



**SURF LIFE SAVING**  
NEW ZEALAND



## **Surf Lifeguard Award**

# **Instructor Lesson Plan Perform**

Updated: September 2023

*In it for life*



## **Lesson plan notes**

These lesson plans and activities are a guide only. You do not have to stick to these plans or these activities.

You may run the sessions in full or break them down into smaller sessions to suit your set up. You may add, substitute or take activities out as required. These are intended to guide your session to appeal to many learner preferences and provide a positive learner environment.

We encourage your creativity – create new activities, try new things and let us know your thoughts and ideas.

Sharing of ideas and resources is encouraged so all members of Surf Lifesaving New Zealand can benefit from your creativity, knowledge and skills in the instruction space



<b>Lesson plan</b>	<b>First aid</b>	
<b>Manual section</b>	<b>Perform</b>	
<b>Learning objectives</b>	<p><b>At the conclusion of this lesson, learners will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe emergency care.</li> <li>2. Explain and perform resuscitation.</li> <li>3. Identify and implement concepts related to drowning.</li> <li>4. Identify common injuries and illnesses by understanding common signs and symptoms displayed.</li> <li>5. Manage injuries and illnesses according to best practice techniques.</li> </ol>	
<b>Resources required</b>	<ul style="list-style-type: none"> <li>• First Aid puzzles</li> <li>• Surf Lifeguard Award – Perform PowerPoint</li> <li>• CPR manikins</li> <li>• AED</li> <li>• Splints</li> <li>• Slings</li> <li>• Combine dressings</li> <li>• Bandages</li> <li>• Backboard/scoop stretcher</li> <li>• Epi-pen</li> <li>• Environmental blanket</li> <li>• First Aid room</li> <li>• Spacer</li> <li>• Patient report form</li> </ul>	
<b>Total lesson time</b>	<b>165 minutes (suggest breaking this into smaller chunks to suit your environment and break times).</b>	
<b>Duration</b>	<b>Activity</b>	<b>Additional resources</b>
5 minutes	<p><b>Introduction</b> Introduce the lesson to learners. Discuss with learners the focus on this lesson and how the session will run.</p>	
10 minutes	<p><b>Whakawhanaungatanga and prior knowledge</b> Using the first aid puzzles, have learners work in small groups to match the signs and symptoms and treatment to the injury or illness.</p>	<ul style="list-style-type: none"> <li>• First Aid puzzles</li> </ul>



<p>20 minutes</p>	<p><b>Knowledge acquisition</b> Take learners through the PowerPoint covering vital information in slides 3-7 on principles of resuscitation.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p><b>Emergency care and resuscitation activity</b> Demonstrate the necessary skills related to resuscitation. Have learners practice these skill and put them altogether into a resuscitation scenario.</p>	<ul style="list-style-type: none"> <li>• Surf Lifeguard Award – Perform PowerPoint</li> <li>• CPR manikins</li> <li>• AED</li> </ul>
<p>5 minutes</p>	<p><b>Knowledge acquisition</b> Take learners through the PowerPoint covering vital information in slide 9 on drowning.</p> <p>Allow learners to ask questions as required throughout the lesson.</p>	
<p>30 minutes</p>	<p><b>Knowledge acquisition</b> Take learners through the PowerPoint covering vital information in slides 10-11 on trauma.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p><b>Trauma situations</b> Set up skill stations and allow learners to practice shock treatment, bleeding management, splinting, slings and log rolls.</p>	<ul style="list-style-type: none"> <li>• Splints</li> <li>• Slings</li> <li>• Combine dressings</li> <li>• Bandages</li> <li>• Backboard/scoop stretcher</li> </ul>
<p>30 minutes</p>	<p><b>Knowledge acquisition</b> Take learners through the PowerPoint covering vital information in slides 13-14 on environmental conditions.</p>	<ul style="list-style-type: none"> <li>• Epi-pen</li> <li>• Environmental blanket</li> <li>• First Aid room</li> </ul>



	<p>Allow learners to ask questions as required throughout the lesson.</p> <p><b>Environmental situations</b> Set up scenarios and have learners practice managing environmental situations in small groups or pairs. Scenarios could include choking, anaphylaxis, stings/bites, burns, eye injuries, sunburn, heat stroke/heat exhaustion and hypothermia.</p>	
30 minutes	<p><b>Knowledge acquisition</b> Take learners through the PowerPoint covering vital information in slides 16 on medical conditions.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p><b>Medical situations activity</b> Set up scenarios and have learners practice managing medical situations in small groups or pairs. Scenarios could include chest pain, asthma, seizure, overdose and stroke.</p>	<ul style="list-style-type: none"><li>• Spacer</li></ul>
20 minutes	<p><b>Knowledge acquisition</b> Take learners through the PowerPoint covering vital information in slides 18 on history taking and handover.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p><b>Patient history and handover</b> Pair learners up and have each other take a history from their pair. Once the history is completed, have the person taking the history handover to another person in another group. Swap over.</p>	



