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| First Aid Exemplar Lesson Plan |
| **Lesson plan** — **Day 3** 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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| 15 minutes | Review of Day 2 — Answer any questions from learners for points of clarification | Trainer led discussionIndividual/group questions  | * Trainer
* Class group
* First aid books/learning materials
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| 45 minutes | Introduce Outcome 6 — Know how to provide first aid to a casualty with eye an injury. To include assessment criteria:6.1 — Identify how to administer first aid for eye injuries involving:* Dust
* Chemicals
* Embedded objects
 | Group activity — Organise learners into groups of three of four as meets the requirement of the activity and the groups’ needs. The trainer should allow appropriate time for the learners to engage with the knowledge based aspects of the session. Each group should research their allocated eye injury (dust, chemicals or embedded objects). Each group should present their findings to the class group to share knowledge and understanding. | * Handout with group activity instructions
* Flipcharts and pens
* First aid books/learning materials
* PowerPoint
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| **Time allocation** | **Aims and objectives** | **Activity**  | **Resources** |
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| 45 minutes | Introduce Outcome 7 — Know how to provide first aid to a casualty with sudden poisoning. To include assessment criteria:7.1 — Identify the routes that poisons can take to enter body7.2 — Identify how to administer first aid to a casualty affected by sudden poisoning 7.3 — Identify sources of information for treating those affected by sudden poisoning | Trainer can choose one of the following as best suits the learner group:Trainer led presentationORFive groups — Allocate each group one route of how poison enters the body. The group should then address Assessment Criteria 7.2 and 7.3 as it relates to the allocated poison. | * Handout with group activity instructions
* Flipcharts and pens
* First aid books/learning Materials
* PowerPoint
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| 15 minutes | **Comfort break** |  |  |
| 30 minutes | Introduce Outcome 8 — Know How to provide first aid to a casualty with anaphylaxis.To include assessment criteria:8.1 — Identify common triggers for anaphylaxis8.2 — Recognise suspected anaphylaxis8.3 — Identify how to administer first aid for a casualty suffering from anaphylaxis | Trainer to make use of PowerPoint/video materials and/or refer learners to the first aid learning materials where they can see pictures of anaphylaxis and note signs and symptoms — particularly the extent of swelling that can occur | * First aid books/learning materials
* PowerPoint/video materials
* Pictures and other visuals to demonstrate swelling
* Auto-injector
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| **Time allocation** | **Aims and objectives** | **Activity**  | **Resources** |
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| 45 minutes | Introduce Outcome 9 — Know how to provide first aid to a casualty with suspected major illness.To include assessment criteria:9.1 — Recognise suspected:* Heart attack
* Stroke
* Epileptic seizure
* Asthma attack
* Diabetic emergency (focus on the condition of Hypoglycaemia)

9.2 — Identify how to administer first aid to a casualty suffering from:* Heart attack
* Stroke
* Epileptic seizure
* Asthma attack (may include assisting a casualty to use a spacer device and to take their own inhaler)
* Diabetic injury
 | Trainer led classroom activity.Class quiz or other interactive activity to cover all of the major illnesses identified. Formative assessment questions could be used.The learners could be put into pairs. One of the learners could produce a few questions on the signs and symptoms of all the major illnesses or ones allocated to them by the trainer. The other learner could produce a few questions on the first aid treatment for all the major illnesses or ones allocated to them by the trainer. Once the learners have produced their questions they can ask their partner to attempt an answer. Each learner should be able to provide the correct answers to each other for their allocated tasks. | * PowerPoint/videos
* Handouts/first aid book
* Interactive learning activities
* White board
* Flip chart
* Pens
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| 45 minutes | **Lunch break** |  |  |

| **Time allocation** | **Aims and objectives** | **Activity**  | **Resources** |
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| 1 hour  | Introduce Outcome 9 — Know how to provide first aid to a casualty with suspected major illness.To include assessment criteria:9.1 — Recognise suspected:* Heart attack
* Stroke
* Epileptic seizure
* Asthma attack
* Diabetic emergency (focus on the condition of Hypoglycaemia)

9.2 — Identify how to administer first aid to a casualty suffering from:* Heart attack
* Stroke
* Epileptic seizure
* Asthma attack (may include assisting a casualty to use a spacer device and to take their own inhaler)
* Diabetic injury
 | There is a lot to cover in this outcome so time has been allocated with the lunch break in the middle to provide a (possibly welcome) break for the class group. The trainer should use the time flexibly as per their professional judgment as well as addressing and managing the needs of the class group.  | * PowerPoint/videos
* Handouts/first aid book
* Interactive learning activities
* White board
* Flip chart
* Pens
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| 30 minutes | To provide formative assessment opportunities to learners prior to the summative assessment | Individual/group study session | * Handouts/first aid books
* Formative questioning — written and verbal
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| **Time allocation** | **Aims and objectives** | **Activity**  | **Resources** |
| --- | --- | --- | --- |
| 1 hour and 30 minutes | Assessing learners using the written summative assessment question paper | Summative written assessment, assessor feedback to learners and remediation time (as required)Learners to complete course evaluation | * Instrument of assessment
* Marking instructions
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| Total hours — 6 + breaks |  |  |  |