



Course Overview and Lesson Plans

Level 2 Award in
Paediatric First Aid

Qualsafe Awards

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Level 2 Award in Paediatric First Aid – Overview

Unit One – Paediatric Emergency First Aid	
0900-0915	Assembly and Introductions
0915-0945	The Role of the Paediatric First Aider Role responsibilities, definition, infection control, consent, accident forms and first aid equipment.
0945-1015	Assessment of an Emergency Situation and Your Actions Scene survey, Primary survey, Calling for help.
1015-1030	Break
1030-1215	CPR The Unconscious Paediatric who is Unresponsive and not Breathing Normally. Management of a Seizure Recognition and management.
1215-1245	Lunch
1245-1330	The Unconscious Casualty The Unconscious Paediatric who is Breathing Normally. Assessing consciousness and recovery position.
1330-1400	Choking Recognition and Treatment.
1400-1445	Wounds and Bleeding Types and treatment of bleeding.
1445-1500	Break
1500-1530	Shock Recognition and treatment of shock. Recognition and treatment of Anaphylaxis.
1530-1615	MCQ Assessments
1615-1630	Course Evaluation and Closure



Level 2 Award in Paediatric First Aid – Overview

Unit Two – Managing Paediatric Illness and Injury	
0900-0915	Assembly, Introductions and Review
0915-1015	Fractures, Dislocations and Slings Recognition and treatment, support and elevation slings.
1015-1030	Break
1030-1130	Head, Neck and Back Injuries Types, recognition, treatment and manual inline stabilisation (MILS).
1130-1145	Ear, Nose and Eye Conditions Recognition and treatment.
1145-1245	Medical Conditions Sickle cell Syndrome, Diabetes and Asthma Meningitis and Febrile Convulsions Recognition, and Management.
1245-1315	Lunch
1315-1355	Medical Conditions (cont)
1355-1420	Extremes of Heat and Cold Hypo and Hyperthermia, recognition and management.
1420-1450	Burns and Scalds Types, recognition and management.
1450-1500	Electric Shock Dangers and management.
1500-1515	Break
1515-1530	Poisonous Substances Types, recognition and treatment.
1530-1545	Bites and Stings Complications and treatment.
1545-1630	MCQ Assessment Course Evaluation and closure.

Lesson Plan



Course: Level 2 Award in Paediatric Emergency First Aid.

Materials: Learner Register, marker pens, name labels, course books.

Time: 15 minutes.

Aim: **The learner should be able to recall the health & safety requirements of the environment, what is required of them during the course, and that their physical and emotional needs for the day are catered for.**

	Trainer	Learners
Welcome & Introductions	Self Introduction, organise class register, name labels for learners. Give out course books.	Fill in name on register and labels.
Health & Safety	Fire regulations, escapes and assembly points.	Listen.
Course start/finish times, breaks, lunch etc.	Explain & expand.	Listen.
Toilets	Give Directions.	Listen.
Smoking Policy	Explain rules of the venue.	Listen.
Mobile Phones	Explain our policy.	Switch off unless absolutely necessary.
Special Requirements	Check dietary requirements and any special needs are catered for if applicable. Important – ask learners to inform you if they have any pre-existing injuries/conditions that may affect their ability to do practical work. Learners should not to do anything that may worsen a condition. Make reasonable adjustments where possible.	Listen/inform trainer confidentially of any special requirements.
Requirements for the course	Explain that you do not need good literacy skills to be a good first aider and encourage any learner experiencing difficulties to confidentially ask for assistance.	Listen. Ask for assistance if necessary.
Learner introduction	Ask learners to introduce themselves. Information could include where they work, what they do, why they are on the course (did they volunteer?). Have they attended a first aid course before?	Introduce Self.
Difficult Course Content	Explain that the nature of the course requires coverage of objectives that some may find difficult, particularly if they have had personal experiences. Explain that this is normal and if someone needs to leave the room for a minute at any time that is acceptable.	Listen.
Assessment Process	Explain how delegates will be assessed during the course.	Listen. Any Questions?

