

## LESSON PLAN

# SPINAL INJURIES

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: |
|-------|-------|-------|--------|

### 2. DETAILS OF LEARNING OBJECTIVES

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

- > know when to suspect a spinal injury
- > recognise when someone has a spinal injury
- > respond appropriately to someone who has a spinal injury.

### 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>  |                  |                         |
| As a group, discuss the spine and collate a list of things you know about its structure and purpose.   | 10 mins          | Whiteboard              |
| Ask the students to work in groups to make a list of accidents or scenarios that could result in a spinal injury.  | 5 mins           | Paper and pens          |
| <b>Development activities</b>  |                  |                         |
| Explain the recognition features and treatment for a spinal injury.  | 10 mins          | Whiteboard              |
| In pairs, students should role play the treatment of a spinal injury, taking turns to be the casualty and the first aider. They should demonstrate how to support the casualty with coats and blankets as well as how to support the head. | 15 mins          | Coats and/or blankets   |
| Recap treatment and answer any questions.  | 5 mins           | PowerPoint presentation |
| <b>Plenary activities</b>  |                  |                         |
| Ask the students to complete a do and don't checklist for dealing with spinal injuries. Feed back answers and check understanding.   | 10 mins          | Worksheets              |
| <b>Plenary activities</b>  |                  |                         |
| The students can draw a diagram of the spine and label it to show which parts of the body will be affected by injuries to different areas of the spine.  |                  |                         |

### 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

Back, bones, responsive, neck, nerves, reassure, spinal column, spinal cord, spinal injury, spine, unresponsive, vertebrae, vital signs.

## 7. CURRICULUM LINKS