



London's
Air Ambulance
Charity

**LEARNING
RESOURCE PACK
KEY STAGE 2
TEACHERS' GUIDE**



KS2

TEACHERS' GUIDE

Introduction

This guide is written to provide primary teachers, school leaders, parents and home educators with a framework for the use of London's Air Ambulance Charity Learning Resource Pack. In this pack you will find:

- A set of flexible STEM **learning resources**, which can be used as stand-alone lesson activities or as part of a London's Air Ambulance Week. There are 2 workshops, each containing 2 or 3 lesson activities and some extra challenge ideas. There is also an **introductory assembly**, which could be delivered by a non-specialist or pupils in a class assembly.
- **Background information** about London's Air Ambulance Charity.
- **An appendix** with links for further reading and information about London's Air Ambulance Charity.

Background Information

London's Air Ambulance delivers care to critically injured people in London. The service provides pre-hospital medical care at the scene of the incident, serving over 10 million people who live, work and travel within the M25.

The team always includes an advanced trauma doctor and a paramedic. It performs advanced medical interventions, normally only found in the hospital Emergency Department, in time-critical, life-threatening situations. Missions commonly involve serious road traffic collisions, falls from heights, industrial accidents, assaults and injuries on the rail network.

Based at The Royal London Hospital in Whitechapel and founded in 1989, the service operates 24/7, 365 days a year, with the helicopter running in daylight hours and rapid response cars taking over at night and in adverse weather conditions.

As a charity, London's Air Ambulance costs around £11 million a year to run and relies on donations in order to function.

The accompanying Learning Resources have been designed to raise awareness of London's Air Ambulance Charity within primary schools, and provides an opportunity for students to become involved in London's Air Ambulance work through STEM activities related to the work of the charity.



These resources have been:

- Designed to allow **flexible usage** either as **stand-alone activities, assemblies** or as a framework to raise awareness during a London's Air Ambulance Week with parents and home educators. They are designed to be used by school leadership, teachers and groups of pupils, with classroom teachers being the target of the Learning Resources. Parents and home educators can also use the resources to provide further learning opportunities outside the classroom.
- For use as part of a scheme of work, **curriculum links are provided** at the end of this guide, as well as additional links that teachers and practitioners may find useful related to the London's Air Ambulance Charity and its work.
- Written by teachers for teachers across **KS2 STEM subjects, Geography and PSHE**. Each has been planned as a 45-minute suite of activities to incorporate within a 'whole' lesson and includes a short teacher presentation with relevant pupil information and supporting presenters' notes which have been included within this guide.
- The supporting **activity sheets** complement and reinforce information from the presentation and includes key messages and facts. They are designed to be fun, to spark discussions, to stimulate curiosity and to raise further questions where possible.
- Due to the **cross-curricular** nature of the subject matter, teachers may wish to combine more than one activity into a charity focus day, or may wish to use one activity in a shorter context, such as PSHE, year assembly or form time.
- Both **workshops** and their activities can also be used as a **scheme of work**, either across the relevant subjects as a whole-school London's Air Ambulance Week Charity focus, or in one subject across a number of lessons, as a cross-curricular STEM module.

Planning:

The suggested lessons are divided into two workshops and an assembly presentation to help incorporate these activities into your schemes of work, classes or assemblies. Also included is guidance on which STEM subjects align with each activity. Geography and PSHE links are also included.



Assembly/Presentation:

The colourful power-point presentation provides an entertaining and informative introduction to the work of the of London's Air Ambulance Charity. It could be used as an whole-school assembly or class assembly, as part of PSHE lessons, for cross-curricular work, as part of a charity initiative, or as home learning.

We have provided comprehensive and detailed notes for teachers and parents to accompany each image so that, depending on age, ability, curiosity and time available, you can add further information in response to their questions. It is recommended that, before running any of the workshop activities we have supplied, the children watch and discuss this introductory presentation.

	Slide	Notes
1		<p>London's Air Ambulance is a Charity, formed in 1989. Ask the children to work out how many years have passed since 1989; The vision: To end preventable deaths in London from life-threatening injuries;</p> <p>The mission: To save lives through rapid response and cutting-edge technology and care.</p> <p>The aim: To take the hospital to the patient when there is not time to transport the patient to hospital to begin their treatment.</p>
2		<p>Can the children spot the Shard? (It is the tallest building in the picture.)</p> <p>Ask if they have ever been there.</p> <p>Ask them to guess how high it is. (310m)</p> <p>Would they like to be a pilot? Why?</p> <p>By comparison, the Eiffel Tower in Paris is taller, at 324 metres, whilst the London Eye is only 135m.</p> <p>Background facts: Around 20% of patients treated are flown to a Major Trauma Centre (MTC) hospital after their treatment at the scene; the other 80% transported to a MTC by a London Ambulance Service road ambulance accompanied by London's Air Ambulance medical team.</p>
3		<p>What skills would you need to be part of this crew?</p> <p>Information will appear on 2nd click on the PPT</p> <p>Crew includes:</p> <ul style="list-style-type: none"> - A doctor or consultant with experience in Emergency Departments, Intensive Care or Anaesthesia - A senior paramedic - Two pilots; one flying, 1 navigating. - All of the crew undergo a tough selection process and extra specialist training before they can fly on missions. - Key personal skills required: What do the children think would be the skills needed? - (Answers could include: the ability to work well in teams, to remain calm and clear-thinking under pressure, resilience, a high level of training and experience, effective and excellent communication skills, kindness, respectfulness.)






Slide		Notes
4		<p>Where do you think this helipad might be? Information will appear on 2nd click on the PPT</p> <p>The roof of the Royal London Hospital, Whitechapel is on top of the 17th floor. The height of the helipad is 85 metres and is the highest rooftop helipad in Europe.</p> <p>Imagine you are one of this amazing crew. How would you feel if you were one of the team on board who are about to take off to save lives?</p> <p>(Listen to their responses.)</p>
5		<p>This Mission Map shows how many people London's Air Ambulance treated.</p> <p>Show the children the green arrow on the map, explaining that this is the location of the Royal London Hospital, E1 1FR. Ask them to look for the white, wavy line, which marks the position of the River Thames.</p> <p>Ask if they think the Royal London Hospital is north or south of the River Thames. (It is North.) Can they name the motorway that runs around London? (It is the M25.)</p> <p>Further information and questions could be asked: Can anyone guess how far it would be to travel completely around the M25? (117 miles.) Who can estimate how long it would take to drive around the M25 by car? (At speeds of 60 to 70 mph, it would take around 2 hours, but if there is congestion, it could take between 3 to 4 hours.) Remind pupils that 1730 patients were treated in 2019 by London's Air Ambulance Charity. Did you see how many patients were treated in the borough you live in? (See if pupils can identify their borough and number.)</p> <p>If using this power-point in the classroom or at home, then children could write the answers to the questions on whiteboards and then compare and discuss answers.</p>
6		<p>What equipment will need to be safely stored on board? Ask children to suggest what they think should be stored on board before a mission. (Answers will be shown to children on slide 7.)</p> <p>Equipment (for your reference) will include: safety helmets, a stretcher, sterile surgical instruments, 3 sets of O negative blood for transfusions, anaesthesia, specialist major incident response equipment, resuscitation machines and medication.</p> <p>What crew members will be needed before take-off? A pilot, a co-pilot (navigator), an experienced doctor, a senior paramedic and, often, a senior consultant too. Two ground-based fire officers are responsible for take-off, landing, aircraft and helipad safety and fire prevention.</p>