Lesson Plan



Course: Paediatric Emergency First Aid.
 Materials: Flip charts, PC and projector, PPE and first aid equipment.
 Time: 30 minutes.
 Aim: **1.0 Understand the role of the first aider.**

Objective – That the Learner Can:	Trainer	Learners
1.1 Identify the responsibilities of a first aider	<p>Identify and discuss the 3Ps.</p> <p>Ask the learners in pairs to identify and list the basic requirements of a First Aider. Include common sense, remaining calm and being confident amongst the discussion.</p> <p>Ask the learners in small groups to identify and discuss the responsibilities of a first aider. Emphasise at least the following: Protect from danger, identify the illness or injury, decide on priorities of care, and ensure dignity, transportation as appropriate, good communication to patient, helpers and other medical professionals and good documentation.</p>	<p>Listen and discuss.</p> <p>Ask the learners in pairs to identify and list some basic requirements of a first aider and to feedback to rest of group.</p> <p>In small groups identify and list some responsibilities of the first aider, then discuss the findings.</p>
1.2 Describe how to minimise the risk of infection	<p>Ask the learners in small groups to identify and list different types of infection risks in the first aid setting and how these might be overcome.</p>	<p>In small groups identify and list some of the possible infection risks in a first aid setting.</p>
1.3 Identify suitable first aid equipment	<p>Explain and if possible share around class examples of a first aid kit and emphasise important pieces in them.</p>	<p>Pass around a first aid kit, handle key pieces and discuss.</p>
1.4 Complete an accident report form	<p>Explain the legal implications of documentation.</p> <p>Ask the Learners in pairs to list and identify the key pieces of information that may be required in a form.</p>	<p>Listen and observe.</p> <p>In pairs identify key information required for an accident form.</p>
1.5 Define an infant and child in a first aid context	<p>Explain the basic definitions making reference to the UK Resuscitation guidelines for definition and discuss this with learners.</p> <p>http://www.resus.org.uk/pages/pbls.pdf (P9)</p>	<p>Look at definition and discuss.</p>
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Paediatric Emergency First Aid.

Materials: Flip chart and pens, PC and projector.

Time: 30 minutes.

Aim: **2.0 Be able to assess an emergency situation and act safely and effectively.**

Objective – That the Learner Can:	Trainer	Learners
2.1 Conduct a scene survey	<p>Ask class in small groups to consider a first aid scene real or simulated, and to identify and list the potential hazards and their management if possible.</p> <p>Provide an image if possible of a scene for more impact.</p>	In small groups listen, observe the image or scenario and list possible hazards and how they might be overcome.
2.2 Conduct a primary survey on an infant and child	Introduce D.R.A.B.C. on flip chart or board and explain its meaning with any considerations specific to dealing with an infant or child.	Listen, observe and discuss.
2.3 Identify when and how to call for help	<p>Explain the importance of early call for help and ensuring it has been called for.</p> <p>Ask the learners in small groups to identify and list what the emergency services will ask for and what will happen whilst on phone to them.</p>	<p>Listen and discuss.</p> <p>In small groups identify and list the information required for the Emergency services.</p>
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Paediatric Emergency First Aid.
 Materials: Flip chart and pens, PC and projector, appropriate manikins and mats.
 Time: 45 minutes.
 Aim: **Unconscious Casualty.**

3.0 Be able to provide first aid for an infant and child who is unresponsive and breathing normally.

Objective – That the Learner Can:	Trainer	Learners
3.1 Demonstrate how to place an infant and a child in into the appropriate recovery position	<p>Reinforce DRAB, explain and demonstrate the position, then ask the learners to repeat and practice.</p> <p>Observe the Learners, in pairs, practicing the recovery position and subsequent management.</p> <p>Ensure you assess them at the same time.</p> <p>Provide baby manikins to the learners demonstrate alternative recovery position with a baby manikin.</p>	<p>Observe, listen and discuss.</p> <p>In pairs, practice placing each other in the recovery position.</p> <p>Practice using baby manikin for alternative recovery position.</p>
3.2 Describe how to continually assess and monitor an infant and child whilst in your care	<p>Explain and discuss the importance of continual care, monitoring airway and breathing once the patient is in this position.</p>	<p>Listen, observe and practice.</p>

Trainers: Assess Recovery Position during this session using the Quallsafe Award “Unconscious Casualty Practical Assessment” form.

Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.

Lesson Plan



Course: Paediatric Emergency First Aid.
 Materials: Flip Chart and pens, PC and projector, Manikin and wipes.
 Time: 105 minutes.
 Aim: **CPR**

4.0 Be able to provide first aid to an infant and child who is unresponsive and not breathing normally.

Objective – That the Learner Can:	Trainer	Learners
4.1 Identify when to administer CPR to an unresponsive infant and child who is not breathing normally	Explain the circumstances when a patient will need CPR, signs and symptoms and identify the reasoning behind rescue breaths first.	Listen, discuss and observe.
4.2 Demonstrate how to administer CPR to a child and baby	<p>Place manikins around the room, ensuring wipes available and kneelers or mats as appropriate.</p> <p>Split the learners into small groups and observe and assess them practicing CPR for each of the age ranges below</p> <p>Child CPR</p> <p>Define age. (Over 1 year) Explain and demonstrate the skill of child CPR Assess learners during their practice</p> <p>Baby CPR</p> <p>Define age. (under 1 year) Explain and demonstrate the skill of baby CPR Assess learners during their practice.</p> <p>Adult CPR</p> <p>Even though this is a Paediatric course it is important that the Adult CPR skills are demonstrated and practiced although it is not necessary to formally assess this unless part of EFAW or FAW.</p> <p>Emphasise cleaning manikins each time they are used and cross infection issues.</p>	<p>Assist in sharing manikins out round the room.</p> <p>Split in to small groups and practice CPR on the manikins.</p> <p>Listen, observe and practice</p> <p>Listen, observe and practice</p> <p>Listen, observe and practice</p> <p>Ensure that each time a manikin is used it is cleaned ready for next learner.</p>
4.3 Describe how to deal with an infant and child who is experiencing a seizure	Explain a seizure, the types, signs and symptoms and its management inc. the “do nots” as well as post seizure care.	Listen, observe and discuss.

Trainers: Assess Cardio Pulmonary Resuscitation during this session using the Quallsafe Award “Child and Baby CPR Practical Assessment” forms.

Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.

Lesson Plan



Course: Paediatric Emergency First Aid.

Materials: Flip charts and pens.

Time: 30 minutes.

Aim: **5.0 Be able to provide first aid for an infant and child who is choking.**

Objective – That the Learner Can:	Trainer	Learners
5.1 Identify the difference between a mild and a severe airway obstruction	<p>Ask the learners in pairs to list different types of airway obstructions.</p> <p>Explain difference with emphasis on the fact that a casualty with a partial airway obstruction should be able to cough.</p>	<p>Listen, and in pairs identify, list and feedback possible types of airway obstructions.</p> <p>Listen, observe and discuss.</p>
5.2 Describe how to treat an infant and child who is choking	<p>Explain and demonstrate with manikins the stepwise approach inc. cough, back blows and emphasise differences with abdominal thrusts and chest thrusts in regard to infants and children.</p> <p>Observe the learners practicing.</p>	<p>Listen, observe, discuss and practice management of choking if appropriate rescue trainer is available.</p>
Ensure that the Adult choking guidelines are covered in this section too.		
5.3 Describe the procedure to be followed after administering the treatment for choking	<p>Emphasise the instances when the casualty should seek medical attention especially if they have received abdominal thrusts, still have a persistent cough or difficulty swallowing.</p>	<p>Listen and discuss.</p>
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Paediatric Emergency First Aid.

Materials: Flip chart and pens, PC and projector, Bandages dressings and slings.

Time: 45 minutes.

