

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.  Before delivering any first aid skills, teachers must feel confident that they have the relevant knowledge and competency to safely teach techniques.  It is advised that students are taught the topic on basic life support skills prior to this session. A casualty who is choking could deteriorate and basic life support may be the appropriate action required. (see recommended KS4 first aid pathway)  **Session timings**: Recommended timings for this topic are identified as an hour in duration, however delivery time can vary according to group size and the learner’s 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 extend learning.  Approximate timing guides are provided for each optional activity to assist with planning and preparation of sessions.  **For this session learning materials will be:**   * PowerPoint presentation * Pens * Coloured pens for pupils to amend own work * See optional activities for specific resources required for each activity |

**3. Key words**

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| * **unresponsive** * **alert** * **primary survey** * **respiratory rate** * **DRsABC** * **trachea** * **lungs** | * **respiration** * **inspire** * **expire** * **oxygen** * **larynx** * **tongue** * **obstruction** |

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Recognise when a casualty is choking * Give first aid to a casualty is choking * Get help if a casualty is choking |

**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. As a minimum, students should complete the First Aid Steps activity at the start and end of the lesson to monitor progress and have the chance to complete at least one ‘Your Turn’ activity with a video to provide guidance on how to perform First Aid techniques.”

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| **Introduction** | |
| **Activity** | **Resources required** |
| * Use the accompanying PowerPoint presentation | Choking |
| **First aid steps: (5 min)**   * Ask the students to use their existing first aid knowledge to see if they can complete any of the missing steps. Students should write in the boxes any actions that they feel would fit into a sequence of events that would allow them to help someone who is choking. * At end of session you can revisit this and see if students can make any amends or add further information (using a different colour pen for AFL) | Slide 1 |
| * Explain the learning outcomes of the session * Establish ground rules for the session using additional advice sheet provided | Slide 4 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **Casualty care: (5 min)**   * 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 5 |
| **Anatomy of the airway: (5 min)**   * 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 their calculations | Slide 6 |
| **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 7 |
| **Obstruction Vs restriction: (5 min)**   * 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 8 |
| **What’s wrong? (5 mins)**   * 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 | Slides 9-10 |
| **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 11-12 |
| **Choking: (5 min)**   * 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 13 |
| **Children/Adults choking: (5 min)**   * 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 food, laughing, swallow, swell | Slides 14-15 |
| **Choking video:** **(5 min)**   * Explains that students should watch the video about choking and be prepared to use information from the video afterwards so watch carefully | Slide 16 |

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| **Your turn: (15 min)**   * **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 opportunity for a role play scenario. * 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 * Each of the key steps can be ticked off on a print out of the sheet to show when competent. * Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students. | Slide 17 |
| **Quick quiz: (5 min)**   * Test the understanding of the class. This could be done through a show of hands or writing down answers and marking with peers | Slide 18 |
| **Casualty Care:**   * This slide offers an opportunity for students to discuss how casualty care skills link to this topic. This allows for contrast and comparison against other topics, whilst also showing how topics are linked. | Slide 19 |
| **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 * Students could revisit starter activity to assess progress made against baseline assessment. | Slide 20-21 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **Storyboard: (30 min)**   * 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 27 |
| **The respiratory system: (20 min)**   * 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 28 |

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| **The passage of food and air: (30 min)**   * Print out the activity sheet A39 and hand to the students. They should use flip chart paper to demonstrate key messages and what they have learnt in the session. * 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 24 |
| **Children and adult choking word filler: (10 min)**   * 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 26 |
| **Choking word selector: (5 min)**   * This worksheet provides students with opportunity to explore some key words relating to choking | Slide 24 |

**6. Check learning**

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| * Check the learning outcomes have been met from slide 20 * 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? * Revisit your starter activity. Using a different colour pen, can students now complete this task more accurately than they could before? |

**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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