

FIRST AID

GEP1: 2021-22



Escola Pia Igualada
Laia Salgado and Mario Sánchez

TASK 1 : INPUT & COOPERATIVE /COLLABORATIVE LEARNING IN CLIL	
TITLE OF THE LESSON OR TOPIC	First Aid
AUTHORSHIP	Mario Sánchez and Laia Salgado
SCHOOL	Escola Pia Igualada
COURSE / YEAR / GRADE	5th grade of Primary
TIMING	Three Sessions
COLLABORATION WITH...	Gemma Boncompte, Natàlia Lorente, Mario Sánchez and Laia Salgado
OBJECTIVES OF THE SESSION	Describe below
SHORT DESCRIPTION OF THE SESSION	<i>(The descriptions of the activities below should contain: dynamic instructions with collaborative and cooperative activities, (with the timing), type of input, questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement all materials used and linked)</i>



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



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G E N E R A L	Goal:	To develop knowledge, understanding and skills related to the recognition of first aid actions.
	Objectives:	To familiarize students with a number of first aid situations and how they can act them out. To enable the learner to communicate effectively and appropriately in real life situation:
	Learning Outcome:	Students will demonstrate/analyse different types of injuries.
		First of all, we are going to work these sessions as we work on other projects as our students are familiar with this methodology. For that reason, we already have cooperative groups where each student has a specific role and they have to work collaboratively to achieve the main objective.
	Objectives Session 1	Students will be able to explain the concept of first aid Students will be able to list vocabulary related to first aid materials.
	Learning Outcome	Students will be able to describe the first aid material and identify their names.
S E S S I O N 1	Activity 1	<p>What we know. KPSI <i>Timing: 20 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Spoken and Written) Language input (Visual and Realia)</i> <i>Questions: Referential</i> <i>Activity: Collaborative</i> <i>Material: Activity sheet. What we know</i></p> <p>This activity consists in completing an activity sheet about what we know and think in reference to first aid concepts. For this session we are going to use the “rotating sheet” technique. The group has one sheet and each member has to write his/her opinion regarding the question using different colors. Before writing the opinion all the group has to agree with the written opinion. Once all groups are finished, we put it in common. (If some group has to modify some question or add something while we</p>



	<p>check they have to use another color.) <i>Annex.1 - Session 1 Activity 1-KPSI</i></p>
<p>Activity 2</p>	<p>Vocabulary. <i>Timing: 20 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Spoken and Body language) Language input (Visual)</i> <i>Questions: Explicit</i> <i>Activity: Collaborative</i> <i>Material: Power Point</i></p> <p>This activity consists of a PPT where we work on some common injuries that students may have in their own life (most common ones for their age). Each injury is going to be briefly explained followed by all the materials needed to be able to interact with it at the end of the PPT.</p> <p>First of all, we are going to work on the vocabulary related to injuries and materials needed. We use the technique “stop three minutes” to give students time to think. Once we finish they can raise up their hand and say if they know some of the words and make a short description.</p> <p>Later, we present the PowerPoint and we put together all the information we know. (Repeat words to get the vocabulary.)</p> <p>To conclude, the students will receive three piles of cards. Each pile will consist of a sentence to fill with gaps.</p> <p>Pile number one will be pictures of different injuries already studied, pile two, what happens in each picture and pile three, what to do in case of suffering that injury. The students then take a card from each pile, they can choose which card they want, and then they have to form a correct sentence using all the cards. When they have the sentences done, one representative of each group puts up their sentences on the blackboard. The sentences will be corrected by all the class together, therefore they will be practicing their grammar, language and sentence building skills.</p> <p><i>Annex 2- Session 1 Activity 2-PPT</i> <i>Annex2- Session 1 Activity 2-Piles</i></p>
<p>Activity 3</p>	<p>Time to play. <i>Timing: 10 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Spoken) Language input (Visual)</i> <i>Questions: Explicit</i> <i>Activity: Collaborative</i></p>



