# World War I Primary Resources: Lesson 3

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| Subject H&W, PMDU, PSE, PSHE | | | |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland | | | |
| Cross curricular opportunities: History, Science | | | |
| Year Group / Class: | | | |
| Date of lesson: | | | |
| Learning objectives | | |
| * How to manage risk to physical, emotional health and wellbeing. * How to respond to a range of emergency situations. | | |
| Success Criteria | | |
| * Describe what improvising is; explain its advantages and disadvantages. * Be able to demonstrate basic first aid for bleeding, broken bones and burns. * Be able to discuss why it’s important to help others. | | |
| Key vocabulary | | |
| * Improvise * Regimental Aid Post * First aid | | |
| Resources | | |
| * White board / lap top * Operation Ouch film (section 2:38 – 4:31) * Everyday items – towels, shirts, sweat shirts, cushions, water. | | |
| SEQUENCE OF LESSON – (based on 40 minute lesson) | | | |
| Timings10 minutes­ | Introduction Ask who knows what the word IMPROVISE means. Write it so everyone can see it, and invite contributions.  When you don't have the right materials, and you have to make do with something else, you are improvising. When you haven't prepared or practised something, but you go ahead and do it, you are improvising.  Invite examples and discuss. If you want a drink of water but haven't got a cup - what might you use instead? For example, your hands, a bowl, a plastic bag, a shoe...  Discuss as many other examples as you need to be sure pupils understand the idea.  For example, how might you...   * butter some bread without a knife * rest your head without a pillow * walk a dog without a lead * change the television channel without a remote * play football without a ball * cut paper neatly without scissors | | |
| 25 minutes | Group or class activities Improvising is a great survival skill. Sometimes improvised ideas turn out to be so good, they are kept and are still used years later.  Of course, not all the ideas you come up when improvising are good ideas. Some are definitely to be avoided. Like the section in the CBBC Operation Ouch film which shows the clip of the regimental aid post.  Show the Operation Ouch film section 2:38 – 4:31 and ask pupils to watch out for a bad improvised idea.  Did pupils see Dr Xand going to knock out the patient with a piece of wood? What was wrong with that as a substitute for an anaesthetic? Those trying to provide emergency health care to injured soldiers had to do a lot of improvising at the regimental aid post.  Many improvised ideas became really effective like the invention of the ‘Thomas splint’ which helped to stop soldiers dying of a broken leg and is still used today.  Remember Charley the little boy who broke his arm and was given an operation – During the First World War his mother would have had to improvise with a rolled up newspaper to use as a splint. There was no NHS and you would have to pay for an X-ray which most people couldn’t afford to do. There would be no operation and the likelihood is the elbow would be permanently damaged.  How we deal with first aid today is very different because we learn what works best and techniques have evolved over time.  Pupils can practise a number of first aid skills by working in pairs or groups.  **If someone has a broken bone…**  The key point to remember is to keep it still and support it.  Pupils must keep the injury still and support it to stop it moving.  Pupils should work in pairs; they can use a number of items – their hand, cushions or an item of clothing – to prevent any unnecessary movement of the other pupil’s arm or leg. The floor is very good at supporting a leg, which can then have padding placed around it. Remind them of the need to get help and to continue supporting the injury until help arrives. Tell an adult. Call 999  **If someone has a bad bleed…**  The key point to remember is press on it.  Putting pressure on a bleed will help slow down and stop the bleeding.  Pupils should imagine their friend has a wound on their hand which won’t stop bleeding. Get them to work in pairs to practise applying pressure. They can improvise by using everyday items like towels or shirts.  Remind them of the need to get help if there is a bad bleed and to continue pressing on the injury until help arrives. Tell an adult. Call 999.  **If someone has a burn…**   1. Look out for the hot thing. 2. Put the injury under cold running water. 3. Keep the injury under cold water for at least ten minutes.   Tell an adult or call 999.  Pupils should work in pairs and discuss how they can improvise if there is no water available what else could they use? E.g. milk, orange juice etc.  Look at the British Red Cross website, where there are lesson plans, games, quizzes and films which can help in teaching first aid to primary students: <http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children> | | |
| Time available | Plenary Ask pupils what they have learnt from this lesson.  Ask: Why might they help someone? What might happen if they didn’t help? How might they feel if they were injured and needed help?  Ask how they can help someone with an injury. Reinforce key learning points:   * When helping others, they must always keep themselves safe. * How to give first aid in a variety of common situations. * In an emergency, they should tell an adult AND make sure someone calls 999. | | |
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| Opportunities for Assessment | | Differentiation | |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning | |
| Evaluation | |  | |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | | |