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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: SLR- First Aid and Sports Injuries**  **Duration: 10 weeks** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 6** | *A student:*  1.3 demonstrates ways to enhance safety in physical activity  2.5 describes the relationship between anatomy, physiology and performance  3.6 assesses and responds appropriately to emergency care situations  4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context  4.4 demonstrates competence and confidence in movement contexts  4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * assess the danger to themselves, the casualty and others in a variety of first aid situations * prioritise the management of multiple casualties in a first aid situation * conduct the assessment and treatment of casualties using DRSABCD * demonstrate the procedures for CPR * identify the point at which medical referral is required in first aid situations * outline the information that emergency services will require in a first aid situation * identify the signs and symptoms of each condition * demonstrate the management of a person with each condition * place a casualty in the lateral recovery position * describe how warm-up helps reduce the risk of injury * plan and conduct warm-up sessions consisting of low intensity activities, stretching and sports-specific activities * describe procedures for assessing the nature of the incident and prioritising action * conduct an initial assessment of an injury using STOP (Stop, Talk, Observe, Prevent) * conduct a full assessment of the injury, to determine if the injured athlete can resume play, using TOTAPS (Talk, Observe, Touch, Active movement, Passive movement, Skills test) * explain the point at which medical referral is required in a variety of first aid situations * identify the health professionals that guide the rehabilitation process * describe the importance of a full rehabilitation to the prevention of further injury * distinguish between hard and soft tissue injuries * explain the nature of overuse injuries * demonstrate the application of a sling to manage an injury * demonstrate basic bandaging and taping skills * explain the impact of the RICER procedure on injury recovery time * apply the RICER procedure to a range of soft tissue injuries * plan hydration procedures to prevent heat injuries. | | | | | | | | **Students learn about:**   * assessment of the situation * DRSABCD (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation) * CPR (Cardiopulmonary Resuscitation) * emergency services   Managing Conditions   * unconsciousness * shock * bleeding * neck and spinal injuries * heart attack * asthma * epilepsy * diabetes * poisons, bites and stings   Managing Injuries   * fractures of the limbs * dislocations * concussion * burns * cramps   Principles of Sports Injury Management   * prevention * incident * acute phase * referral * rehabilitation   Types of Sports Injuries   * hard tissue * soft tissue * overuse * heat injuries   Managing Sports Injuries   * slings, bandaging and taping   **RICER (Rest, Ice, Compression, Elevation, Referral)**   * thermoregulation * hypothermia   hyperthermia | | | | | | | | |
| **Background and Key Ideas** | In this module students develop the knowledge, understanding and skills necessary to assess and manage a variety of injury-related situations. Students will explore resuscitation procedures, preventive strategies, and assessment and management of first aid and of sports injuries. As a result of studying this module students will develop confidence in responding appropriately to emergency situations. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Element:  **Teaching activities linked to program to increase learning:**  **Reading** • recognise SLR terminology and its meaning • read for a variety of purposes • read from a variety of sources • extract and organise information • follow written instructions • analyse information • relate and link knowledge and understandings • identify and locate appropriate resources • skim a text to determine general content • scan a text to locate specific information • read to summarise information • recognise author’s viewpoint, bias and stereotyping in texts  **Writing** • express ideas in written form • use SLR terminology appropriately • write for a variety of purposes and audiences • use a variety of written text types • express a point of view and support with examples • describe and explain various phenomena related to SLR • present an argument • construct an information report • devise a set of explicit instructions that involve sequential steps • record information clearly • organise written information from a variety of sources | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| **Although Numeracy is not the focus there is Teaching activities linked to program to increase learning:**  Using Mathematical Ideas and Techniques  Almost every sport-related activity has a mathematical dimension. Students apply mathematical techniques when they analyse the biomechanical principles that underpin successful technique, quantify judgments about the quality of performance, measure components of fitness, monitor their development over time, and allocate time to the components of a coaching session. | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |  |
| **Intellectual Quality** | | | |  | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |  |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1**  Emergency care ( what are the principles of first aid?)  Emergency care is the aid given to a person who is injured or become suddenly ill. (p65)  What do we mean by consent in first aid?  Essential Questions 1. When is safety an issue? 2. What types of things are harmful to your health? 3. How can health risks be reduced? 4. How do health and safety issues relate to emergency issues? 5. How do you use decision making in dealing with health and safety?  Minimizing Risk of Injury • Unit questions – What are the first aid and safety guidelines? – What are some risks to yourself and others, and how can they be reduced?  **Week 2 and 3**  In week 2 important information regarding what to do when coming onto the scene of an accident and what to do in case of an emergency will be studied. Who to call when you come upon an emergency and what information is needed will be studied. (p66-73)  DRSABCD action plan- Students to develop a poster on the action plan.  FIRST AID MANAGEMENT  **D** - Check for Danger (danger to yourself, bystanders, the casualty)  **R** - Check for Response (squeeze and shout technique)  **S** - Send for help. Call 000 or 112 from a mobile  **A** - Open Airway (place in recovery position on side)  **B** - Check for normal Breathing (look, listen and feel)  **C** - Start CPR. Give 30 chest compressions (at a rate of 100 per minute) followed by 2 breaths (CPR = Cardio Pulmonary Resuscitation)  **D** - Attach AED as soon as available and follow prompts (AED = Automated External Deﬁbrillator)  – What are the steps of infant, child, and adult CPR? – What are the steps of conscious and unconscious choking for infant, child, and adult? – What are the steps for rescue breathing for infant, child, and adult?  