10 minutes	<b>Knowledge acquisition</b> Take learners through the PowerPoint covering vital information in slide 20 on documentation.  Allow learners to ask questions as required throughout the lesson.	<ul style="list-style-type: none"><li>• Patient report form</li></ul>
5 minutes	<b>Conclusion</b> Summarise with learners the learning from the session. Ensure you inform learners of the next session and pre-learning that is required to be completed prior to attending.  Allow learners time to ask any questions they may have.	



<b>Lesson Plan</b>		<b>Cardio Pulmonary Resuscitation (CPR)</b>
<b>Manual Section</b>		<b>Perform</b>
<b>Learning objectives</b>		<b>At the conclusion of this lesson candidates will be able to:</b>
<b>Resources required</b>		<ol style="list-style-type: none"> <li>1. Provide Resuscitation (includes CPR and choking) <ul style="list-style-type: none"> <li>• Well lit, clean and well ventilated working environment</li> <li>• Table and chairs – enough for each participant</li> <li>• CPR Manikins – ensure they are clean and properly maintained</li> <li>• Manikin Face Shields/ Masks (alcohol swabs can be used in masks unavailable)</li> <li>• AED</li> <li>• Whiteboard and pens</li> <li>• Paper and pens/pencils</li> <li>• SLSNZ Surf Lifeguard Manuals – one for each participant</li> <li>• Laptop and Projector + Power point presentations</li> <li>• Access to local beach (additional skills)</li> <li>• Candidate workbooks</li> </ul> </li> </ol>
<b>Total lesson time</b>		<b>42 minutes</b>
<p>Key tasks before each lesson:</p> <ul style="list-style-type: none"> <li>◦ Set up room or other venue appropriately</li> <li>◦ Ensure all resources are set out and available to each participant</li> <li>◦ Introductions (if required)</li> <li>◦ Discuss plan and aims/objectives for the session</li> <li>◦ Work through reinforcement activities from previous session</li> <li>◦ Conduct session – include skills/tasks</li> <li>◦ Discuss plans for next session</li> </ul>		
<b>Duration</b>	<b>Activity</b>	<b>Additional Resources</b>
1 min	<p>By the end of this lesson candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Provide resuscitation <ul style="list-style-type: none"> <li>◦ Adult CPR</li> <li>◦ Child CPR</li> <li>◦ Infant CPR</li> <li>◦ Adult choking</li> <li>◦ Infant choking</li> <li>◦ Understand basic drowning physiology</li> </ul> </li> </ul>	



2 min	<p>Emergency care</p> <ul style="list-style-type: none"> <li>• <b>DISCUSS</b> the aims of emergency care <ul style="list-style-type: none"> <li>○ Preserve Life</li> <li>○ Prevent Worsening</li> <li>○ Promote Recovery</li> </ul> </li> <li>• On whiteboard and with group discuss chain of survival (see manual for details)</li> <li>• Who is responsible for scene management while on patrol? – Patrol Captain</li> </ul>
5 min	<p>DRSABC</p> <ul style="list-style-type: none"> <li>• <b>DISCUSS</b> the DRSABCD acronym, what is it for? When should it be used?</li> <li>• In <b>SMALL GROUPS</b> (3-4) <b>BRAINSTORM</b> what 'Dangers' may mean – what you should do, what should you be looking out for, how can you protect yourself and the patient. Summarize main points as a group</li> <li>• Write up 'Danger' on the whiteboard</li> <li>• Focus: Dangers: <ul style="list-style-type: none"> <li>○ Stop – check scene is safe before entering</li> <li>○ Environment</li> <li>○ Traffic control</li> <li>○ Unknown hazards</li> <li>○ Transmissible diseases (Covid)</li> <li>○ Protect yourself/patient, <b>how?</b></li> </ul> </li> </ul>
2 min	<p>Response</p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> what does the R in DRSABCD stand for?</li> <li>• Discuss with group the importance of establishing a patient's level of response - Write AVPU on a whiteboard/flipchart and explain <ul style="list-style-type: none"> <li>○ Introduce yourself</li> <li>○ Ask if they are OK</li> <li>○ Tap and shout – incorporate checking for dangers as well.</li> </ul> </li> <li>• Fill in Response on the whiteboard underneath Danger</li> <li>• Give DEMONSTRATION</li> <li>• In pairs candidates practice approaching a patient</li> <li>• <b>Question:</b> What should you do if there is no response?</li> </ul>
2 min	<p>Send for help</p>





