

LESSON PLAN

BLEEDING & 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:

- Understand the risk of cross infection and know how to minimise this risk.
- Recognise and respond appropriately to someone who has a severe bleed, an embedded object in a wound or an amputated limb or part of a limb
- Recognise and understand the effects of shock and be able to respond appropriately
- Check for further injuries and have an awareness of the signs and symptoms of internal bleeding.

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
Starter activities		
Ask the students to discuss with those sitting close to them the differences they would see between a graze and a deeper cut, how a casualty might look and how they might be feeling (linking to personal experience). Record their responses.	10 mins	PowerPoint presentation
Explain the causes, signs and symptoms of shock. Ensure that the link between injury and shock is reinforced.	10 mins	PowerPoint presentation
Development activities		
Describe a first aid scenario. Ask the students to consider the risks they might face and list the dangers that are identified (link to the danger, response, airway, breathing circulation sequence).	5 mins	Example first aid scenarios
Share responses and recap correct answers.	5 mins	PowerPoint presentation
Ask the students what they would do without a first aid kit, and consider where they might find one (link to personal safety such as stranger danger). Discuss the implications of embedded objects. Stress the importance of not attempting to remove an embedded object.	5 mins	PowerPoint presentation
Ask for two volunteers, being aware of gender mix and appropriate clothing. Talk through the application of a dressing while the volunteers carry out the actions as described (or the teacher can demonstrate the application of a dressing on their own leg). Working in pairs, all of the students can imitate and practise what they have just seen. Allow enough time for each student to practise at least twice.	15 mins	Bandages
Plenary activities		
Recap treatment and check understanding.	10 mins	PowerPoint presentation
Suggested additional activities		
The students can design a pocket-sized leaflet to give advice about how to treat severe bleeding.		

4. DETAILS OF ASSESSMENT FOR LEARNING

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|---|--|---|
| <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

Amputation, cross-infection, disposable gloves, elevation, embedded object, hygiene, infection, pressure, severe bleed, shock, sterile dressing, wound.

7. CURRICULUM LINKS