Aim: **6.0 Be able to provide first aid to an infant and child with a wound, and bleeding.**

Objective – That the Learner Can:	Trainer	Learners
6.1 Describe common wounds	<p>Ask the learners to split into pairs, identify different types of wounds and feedback to group.</p> <p>Discuss with learners the findings and explain any further information required.</p>	<p>In pairs, identify and list different types of wounds and feedback to group. Listen, observe and ask questions.</p> <p>Listen and discuss.</p>
6.2 Identify the types of severity of bleeding and the affect that it has on an infant and a child	<p>Explain the different types of bleeds. Arterial, Venous, Capillary</p> <p>Ask the learners to try and describe the type of blood flow caused by each.</p> <p>Emphasise the difficulties with estimating blood loss dependant on surface or materials involved.</p>	<p>Listen, observe and describe the nature of blood flow associated with each. Consider different surfaces and materials to gain an idea of how blood loss looks on different surfaces and materials.</p>
6.3 Demonstrate the safe and effective management for the control of minor and major external bleeding	<p>Introduce S.E.E.P. on flip chart or board and ask the learners to identify each step.</p> <p>Explain its significance and demonstrate its use in a simulated example.</p> <p>Demonstrate managing a casualty with external bleeding using appropriate dressings and slings.</p> <p>Split the learners into pairs and observe and assess learners whilst they practice on each other.</p>	<p>Observe the flip chart or board and try to identify what each step requires and why.</p> <p>Listen, observe and discuss.</p> <p>Observe and discuss.</p> <p>In pairs practice managing simulated wounds and bleeding scenarios on each other with appropriate dressings and slings.</p>
6.4 Describe how to administer first aid for minor injuries	<p>Identify and explain minor injuries, e.g. small splinter, small cuts, grazes and bruising. Show examples visually if appropriate.</p> <p>Identify that a splinter is the only embedded object a first aider can remove</p> <p>Explain basic management, emphasise clean aseptic technique where possible.</p>	<p>Listen, observe and discuss.</p>

Trainers: Assess Management of External Bleeding during this session using the Quallsafe Award “Wounds and Bleeding Practical Assessment” form.

Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.

Lesson Plan



Course: Paediatric Emergency First Aid

Materials: Flip charts and pens, Examples of Training EpiPens/Anapen or a picture of one.

Time: 30 minutes.

Aim: **7.0 Know how to provide first aid to an infant and child who is suffering from shock.**

Objective – That the Learner Can:	Trainer	Learners
7.1 Describe how to recognise and manage an infant and a child who is suffering from shock	<p>Explain the nature of shock, how and why shock develops.</p> <p>Ask the learners in small groups to try working out what the casualty in shock will look and feel like.</p>	<p>Listen, and in small groups identify and list some of the signs and symptoms of a patient in shock.</p>
7.2 Describe how to recognise and manage an infant and child who is suffering from anaphylactic shock	<p>Explain the condition and then ask the learners in pairs to try and identify possible signs and symptoms.</p> <p>Explain the management of Anaphylaxis including the use of EpiPens and show a training EpiPen/Anapen if possible.</p>	<p>Listen, then in pairs try to identify the possible signs and symptoms of Anaphylactic shock.</p> <p>Listen, observe an EpiPen/Anapen if possible and discuss general management.</p>
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Paediatric Emergency First Aid.

Materials: Assessment papers, answer sheets, pens.

Time: 45 minutes.

Aim: **To complete and pass appropriate multiple choice papers, showing their overall learning on the course sufficient to enable the learner to provide first aid to a child / infant in a manner that is safe, prompt and effective.**

Provide feedback on the experience of the course.

Objective – That the Learner Can:	Trainer	Learners
Complete a Multi Choice Assessments	Issue Multi Choice Question Papers, supervise completion, carefully following Qualsafe Awards Guidelines for Delivery of Assessments.	Complete assessments without colluding with other learners.
Complete a Course Evaluation	Mark question papers. Issue course evaluation forms, explain completion to learners.	Complete forms.
Course Closure	Communication of results and Course Closure.	Participate.

