**Schools Health Literacy Project Part 2. Practical Skills Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Slide 1** | **Time** | **Cumulative time** | **Subject** | **Trainer input** | **Activity** |
| 1&2 | 2 mins | 2 mins | Introduction to the session and what we are covering |  |  |
| 3, 4 & 5 | 5 mins | 7 mins | Which service when? | Facilitate vote and/or discussion   1. You cut your finger. The cut looks deep and it won’t stop bleeding. What do you decide to do? 2. Your friend trips whilst playing football in the park and hurts their ankle. What do you decide to do? 3. You are at a party and a friend has drunk too much and is unconscious. What do you decide to do?   You could also use your own scenarios. | Students select which option they would choose.  Alternatively use service such as Slido, Padlet, Whiteboard to vote and discuss virtually. See screenshots at end of document for example. |
| 6&7 | 7 mins | 14 mins |  | Discussion around the services.  Discuss having basic medication at home, how pharmacists can also offer advice on conditions such as hayfever, upset stomachs, etc. At present, if not a life-threatening emergency, dial 111. They can give advice, make an appointment with a GP when your surgery is closed, make an appointment at a walk-in centre/urgent care centre. They will also send an ambulance if required. | Active listening |
| 8 | 5 mins | 19 mins | Before a doctor’s appointment | How you can prepare for a doctor’s appointment. | Active listening |
| 9 | 2 mins | 21 mins | Before a doctor’s appointment – continued | Two websites with advice on doctor’s appointments | Active listening |
| 10 | 2 mins | 23 mins | What questions could you ask your doctor? | The four types of questions you might ask your doctor. |  |
| 11 | 7 mins | 30 mins | What questions could you ask your doctor? - continued | What questions could you ask your doctor? | Groupwork to identify questions they may ask.  You may like to give each group a different type of question. Groups report back.  Alternatively use service such as Slido, Padlet, Whiteboard to discuss virtually. |
| 12&13 | 5 mins | 35mins | What questions could you ask your doctor? - continued | Types of questions | Active listening |
| 14&15 | 5 mins | 40 mins | Making decisions about treatment | Overview of BRAN   * Benefits * Risks * Alternatives * Nothing | Active listening |
| 16 | 3 mins | 43 mins | Have you depurated your metacarpal phalanges today? | What do you think this means? | Students try and work out what this might mean. |
| 17 | 1 min | 44 mins | Have you washed your hands today? | Have you depurated your metacarpal phalanges today means have you washed your hands today? |  |
| 18&19 | 3 mins | 47 mins | Medical Jargon | What do these terms mean?  Where to look for explanations.  You may wish to use other medical terms as appropriate. | Class discussion |
| 20 | 3 mins | 49 mins | Dr House clip | Inhaler use clip. Ask students how they think the patient thought they needed to use the inhaler that way. | Watch video clip. Discuss what caused the patient to think why the patient may have thought that was how to use an inhaler. |
| 21 | 3 mins | 51 mins | Helping people understand | Explain teach back. Explain how patients can also use it to ask healthcare professionals to check they have understood. |  |
| 22 | 5 mins | 56 mins | Helping people understand | Explain chunk and check. Break down information into chunks and check understanding at each point. | In pairs students practice using teach back and chunk and check to break down information and check understanding. |
| 23 | 2 mins | 58 mins | Libguide | Point out some highlights  Remind how to reach |  |
| 24 | 2 mins | 60 mins |  | Summing up. What can you remember? What will you take away? | Discussion around highlights and what they found useful. |

**Screenshots of Slido:**

Which service to use.

