

KS3 Allergies

**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. If the scene is not safe, then they should not approach until it is safe to do so. Students should be able to identify when a casualty may require possible life support.  During the topic, students will learn about looking after a casualty and reassuring them, seeking medical help if required and administration of basic first aid skills. Students must understand that in the event of a casualty who is unresponsive and not breathing normally, 999/112 MUST be called as quickly as possible. Students will gain a basic understanding of what can happen within our body to provoke an allergic reaction.  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 having a severe allergic reaction could deteriorate and basic life support may be the appropriate action required. (see recommended KS3 first aid pathway)  **Session timings**: Recommended timings for this topic are identified as around 45 minutes in duration, 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 to extend the lesson 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.  The topic will also provide a basic overview of human anatomy and the roles various organs play to keep us alive and healthy.  **For this session learning materials will be:**   * PowerPoint presentation * A4 Paper * Pens * Coloured pens for pupils to amend own work * Printed copies of activity 30 if preferred * Examples of auto injectors or medi alerts if available * See optional activities for specific resources required for each activity |

**3. Key words**

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| * **Allergen** * **Contact** * **Trigger** * **Ingested** * **Injected** * **Inhaled** * **Immune system** |  | * **Adrenaline** * **DRsABC** * **Monitor** * **Anaphylaxis** * **Severe** * **Airway** * **Auto-injector** |  |

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Identify when someone is having an allergic reaction * Help a casualty who is having an allergic reaction * Call for help if required for a casualty who is having an allergic reaction |

**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 the first aid skills relevant to this topic.

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| **Introduction** | |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation | Allergies |
| **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 having an allergic reaction. * 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) | 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)**   * Use the slide to explain how it is important to be calm and reassuring to a casualty who is experiencing an allergic reaction. By talking to the casualty and gathering information you can assist the emergency crews when they attend * Remember that any casualty with breathing difficulties may find it difficult to talk. Give information to the call operator that is precise and accurate regarding location and information about what has happened | Slide 5 |
| **True or false: (5 min)**   * Looking at the PowerPoint slide, ask the students which statements they feel are true or false. The answer is that all of them are true (may alter periodically)   **Extra activity: (20 mins)**   * Ask the students to check and verify statistics are accurate, do they differ in UK compared to other countries? Are there any other statistics you can find which relate to the topic? Is there any research to suggest why statistics have altered or vary across different countries? | Slide 6 |
| **What is an allergic reaction? (5 min)**   * Use PowerPoint to explain that our body’s immune response sometimes misinterprets an allergen as an invader. It produces a response that can be harmful to us. Explain that the body will release chemicals into the blood stream * Note that allergens can enter the body in a variety of ways. This includes ingestion (eating), inhalation (breathing in), injection (sting or bite etc.) and direct contact with skin. Students should be informed that an individual can become allergic to an allergen even when previous contact was not a problem in the past | Slide 7 |
| **What causes an allergic reaction? (5 min)**   * Ask students to list allergens that they feel can cause an allergic reaction. * **Extension activity:** Working in small groups/pairs ask students to determine which allergens on the list are most common or not common at all | Slide 8 |
| **Allergen routes TABI: (5 min)**   * Revisit the list of allergens that was created on slide 7 and order them into the categories of TABI * Use worksheet A30 to assist. If required, there are picture cards to provide scaffolding for students * Students should understand that a casualty needs to have the allergen removed where possible to promote recovery | Slide 9  Activity A30 |
| **Video: (5 min)**   * Teacher explains that students should watch this video about allergies and be prepared to use information from the video afterwards so watch carefully | Slide 10 |
| **Your turn: (10 min)**   * The teacher should demonstrate to the group the key steps to assisting a casualty who is having a severe allergic reaction. Students can then be placed into pairs/small groups and have a turn to practice * Use the your turn sheet to help recall the steps to assisting a casualty who is having an allergic reaction. Ensure students remember to communicate with the casualty (even if unresponsive) and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Guarantee that the allergen is removed from the casualty within the scenario as part of the treatment given * Teacher to observe and feedback to students. As an option the student could use peer assessment and score their partners. * Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students. | Slide 11 |
| **What do you know? (10 min)**   * Use this slide for students to assess each other’s ability to recognise a casualty who is having a reaction. Compare and share answers * Ask students to provide a rationale for their answers if possible (they may use research), i.e. the lips may be blue due to lack of oxygen | Slide 12  Activity A32 |
| **Auto-injectors and medic alerts: (2 min)**   * Look at images on slide to see what an auto-injector and medic alert may look like * Explain that an autoinjector may be prescribed to an individual that has severe allergic reactions and they may/ may not wear an alert * Consider that if a casualty was unresponsive when you discover them, then these would be clues that indicate they might be presenting with an allergic reaction | Slides 13-14 |
| **Symptom sorter: (5 min)**   * Students can be placed into pairs/small groups and decide which symptoms are mild or severe. Students should be able to recognise anaphylaxis and be aware that mild symptoms can quickly become more severe. A casualty with an allergic reaction should not be left alone * Can students expand answers to state why the symptoms are present? E.g. difficulty breathing due to swollen airways etc. * Answers are shown on slide 13, how many did students get correct? * There is an alternative colouring in activity to use if preferred on slide 28 of PowerPoint | Slides 15-16  Activity A33 |
| **End of course quiz: (5 min)**   * Ask students to form small groups and create two questions per group to submit to a quiz * Students to participate in the quiz and score correct answers | Slide 17 |
| **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 18 |
| **Check my learning:**   * Revisit the list of learning outcomes and ask students to rate their knowledge, confidence and abilities relating to topic * Students could revisit starter activity to assess progress made against baseline assessment. | Slide 19-20 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **Your choice:**   * Students can link the topic and select one of the activities to complete | Slide 29  Activity A35 |
| **End of course quiz:**   * Ask students to create an end of course quiz, points for peers when answering each answer correctly * Be sure to check that students are providing the correct answers |  |

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| **TABI:**   * Revisit the list of allergens that was created on slide 7 and order them into the categories of TABI   Ensure students understand that a casualty needs to have the allergen removed where possible to promote recovery | Slides 23-24 |
| **Allergic reactions mild or severe:**   * Using the worksheets (a choice is available depending on preference and student ability) students can determine severity or signs and symptoms of an allergic reaction * Challenge students by asking them to determine which signs and symptoms they would call emergency help for | Slides 26  Activity A33 |

**6. Check learning:**

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| * Use slide 19 to check that the learning outcomes of the session have been met * 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 that looked like they were having an allergic reaction? * 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 * verbal 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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