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip charts and pens, PC and projector, Triangular bandages.

Time: 60 minutes.

Aim: **1.0 Be able to provide first aid to an infant and child with a suspected fracture and dislocation.**

Objective – That the Learner Can:	Trainer	Learners
1.1 Identify the common types of fracture, sprains and strains	<p>Ask the learners in pairs to identify different types of fractures, their causes and then to feedback to group.</p> <p>Define types of fractures, showing some visual examples if possible of how they may occur.</p>	<p>In pairs identify and list types of fractures, possible causes and then feedback to group.</p> <p>Observe and discuss.</p>
1.2 Describe how to manage fractures, sprains and strains	<p>Explain the basic management of a fracture, sprains and strains.</p>	<p>Listen and observe.</p>
1.3 Describe how to manage a dislocation	<p>Emphasise greenstick fracture and the need for an x ray to rule out suspected fracture in sprains and strains.</p>	<p>Listen and observe.</p>
1.4 Demonstrate the application of a support sling and an elevation sling	<p>Introduce mnemonic RICE for treatment of sprains and strains in particular and ask learners if they can identify what each letter stands for in relation to management of the casualty.</p> <p>Explain what a dislocation is, show a visual of one if appropriate, and explain basic management.</p> <p>Explain the nature of the sling and demonstrate support and elevation slings.</p> <p>Distribute enough slings to the learners and, in pairs, ask them, to practice the application on each other.</p> <p>Observe and assess the learners during practice</p>	<p>Identify what each letter represents and how that applies to management.</p> <p>Listen and observe.</p> <p>Listen and observe.</p> <p>In pairs take some slings and practice applying support and elevation skills.</p>

Trainers: Assess the application of slings during this session using the Qualsafe ‘Management of Fractures Practical Assessment’ form.

Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.

Lesson Plan



Course: Managing Paediatric Illness and Injury
 Materials: Flip charts and pens, PC and projector.
 Time: 60 minutes.
 Aim: **2.0 Be able to provide first aid to an infant and child with a head, a neck and a back injury.**

Objective – That the Learner Can:	Trainer	Learners
2.1 Describe how to recognise and manage Concussion, Skull fracture and Cerebral Compression	Explain the nature of a head injury and the three types, emphasising the differences in signs and symptoms and first aid management, emphasise the importance of constant observation and medical referral.	Listen and discuss.
2.2 Demonstrate how to manage a suspected spinal injury	<p>Explain the basic anatomy of the spine and the consequences of injury to it.</p> <p>Ask the learners to suggest what types of accident could injure the spine</p> <p>Explain and demonstrate Manual Inline Stabilisation (MILS) to head and neck in the event of moving patient to assist clearing airway.</p> <p>Explain and demonstrate recovery position and log roll in relation to airway protection with a suspected spine injury.</p> <p>Ask the learners to split into small groups and practice MILS, recovery position and log roll with emphasis on airway.</p> <p>Observe and assess the learners whilst they are practicing.</p>	<p>Listen and observe</p> <p>Suggest types of accidents that could cause spinal injuries</p> <p>Observe and discuss</p> <p>Listen and observe.</p> <p>In small groups practice MILS, log rolling and recovery position with each other.</p>

Trainers: Assess Manual Inline Stabilisation (MILS) during this session using the Quasafe ‘Management of Fractures Practical Assessment’ form.

Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip chart and pens, PC and projector, eye bandages or equivalent.

Time: 15 minutes.

Aim: **3.0 Know how to provide first aid to an infant and child with conditions affecting the eyes, ears and nose.**

Objective – That the Learner Can:	Trainer	Learners
3.1 Provide first aid to an infant and child with foreign bodies in the nose and ears	<p>Briefly ask the learners as a group to suggest common types of objects likely to cause an obstruction.</p> <p>Explain the higher likelihood of such problems with Paediatrics and emphasise the non removal with the exception of basic splinters.</p>	<p>Listen and as a group identify types of objects children and infants could get stuck in their nose and ears.</p> <p>Listen and discuss</p>
3.2 Provide first aid for common eye injuries	<p>Explain the seriousness of such an event and how best to manage it, emphasising the covering or closing of the non injured eye as well.</p>	<p>Listen and discuss.</p>
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip chart and pens, examples of inhaler and appropriate diabetic remedies.