Practice putting a partner in the stable side position.  **Week 4**  **Emergency services**  Emergency phone number list-phone numbers that would be necessary in case of emergency such as fire, ambulance, poison control, emergency contact, and directions to house will be compiled for each student on his or her own and ready to be put by their phone.  Emergency scenario exercise-students will get in groups and act out emergency and what to do when first one on scene, and what actions would be taken.  Case study ( p74-75) Which sports send the most Australians to hospital?  Answer Questions 1-4  **Week 5 and 6 Assessment 10%**  **Managing conditions and injuries**  Develop a user friendly first aid manual showing the signs & symptoms with the appropriate management for each of the listed conditions.  (p76-91)  1. DRSABCD  2. Heart Attack  3. Shock  4. Bleeding  5. Burns  6. Neck & spinal  7. Fractures  8. Poisons  9. Bites & stings  10. Anaphylaxis  11. Asthma  12. Epilepsy  13. Diabetes  **Week 7**  **Principles of sports injury**  Direct injuries - caused by direct contact  Indirect injuries - are caused by violent forces that do not involve physical contact. e.g. strains, tears, sprains  Prevention strategies  - Proper warm up  - Environmental factors, weather, surface  - Equipment, lack of or poor  - Human error  **STOP** principle  **S**top - stop the athlete from participating or moving, stay calm, stop the game if necessary  **T**alk - talk to the injured athlete, what happened? where does it hurt? etc  **O**bserve - observe the athlete, are they distressed, is there swelling, any deformity, tenderness etc.  **P**revent - further injury, get professional help, dont move athlete, immobilise and support injury, keep onlookers away.  **Week 8**  Managing sports injuries (soft tissue)  **Slings, bandages and taping**  **What does the term RICER stand for?**  **R**est - rest and restrict all movement  **I**ce - apply cold compress to constrict blood vessels, 10-20 min every 2hrs and then 10-20 min every 4 hrs. Make sure ice is not applied directly to the skin.  **C**ompression - apply compression bandages firmly to the injured area as well as above and below it.  **E**levation - raise the injured part, preferably above heart level  **R**eferral - refer the casualty to a specialist to ensure proper recovery.  **Week 9 and 10 Assessments**  First aid and CPR review sheet  **Assessment 10% Online first aid course (firstaidforfree)**  **ASCIA anaphylaxis course**  **Practical scenarios for students to complete. 10%**  Sample First Aid Scenarios  Scenario 1 You stop to assist a road and traffic related injury in which a pedestrian has been knocked over by a car. The pedestrian remains on the road and is unconscious and bleeding from a cut to the head. You are the only person with first aid qualifications but three other people offer to help.  Scenario 2 You are the designated first aid officer at an athletics carnival. One of the runners stops mid race and complains of severe breathing difficulties. She says she is asthmatic and also has cramps in her legs.  Scenario 3 A tradesman is working at your home and falls from a ladder. He is conscious but incoherent. There are minor cuts and abrasions but he is holding his back and head complaining of severe pain. He looks pale and has a rapid but weak heart rate.  Scenario 4 During a cycling road race three competitors crash into one another. One is bleeding from cuts to the legs and arms, another is unconscious and the third has swelling and deformity to the left wrist. You are the only person at this location.  Scenario 5 As you are walking through the playground, an elderly visitor to the school collapses and complains of tingling in the left arm and shoulder. The visitor informs you that they had some indigestion earlier in the day but it has ceased.  Scenario 6 You are the first aid officer at a rugby match where a player has a tooth knocked out. The tooth has been found and the player indicates that he would like to play the last 5 minutes of the match before having it attended to. The coach is also keen for him to finish the match, as it is an important game.  Scenario 7 You are the lifeguard at a busy beach when a swimmer asks you to treat a red mark on her arm. She tells you it is giving her a burning sensation and that she only noticed it after getting out of the water to return to her towel. | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| One on one assistance to complete literacy tasks if required  Someone to read if required .  Students will participate in lessons that are highly scaffolded.  Students will view examples before given tasks to work on individually, in small groups or individually with teacher/SLSO assistance.  Students will be given simple one step instructions both verbally and written on the board.  Opportunity will then be given to complete short modified questions independently.  Use a range of software, including word processing, to create, edit and publish texts imaginatively. Break lessons into small sections at a time if required. Use L2 to ask Big Questions and encourage students to improve their writing. | | | | | | | This study assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.  Enhancing personal development:  \* Communication  \* Decision making  \* Team work  \* Leadership  \* Self confidence  \* Following instructions  There is considerable opportunity for students to adopt a range of cooperative and leadership roles in this course. The sporting context is one in which the principle of individuals working towards a common goal can be clearly illustrated. | | | | | | | | | | |
| **Assessments- Type: Knowledge/ skills. Weight: 30%. Due Date: End term 4** | | | | | | | | | | | | | | | | | |  |
| Student self assessment  Students will have a chance to practice their skills so they know what they need to work on, study, revise, or refine. Students can evaluate their own work and have a chance to revise or refine before turning in for final evaluation. Two specific activities include:  Develop a user friendly first aid manual showing the signs & symptoms with the appropriate management for each of the listed conditions. 10%  • Simulation exercise on computer in which students will answer questions and gets feedback at the end on what was correct and/or incorrect - online course ( firstaidforfree.com) 10%  • Practice CPR and first aid skills in class on mannequins in which students get to go through step by step procedures to help students grasp ideas as well as refine skills.  • Final rescue procedure demonstration. Students will be asked at random to perform demonstration of one practical skill, one that had been previously practiced in class. 10%  Due end of Term 4 | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | |
| Sport, Lifestyle and Recreation (Nelson) textbook  (firstaidforfree.com) | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |