

LESSON PLAN

HYPOTHERMIA

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:
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2. DETAILS OF LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

- > recognise when someone has hypothermia
- > respond appropriately to someone who has hypothermia.

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 to identify how they would recognise someone who is very cold (they could act this out or draw a picture).	10 mins	PowerPoint presentation
Explain to the students what hypothermia is and refer back to the description of someone who is very cold.	5 mins	
Development activities		
Divide the group into two. One group can create a poster showing how to treat hypothermia indoors and the other how to treat hypothermia outdoors. Compare their thoughts and discuss the differences.	30 mins	Paper and pens
Plenary activities		
Tell the students that they are about to go on a weekend expedition to a remote location. What precautions do they need to take to ensure that they do not develop hypothermia? What could they do if a member of the group developed hypothermia?	15 mins	Worksheets
Suggested additional activities		
The students can find out how the causes and treatment of hypothermia in the elderly and in infants are different. You may also like to refer to the Duke of Edinburgh's Award Common Training Syllabus for Bronze Ventures.		

4. DETAILS OF ASSESSMENT FOR LEARNING

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|-------------------------------------------|------------------------------------------------|---------------------------------------------------|
| <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

Deterioration, hypothermia, impaired responsiveness, shivering, survival bag.

7. CURRICULUM LINKS