Time: 100 minutes.

Aim: **4.0 Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness.**

Objective – That the Learner Can:	Trainer	Learners
4.1 and 4.2 Recognise and provide first aid for serious and sudden illness:	Explain and describe the basic anatomy and physiology, recognition and treatment.	Listen, observe and discuss.
Sickle cell crisis	Explain the basic red blood cell shape and how this differs to cause sickle cell crisis	Listen, observe and discuss.
Diabetes	Explain and describe the basic anatomy and physiology, recognition and treatment. Emphasise the dangers of providing oral remedies if patient not able to maintain own airway.	Listen observe and discuss.
Asthma	Explain and describe the basic anatomy and physiology, recognition and treatment. Explain the importance of recognition, emphasising wheeze and early use of inhaler, positioning and reassurance. Show to learners any examples of inhalers and a peak flow meter if available. Give each learner a straw. Ask the learners to try and breath in and out through the straw to simulate the difficulties that an Asthma sufferer experiences. Illustrate the condition with appropriate visual clip if possible and personal demonstration of positioning sat down leaning forward.	Listen observe and discuss Observe and handle an inhaler and peak flow monitor if available. Take a drinking straw and try breathing in and out it to simulate the difficulties an Asthma sufferer experiences. Observe any clips shown and patient positioning.
Meningitis	Explain and describe the basic anatomy and physiology, recognition and treatment. Ask the learners to suggest possible signs and symptoms and feedback to group.	Listen observe and discuss. Identify and list possible signs and symptoms of Meningitis and feedback to group.

Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip chart and pens, PC and projector.

Time: 25 minutes.

Aim: **Body Temperature.**

5.0 and 4.2 Know how to provide first aid to an infant and child who is experiencing the effects of heat and cold.

Objective – That the Learner Can:	Trainer	Learners
5.1 Define and identify Hyper and Hypothermia	Define and explain the condition emphasising the signs and symptoms. Explain and show visual aid if possible of the ranges of temperature both high and low and how they affect the body.	Listen, observe and discuss. Observe and discuss.
5.2 Provide first aid for a casualty with hyper or hypothermia	Explain the basic management of the conditions, emphasise the “do not’s”, for example not to warm someone too quickly.	Listen, observe and discuss.
4.2 Recognise and provide first aid for Febrile Convulsions	Explain the basic anatomy and physiology recognition and treatment. Please emphasise that Tepid Sponging is no longer advised due to Hypothermia risks and encourage natural cooling e.g. removal of clothing where appropriate instead.	Listen and discuss.
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip chart and pens, PC and projector.

Time: 10 minutes.

Aim: **6.0 Know how to provide first aid to an infant and child who has sustained an electric shock.**

Objective – That the Learner Can:	Trainer	Learners
6.1 Identify and describe the safety issues around an electricity incident	<p>Explain the nature of electricity and its dangers.</p> <p>Emphasise the differences in domestic and high voltage electricity and the safety considerations when in these circumstances.</p> <p>Explain the process of electricity in relation to its transport through the body, emphasising entry and exit wounds.</p>	<p>Listen and discuss.</p> <p>Listen and discuss.</p> <p>Listen and discuss.</p>
6.2 Provide first aid management for electric shock incidents	<p>Reinforce danger concerns again.</p> <p>Explain safe approach and management for electric shock.</p> <p>Explain the potential damage to body both external and internal.</p> <p>Reinforce DRAB, treating the burns and ensuring that the casualty always goes to hospital, particularly for an ECG.</p>	<p>Listen, observe and discuss</p> <p>Listen, observe and discuss.</p>
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip chart and pens, PC and projector, cling film.

