be prepared to use information from the video afterwards so watch carefully
 | Slide 15 |
| **Your turn:** * **NEVER** practise back blows/abdominal thrusts on an individual that is NOT choking. You must simulate this only during a first aid session
* The teacher should demonstrate the key steps to deliver first aid to a casualty who is choking. Use the key steps provided to structure and guide your actions
* Students should then have a turn and be given a role play scenario. Tell them to imagine that they are out with a friend in the street, they are eating sweets and then their friend stops and clutches their throat and becomes short of breath
* Use the your turn sheet for guidance and simulate looking after a 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 to observe and feedback to students. As an option, the students could use peer assessment and score their partners
 | Slide 16 |
| **Quick quiz:*** Test the understanding of the class. This could be done through a show of hands or writing down answers and marking with peers
 | Slide 17 |
| **Check my learning:** * Using the learning outcomes on the slide, ask students to self-assess their competence and confidence when dealing with a casualty who is choking
 | Slide 18 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **Storyboard:*** Ask students to use A41 and construct a story board that demonstrates choking. It should depict a choking incident, the anatomy of the airway, signs and symptoms of a choking casualty and first aid intervention
 | Slide 23 |
| **The respiratory system:** * Print out the activity sheet A42 and hand to the students. They should use what they have learnt in the session to label the key components of the respiratory system. If they are unsure, they can do their own research or complete as a class and go back through the PowerPoint
 | Slide 24 |
| **The passage of food and air:** * Print out the activity sheet A39 and hand to the students. They should use what they have learnt in the session to create a poster which demonstrates how choking may occur
* Label the key components of the respiratory and digestive tract If they are unsure, they can do their own research or complete as a class and go back through the PowerPoint
 | Slide 20 |
| **Children and adult choking word filler:** * Test the understanding of the students. Use the worksheet and ask students to complete the sentences. Work through answers together as a large group or use peer assessment. Discuss the variances between choking in adults and children
 | Slide 21 |
| **Choking word selector:** * This worksheet provides students with opportunity to explore some key words relating to choking
 | Slide 22 |

**6. Check learning**

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| * Check the learning outcomes have been met from slide 18
* 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 who was choking?
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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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