	<ul style="list-style-type: none"> <li>• <b>ASK:</b> what does the S stand for?</li> <li>• On white board list emergency contact details (numbers to call for specific scenarios are included in -NSOP/CSOP)</li> <li>• Discuss the '4 P's': Position, Problem People and Progress.</li> <li>• Fill in 'Send for help' on whiteboard underneath 'Response'</li> <li>• Refer to whiteboard and review what has been discussed so far – D R S</li> <li>• <b>DEMONSTRATE</b> calling for help, then in <b>PAIRS PRACTICE</b> sending for help – remember to list the '4 P's' and use local examples</li> <li>• Focus: Send for help – who to contact, when should you go for help (adult or child patient), what should you tell the emergency contacts</li> </ul>	
10 min	<p>Airway</p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> what does the A stand for?</li> <li>• Using a volunteer, <b>DEMONSTRATE</b> checking mouth is clear, tilt the head back to open the airway.(see manual for details)</li> <li>• In <b>PAIRS or THREES PRACTICE</b> on each other – clear mouth, tilt the head back to open the airway, if needed use manual as a guide to read through, 1 candidate acts as a coach guiding the other through.</li> <li>• Reinforce using barriers – face shields and gloves</li> </ul>	
5 min	<p>Clearing an airway</p> <ul style="list-style-type: none"> <li>• <b>DISCUSS</b> when you would use the side stable position: when the patient has fluid in their airway that needs to be cleared</li> <li>• <b>DISCUSS</b> how you would clear fluid from the airway if you were physically unable to roll them over: use recovery position</li> <li>• Using a volunteer, demonstrate the 'side stable position technique – step by step (details in manual)</li> <li>• In <b>PAIRS or THREES</b> candidates <b>PRACTICE</b> side stable on each other. If needed use manual as a guide to read through, 1 candidate acts as a coach guiding the other through</li> </ul>	
10 min	Protecting the airway	



	<ul style="list-style-type: none"><li>• <b>ASK:</b> when would you use the recovery position? (breathing unresponsive patient)</li><li>• Using a volunteer <b>DEMONSTRATE</b> the 'recovery position' – Break it down to a step by step approach. Emphasize checking for other injuries and monitoring ABC's</li><li>• In <b>PAIRS PRACTICE</b> on each other – remember to check for other injuries and monitoring ABC's</li><li>• Put all five steps together and in pairs practice process: D-R-S-A-B-plus recovery position (breathing unresponsive patient scenario)</li></ul>	
5 min	Breathing check <ul style="list-style-type: none"><li>• <b>ASK:</b> what does the B stand for?</li><li>• Using a volunteer, <b>DEMONSTRATE</b> the 'look, listen and feel' technique – ensure airway has been cleared and opened correctly before beginning.</li><li>• In <b>PAIRS</b> candidates <b>PRACTICE</b> on each other</li></ul>	