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		<p><i>Material: Memory game. Chromebooks.</i></p> <p>This area consists of two activities. The first consists of a memory about all the vocabulary words learnt before. Each group plays alone. The main objective of this activity is that students practice in a visual way the name and the picture of the material selected. Memory refers to the processes that are used to acquire, store and retain vocabulary or information and later used in a specific context. We use the platform “Interacty” to create our memory game. https://interacty.me/projects/24382265858671e2</p> <p>The second consists of a role-play. The students are to represent a situation in which they use their knowledge, grammar and vocabulary. They will be writing their own role-palys. (To be corrected by the teacher). This will be done in pairs and represented in front of the class. <i>Annex 3- Session 1 Activity 3</i></p>
	Objectives Session 2	To Analyze a text and extract main ideas.
	Learning Outcome	Students will be able to determine the main idea of a text by using key details.
S E S S I O N 2	Activity 1	<p>Think-Pair-Share <i>Timing: 40 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Spoken and written) Language input (Visual)</i> <i>Questions: Explicit, Implicit, Referential.</i> <i>Activity: Cooperative and collaborative</i> <i>Material: Think-Pair-Share activity sheet.</i></p> <p>We are going to select seven types of injuries that are the most common ones that can happen at school or on the street. Each group is going to be an expert on one injury. (Burns, Nosebleeds, Blisters, Fracture bone, Blows to the head, cuts and Sting/Bite)</p> <p>All the members have one activity sheet that includes reading and questions. First, they have to do the reading alone and later answer the questions that appear. This activity consists of sharing the answers of each question and generating a dialogue between them. As the technique says, it is a collaborative learning strategy where students work to solve a problem together.</p>



		<p>1-Think individually. 2-Share ideas with your partner, 4- Share ideas with all your group <i>Annex 4- Session 2 Activity 1 and 2. THINK-PAIR-SHARE</i></p>
	Activity 2	<p>All Together <i>Timing: 20 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Spoken)</i> <i>Questions: Explicit, Implicit, Referential.</i> <i>Activity: Collaborative</i> <i>Material: The previous activity sheet.</i></p> <p>The last part of the session consists of putting all the information and the findings of each group in common. Each member has to explain to the others what their injury is about. The rest of the class has to listen and ask any questions they may have. In the same paper we are going to write some language support(they must complete it with all the information they have):</p> <ul style="list-style-type: none"> - A (type of illness) is _____(concept) - The things that we can do when we suffer a___ - The things that we can't do when we suffer a ____ <p><i>Annex 4- Session 2 Activity 1 and 2. THINK-PAIR-SHARE</i></p>
	Objectives Session 3	To practice all the knowledge acquired
	Learning Outcome	Students will be able to express themselves and demonstrate their own knowledge.
S E S S I O	Activity 1	<p>Let's Practice! <i>Timing: 10 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Body language) Language input (Realia)</i> <i>Questions: Explicit, Implicit, Referential.</i> <i>Activity: Collaborative</i> <i>Material: Specific material of each injury and a camera</i></p>



