

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:**Delivery 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 be provided surrounding the chain of survival and how recovery rates link to the events within the chain. This topic is split into 3 sections  **Primary survey** - Using DRsABC students will use a systematic approach to life support and 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 and will be able to provide the rational as to why this is used**CPR (and AED)** – Students will 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). Although students themselves at KS2 level are not required to perform CPR they will receive an explanation and demonstration; this will enable them to be able to instruct another individual to perform CPR if required  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, video footage and supported teacher demonstration |

**3. Key words**

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| * **unresponsive**
* **alert**
* **Primary survey**
* **respiratory rate**
* **heart rate**
* **pulse**
* **DRsABC**
* **C.P.R (cardiopulmonary resuscitation)**
 | * **recovery position**
* **monitor**
* **resuscitate**
* **conduct**
* **airway**
* **breathing**
* **circulation**
* **compressions**
* **rescue breaths**
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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)
* Seek medical help
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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 introduction, 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** |
| **Casualty care:*** These actions are embedded further throughout the presentation
* Take a few minutes to allow students to consider activity sheet A17. They should consider which actions are the most important when taking care of a casualty. Answers and thoughts can be shared with the class
* Students should write their ideas in the circles and then highlight the actual top three once the class has conferred. Note: there are no correct top answers, all actions are important when dealing with a casualty
 | Slide 4, A17 |
| **Call 999/112:*** Students to see if they can fill in words on the power point slide
* Students should understand the information they would need to report to the emergency services when phoning for help
* Encourage them to use and remember the acronym LIONEL to recall what they would need to say
* Can they identify correct information that should be given when making an emergency call? This can be done through a show of thumbs/stand up and down
 | Slides 5-7 |
| **When things go wrong:*** Consider using the worksheet 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
 | Slide 8, A12 |
| **Chain of survival (optional activity):*** Consider using the worksheet and PowerPoint slide 26. Ask the students to look at the slide and discuss each of the steps in the chain of survival
* Students can use template on A13 to create their own
 | Slide 9, A13 |
| **Primary survey:*** DRsABC is an acronym used to help us to keep safe and remember how to assess an unresponsive casualty. Danger, Response, Shout, Airway, Breathing, Circulation
* Slide 14 will recap DRsABC and ensure that students understand the importance of this
 | Slide 10-11 and Slide 14 |
| **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 12 |
| **Practical activity – primary survey*** As a teacher you 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 your turn sheet to help remember the steps to conducting a primary survey. Ensure that they remember to communicate with the casualty (even if seemingly 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 have impacted on casualty e.g. electric shock, falls etc.
 | Slide 13, your turn primary survey sheet  |
| **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 15 |
| **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 help remember the steps to placing a casualty in the recovery position. Ensure that they remember to communicate with the casualty (even if seemingly 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 have impacted on casualty e.g. electric shock, falls etc.
 | Slide 16, your turn recovery position |
| **CPR:*** Advise the students to watch the video about CPR carefully and be prepared to use the information to discuss the key points
* Slide 18 details key reminders that students should be aware of, emphasise that survival may not be possible and that even calling for help is an action that will assist a casualty
 | Slide 17-18 |
| **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** manakins are available. **NEVER practise CPR on another individual!**
* Use the your turn sheet 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
* 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 have impacted on casualty e.g. electric shock, falls etc.
 | Slide 19, your turn sheet CPR |
| **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 and give as a handout to complete in class or as homework. The correct steps are shown on answer sheet A15a
* Sheet can be cut in to squares and turned in to a flip book as a handy guide
 | Slides 20-21, activity A15 |
| **Recap*** Just a recap on recovery position and CPR. Quick Q and A around room to check learning informally
 | Slide 22 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **Chain of survival*** Looking at the chain, explain that all the steps need to be in place promote the best outcome for the casualty. Ask the students to explain each of the steps and discuss.
* Consider using this as a homework activity. Students can use sheet to create their own chain of survival which can later be used as classroom displays.
 | Slide 26, activity sheet A13 |
| **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 27 |
| **The human body*** Use practical worksheet A16 provided 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 students can identify anatomical landmarks, they can map positions (and possibly even the roles) of a variety of organs and structures within the human body.
* Students could 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. (S&C)
 | Slide 28, activity sheet A16 – the human body |

**6. Check learning**

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| * Use slide 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
 | * Question/answer
* Self-assessment
* Reflection/evaluation
 | * Extended question/answer
* 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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