

Bites and stings

**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 are able to maintain the safety of themselves and others. Students will be able to identify when a bite or sting requires treatment and act accordingly. These actions should include looking after a casualty and reassuring them, seeking medical help if required and administration of basic first aid skills. Throughout this topic, students will gain an understanding that an allergic response to a bite or sting can be serious and they must act calmly to get help, assist and monitor a casualty until help arrives. They should be able to identify the signs of a serious allergic reaction (anaphylaxis).During this session, learning materials will be PowerPoint presentation, activities and guidance to support teacher demonstration. Students engaging in role play scenarios should be able to demonstrate first aid skills learnt. |

**3. Key words**

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| * **allergic**
* **airways**
* **respiratory rate**
* **breathing**
* **reddening**
* **puncture**
 | * **swelling**
* **infection**
* **venom**
* **reaction**
* **auto injector**
* **anaphylaxis**
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**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
* Assess a casualty’s condition calmly and identify an allergic reaction to a bite or sting
* Comfort and reassure a casualty who has been bitten or stung
* Seek medical help if required
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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.
 | Bites and stings |
| * Ask how many of the class have previously been bitten or stung? What is the ratio?
 | N/A |
| * Explain the main learning outcomes of the session.
 | Slide 3 |

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| **Main Input** |
| **Activity** | **Resources required** |
| **Bites and stings*** Use the PowerPoint to outline information relating to bites and stings
* Emphasis on the fact that a serious allergic reaction to a bite or sting can be life threatening
* Explain that if swelling occurs in the airway then it is difficult to breathe, and a casualty may not be able to get air (oxygen) into their body
 | Slides 4-5 |
| **Bites and stings*** Ask students to think of 5 things that could cause a bite or sting injury. Use worksheet A21 to collate answers and ask open questions to get students to consider the impact of the bite and sting, ask for descriptions regarding what would the wound could look like e.g. would it be large or deep? Would there be minor or severe bleeding?
* How would bites differ depending on origin of bite. What would the casualty feel? Use images on the screen to support the discussion.
* Looking at the slide, have an open discussion on what safety measures could be put in place to reduce risk of harm to themselves or others e.g. making sure that a dog is secured, do not touch bee hives or nests.
* Consider using wipe board or paper to write responses and compare
 | Slides 6-7Activity A21  |
| **Bites and stings charades (optional activity)*** Place students into small groups and hand out the cards that identify the cause of a bite or sting. One person must then imitate, non-verbally, the cause to the rest of group, and they must try to guess what it is. Once done so, they must decide if it bites or stings.
* Note: You will need to print out the cards for the animals or insects that can bite or sting. You can also print out the bubbles that identify if it will cause a bite or a sting.
 | Slide 14, activity sheet A20 |
| **What can go wrong?*** Explain that a bite or sting can cause some further complications sometimes. Explain that infections can occur because of a bite/sting and a tetanus injection may be required (consider rabies injection also) for puncture wounds of skin. Note, they tend not to offer a tetanus injection IF the person is up to date with their immunisations because it is included in the program of injections.
* Allergic reactions can be severe and life threatening (anaphylaxis) and a casualty should be monitored in case they show signs of a reaction (further learning regarding this is available on allergies topic SJA schools first aid sessions).
* Signs and symptoms of an allergic reaction can be swelling, redness, feeling faint, nausea, stomach pains, wheezing and difficulty breathing.
 | Slides 9-10 |
| **Practical activity** * Use slides and consider printing your turn sheets as a handout, this will support the demonstration and skills needed for dealing with an animal/human bite and an insect bite/sting.
* Students then have a turn and use key steps to 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 student could use peer assessment and score their partners.
 | Slides 11-14, your turn sheets for: Severe reaction Bites Stings Tick bites  |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| * Place students into small groups and hand out the cards that identify the cause of a bite or sting. One person must then imitate the cause to the rest of group, and they must try to guess what it is. Once done so, they must decide if it bites or stings.
* You will need to print out the cards for the animals or insects that can bite or sting. You can also print out the bubbles that identify a bite or a sting.
 | Slide 17, optional sheet A20 |
| * Using worksheet A21, student should identify five animals or insects that can bite.
* Student should circle if this injury would be potentially mild or severe and provide a rationale for the answer given.
 | Slide 6, activity A21 |

**6. Check learning**

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| * Use slide 15 to revisit learning outcomes and see how confident the student is on managing this first aid situation and administering first aid.
* Ask open questions about safety, allergic reactions, signs and symptoms and complications.
* Ask ‘what would you do if’ questions.
* Ask children what they have learnt from the session.
* Peer assess partners during the practical activity.
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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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