<b>Reinforcement Activities: CPR</b>		
<b>Duration</b>	<b>Activity</b>	<b>Additional Resources</b>
	<ul style="list-style-type: none"> <li>◦ Ensure all correct equipment and resources (if necessary) are available to each participant</li> <li>◦ Discuss plan and aims/objectives for the session</li> <li>◦ Conduct session – Can be done before or after main lesson</li> <li>◦ Discuss future sessions/set goals</li> </ul>	
10 min	<p>10 question quiz</p> <ul style="list-style-type: none"> <li>• Candidates work in groups or as individuals</li> <li>1. What is the compression, ventilation ratio for CPR?               <ul style="list-style-type: none"> <li>◦ 30:2</li> </ul> </li> <li>2. When dealing with an unresponsive adult patient and you are alone, what should you do?               <ul style="list-style-type: none"> <li>◦ Go for help immediately</li> </ul> </li> <li>3. If in the same situation with a child or infant what would you do?               <ul style="list-style-type: none"> <li>◦ Give CPR for one minute then go for help</li> </ul> </li> <li>4. What should you do for an unresponsive breathing patient when help is on the way?               <ul style="list-style-type: none"> <li>◦ Put the patient in the recovery position and monitor them</li> </ul> </li> <li>5. How are breaths delivered to an infant?               <ul style="list-style-type: none"> <li>◦ Through the mouth and nose</li> </ul> </li> <li>6. How are compressions delivered for an infant?               <ul style="list-style-type: none"> <li>◦ With two fingers one finger width below the nipple line</li> </ul> </li> <li>7. When dealing with a patient who has been pulled from the water, what is the priority in regards to CPR?               <ul style="list-style-type: none"> <li>◦ Oxygenation of the patient</li> </ul> </li> <li>8. When checking for breathing what is it you are trying to detect? And how long should it be done for?               <ul style="list-style-type: none"> <li>◦ Looking for the chest to rise, listening for breathing, feeling for the patients breath on your face. The look, listen, feel should be completed for no longer than 10 seconds.</li> </ul> </li> <li>9. What should be done to clear fluid from a patient's airway?               <ul style="list-style-type: none"> <li>◦ The Side Stable Position</li> </ul> </li> <li>• Once completed run through the answers with candidates and focus on areas they were weak on</li> </ul>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Paper</li> </ul>



<b>Lesson plan</b>	<b>First Aid</b>	
<b>Manual Section</b>	<b>Perform: First Aid</b>	
<b>Learning objectives</b>	<b>At the conclusion of this lesson candidates will be able to:</b> <ol style="list-style-type: none"> <li>1. Provide first aid</li> <li>2. Manage first aid in emergency situations</li> </ol>	
<b>Resource required</b>	<ul style="list-style-type: none"> <li>• Well lit, clean and well ventilated working environment</li> <li>• Table and chairs – enough for each participant</li> <li>• Whiteboard and pens</li> <li>• Paper and pens/pencils</li> <li>• SLSNZ Surf Lifeguard Manuals – one for each participant</li> <li>• First aid equipment: bandages, slings, dressings</li> <li>• Candidate workbooks</li> <li>• First Aid Practice scenarios</li> </ul>	
<b>Total lesson time</b>	<b>91 minutes</b>	
<p>Key tasks every lesson</p> <ul style="list-style-type: none"> <li>◦ Set up room or other venue appropriately</li> <li>◦ Ensure all resources are set out and available to each participant</li> <li>◦ Introductions (if required)</li> <li>◦ Discuss plan and aims/objectives for the session</li> <li>◦ Work through reinforcement activities from previous session</li> <li>◦ Conduct session – include skills/tasks</li> <li>◦ Discuss plans for next session</li> </ul>		
<b>Duration</b>	<b>Activity</b>	<b>Additional Resources</b>
1 min	<p>Learning outcomes</p> <p>By the end of this lesson candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Provide first aid</li> <li>• Manage first aid in emergency situations</li> </ul> <p>The following topics will need to be covered in the first aid lesson/lessons:</p> <ul style="list-style-type: none"> <li>• Injuries to the head</li> <li>• Eye injuries</li> </ul>	



	<ul style="list-style-type: none"> <li>• Bleeding &amp; Shock</li> <li>• Burns</li> <li>• Fractures, dislocations, and sprains</li> <li>• Putting on a sling</li> <li>• Burns</li> <li>• Exposure to heat</li> <li>• Exposure to cold</li> <li>• Spinal injuries</li> <li>• Chest Injuries</li> <li>• Asthma</li> </ul>	<ul style="list-style-type: none"> <li>• Heart problems</li> </ul>	
10 min	<p>Bleeding</p> <ul style="list-style-type: none"> <li>• <b>DISCUSS</b> types of bleeding (internal, external, arterial)</li> <li>• Candidates to <b>READ</b> bleeding section in the manual</li> <li>• <b>DISCUSS</b> how to treat bleeding patients, external bleeding, major bleeding and internal bleeding</li> <li>• Candidates to answer <b>question 7 a-c</b> (bleeding) under first aid questions</li> <li>• <b>DEMONSTRATE</b> how to respond to a bleeding patient, use DRSABC, gloves, dressing and show how to put on bandage</li> </ul>		<ul style="list-style-type: none"> <li>• Gloves</li> <li>• Wound dressings</li> <li>• Bandages</li> </ul> <ul style="list-style-type: none"> <li>• WB page 21-22</li> </ul>
15 min	<p>Shock</p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> what is shock? <ul style="list-style-type: none"> <li>○ The lack of oxygen to muscle tissue</li> </ul> </li> <li>• <b>ASK:</b> when would you treat someone for shock? <ul style="list-style-type: none"> <li>○ In most first aid situations</li> </ul> </li> <li>• <b>DEMONSTRATE</b> treating someone for shock, show how you would position patients with the following conditions: <ul style="list-style-type: none"> <li>○ Bleeding</li> <li>○ Breathing trouble</li> <li>○ Heart condition</li> </ul> </li> <li>• In <b>PAIRS</b> candidates <b>PRACTICE</b> dealing with a bleeding patient and treating them for shock, make up a scenario for them to respond to, with patient bleeding from an arm or leg, use gloves, dressings and bandages</li> <li>• Candidates to answer <b>question 6a-d</b> under first aid questions</li> </ul>		<ul style="list-style-type: none"> <li>• Gloves</li> <li>• Wound dressings</li> <li>• Bandages</li> </ul> <ul style="list-style-type: none"> <li>• WB page 21</li> </ul>
5 min	<ul style="list-style-type: none"> <li>• <b>DISCUSS</b> what other first aid situations might occur at the beach and what the role of the lifeguard is when dealing with these situations</li> </ul>		
10 min	Fractures, dislocations, and sprains		



