

LESSON PLAN

HEAD 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:
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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 head injury
- > respond appropriately to someone who has a head injury
- > understand the potentially serious nature of head injuries.

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		
Describe the role of the skull in protecting the brain. Discuss what could happen to the brain if the casualty sustains a head injury.	10 mins	Whiteboard
Discuss the students' experiences of head injuries.	5 mins	
Development activities		
Using a question and answer session, establish how the students might know whether someone has a head injury.	10 mins	PowerPoint presentation
Emphasise the importance of assuming that all head injuries may also involve a neck injury and should be treated accordingly. Discuss the treatment if the casualty is unresponsive by following the danger, response, airway, breathing, circulation (DRABC) sequence.	10 mins	PowerPoint presentation Paper and pens
Discuss and practise passing on information to the medical services about a casualty with a head injury.	5 mins	
Plenary activities		
Discuss how a stroke may be mistaken for a head injury and FAST test.	10 mins	
Suggested additional activities		
The students could find out the latest statistics on head injuries and present the information as a poster. This can include the number of head injuries, how head injuries occur and other relevant information.		

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

Brain, compression, concussion, confusion, dizziness, head injury, impaired responsiveness, nausea, skull fracture.

7. CURRICULUM LINKS