

***FIRST ON SCENE:  
Unconsciousness  
LESSON PLAN***

Lesson Plan  
Subject:  
Unconsciousness  
Year Group: S1-S2

Required Prior Learning	<ul style="list-style-type: none"> <li>• General Awareness from Home and Primary School.</li> </ul>
Learning Experiences CfE	<p>Curricular Area: Health and Wellbeing.</p> <ul style="list-style-type: none"> <li>• After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. (HWB 3-41a)</li> <li>• Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. (HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a)</li> <li>• I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. (HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a)</li> <li>• I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. (HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a)</li> </ul>
Learning Intentions	<ul style="list-style-type: none"> <li>• Discuss how to keep yourself safe</li> <li>• Be aware of why somebody might be unconscious</li> <li>• Know what to do if you find someone who is unconscious</li> </ul>
Priorities	<ul style="list-style-type: none"> <li>• Public Protection</li> <li>• Public Health and Well-being</li> </ul>

Resources / Best Practice	<ul style="list-style-type: none"> <li>• Film: 'First on Scene: Unconsciousness' - produced by Aberdeenshire Community Safety Partnerships.</li> <li>• PowerPoint presentation.</li> <li>• Walking Debate Activity</li> </ul>
Suggested Follow Up / Lesson(s)	<p>Related presentations such as, First on Scene - Alcohol, Road Traffic Collision and Water Safety films, First Aid (see <a href="http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid">http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid</a> or <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children</a> )</p>
Format of Lesson (non-PowerPoint)	<ol style="list-style-type: none"> <li>1. Outline the Learning Intentions (see above) to the class and discuss if required.</li> <li>2. Show the film.</li> <li>3. Walking Debate Activity</li> </ol> <p>Write “walk on by” on a piece of paper and stick it on the classroom wall. Write “definitely help” on another piece of paper and stick it on the wall opposite. Ask pupils to stand in a line between the two signs. They are going to be shown a number of images – when they see a new image they have to position themselves along the continuum based on how they believe they would act.</p> <p>Present the class with the images from the various films (see .ppt) and ask them whether they would walk on by or definitely help. Encourage discussion about why they have chosen to stand where they are. Finish with the image from the unconsciousness film.</p> <ol style="list-style-type: none"> <li>4. Discuss <b>STAC</b> (Stop, Think, Assess, Call) and link it back to the film, also stress safety of ‘self, scene and survivors’</li> <li>5. Discuss unconsciousness – what is it?</li> </ol> <p>Unconscious: If your pupils are unfamiliar with the term ‘unconscious’, you can explain it using the following definition: <i>unconsciousness is when a person cannot respond to people and things</i></p>

*happening around them. For example, they will not talk back to you when you tap them on the shoulder and say their name. They also do not move as all their muscles are relaxed (floppy). Their tongue will drop back and block their airway if they are lying flat on their back.*

Introduce FISH SHAPED - The major causes of unconsciousness.

**Faint** - a brief and temporary loss of consciousness

**Infection/Infantile Convulsions** - may produce a very high temperature leading to convulsions, especially in infants

**Shock** - caused by a failure of the circulatory system

**Head injuries** – Concussion – the brain has been badly shaken; Compression – due to a build up of pressure in the skull

**Stroke** - caused by an interruption of the blood supply to brain tissue resulting in oxygen deprivation and death of tissue

**Heart attack** - which occurs when the heart muscle is deprived of oxygen and death of tissue results

**Asphyxia** - results in an inadequate supply of oxygen to the brain leading to unconsciousness and eventual death

**Poison** - any substance that if taken into the body in sufficient quantity is capable of destroying life. Poisons may be injected, inhaled, absorbed or ingested

**Epilepsy** - various types exist but they all involve some degree of electrical disturbance in the brain

**Diabetes** - caused by failure of the body to regulate the amount of sugar in the blood stream. Two emergencies can occur, low or high blood

	<p>sugar.</p> <p>6. Treatment as for casualty in film and then more general treatment for an unconscious casualty - remove them from the cause or the cause from them and put them on their side. Ensure they are breathing.</p> <p><b>If someone is unconscious and you need to check if they are breathing...</b></p> <p>The key thing here is to <b>look</b> (for chest movement), <b>listen</b> (for breaths) <b>and feel</b> (for breaths and chest movement).</p> <p>Pupils can write these three words and illuminate them with visual additions to make them more memorable, such as adding dots in the letter O of 'look' and making the N of 'listen' into an ear shape.</p> <p><b>If someone is unconscious and breathing...</b></p> <p>The key action is to <b>move them onto their side and tilt their head back.</b></p> <p>A person who is breathing but unconscious needs to be put on their side with their head back, i.e. with an open airway. One football mnemonic that pupils may remember is that if you are <b>onside</b> with an <b>open</b> goal you will score!</p> <p>Practice placing an unconscious casualty on their side.</p> <p>7. Recap lesson</p>
Format of lesson	
PowerPoint 1.	<ul style="list-style-type: none"> <li>• First on Scene Logo/STAC sign.</li> <li>• Lesson title: Dealing With Unconsciousness.</li> </ul>
PowerPoint 2.	<p>Learning Intentions</p> <ul style="list-style-type: none"> <li>• Discuss how to keep yourself safe</li> <li>• Be aware of why somebody might be unconscious</li> </ul>

