

LESSON PLAN

RECOVERY POSITION

Please ensure you have adequate first aid knowledge before teaching this lesson.

Please contact us if you need any help or guidance with this.

1. DETAILS OF TEACHER

Name:	Date:	Time:	Class:
-------	-------	-------	--------

2. DETAILS OF LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

- identify when a casualty should be put in the recovery position
- place an unresponsive casualty in the recovery position.

3. DETAILS OF ACTIVITIES, TIMINGS AND RESOURCES REQUIRED

Note: We appreciate that you may not be able to spend a full hour on this topic. Feel free to choose activities to fit the time you have available. For example, you could do one task from each starter, development and plenary category.

Activity	Suggested timing	Resources required
Starter activities		
Recap danger, response, airway, breathing, circulation (DRABC) sequence for unresponsive casualty.	5 mins	PowerPoint presentation
Discuss the need to keep the airway open and how the recovery position achieves this.	5 mins	
Development activities		
Demonstrate the recovery position step by step, answering any questions at the end and confirming understanding of each stage of the skill.	10 mins	
Depending on the time available, the students should do one or more of the following activities: <ul style="list-style-type: none"> ➤ copy step-by-step instructions to place a casualty in the recovery position ➤ practise putting each other in the recovery position, including seeking help ➤ in trios, one student can be blindfolded and give instructions to a second student telling them how to place the third student in the recovery position. The first aider has to do exactly what they are (safely) instructed to do. The three students can swap around so all the students get the chance to be the first aider. 	30 mins	PowerPoint presentation Paper and pens
Plenary activities		
The students can draw or write a personal memory jogger to remember when and how to place a casualty in the recovery position.	10 mins	Paper and pens
Plenary activities		
The students could work in small groups to design a poster showing the steps involved in placing a casualty in the recovery position.		

4. DETAILS OF ASSESSMENT FOR LEARNING

- | | | |
|---|--|---|
| <input type="checkbox"/> Shared LOs | <input type="checkbox"/> Question/answer | <input type="checkbox"/> Extended question/answer |
| <input type="checkbox"/> Peer assessment | <input type="checkbox"/> Self assessment | <input type="checkbox"/> Oral feedback |
| <input type="checkbox"/> Written feedback | <input type="checkbox"/> Reflection/evaluation | <input type="checkbox"/> Group work |

5. TEACHER NOTES

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

6. DETAILS OF SUBJECT-SPECIFIC VOCABULARY

Breathing, open airway, primary survey, recovery position, response, unresponsive, vital signs.

7. CURRICULUM LINKS