<p>N 3</p>		<p>After all the sessions described before we have to put our knowledge into practice. In order to do this, we will need more space than in a classroom, therefore, we will be doing it in the playground. An open space where students can move freely.</p> <p>We are going to decide that one member of our group has suffered an injury and we have to cure him/her. So we need the specific material and to follow the correct steps. (The teacher needs to have all the material prepared before the activity)</p> <p>During the activity the teachers take pictures to use them later in the next task.</p>
	<p>Activity 2</p>	<p>Make a video! <i>Timing: 35 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Spoken/oral) Language input (Audiovisual and Realia)</i> <i>Questions: Explicit</i> <i>Activity: Collaborative</i> <i>Material: Chromebook and images</i></p> <p>In this activity students have to create a video using the pictures taken before. They have to explain all the steps followed in order to cure their injury. The teacher should provide them with a model to follow and then they are going to be able to organise their sentences.</p> <p>This will require using all the content and vocabulary we acquired during the previous sessions.</p> <p>Later we can see all of them together in the class.</p> <p><i>Annex 5- Session 3 Activity 2- VIDEO</i></p>
	<p>Activity 3</p>	<p>Informative Poster <i>Timing: 15 minutes</i> <i>Group: 4p/g</i> <i>Type of input: Content input (Written) Language input (Visual)</i> <i>Questions: Explicit</i> <i>Activity: Collaborative</i> <i>Material: Canva app and Chromebook</i></p> <p>To conclude, each group is going to create their own poster using the app “Canva”. A poster that describes all the steps needed to be followed in case of an injury.</p> <p>We are going to give an example to them (annex) and we ask them to follow, more less, the same structure. Items: Title, how to act, image, emergency number.</p>



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	<p>We are going to print and post them in strategic places around the school in order to help other students if they come across an injury.</p> <p><i>Annex 5- Session 3 Activity 3- CANVA</i></p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>In terms of academic content, we allocate the sessions inside the dimension of health and personal balance in the curriculum. With these sessions we want the students to learn how to act versus different types of injuries that they normally have or can have. We want them to be conscientious of what is happening to their body or to someone and how they can react. Also, with this it is important to work on emotions and balance with our body.</p>
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>During these sessions students are practicing various grammatical constructions; present, past and future, as well as specific vocabulary related to situations in which they are confronted with different injuries. They are also learning to put into practice the theoretical part of what they have been learning up to this point.</p>
<p>In what way is this lesson plan a good example of what we learnt in the GEP course modules?</p>	<p>First of all, this lesson plan includes collaborative and cooperative structures. Moreover, we combine lots of inputs such as content and language ones, trying to include all of them into the lesson plan. We are realistic with the multi intelligences that exist in one class and we would like to be able to reach all of them.</p> <p>Secondly, we use the technique 1-2-4 to introduce explicit, implicit and referential questions. As we have in our own school project: SUMMEM.</p> <p>Lastly, we combine the language with environmental knowledge (science).</p>
<p>Other important information</p>	<p>This group of students selected to apply for the sessions are really interested in the topic of injuries. We have a classmate that has “hemofília” and sometimes these injuries happen to him. It is a topic that they can realistically relate to. They want to know what to do, in each case, to normalize the situation.</p>



ANNEXES (materials, handouts, pictures, worksheets, language support, etc.)

SELF ASSESSMENT CHECKLIST	
Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	Yes
2. The input presented is used to help learners understand ideas and construct meaning	Yes
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	Yes
4. Students are helped in some way to understand , i.e. input is made comprehensible	Yes
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	Yes
6. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	Yes
7. A variety of collaborative learning strategies are used throughout the session.	Yes



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8. At least one of the activities presented requires cooperation among students.	Yes
9. Students are explicitly taught how to work in groups (or pairs).	Yes
10. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	Yes
11. At least one ICT tool is used to promote learning .	Yes



ANNEX 1

Session 1 Activity 1

KPSI

Cooperative Structure: Rotating Sheet

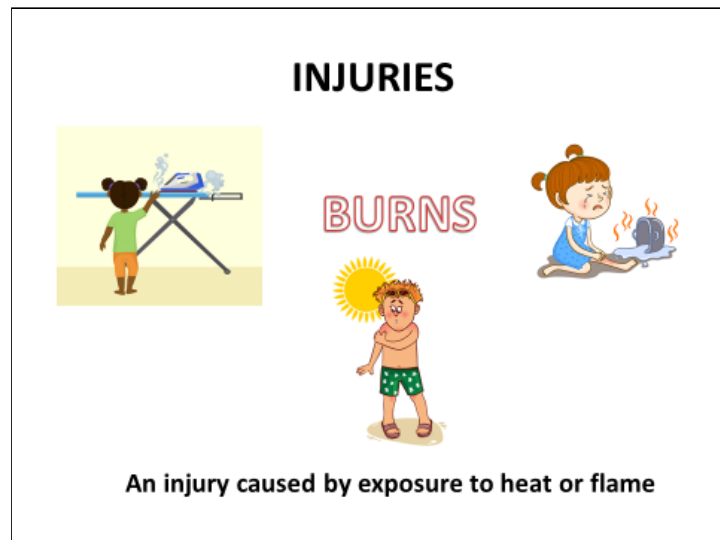
Following the cooperative structure Rotating Sheet, write everything you know about the questions below. Remember to use a different color of pen each of you.

