



SURF LIFE SAVING



Surf Lifeguard Award

Instructor Lesson Plan Perform

Updated: June 2025

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



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



20 minutes	<p>Knowledge acquisition 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>Emergency care and resuscitation activity Demonstrate the necessary skills related to resuscitation. Have learners practice this skill and put them altogether into a resuscitation scenario.</p>	<ul style="list-style-type: none">• Surf Lifeguard Award – Perform PowerPoint• CPR manikins• AED
5 minutes	<p>Knowledge acquisition 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>	
30 minutes	<p>Knowledge acquisition 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>Trauma situations 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">• Splints• Slings• Combine dressings• Bandages• Backboard/scoop stretcher
30 minutes	<p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 13-14 on environmental conditions.</p>	<ul style="list-style-type: none">• Epi-pen• Environmental blanket• First Aid room



	<p>Allow learners to ask questions as required throughout the lesson.</p> <p>Environmental situations 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>Knowledge acquisition 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>Medical situations activity 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">• Spacer
20 minutes	<p>Knowledge acquisition 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>Patient history and handover 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	Knowledge acquisition 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">• Patient report form
5 minutes	Conclusion 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.	



Lesson Plan	Cardiopulmonary Resuscitation (CPR)	
Manual Section	Perform	
Learning objectives	At the conclusion of this lesson candidates will be able to: 1. Provide Resuscitation (includes CPR and choking)	
Resources required	<ul style="list-style-type: none"> • Well lit, clean and well-ventilated working environment • Table and chairs – enough for each participant • CPR Manikins – ensure they are clean and properly maintained • Manikin Face Shields/ Masks (alcohol swabs can be used in masks unavailable) • AED • Whiteboard and pens • Paper and pens/pencils • SLSNZ Surf Lifeguard Manuals – one for each participant • Laptop and Projector + Power point presentations • Access to local beach (additional skills) • Candidate workbooks 	
Total lesson time	45 minutes	
Key tasks before each lesson: <ul style="list-style-type: none"> ◦ Set up room or other venue appropriately ◦ Ensure all resources are set out and available to each participant ◦ Introductions (if required) ◦ Discuss plan and aims/objectives for the session ◦ Work through reinforcement activities from previous session ◦ Conduct session – include skills/tasks ◦ Discuss plans for next session 		
Duration	Activity	Additional Resources
1 min	By the end of this lesson candidates will be able to: <ul style="list-style-type: none"> • Provide resuscitation <ul style="list-style-type: none"> ◦ Ault CPR ◦ Child CPR ◦ Infant CPR ◦ Adult choking ◦ Infant choking 	



	<ul style="list-style-type: none">○ Understand basic drowning physiology	
5 min	<p>Emergency care</p> <ul style="list-style-type: none">• DISCUSS the aims of emergency care<ul style="list-style-type: none">○ Preserve Life○ Prevent Worsening○ Promote Recovery• On whiteboard and with group discuss chain of survival (see manual for details)• Who is responsible for scene management while on patrol? – Patrol Captain	
5 min	<p><i>Scenario can be something like...that you have found an unconscious patient on the beach, what would you do?</i></p> <p><i>Think – How would this differ in different scenarios – car accident, someone collapsing at a supermarket?</i></p> <p>DRSABC</p> <ul style="list-style-type: none">• DISCUSS the DRSABCD acronym, what is it for? When should it be used?• In SMALL GROUPS (3-4) BRAINSTORM 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• Write up 'Danger' on the whiteboard• Focus: Dangers:<ul style="list-style-type: none">○ Stop – check scene is safe before entering○ Environment○ Traffic control○ Unknown hazards○ Transmissible diseases (Covid)○ Protect yourself/patient, how?	
2 min	<p>Response</p> <ul style="list-style-type: none">• ASK: what does the R in DRSABCD stand for?• 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">○ Introduce yourself○ Ask if they are OK○ Tap and shout – incorporate checking for dangers as well.	



