

LESSON PLAN

FAINTING

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:

- > recognise when someone feels faint or has fainted
- > respond appropriately to someone who feels faint or has fainted.

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		
Ask the students what they understand by 'fainting'. Discuss and respond to the students' suggestions.	5 mins	Whiteboard
The students can discuss what causes people to faint and how you can recognise when this is happening.	5 mins	
Development activities		
Explain to the students that fainting is usually caused by a lack of blood flow to the brain for a short period of time. The body responds by causing the person to fall to the ground (faint). This can be demonstrated using the bottle of red liquid, with the liquid representing the blood.	15 mins	PowerPoint presentation
Share ideas and discuss the best course of action in response to someone fainting. Demonstrate the correct treatment for fainting and allow students to practise the treatment position in pairs.	15 mins	PowerPoint presentation
Discuss ways in which the students can prevent themselves and others from fainting.	5 mins	
Plenary activities		
The students can find out why regular meals and drinking plenty of water can help to reduce the risk of fainting. The students could role-play a scenarios they have researched. Use this to reinforce the learning points.	10 mins	
Suggested additional activities		
The students can design an advice leaflet to help others recognise the signs of fainting so that they can understand how they might prevent it.		

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

Clammy, fainting, giddy, lack of oxygenated blood, nauseous.

7. CURRICULUM LINKS