

# LESSON PLAN

# ELECTRIC SHOCK

Please ensure you have adequate first aid knowledge before teaching this lesson.

Please contact us if you need any help or guidance with this.

## 1. DETAILS OF TEACHER

Name:	Date:	Time:	Class:
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## 2. DETAILS OF LEARNING OBJECTIVES

**By the end of the lesson, students will be able to:**

- > recognise when someone has had an electric shock
- > respond appropriately to someone who has had an electric shock.

## 3. DETAILS OF ACTIVITIES, TIMINGS AND RESOURCES REQUIRED

**Note:** We appreciate that you may not be able to spend a full hour on this topic. Feel free to choose activities to fit the time you have available. For example, you could do one task from each starter, development and plenary category.

Activity	Suggested timing	Resources required
<b>Starter activities</b>		
Ask the students what they understand by 'electric shock'. Discuss and respond to the students' suggestions. Introduce the idea of high and low voltage shocks if this has not already been covered. Make a list of common ways to get an electric shock. <b>Tip:</b> Check with the students that they feel comfortable sharing their experiences.	10 mins	
On the white board, record the responses.	5 mins	Whiteboard
<b>Development activities</b>		
<ul style="list-style-type: none"> <li>&gt; Discuss the recognition features and the best way of responding</li> <li>&gt; Play 'Wink murder'. Ask for a volunteer (the first aider) to leave the room while you choose a source of electricity (a student in the group). Ask the remaining students to stand in a circle. When the first aider has returned to the room the student chosen to be the electricity source winks at the other students in the circle to cause them to fall over simulating the result of an electric shock. The first aider must identify the source of electricity and then say how they would keep themselves safe and respond to the casualties.</li> </ul>	15 mins	Paper and pens
Share responses and recap treatment.	10 mins	PowerPoint presentation
<b>Plenary activities</b>		
<ul style="list-style-type: none"> <li>&gt; Request, and respond to, questions from the students.</li> <li>&gt; Assess learning and refer back to the learning objectives.</li> </ul>	5 mins	PowerPoint presentation
<b>Suggested additional activities</b>		
The students can create a simple checklist of 'dos' and 'don'ts' to help others avoid the risk of electric shock, for example don't operate switches with wet hands.		

## 4. DETAILS OF ASSESSMENT FOR LEARNING

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Shared LOs       | <input type="checkbox"/> Question/answer       | <input type="checkbox"/> Extended question/answer |
| <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               |

## 5. TEACHER NOTES

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

## 6. DETAILS OF SUBJECT-SPECIFIC VOCABULARY

Burn, electric shock, electrocuted, high voltage, lightning, low voltage, unresponsive.

## 7. CURRICULUM LINKS