	<ul style="list-style-type: none">• Fill in Response on the whiteboard underneath Danger• Give DEMONSTRATION• In pairs candidates practice approaching a patient• Question: What should you do if there is no response?	
2 min	Send for help <ul style="list-style-type: none">• ASK: what does the S stand for?• On white board list emergency contact details (numbers to call for specific scenarios are included in (NSOP/CSOP)• Discuss the '4 P's': Position, Problem People and Progress.• Fill in 'Send for help' on whiteboard underneath 'Response'• Refer to whiteboard and review what has been discussed so far – D R S• DEMONSTRATE calling for help, then in PAIRS PRACTICE sending for help – remember to list the '4 P's' and use local examples• Focus: Send for help – who to contact, when should you go for help (adult or child patient), what should you tell the emergency contacts	
10 min	Airway <ul style="list-style-type: none">• ASK: what does the A stand for?• Using a volunteer, DEMONSTRATE checking mouth is clear, tilt the head back to open the airway. (see manual for details)• In PAIRS or THREES PRACTICE 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.• Reinforce using barriers – face shields and gloves	
5 min	Clearing an airway <ul style="list-style-type: none">• DISCUSS when you would use the side stable position: when the patient has fluid in their airway that needs to be cleared• DISCUSS how you would clear fluid from the airway if you were physically unable to roll them over: use recovery position	



	<ul style="list-style-type: none">Using a volunteer, demonstrate the 'side stable position technique – step by step (details in manual)In PAIRS or THREES candidates PRACTICE 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	
10 min	Protecting the airway <ul style="list-style-type: none">ASK: when would you use the recovery position? (breathing unresponsive patient)Using a volunteer DEMONSTRATE the 'recovery position' – Break it down to a step-by-step approach. Emphasize checking for other injuries and monitoring ABC'sIn PAIRS PRACTICE on each other – remember to check for other injuries and monitoring ABC'sPut all five steps together and in pairs practice process: D-R-S-A-B-plus recovery position (breathing unresponsive patient scenario)	
5 min	Breathing check <ul style="list-style-type: none">ASK: what does the B stand for?Using a volunteer, DEMONSTRATE the 'look, listen and feel' technique – ensure airway has been cleared and opened correctly before beginning.In PAIRS candidates PRACTICE on each other	
20 min	Compressions <ul style="list-style-type: none">ASK: what does C stand for?30 compressions to 2 breaths. DEMONSTRATE and MODEL correct techniques.Using a volunteer visually establish midline of chest (imagine a line from the armpits into the centre of the chest).Place hands on top of one another at this point.Compress the chest, aiming for 1/3 depth of chest Repeat 30x compressions at 120 compressions per minute. Count out loud "1, 2, 3.... 27, 28, 29, 30". Body weight should be directly over mannikin so that your arms are close to 90 degrees and are straight. At the end of each compression, ensure the chest is allowed to fully rise – lift the heel of your hands. (Recoiling) After 30 compressions, do two good ventilations.	



	<p>With one hand pinch the patients nose closed, if possible, use the side of this hand to push against the mannikins wig to help with the head tilt. Your other hand should be around the chin in a pistol grip opening the mouth.</p> <p>Head tilt and chin lift to open the airway. If you struggle to get the mannikins head back, use the side of your hand that is pinching the nose to help push against the mannikins wig. Pistol grip = make a two-fingered "gun" shape. Index finger on front of chin, middle finger under chin and thumb placed upwards between mannikins ear and eye.</p> <p>Form a seal with your mouth over mannikins mouth (over face shield) and blow into mannikin. You should see chest rise. Repeat – two good ventilations (breaths). If chest does not rise, try to tilt the head further back. To maintain an open airway, you need to keep the head tilting backwards during ventilations – this may take practice. REPEAT 30 COMPRESSIONS. Count out loud "1, 2, 3.... 27, 28, 29, 30".</p> <p>Repeat two ventilations and then return to compressions. Try and move quickly between ventilations and compressions until you are told to stop.</p> <p>In pairs practice on each other.</p>	
5 min	<p>Defibrillation (AED)</p> <ul style="list-style-type: none">• Turn on the AED.• Wipe the patient's chest if wet/sandy.• Attach AED pads and follow the AED voice prompt. <p>In pairs practice on each other.</p> <p>The availability of an AED will determine when AED procedures are implemented.</p>	



The following can be useful for teaching candidates exactly what they need to be physically doing and saying as they apply the DRSABCD action plan.