	<ul style="list-style-type: none"> <li>• <b>ASK</b> candidates: what bones have you broken or dislocations have you had in the past; and what sprains have you had in the past?</li> <li>• <b>ASK</b> How were the broken bones treated?</li> <li>• <b>ASK</b> How was the sprain treated?</li> <li>• <b>ASK</b> as a first aid provider how can we know what the injury is (fracture, sprain, dislocation)? <b>We cant</b></li> <li>• <b>DISCUSS</b> the treatment for the three injuries</li> </ul>	
10 min	Putting on a sling <ul style="list-style-type: none"> <li>• <b>DEMONSTRATE</b> putting on a sling on a candidate</li> <li>• Candidates <b>PRACTICE</b> putting on a sling</li> <li>• In <b>PAIRS</b> participants in a <b>PRACTICE</b> scenario for Fractures</li> </ul>	<ul style="list-style-type: none"> <li>• Triangular bandages.</li> <li>• Appendix scenarios F01</li> </ul>
20 min	Sprains and Strains & Injuries to the head <ul style="list-style-type: none"> <li>• Candidates to <b>READ</b> Sprains and Strains &amp; <b>head injuries</b> section in the manual</li> <li>• DISCUSS</li> </ul> - What are the symptoms? - What actions will you take? - What external signs can you check for? - What action is required for a mild vs serious injury? - What must you make sure the patient does not do? <ul style="list-style-type: none"> <li>• Candidates to read first aid sections on "Chest and abdomen injuries" &amp; "Neck and Spinal" injuries</li> <li>• <b>ASK</b> for the signs and symptoms and treatment</li> <li>• Candidates to answer <b>question 8 a-b + 9a-b</b> in candidate workbook</li> <li>• In <b>PAIRS</b> participants in a <b>PRACTICE</b> scenario for head injury</li> <li>• Demo Log Roll</li> <li>• In Groups, PRACTICE log rolls (Scenario S01)</li> </ul>	<ul style="list-style-type: none"> <li>• Poster paper</li> <li>• Coloured vivids</li> </ul> <ul style="list-style-type: none"> <li>• Appendix scenario HI01</li> </ul> WB page 22

At this point you may wish to revisit the whiteboard to review what you have learnt so far and answer any questions the group may have. The session can also be broken into two parts – the second half conducted at another date.



10 min	<p>Anaphylaxis, Stings &amp; Bites</p> <ul style="list-style-type: none"><li>• Candidates to read first aid sections on Anaphylaxis, stings and bites</li><li>• <b>DISCUSS</b> treatment for Jellyfish</li><li>• Candidates to <b>answer question 10-11</b> under first aid section</li></ul>	WB page 22-23
15 min	<p>Scenario activity</p> <ul style="list-style-type: none"><li>• Split the class into <b>FOUR GROUPS</b>, each group is to create an example scenario relating to their specific first aid topic to present to the class. It is essential that candidates cover the following when presenting the scenario to the class:<ul style="list-style-type: none"><li>○ The signs and symptoms</li><li>○ Treatment for the condition</li></ul></li><li>• The four topics are (information can be found in the manual):<ul style="list-style-type: none"><li>○ Burns</li><li>○ Eye Injuries</li><li>○ Exposure to heat (Sunburn and Heat Stroke and Heat exhaustion)</li><li>○ Exposure to cold (Hypothermia)</li></ul></li><li>• Candidates to answer <b>question 12-15</b> (Burns, exposure to heat, exposure to cold) under first aid questions</li></ul>	WB page 23-24
15 min	<p>Scenario activity (cont.)</p> <ul style="list-style-type: none"><li>• In <b>PAIRS</b> participants <b>PRACTICE</b> scenarios for the following conditions:<ul style="list-style-type: none"><li>○ Burns</li><li>○ Exposure to heat</li><li>○ Exposure to cold</li><li>○ Eye injury</li></ul></li></ul> <p>Pairs must do one from each condition</p>	<ul style="list-style-type: none"><li>• Appendix scenarios H01; E01; C01 and B01</li></ul>