Time: 30 minutes.

Aim: **7.0 Know how to provide first aid to an infant and child with scalds and burns.**

Objective – That the Learner Can:	Trainer	Learners
7.1 Recognise the severity of burns to an infant and child and respond accordingly	<p>Explain the nature of burns emphasising different types, depths and critical areas specific to Paediatrics.</p> <p>Introduce the mnemonic SCALD for assessing a burn. Ask the learners to try identify what each letter stands for and then expand the discussion</p> <p>Emphasise the importance of knowing when to seek further medical advice.</p>	<p>Listen, observe and discuss.</p> <p>Identify the mnemonic SCALD and then work out and discuss as a whole group what each letter stands for.</p> <p>Listen and discuss.</p>
7.2 Provide first aid to a child and infant with scalds and burns	<p>Explain the basic management of burns and scalds emphasising cooling, removal of loose clothing only, dressings and what you should not do.</p> <p>Share cling film wrap around the learners and demonstrate the use of cling film on simulated burn. Emphasise infection risks and the principles of dressings not being too restrictive.</p>	<p>Listen, observe and discuss.</p> <p>Share cling film amongst each other and practice placing the cling film on each other as simulated burns management practice.</p>
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip chart and pens. PC and projector.

Time: 15 minutes.

Aim: **8.0 Know how to provide first aid to an infant and a child who has been poisoned.**

Objective – That the Learner Can:	Trainer	Learners
8.1 Identify how poisons enter the body	Ask the learners to suggest possible ways of how poisons can enter the body and to feedback to group.	Suggest ways a poison can enter the body and feedback to the group.
8.2 Provide first aid for a child or infant affected by poisonous substances	<p>Explain the nature of poisons generally and define corrosive and non corrosive particularly in relation to the treatment and management.</p> <p>Explain possible signs and symptoms.</p>	Listen, observe and discuss.
8.3 Identify sources of information that provide procedures and advice to those affected	Explain the different ways that poisons can be identified and other services available. Show examples if available of Hazchem signs, COSHH data sheets, or simply 'read the label'	Listen, observe and discuss.
<p>Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.</p>		

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Flip chart and pens, PC and projector.

Time: 15 minutes.

Aim: **9.0 Know how to provide first aid to an infant and child who has been bitten and stung.**

Objective – That the Learner Can:	Trainer	Learners
9.1 Identify and recognise the types and severity of bites and stings to an infant and child.	Explain and emphasise how certain stings and bites can lead to serious conditions e.g. anaphylaxis and infection and how to recognise this.	Listen, observe and discuss.
9.2 Recognise and provide first aid for a child or infant with bites and stings	<p>Explain any further signs and symptoms, include the basic treatment and management of :</p> <p>Animal Bites (e.g. dog bite) – Emphasise the risks of bacteria and infection.</p> <p>Bee and wasp stings – Emphasise removal if visible, use of ice for cooling site of sting, and consider possibility of allergic reaction.</p> <p>Any other bites and stings as appropriate to group.</p> <p>Emphasise cleanliness and tetanus awareness in these circumstance.</p>	Listen, observe and discuss.

Trainers: Ensure a brief recap and acknowledgement of understanding with learners on unit before moving on.

Lesson Plan



Course: Managing Paediatric Illness and Injury

Materials: Assessment papers, answer sheets, pens.

Time: 45 minutes.

Aim: **To complete and pass appropriate multiple choice papers, showing their overall learning on the course sufficient to enable the learner to provide first aid to a child/infant in a manner that is safe, prompt and effective.**

Provide feedback on the experience of the course.

Objective – That the Learner Can:	Trainer	Learners
Complete a Multi Choice Assessments	Issue Multi Choice Question Papers, supervise completion, carefully following Qualsafe Awards Guidelines for Delivery of Assessments.	Complete assessments without colluding with other learners.
Complete a Course Evaluation	Mark question papers. Issue course evaluation forms, explain completion to learners.	Complete forms.
Course Closure	Communication of results and Course Closure.	Participate.