<p>QUESTION 1</p> <p><i>What does first aid mean to you?</i></p>	
<p>QUESTION 2</p> <p><i>What do you know about injuries?</i></p>	
<p>QUESTION 3</p> <p><i>What types of injuries do you know?</i></p>	
<p>QUESTION 4</p> <p><i>What is the most common cause of injury?</i></p>	
<p>QUESTION 5</p> <p><i>How can you treat injuries?</i></p>	

<p>First Aid</p> 	<p>Cause</p> 	<p>Injuries</p> 	<p>Treat</p> 	<p>LANGUAGE SUPPORT</p>
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Session 1 Activity 2-PPT

ANNEX 2



INJURIES


**BLEEDING
NOSEBLEEDS**



Process of losing blood from the body

INJURIES

BLISTERS



A swollen area of skin that is filled with liquid

INJURIES


CUT



The act of slicing with a knife or another sharp edge

INJURIES

**BROKEN
BONE**



A broken bone, also called a fracture is when a break goes through part or all of a bone.

INJURIES

DO YOU KNOW
HOW WE CAN
TREAT INJURIES?









BANDAGES AND GAUZES					
BANDAGES	PLASTERS	TRIANG. BANDAGE	GAUZES	ANTISEPTIC WIPES	ADHESIVE TAPE
MEDICATIONS					
ANTI-INFLAMMATORY	PAINKILLER	ANTIBIOTIC	HYDROCORTISONE CREAM	EYE DROPS	
MEDICAL EQUIPMENT					
GLOVES	INSTANT ICE	TWEEZERS	SCISSORS	POCKET MASK	THERMOMETER

BURN	BLISTER
BLEEDING	BROKEN BONE
CUT	BLOW HEAD

Which material can we use in each injury?

