


**What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 10 journey? INTENT:** This is a unit of work based upon the study of FIRST AID, including teaching students the processes of DRABC in order to support vulnerable people according to their situations. Students will explore and revise how to deal with shock, CPR, bleeding and the recovery position. They will acquire knowledge of strategies needed to cope and deal with different emergency situations. They will use this knowledge to reflect on how they can utilise their embedded skills they have learnt in their own lives and to help other people, should the need arise.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge
What should students already know?	What do you want students to know?	How will you ensure that you make learning relevant to the world we live in?
<p>All students by the time they leave school should feel confident in helping themselves or those around them if an injury occurs, in support of St John Ambulance's ambition to reduce avoidable deaths through educating more and more people.</p> <p>Including Health and Hygiene in y7, Health &amp; Wellbeing in Y8, Health &amp; Wellbeing in y9, they will already have an understanding of some of the key themes that are scaffolded at an age appropriate level to support and maintain health.</p> <p>By using the Personal Development curriculum to embed First Aid, students can also gain an appreciation of the importance of helping others at their most vulnerable time, building a stronger moral compass for our students.</p> <p>For instance, by using the acronym DRABC, students are encouraged to assess their own safety in the first instance before helping anyone else. This minimises further accidents or injuries. Furthermore, by embedding the acronym DRABC, students are more likely to remember (and therefore be more confident in) delivering the first aid processes that are required in certain situations.</p>	<p>In preparation for year 10 students to embrace a new learning environment when on their work experience placements in May 2023, it is important that ALL students and staff are pre-emptive with a solid understanding of First Aid, with a confidence to help people in urgent need.</p> <p>Due to increasing pressures the NHS are facing due to staff shortages and government cuts, as well as supporting St John Ambulance in their mission to save more lives, it is all the more imperative that more people are educated and put into practice some potentially life-saving techniques. It is important that students are aware of how to deal with different health implications so that they can become valued members of society, supporting our health care system.</p> <p>As students are covering First Aid in year 10, this will allow them retrieval opportunities in Year 11 to consolidate their knowledge, but will also help to prepare them for working in a range of environments, including their work experience placements that will be happening May 23<sup>rd</sup>-27<sup>th</sup>, 2023. This will therefore enhance their awareness of the importance of helping others, especially when concerning First Aid.</p> <p><b>LESSON CONTENT</b></p> <hr/> <p><b><u>First Aid</u></b></p> <ol style="list-style-type: none"> <li>1.Sprains, Asthma &amp; Allergies</li> <li>2.Causes &amp; Treatments of Shock</li> <li>3.Treating Cuts &amp; Bleeds</li> <li>4.Recovery Position (practical)</li> <li>5.Choking (practical)</li> <li>6.CPR (practical)</li> </ol> <p>Students to know:</p> <ul style="list-style-type: none"> <li>• Definition of DRABC, what is first aid and why it is important</li> <li>• What to do in the event of someone having a sprain, asthma attack or reaction to an allergy</li> <li>• How to treat someone experiencing shock</li> </ul>	<p><b><u>Links to support an ambitious curriculum</u></b></p> <p>St John's Ambulance- How- to First aid videos:  <a href="https://www.sja.org.uk/get-advice/first-aid-advice/?parentId=12265&amp;categoryId=12349">https://www.sja.org.uk/get-advice/first-aid-advice/?parentId=12265&amp;categoryId=12349</a></p> <p>Red Cross -Safe-hands community:  <a href="https://www.redcrossfirstaidtraining.co.uk/safe-hands/">https://www.redcrossfirstaidtraining.co.uk/safe-hands/</a></p> <p>Christian Eriksen collapses during a football game and teammate puts him in the recovery position:  <a href="https://www.mirror.co.uk/sport/football/news/denmark-kjaer-christian-eriksen-cpr-24306820">https://www.mirror.co.uk/sport/football/news/denmark-kjaer-christian-eriksen-cpr-24306820</a></p>

	<ul style="list-style-type: none"> <li>• The different types of cuts and bleeds and how to treat them initially</li> <li>• How to put someone in the recovery position properly</li> <li>• How to assist someone who is choking, giving back blows and after treatment</li> <li>• How to do hands only CPR</li> </ul>	
<b>Future Learning</b>  HT5 Healthy Living	<b>Application of Knowledge</b>  Students will be able to gain an understanding into first aid. They will be able to correctly identify facts about different first aid treatments and injuries.	

Pedagogy	Approaches to Learning	Impact on Learning
What possible teaching approaches could be used? How would you expect students to show progress?	<p><b>Interleaving to the SEXIONS visits they will have received.</b>            Think back to the Sexions visit. What is consent? Why is it so important? What are the laws regarding consent?</p>	The use of Interleaving here will not only support their current learning, but it makes their prior learning important, whilst encouraging them to understand that everything they have learned interlinks and contributes to them becoming a well-rounded individual.
	<p><b>YouTube video: Ted Talk on Discrimination (for discrimination in the workplace lesson)</b>   <a href="https://www.youtube.com/watch?v=DZWulvhwFiU">https://www.youtube.com/watch?v=DZWulvhwFiU</a></p> 	The video stimulus will engage students with the content whilst also allowing them to question the content being show in the clip. This may also give students an opportunity to reflect on their own/their friends or other people's behaviour and attitude towards their own moral compass. This will also provide students with a safe platform to develop their own opinions and Individual Liberty on morals and moral compass.
	<p><b>Myth busting questionnaire-</b>            By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics.</p>	The use of FAQs and their true answers often shocks students and opens their eyes to the laws in Britain around racism, extremism, consent, as well as other key areas covered in this module.  Students will often have questions of their own as well, so it may be worth while giving out post it notes for them to write questions on. If mentors are unsure of how to respond to any questions can be passed on to A.Bleasdale/ E.Watts.