	<ul style="list-style-type: none"> <li>• Know what to do if you find someone who is unconscious</li> </ul>
PowerPoint 3.	Show the film
PowerPoint 4 – 8.	<p>Walking Debate Activity</p> <p>Write “walk on by” on a piece of paper and stick it on the classroom wall. Write “definitely help” on another piece of paper and stick it on the wall opposite. Ask pupils to stand in a line between the two signs. They are going to be shown a number of images – when they see a new image they have to position themselves along the continuum based on how they believe they would act.</p> <p>Present the class with the images from the various films (see .ppt) and ask them whether they would walk on by or definitely help. Encourage discussion about why they have chosen to stand where they are. Finish with the image from the unconsciousness film.</p>
PowerPoint 9.	<p><b>STAC</b></p> <p>Discuss <b>STAC</b> (<b>S</b>top, <b>T</b>hink, <b>A</b>ssess, <b>C</b>all) and link it back to the film</p>
PowerPoint 10.	<p>Safety</p> <p>Stress safety of ‘self, scene and survivors’</p>
PowerPoint 11.	<p>Discuss unconsciousness – what is it?</p> <p>Unconscious: If your pupils are unfamiliar with the term ‘unconscious’, you can explain it using the following definition: <i>unconsciousness is when a person cannot respond to people and things happening around them. For example, they will not talk back to you when you tap them on the shoulder and say their name. They also do not move as all their muscles are relaxed (floppy). Their tongue will drop back and block their airway if they are lying flat on their back.</i></p>

<p>PowerPoint 12.</p>	<p>Introduce FISH SHAPED - The major causes of unconsciousness.</p> <p><b>Faint</b> - a brief and temporary loss of consciousness</p> <p><b>Infection/Infantile Convulsions</b> - may produce a very high temperature leading to convulsions, especially in infants</p> <p><b>Shock</b> - caused by a failure of the circulatory system</p> <p><b>Head injuries</b> – Concussion – the brain has been badly shaken; Compression – due to a build up of pressure in the skull</p> <p><b>Stroke</b> - caused by an interruption of the blood supply to brain tissue resulting in oxygen deprivation and death of tissue</p> <p><b>Heart attack</b> - occurs when the heart muscle is deprived of oxygen and death of tissue results</p> <p><b>Asphyxia</b> - results in an inadequate supply of oxygen to the brain leading to unconsciousness and eventual death</p> <p><b>Poison</b> - any substance that if taken into the body in sufficient quantity is capable of destroying life. Poisons may be injected, inhaled, absorbed or ingested</p> <p><b>Epilepsy</b> - various types exist but they all involve some degree of electrical disturbance in the brain</p> <p><b>Diabetes</b> - caused by failure of the body to regulate the amount of sugar in the blood stream. Two emergencies can occur, low or high blood sugar.</p>
<p>PowerPoint 13.</p>	<p>Treatment</p> <p>Treatment as for casualty in film and then more general treatment for an unconscious casualty - remove them from the cause or the cause from them and put them on their side. Ensure they are</p>

	<p>breathing.</p> <p><b>If someone is unconscious and you need to check if they are breathing...</b></p> <p>The key thing here is to <b>look</b> (for chest movement), <b>listen</b> (for breaths) <b>and feel</b> (for breaths and chest movement).</p> <p>Pupils can write these three words and illuminate them with visual additions to make them more memorable, such as adding dots in the letter O of 'look' and making the N of 'listen' into an ear shape.</p> <p><b>If someone is unconscious and breathing...</b></p> <p>The key action is to <b>move them onto their side and tilt their head back.</b></p> <p>A person who is breathing but unconscious needs to be put on their side with their head back, i.e. with an open airway. One football mnemonic that pupils may remember is that if you are <b>onside</b> with an <b>open</b> goal you will score!</p>
PowerPoint 14.	Practice placing an unconscious casualty on their side.
PowerPoint 15.	Recap lesson