Session 1 Activity 2-Piles

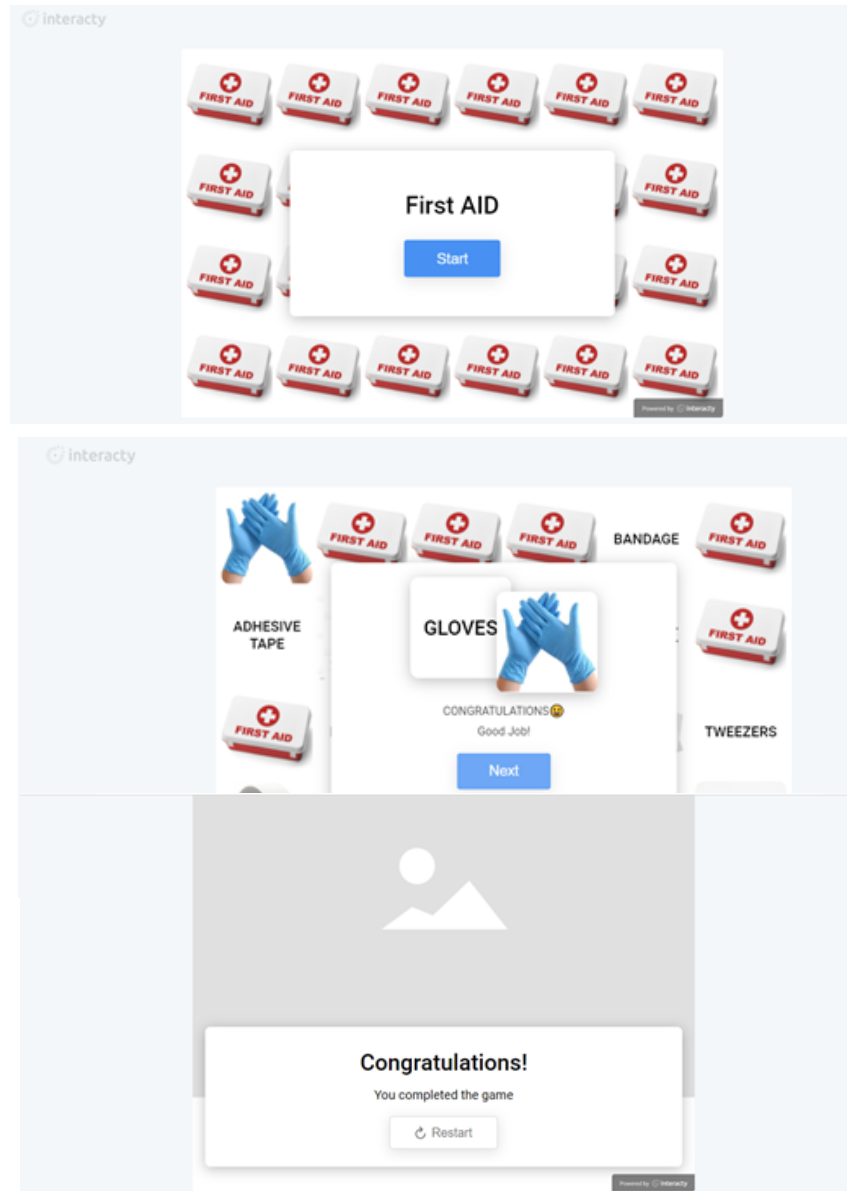
PILE 1	PILE 2- What happens	PILE 3-What to do
	She ___ her arm with the hot stone. a) Rash b) Burn c) Cut	She has to put a ___ on it. a) Bandage b) Adhesive tape c) Gloves
	He has a ___ on his foot. a) Blister b) Cut c) Bleeding Nose	He has to put a soft ___ a) Bandage b) Thermometer c) Scissors
	He ___ his finger with a knife. a) Broke b) Burn c) Cut	He has to put a ___ to stop the bleeding. a) Gauze b) Thermometer c) Bandage
	He has a _____. a) Nose bleed b) Blister c) Blow on the head	He has to put a ___ inside his nose. a) Thermometer b) Tweezers c) Tissue
	He has a ___ on the head. a) Broke b) Blow c) Cut	He has to put ___ on his head. a) Instant ice b) Antiseptic wipes c) Tissue
	He ___ his arm. a) Broke b) Bite c) Cut	He has to put ___ the arm and go to the hospital. a) Instant ice b) Antiseptic wipes c) Gauze

ANNEX 3

Session 1 Activity 3

FIRST AID MEMORY WEBSITE:

<https://interacty.me/projects/24382265858671e2>





ANNEX 4

Session 2 Activity 1 and 2

THINK-PAIR-SHARE

Cooperative Structure: Think-Pair-Share

Following the cooperative structure Think-Pair-Share, read the text below and answer the questions. Remember to write each information in the correct place. If you don't know some words you are able to use the dictionary.

