

LESSON PLAN

BURNS & SCALDS

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 a burn or a scald
- > respond appropriately to someone who has a burn or a scald.

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		
Split the class into groups of four to five and ask them to write down as many ways they can think of that someone could burn themselves. On the white board, record the responses. Tip: Try putting two minutes on a timer to introduce an element of urgency or competition.	10 mins	Paper and pens for each group
Ask the class if they can start to categorise their answers by thinking about what has caused each injury. To make this easier, you could provide the six types of burn (dry, scald, electrical, cold, chemical and radiation), and simply sort each of the student's answers.	10 mins	Whiteboard
Development activities		
Watch burns and scalds video clip or use scenario cards asking the group: 'What would you do?' Ask the students to discuss and come up with an answer in pairs. Ask each pair to share and discuss their ideas with another pair.	10 mins	PowerPoint presentation
Check the students' answers. Ensure that they have grasped the main aim of treating a burn - to cool it - and that they are aware that the minimum time a burn should be cooled is 10 minutes (20 minutes for chemical burns).	10 mins	PowerPoint presentation
Using the PowerPoint presentation slides, ask the students how they would treat each type of burn.	10 mins	
Plenary activities		
Tell the students they are on a camping trip and they have forgotten their first aid kit. Ask them to list all the ways that someone could get burned and suggest ways to deal with the situations, including how they would treat the casualty.	10 mins	Worksheets
Suggested additional activities		
Ask the students to research facts and statistics surrounding sunburn and then use that information to create a 'sunburn alert' poster.		

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

Blistered, burn, charring, full-thickness, partial-thickness, red, scald, sterile dressing, superficial.

7. CURRICULUM LINKS