	<i>What are you physically doing?</i>	<i>What you are saying out loud</i>	<i>Notes</i>
DANGER	Approach the patient (mannikin), up to 2-3m away from patient Survey the area (look around)	<i>"I'm checking the area for dangers, are there big waves or any other danger?"</i>	Danger could be to patient, yourself or others If it is dangerous to yourself do not proceed – call for help
RESPONSE	Stand about 2-3m from the patient	<i>"Hi, I'm a lifeguard are you ok?"</i>	Speak with a loud assertive voice
	If no response, get closer to patient	<i>"Can you hear me, are you ok?"</i>	Speak firmer and louder
	If no response, bend down to patient		
	Squeeze shoulder. Pinch ear lobe.	<i>"Can you hear me"</i>	Ensure shoulder squeeze is obvious. Be loud and firm in your questions.
SEND FOR HELP	Turn to bystander (examiner).	<i>"I need you to go and call 111. Tell them we have an unconscious patient. Get an AED and come back and tell me how long help will be"</i>	Be assertive (body language important) We need to know how long help will be AED – greatly improves outcome for patient.



	AIRWAY	PUT ON GLOVES		If you forget to put on gloves at any stage of CPR, stop, and tell the examiner that you would have put on gloves.
		Kneel beside patient. Try and place one knee either side of patient's shoulder. Knee's approx. 15-20cm from mannikin.	<i>"I need to check the patient's airway"</i>	(In practise, work out what side of the patient you are more comfortable working on. If you are right-handed, you may prefer to kneel on right side of patient.)
		Place one hand on the patient's forehead and use the other hand to open the patient's mouth. Look into mouth to check for any blockages/debris. Do not adjust the angle or position of the head/neck at this stage.	<i>"I can't see anything; I need to tilt the head"</i>	If there is debris remove with your fingers. If mouth full of vomit or water patient can be log rolled to remove. We check the mouth before moving the head, so any debris present is not pushed down the airway
		Place one hand on the patients chin in a pistol grip, other hand on patient's forehead and tilt the head backwards and chin up Look into the mouth. Use the hand on the back of the patients head to maintain the head tilt when checking for breathing.	<i>"I can't see anything"</i>	Head tilt, chin lift opens the airway further. (If you have trouble tilting the head use pressure from the side of your hand on the mannikins wig.) Pistol grip = make a two-fingered "gun" shape. Index finger on front of chin, middle finger under chin and thumb placed upwards between mannikins ear and eye. Ring finger and little finger should be tucked into your palm – not touching the patient's throat.
	BREATHING	Keeping the patients head titled back, bring your ear	<i>"Checking for breathing, 1, 2,</i>	Look, listen and feel for breathing. Can you see the



		<p>near the patients face (about 10cm away). With one hand on the patients head maintaining the head tilt, use your other hand to rest it lightly on the patient feeling for breathing. Look down at the patient's chest. Checking for breathing should only take 10 seconds.</p>	<p>3, 4, 5, 6, 7, 8, 9,10"</p>	<p>chest rising, can you hear gurgling or breath sounds?</p>	
			<p><i>"The patient's not breathing"</i></p>	<p>Gasping, gurgling or intermittent breathing is not breathing well. Start CPR</p>	
	<p>CPR - COMPRESSIONS</p>	<p>Visually establish midline of chest (imagine a line from the armpits into the centre of the chest). Place hands on top of one another at this point. Compress the chest, aiming for 1/3 depth of chest Repeat 30x compressions at 120 compressions per minute</p>	<p>Count out loud "1, 2, 3.... 27, 28, 29, 30"</p>	<p>Body weight should be directly over mannikin so that your arms are close to 90 degrees and are straight. At the end of each compression, ensure the chest is allowed to fully rise – lift the heel of your hands.</p>	
	<p>CPR - VENTILATIONS</p>	<p>After 30 compressions, do two good ventilations. With one hand pinch the patients nose closed, if possible, use the side of this hand to push against the mannikins wig to help with the head tilt. Your</p>		<p>If you struggle to get the mannikins head back, use the side of your hand that is pinching the nose to help push against the mannikins wig. Pistol grip = make a two-fingered "gun" shape. Index finger on front</p>	