BURN	
<p>A burn is an injury to the skin caused by heat and contact with other hot objects.</p> <p>Many people die every year because of different types of burns.</p> <p>Burns that do not cause deaths:</p> <ul style="list-style-type: none"> • Burns occur mainly in the home and workplace. • If you take care, you can avoid getting burnt. <p>Different types of burns:</p> <ul style="list-style-type: none"> • hot liquids • hot solids • fire 	 
FIRST AID	
<p>What to do</p> <ul style="list-style-type: none"> • Stop the burning process • Extinguish flames by: <ul style="list-style-type: none"> - Roll on the ground, or by - Use a Blanket • Use cool water to reduce the temperature of the burn. • Wrap the patient in a clean cloth. • Go to the medical care. 	<p>What not to do</p> <ul style="list-style-type: none"> • Do not start first aid before you feel safe. • Do not apply <ul style="list-style-type: none"> - Paste - Oil - Ice • Don't open blisters • Do not apply any material directly to the wound as it might become infected.

ALL TOGETHER- Oral Activity

- A _____ is _____
- The things that we can do when we suffer a _____
- The things that we can't do when we suffer a _____

BLISTERS

A blister is a small bubble on the skin filled with serum and caused by friction, burning, or other damage.



FIRST AID

What to do

To prevent chafing that can lead to blisters

- Protect your feet
 - Make sure your shoes fit properly.
- Wear the right clothing
 - During physical activity avoid clothes which can lead to friction and chafing
- Consider soft bandages.
 - For problem areas consider using adhesive moleskin.
- Stop your activity immediately if you experience pain or discomfort, or if your skin turns red.
- Go to the medical care.

What not to do

- Leave the blister uncovered.
- Don't burst a blister yourself.
- Touch the blister with a dirty hand.
- Do not peel the skin off a burst blister.
- Do not wear the shoes or use the equipment that caused your blister until it heals.

ALL TOGETHER- Oral Activity

- A _____ is _____
- The things that we can do when we suffer a _____
- The things that we can't do when we suffer a _____

BLEEDING NOSEBLEEDS

Involve bleeding from the inside of your nose. Many people have occasional nosebleeds, particularly younger children and older adults. Although nosebleeds may be scary, they're generally only a minor annoyance and aren't dangerous.



World Health Organization



FIRST AID

What to do

- Sit down and firmly pinch the soft part of your nose for at least 10-15 minutes.
- Lean forward and breathe through your mouth.
- Place an ice pack or bag of frozen vegetables covered by a towel on the bridge of your nose.
- Stay upright, rather than lying down.
- Rest after a nosebleed to avoid a recurrence.

What not to do

- Don't put your head up.
- Don't lie down on the floor.
- Bend over for a long period of time.
- Eat warm and spicy food.

ALL TOGETHER- Oral Activity

- A _____ is _____
- The things that we can do when we suffer a _____
- The things that we can't do when we suffer a _____

BROKEN BONE

A broken bone, also called a fracture, is when a break goes through part or all of a bone.



World Health Organization

FIRST AID

What to do

- Take clothing off the injured area.
- Apply an ice pack wrapped in cloth.
- Keep the injured limb in the position you find it.
- Get medical care.
- Don't eat or drink in case they need surgery.

What not to do

- Do Not Move
- Do not wash
- Do not try pushing a bone back into place.

ALL TOGETHER- Oral Activity

- A _____ is _____
- The things that we can do when we suffer a _____
- The things that we can't do when we suffer a _____

CUT

- A cut is a long, narrow incision in the skin made by something sharp.



World Health Organization

FIRST AID

What to do

These guidelines can help you care for minor cuts and scrapes:

- Wash your hands..
- Stop the bleeding.
- Clean the wound.
- Cover the wound.
- Change the dressing.
- Watch for signs of infection.

What not to do

- Don't touch with dirty hands
- Put stitches without going to the doctor.
- Cover the cut without washing it.

ALL TOGETHER- Oral Activity

- A _____ is _____
- The things that we can do when we suffer a _____
- The things that we can't do when we suffer a _____

BLOW ON THE HEAD

Minor head injuries are common in people of all ages and rarely result in any permanent brain damage.



