

Lesson plan

KS2 Basic life support



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1. Details of the teacher

Name:	Date:	Time:	Class:
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2. Topic overview

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 the content of this topic

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.

Should a situation require emergency help it is vital that a call is placed to 999/112 correctly, help can then be on the way while a casualty is receiving first aid treatment. It is also important to understand that the condition of a casualty can potentially deteriorate, and basic life support may then become the appropriate action required.

This topic is split into 3 sections:

- **Primary survey:** Using DRABC 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 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.

Before delivering any first aid skills, teachers must feel confident that they have the relevant knowledge and competency to safely teach techniques.



Session timings: Recommended timings for this topic are identified as an hour to an hour and a half in duration, however delivery time can vary according to group size and the learners' prior subject knowledge. There are a range of optional activities that are excluded from these timings.

The optional content may be used within session to extend the duration or even as a separate learning session aimed at recap or extended learning.

Approximate timing guides are provided for each optional activity to assist with the planning and preparation of sessions.

For this session learning materials will be:

- PowerPoint presentation
- Flip chart paper
- A4 Paper
- Pens/pencils
- Coloured pens/pencils for pupils to amend their own work
- Manikins
- Cleaning wipes to clean manikin faces between each pupil
- AED to show (not use) if available
- See optional activities for specific resources required for each activity.

3. Keywords

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|--------------------|---------------------------------------|
| ➤ Unresponsive | ➤ Recovery position |
| ➤ Alert | ➤ Monitor |
| ➤ Primary survey | ➤ CPR (cardiopulmonary resuscitation) |
| ➤ Respiratory rate | ➤ Airway |
| ➤ Heart rate | ➤ Breathing |
| ➤ DRABC | ➤ Circulation |

4. Learning outcomes

By the end of the lesson, students will:

- Be able to conduct a primary survey
- Be able to place an unresponsive casualty, who is breathing normally, into the recovery position
- Be able to recognise when and how to deliver CPR to an unresponsive casualty who is not breathing
- Be able to seek medical help.

5. Details of activities and resources required

Note: Should you have less than an hour available, you may choose to select key activities from the lesson plan.

Introduction	
Activity	Resources required
➤ Introduce the topic.	Slide 1-2

<ul style="list-style-type: none"> ➤ Explain the learning outcomes of the session ➤ Establish ground rules for the session using additional advice sheet provided. 	Slide 3
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Main Input	
Activity	Resources required
Being a first aider & casualty care (5 mins) <ul style="list-style-type: none"> ➤ General discussion about being a first aider and the role of a first aider ➤ Discussion around casualty care and what actions the students think are the most important when helping somebody else. 	Slide 4-5
Calling for help (10 mins) <ul style="list-style-type: none"> ➤ As a group complete the missing gaps in the sentences on the slide using the word bank ➤ General discussion around the questions you might be asked when ringing 999/112 ➤ Ask the group what number to ring in an emergency (AfL) ➤ Go through LIONEL, finish by asking if any of the student know their own home address or even school address. 	Slide 6-7
Activity 1: 999/112 calls (5 mins) <ul style="list-style-type: none"> ➤ Using their thumbs students to respond to the questions on the slide; which ones do they think would be asked by the call handler if they rang 999/112 ➤ Click the slide to get the answers and discuss these. 	Slide 8
Activity 2: When things go wrong (10 mins) <ul style="list-style-type: none"> ➤ 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 9-10 Optional: Print slide 10 as a worksheet
Primary survey: (5 mins) <ul style="list-style-type: none"> ➤ Primary survey is what students should learn to do in the event they come across a casualty ➤ DRABC is an acronym used to help us to keep safe and remember how to assess an unresponsive casualty: Danger, Response, Airways, Breathing, Circulation. 	Slide 11
Video – primary survey: (5 mins) <ul style="list-style-type: none"> ➤ 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

