

KS2 Allergies

**1. Details of the teacher**

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| Name:  | Date: | Time: | Class: |

**2. Topic overview**

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| **Suggested timing for session (excluding optional activities) is 60 minutes.** **Teaching staff notes:****Ensure content will not affect any students adversely, may contain images of injury/ bleeding**Delivery of this session must ensure that all students maintain the safety of themselves and others before administering any first aid. Students must be able to identify when a casualty may require an assessment and first aid treatment for an allergic reaction. Actions within the topic will include looking after a casualty and reassuring them; seeking medical help if required and administration of basic first aid skills.Before delivering any first aid skills, teachers must feel confident that they have the relevant knowledge and competency to safely teach techniques.It is advised that students are taught basic life support skills prior to this session, as a casualty with a severe allergic reaction could also experience breathing and circulatory problems and basic life support may be the appropriate action required. **Session timings**: timings for session are generally advised as one hour in duration, however delivery time will vary according to group size and previous knowledge of learners. Optional activities are excluded from these timings and may be used within session to extend duration or as a separate learning session to recap or extend learning. Approximate timing guides are provided on each optional activity to assist with planning and preparation of sessions.For this session learning materials will be:* PowerPoint presentation
* A4 Paper
* Pens
* Coloured pens for pupils to amend own work
* See optional activities for specific resources required for each activity
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**3. Key words**

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| * **trigger**
* **anaphylaxis**
* **allergen**
* **immune response**
 | * **ingestion**
* **injection**
* **inhalation**
* **Auto injector**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Explain what an allergic reaction is
* Give first aid to a casualty who is having an allergic reaction
* Recognise when to call for help for a casualty who is having an allergic reaction
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**5. Details of activities and resources required**

Note: Feel free to choose activities to fit the time you have available. For example, you could do one task from each intro, main input and optional categories.

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| **Introduction** |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation
 | Allergic reaction |
| First aid steps: (5mins)* Ask the students to use their existing first aid knowledge to see if they can complete any of the missing steps. Students should write in the boxes any actions that they feel would fit into a sequence of events that would allow them to help someone who is having an allergic reaction
* At end of session you can revisit this and see if students can make any amends or add further information (using a different colour pen
 | Slide 0 |
| * Explain the learning outcomes of the session
* Establish ground rules for the session, using additional advice sheet provided
 | Slide 3 |

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| **Main Input** |
| **Activity** | **Resources required** |
| **Casualty care: (5 mins)*** Advise that as a first aider it is important that you offer care and support for a casualty.
* Ask if students can rank the actions into order of importance, allow discussion and debate for this and then reveal that each action is as important as the other.
* Discuss consequences of not including these actions as part of casualty care,
 | Slide 4 |
| **What is happening here: (5 mins)*** Use PowerPoint to determine if students can identify insect is likely to sting a casualty
* Discuss types of animals and insects that may sting or bite and could cause a reaction
* Check group understands that stings are “injected” into the body
* Use slide 6 to check statistics and help students understand that a large number of people in UK suffer from allergies
 | Slide 5-6 |
| **What is an allergic reaction: (5 mins)*** Use the slide to explain the signs and symptoms how the immune system would usually protect against virus or bacteria by producing an immune response
* Explain to the class that allergic reactions can differ in severity, a reaction can be mild, moderate or severe
* A severe reaction is known as anaphylaxis and is life threatening
 | Slide 7 |
| **TABI W17: (15 mins)*** Use the slides to explain the difference between each route that an allergen may enter the body (TABI)
* Students should be able match at least two allergens with each part of TABI
* Several answers are revealed on slide 9, compare alternative answers from group
* Worksheet W19 gives an opportunity to understand how a casualty that is having an allergic reaction may feel, discuss how feelings may match symptoms. E.g. short of breath = anxious.
 | Slide 8-10 |
| **Video: (5 mins)*** Students to watch the video and have discussion on content when finished
* What content from the video can they link to knowledge gained in session so far?
 | Slide 11 |
| **Your turn: (10 mins)** * Print out your turn sheets and give students a scenario to manage and administer first aid skills
* The teacher should demonstrate the key steps to deliver first aid to a casualty that is having an allergic reaction. Use the key steps to guide your actions or alternatively let the students direct your actions as you follow their instructions
* Ensure that the allergen is moved from the scenario to aid the casualty’s recovery
* Use key steps to simulate looking after a casualty. Ensure that they remember to firstly make the area safe by removing any hazards to themselves or others; reassure the casualty and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Remember if the casualty became unresponsive at any point then a primary survey must be conducted, if unresponsive and not breathing normally, then CPR must be commenced straight away
* Each of the key steps can be ticked off on a printout of the sheet to show when competent
* Teacher to observe and feedback to students. As an option, the student could use peer assessment and score their partners
* Scenario cards could be made which the teacher can use to make the practical activity relevant in a certain context for students.
 | Slide 12 |
| **Speech bubble symptoms: (5 mins)*** Consider printing the activity sheet as a handout to complete individually
* Students to colour in the symptoms that occur in the event of an allergic reaction
* You can S &C this activity by colouring in red, yellow and green to categorise the severity of the symptoms
 | Slide 13-14 |
| **Auto injector and medic alerts (5 mins)*** This slide offers an opportunity for students to view auto injectors and understand how an individual that severe allergies has may carry one on their person.
* They should be taught to look for clues like medic alerts and auto injectors, in the event the casualty is unable to tell what has happened these items help us understand an allergic reaction could be reason for casualty’s condition
 | Slide 15-16 |

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| **Check my learning: (5 mins)*** Revisit learning outcomes and check student’s confidence and competence regarding management of a casualty who is having an allergic response
* Students could revisit starter activity to assess progress made against baseline assessment.
 | Slide 17 |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **W17 TABI :*** Optional activity W17 use slide to look at 4 routes that an allergen can enter the body.
* Students can write or draw their answer
* Students should learn basic anatomy by extending activity and sorting/labelling/researching different body parts and use activity to gain an understanding of how the human body forms
* S&C can be for the class to do this without the assistance of the slides for guidance
 | Slide 8-9 |
| **W18 how may a casualty feel?*** Students to consider what it may feel like to experience an allergic reaction
* Use the information to discuss what actions you could take as a first aider to assist, e.g. if anxious then being reassuring would be an appropriate response
 | Slide 10 |
| **W18 Speech bubble symptoms:*** Print out the speech bubble symptoms sheets and give students the opportunity to colour in the symptoms they feel would be present during an allergic reaction
* Colour in symptoms according to severity
* Check answers on slide 15
 | Slide 23-24 |

**6. Check learning**

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| * Use slide 17 ensure that leaning outcomes of the session have been met
* Teacher to ask open questions about safety
* Use key words given in session plan. Can students put these words into sentences?
* What have you learned today?
* Score yourself - how confident would you now be if you came across someone who was having an allergic reaction?
* Revisit your starter activity. Using a different colour pen, can students now complete this task more accurately than they could before?
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**7. Details of assessment for learning**

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| * Shared learning objectives
* Peer assessment
* Written feedback
 | * Questions/answers
* Self-assessment
* Reflection/evaluation
 | * Extended questions/answers
* Oral feedback
* Group work
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**8. Teacher notes**

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| **Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.** |

**9. Curriculum links**

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