FIRST AID

What to do

- Sit down in a comfortable place.
- Comfort them in a good environment
- Rest in a bench
- Put a bag of ice where you hit your head
- Medical advice

What not to do

- Don't wash a head wound that is deep or bleeding a lot.
- Don't remove any object sticking out of a wound.
- Don't move the person unless absolutely necessary.
- Don't shake the person if they seem dazed.
- Don't remove a helmet if you suspect a serious head injury.
- Stay in a stress environment
- Stand up quickly

If you feel dizzy you must call the doctor.

ALL TOGETHER- Oral Activity

- A _____ is _____
- The things that we can do when we suffer a ____
- The things that we can't do when we suffer a ____

Sting/Bite

- A **bite** is when an insect (like a mosquito, flea, or bedbug) uses its mouth to break a person's skin.
- A **sting** is when an insect uses another body part to pierce the skin and inject venom (like a poison).



World Health Organization

FIRST AID

What to do

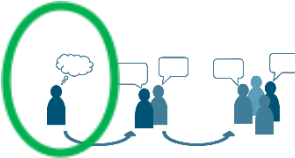
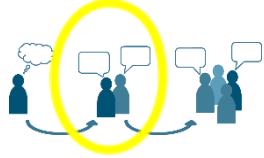

1. Move to a safe area to avoid more bites or stings.
2. If needed, remove the stinger.
3. Wash the area with soap and water.
4. Apply a cool compress.

What not to do

- Don't panic.

ALL TOGETHER- Oral Activity

- A _____ is _____
- The things that we can do when we suffer a _____
- The things that we can't do when we suffer a _____

<p>THINK Students "think" about what they know or have learned about the topic.</p> 	<p>PAIR Each student should be paired with another student.</p> 	<p>SHARE Students share their thinking with their group. Teachers expand the "share" into a whole-class discussion.</p> 
<p>1. What do you have to do in case of a burning process?</p>		
<p><u>I</u></p>	<p><u>P</u></p>	<p><u>S</u></p>
<p>2. Which material do you need to cure a burn?</p>		
<p><u>I</u></p>	<p><u>P</u></p>	<p><u>S</u></p>
<p>3. Do you think that just exist one type of burn?</p>		
<p><u>I</u></p>	<p><u>P</u></p>	<p><u>S</u></p>

ANNEX 5

Session 3 Activity 2- Video

Cooperative Structure

In this activity you have to create, as a group, a video. You have to explain all the steps followed in order to cure the injury you have. You can fill this paper in order to organize your dialogue. The first column A is a draft that you can follow and write it in column B.

A (DRAFT)	B (DIALOGUE)
<p style="text-align: center;">1- Introduce the team.</p> <p>We are (group names) and we are going to describe what a (injury) is and the steps we <u>can</u> follow to cure it.</p>	<p style="text-align: center;">1- Introduce the team.</p>
<p style="text-align: center;">2- Describe Injury</p> <p>A (injury) is when (description)</p>	<p style="text-align: center;">2- Describe Injury</p>
<p style="text-align: center;">3- What to do+ Materials</p> <p>How <u>can</u> you cure it? Explain the things that we <u>can</u> do to cure the injury. And the materials that you use.</p> <p>In order to cure it we <u>can</u> (the good things to do)</p>	<p style="text-align: center;">3- What to do+ Materials</p>
<p style="text-align: center;">4- What not to do</p> <p>Explain the things that you <u>can't</u> do because they are bad for your injury.</p> <p>We <u>can't</u> use (reasons)</p>	<p style="text-align: center;">4- What not to do</p>

Session 3 Activity 3- CANVA

INJURY BURNS

HOW TO ACT



1. Stop the burning process.



2. Run cool water over the burn.



3. Do not use ice directly on the burn wound.



4. Cover the burn with a clean bandage or cloth



5. Seek medical attention if needed.

MATERIALS NEEDED

Water

Bandage

Anti Inflammatory

EMERGENCY

CALL Emergency number

112



ESCOLA PIA IGUALADA

IMAGE