<p>Practical activity – primary survey: (10 mins)</p> <ul style="list-style-type: none"> ➤ 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 practice ➤ Use the slides to guide you conducting a primary survey. Demonstrate how to communicate with the casualty (even if unresponsive) and use decision making skills and rationale to decide if they need to seek medical attention for their casualty. Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners <ul style="list-style-type: none"> • You can alter the scenario to include a variety of causes that might have impact on a casualty e.g., electric shock, fall etc. • Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students. 	<p>Slide 13</p>
<p>What's next? (5 mins)</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Slide 14</p>
<p>Video – recovery position: (5 mins)</p> <ul style="list-style-type: none"> ➤ Advise the students to watch the video about the recovery position carefully and be prepared to use the information to discuss the key points. 	<p>Slide 15</p>
<p>Practical activity – recovery position: (10 mins)</p> <ul style="list-style-type: none"> ➤ 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 practice ➤ Use slide 16 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 they need to seek medical attention for their casualty ➤ 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 an impact on casualty e.g., electric shock, fall, etc. (assess if student checks for danger). 	<p>Slide 16</p>
<p>What's next? (5 mins)</p> <ul style="list-style-type: none"> ➤ State that their casualties are unresponsive and not breathing, so now they can move on and learn about CPR ➤ Also let students know that if an AED is available then it should be obtained and brought for use on the casualty. You can bring one to demonstrate but not actually use, if available. 	<p>Slide 17</p>

IF TIME DOES NOT ALLOW FOR THIS WHOLE SESSION TO BE DELIVERED AT ONCE, THIS IS THE SUGGESTED POINT AT WHICH TO BREAK.

A RECAP OF LEARNING USING PRIMARY SURVEY AND RECOVERY POSITION STARTER SLIDES CAN BE USED TO RESUME, BEFORE COMMENCING LEARNING OF CPR.

Chain of survival (5 mins) <ul style="list-style-type: none"> ➤ Chain of survival refers to the chain of events that must occur in rapid sequence to maximize the chances of survival from sudden cardiac arrest ➤ Go through the links in the chain – the quicker a person is treated and the 999/112 call is made to the ambulance service, the more likely the person is going to survive. 	Slide 18
What is CPR? (2 mins) <ul style="list-style-type: none"> ➤ CPR stands for cardiopulmonary resuscitation. It is performed to give a person the best chance of survival following a cardiac arrest ➤ Teacher to note that you would only perform CPR on an UNRESPONSIVE and NOT breathing casualty. 	Slide 19
Video – CPR (5 mins) <ul style="list-style-type: none"> ➤ Advise the students to watch the video about CPR carefully and be prepared to use the information to discuss the key points. 	Slide 20
Practical activity – CPR (15 mins) <ul style="list-style-type: none"> ➤ The teacher should demonstrate the key steps to performing CPR ➤ Students can then be placed into pairs/small groups and have a turn to practice ONLY IF manikins are available. NEVER practice 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, and remind them that they should NEVER leave a casualty to get an AED, instead if one is available, they should send for it from a bystander ➤ Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners. 	Slide 21-22
Optional: CPR add-on (5 mins) <ul style="list-style-type: none"> ➤ Slide 25 – CPR on a child/infant ➤ Slide 26 – when to stop CPR. 	Slide 24-25
Check my learning: <ul style="list-style-type: none"> ➤ Revisit learning outcomes and ask students to score their confidence and abilities regarding basic life support ➤ Students could revisit starter activity to assess progress made against the baseline assessment. 	Slide 26-28

Roll the dice: (5 mins)

- 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 29

6. Check learning

- ☐ Use slide 27-28 to check learning. Students could use a show of thumbs up/down
- ☐ Teacher to ask open questions about safety and use keywords 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?.

7. Details of assessment for learning

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|---|--|---|
| <input type="checkbox"/> Shared learning objectives | <input type="checkbox"/> Questions/answers | <input type="checkbox"/> Extended questions/answers |
| <input type="checkbox"/> Peer assessment | <input type="checkbox"/> Self-assessment | <input type="checkbox"/> Oral feedback |
| <input type="checkbox"/> Written feedback | <input type="checkbox"/> Reflection/evaluation | <input type="checkbox"/> Group work |

8. Teacher notes

Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.

9. Curriculum links