		other hand should be around the chin in a pistol grip opening the mouth. Head tilt and chin lift to open the airway.		of chin, middle finger under chin and thumb placed upwards between mannikins ear and eye.	
		Form a seal with your mouth over mannikins mouth (over face shield) and blow into mannikin. You should see chest rise. Repeat – two good ventilations (breaths)		If chest does not rise, try to tilt the head further back. To maintain an open airway, you need to keep the head tilting backwards during ventilations – this may take practise.	
	CPR - COMPRESSIONS	REPEAT 30 COMPRESSIONS	Count out loud "1, 2, 3.... 27, 28, 29, 30"		
	REPEAT VENTILATIONS	Repeat two ventilations, and then return to compressions.		Try and move quickly between ventilations and compressions until you are told to stop.	
	DEFIBRILATION (AED)	Turn on the AED. Wipe the patient's chest if wet/sandy. Attach AED pads and follow the AED voice prompt.		The availability of an AED will determine when AED procedures are implemented.	



Reinforcement Activities: CPR		
Duration	Activity	Additional Resources
10 min	<p>10 question quiz</p> <ul style="list-style-type: none">• Candidates work in groups or as individuals <ol style="list-style-type: none">1. What is the compression, ventilation ratio for CPR?<ul style="list-style-type: none">○ 30:22. When dealing with an unresponsive adult patient and you are alone, what should you do?<ul style="list-style-type: none">○ Go for help immediately3. If in the same situation with a child or infant what would you do?<ul style="list-style-type: none">○ Give CPR for one minute then go for help4. What should you do for an unresponsive breathing patient when help is on the way?<ul style="list-style-type: none">○ Put the patient in the recovery position and monitor them5. How are breaths delivered to an infant?<ul style="list-style-type: none">○ Through the mouth and nose6. How are compressions delivered for an infant?<ul style="list-style-type: none">○ With two fingers one finger width below the nipple line7. When dealing with a patient who has been pulled from the water, what is the priority in regard to CPR?<ul style="list-style-type: none">○ Oxygenation of the patient8. 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">○ 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.9. What should be done to clear fluid from a patient's airway?<ul style="list-style-type: none">○ The Side Stable Position <ul style="list-style-type: none">• Once completed run through the answers with candidates and focus on areas they were weak on.	<ul style="list-style-type: none">• Pens• Paper



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



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



	<ul style="list-style-type: none"> • ASK candidates: what bones have you broken or dislocations have you had in the past; and what sprains have you had in the past? • ASK How were the broken bones treated? • ASK How was the sprain treated? • ASK as a first aid provider how can we know what the injury is (fracture, sprain, dislocation)? We cant • DISCUSS the treatment for the three injuries 	
10 min	Putting on a sling <ul style="list-style-type: none"> • DEMONSTRATE putting on a sling on a candidate • Candidates PRACTICE putting on a sling • In PAIRS participants in a PRACTICE scenario for Fractures 	<ul style="list-style-type: none"> • Triangular bandages. • Appendix scenarios F01
20 min	Sprains and Strains & Injuries to the head <ul style="list-style-type: none"> • Candidates to READ Sprains and Strains & head injuries section in the manual • DISCUSS - 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"> • Candidates to read first aid sections on "Chest and abdomen injuries" & "Neck and Spinal" injuries • ASK for the signs and symptoms and treatment • Candidates to answer question 8 a-b + 9a-b in candidate workbook • In PAIRS participants in a PRACTICE scenario for head injury • Demo Log Roll • In Groups, PRACTICE log rolls (Scenario S01) 	<ul style="list-style-type: none"> • Poster paper • Coloured vividis <ul style="list-style-type: none"> • Appendix scenario HI01 <p>WB page 22</p>

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



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



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