5 min	<p>Chest Pain and Heart Attacks</p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> What are the signs and symptoms of heart problems? <ul style="list-style-type: none"> <li>○ Chest pain</li> <li>○ Cool, moist and pale skin</li> <li>○ Nausea</li> <li>○ Dizziness</li> </ul> </li> <li>• <b>ASK:</b> As first aiders what are the key things we can do to help a patient with heart problems? <ul style="list-style-type: none"> <li>○ Call for an ambulance</li> <li>○ Place the patient in the most comfortable position for them</li> <li>○ Monitor the patient</li> </ul> </li> <li>• In <b>PAIRS</b> participants <b>PRACTICE</b> a scenario for heart problems</li> </ul>	<ul style="list-style-type: none"> <li>• Appendix scenario Heart01 and C01</li> </ul>
5 min	<p>Asthma</p> <ul style="list-style-type: none"> <li>• <b>ASK</b> if any of the candidates are asthmatic, if so <b>DISCUSS</b> what inhalers they use etc.</li> <li>• <b>ASK:</b> What colour inhaler do patients having an attack need? <ul style="list-style-type: none"> <li>○ Blue</li> </ul> </li> <li>• Candidates <b>READ</b> manual section on asthma attacks</li> <li>• Candidates to answer <b>question 16a-b</b> in candidate workbook</li> </ul>	<ul style="list-style-type: none"> <li>• Appendix scenario Asth01</li> <li>• WB page 24-25</li> </ul>
15 min	<p>Other injuries</p> <ul style="list-style-type: none"> <li>• The class will stay in the same four groups as the previous group activity. For this activity participants must create a poster and teach the rest of their class about their topic. <ul style="list-style-type: none"> <li>○ Seizures</li> <li>○ Overdose/intoxication/loss of consciousness</li> <li>○ Stroke</li> </ul> </li> <li>• Candidates must cover the following in their presentations <ul style="list-style-type: none"> <li>○ The signs and symptoms</li> <li>○ Treatment for the condition</li> </ul> </li> </ul> <p>Candidates answer <b>questions 17</b> in candidate workbook</p>	<p>WB page 25</p>
10 min	<p>Physical assessment</p> <ul style="list-style-type: none"> <li>• Go over on whiteboard, DOTS.</li> <li>• When would you use it?</li> </ul>	





	<ul style="list-style-type: none"><li>○ When checking for injuries?</li><li>● <b>GROUP ACTIVITY:</b> in <b>PAIRS</b> injured person has an injured knee and one other injury (they must make up) that they will only know about when the FA person finds it</li></ul>	
10 min	<p>Other First Aid scenarios</p> <ul style="list-style-type: none"><li>● Divide the following 4 topics (not yet) covered amongst the participants - <i>Human factors; Patients History; Handover and documentation;</i></li><li>● Participants will create a visual flipchart and present back the key points to the room</li></ul>	
30 min	<p>First aid scenarios</p> <ul style="list-style-type: none"><li>● Summarize up until this point for First Aid</li><li>● Candidates to <b>answer question 18 in candidate workbook</b> and discuss possible answers with the instructor</li><li>● Each candidate must complete a scenario for the following conditions:<ul style="list-style-type: none"><li>○ Bleeding with shock</li><li>○ Burns</li><li>○ Dislocated shoulder</li><li>○ Heart problems, asthma, stroke scenario</li><li>○ Management of a first aid situation (see Instructor Resources for more details)</li></ul></li><li>● Scenarios to use for this are located in the workbook</li><li>● Ensure all questions on the First Aid section have been completed</li></ul>	<ul style="list-style-type: none"><li>● First aid equipment</li><li>● WB page 25</li></ul>