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| **First Aid Exemplar Lesson Plan** |
| **Lesson plan** — **Day 2** of Award in First Aid At Work — GN0V 46 |
| **Unit title** — Recognition And Management of Illness and Injury in the Workplace – HV83 04 |

| **Time allocation** | **Aims and objectives** | **Activity** | **Resources** |
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| 30 minutes | Review of Day 1 — Unit title *Emergency First Aid in the Workplace* — HV82 04  Introduction to new unit — *Recognition and Management of Illness and Injury in the Workplace* — HV83 04 | Trainer led discussion.  Individual/group questions.  Trainer led session on introducing the class group to the new unit and clarification from Day 1. | * Trainer * Class group * First aid books |
| 1 hour | Introduce and assess learners for relevant aspects of Outcome 1 — Be able to conduct a secondary survey.  To include assessment criteria:  1.1 — Identify the information to be collected when gathering a casualty history  1.2 — Demonstrate how to conduct a head to toe survey | Trainer led discussion regarding the information to be collected when assessing a casualty’s history.  Practical assessment — Trainer to provide information on the procedures for a head to toe survey and to demonstrate this to the class group.  Organise learners into groups of two or three as per the needs of the class group. Trainer to allow appropriate time for the class group to practice how to demonstrate a head to toe survey.  Summative assessment can take place at the assessor’s discretion for each learner’s practical demonstration of Assessment Criteria 1.2. | * Assessment checklist * Casualty for assessment of head to toe survey * Floor coverings for comfort/safety * PowerPoint/videos as necessary and/or appropriate for demonstration purposes * First aid learning materials |
| 15 minutes | **Comfort break** |  |  |

| **Time allocation** | **Aims and objectives** | **Activity** | **Resources** |
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| 1 hour 15 minutes | Introduce and assess learners, where appropriate, within Outcome 2 — Be able to provide first aid to a casualty with suspected injuries to bones muscles and joints.  To include assessment criteria:  2.1 — Recognise suspected:   * Fractures and dislocations * Sprains and strains   2.2 — Identify how to administer first aid for:   * Fractures and dislocations * Sprains and strains   2.3 — Demonstrate how to apply:   * A support sling * An elevated sling | Trainer led classroom session.  Class quiz or other interactive activity regarding fractures and dislocations as well as sprains and strains.  Practical assessment. Trainer to organise learners into groups of two or three as per the needs of the class group. Trainer to allow appropriate time for the class group to practice how to apply a support sling and an elevated sling.  Summative assessment can take place at the assessor’s discretion for each learner’s practical demonstration of Assessment Criteria 2.3. | * PowerPoint/videos * Handouts/first aid book * Bandages and dressings/cool packs * Slings |
| 45 minutes | **Lunch break** |  |  |

| **Time allocation** | **Aims and objectives** | **Activity** | **Resources** |
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| 1 hour 15 minutes | Introduce and assess learners for Outcome 3 — Be able to provide first aid to a casualty with suspected head and spinal injuries  To include assessment criteria:  3.1 — Recognise a suspected   * Head injury * Spinal injury   3.2 — Identify how to administer first aid for a suspected head injury  3.3 — Demonstrate how to administer first aid for a suspected spinal injury | Trainer led activity with the class group providing explanation and management of class discussion of appropriate first aid knowledge across the assessment criteria. Organise learners into groups to allow appropriate time for them to engage with the knowledge based aspects of the session.  Practice and summative assessment of how to administer first aid to a suspected spinal injury. The trainer should provide sufficient opportunity for the learners to practise the skills required for the demonstration of competence of administering first aid to a casualty for a suspected spinal injury.  Summative assessment can take place at the assessor’s discretion for Assessment Criteria 3.3. | * Assessment checklist * Handouts/first aid book * PowerPoints/videos * Class quiz or other interactive materials * Formative assessment materials * Flipcharts/pens * White board |
| 30 minutes | Introduce learners to Outcome 4 — Know how to provide first aid to a casualty with suspected chest injuries  To include assessment criteria:  4.1 — Recognise a suspected:   * Flail chest * Penetrating chest injury   4.2 — Identify how to administer first aid  for a:   * Flail chest * Penetrating chest injury | Trainer led interactive discussion | * PowerPoint (Visuals) * Handouts/first aid books * White board/pens * Quiz |

| **Time allocation** | **Aims and objectives** | **Activity** | **Resources** |
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| 30 minutes | Introduce learners to Outcome 5 — Know how to provide first aid to a casualty with burns and scalds  To include assessment criteria:  5.1 — Identify the factors that affect the severity of burns and scalds  5.2 — Identify how to administer first aid for burns involving:   * Dry heat * Wet heat * Electricity * Chemicals | Trainer led discussion  Activity with groups of 3  Carousel sharing of feedback for Assessment Criteria 5.2 and to include all types of burns | * Flip chart/pens * PowerPoint * Handouts/first aid books * White board/pens |
| 1 hour | Assessing learners using the written summative assessment question paper | Summative written assessment, assessor feedback to learner and remediation time (as required) | * Manikins/AEDs * Instrument of assessment * Marking instructions * Bandages and dressings/ * Padding |
| Total hours — 6 + breaks |  |  |  |