	Slide	Notes
7		<p>Show the image of the helicopter, packed and ready to fly.</p> <p>Point out the orange medical rucksack, known as a Thomas Pack, which weighs around 15kg.</p> <p>You could have a rucksack packed with 15kg worth of tins or weights and ask two children to lift it in order to kinaesthetically experience the weight themselves.</p>
8		<p>Ask children to think back to the qualities needed for a crew member, as discussed during slide 3.</p> <p>Think which of these qualities you think you have.</p> <p>Which might you need to work on? They could tell their neighbour and maybe share some responses.</p> <p>This is an opportunity to boost self-esteem by commenting on positive attributes, but also builds self-awareness by looking at areas which may need more focus in the future.</p>
9		<p>Read the text out to the pupils, allowing them to imagine the excitement and drama of the operation.</p> <p>Make sure the pupils understand key words such as: 'claxon', 'airborne', 'all aboard', 'thumbs up' and 'take off'.</p>
10		<p>Read the text out to the pupils continuing the excitement and drama of the operation.</p> <p>Make sure pupils understand key words such as 'seat belts', 'engine', 'navigation', 'rotors' and 'spin'.</p>
11		<p>Recap on reasons why the crew are travelling in a helicopter and not by land ambulance.</p> <p>If the response is by helicopter, the team can reach anywhere in London within 11 minutes flight time from the helipad at the Royal London Hospital.</p>



Slide		Notes
12		<p>This gives information about two of the landmarks that can be seen from The Royal London Hospital. Ask if the children know any details about the buildings first - or if they have ever visited them. Listen to some responses.</p> <p>City Hall: HQ of the Greater London Authority. Location: Southwark Height: 45 metres Architects: Sir Norman Foster, Ken Shuttleworth, Max Neal. Opened: 2002.</p> <p>The Shard: Location: Southwark Height: 309.6 metres Architect: Renzo Piano. Opened: 2012.</p>
13		<p>Ask who can name this well-known London tourist attraction?</p> <p>(The Horse Guards Parade, in Whitehall.)</p> <p>What happens here in June every year to celebrate the Queen's birthday?</p> <p>(Trooping the Colour).</p> <p>London's Air Ambulance could land here, in any London park, or even in Trafalgar Square or outside Buckingham Palace if it is near to a patient in need.</p>
14		<p>Read the statistics in red and then see if they can identify the crew members. On the second click, the answers will appear in: doctor, fire crew, doctor, fire crew, paramedic and pilot.</p> <p>Remind them of the job titles and the essential skills of each team member. (Refer to Slide 3.)</p>



Slide	Notes
15	<p>Information about Rapid Response vehicles:</p> <p>Skoda Octavia cars have plenty of boot space for all the life-saving equipment. These cars carry exactly the same medication and equipment as the aircraft. They are adapted for (fast and safe) blue-light driving; they can park close to an accident scene, are not affected by bad weather and do not have to find a suitable landing site.</p> <p>Ask the following question: 'In what weather conditions do you think the helicopter does not fly?'</p> <p>Get them to think about different bad weather conditions such as: fog, high winds, rain, lightning.</p> <p>Remind them that, in bad weather conditions, or at night, all responses would be by road in rapid response cars and not by helicopter. It is difficult to find suitable landing sites for the helicopter at night.</p> <p>All flight paramedics are trained in advanced driving skills, so the paramedic drives whilst the doctor navigates.</p>
16	<p>Ask the children who they think pays for the London's Air Ambulance service.</p> <p>Listen to their ideas. Reinforce the idea that it is a Charity that costs £11 million to run each year.</p> <p>Barts Health NHS Trust and the London Ambulance Service contribute almost £3 million altogether, but the remaining £8.2 million is funded by schools, community groups, fairs, sales, donations, bequests and the philanthropy of the general public.</p> <p>What does 'philanthropy' mean?</p> <p>(A desire to promote the health and welfare of others, often expressed by donating money to good causes.)</p> <p>Encourage the children to think about ways they could raise money to support London's Air Ambulance Charity either individually, or with their families, youth clubs or schools.</p>
17	<p>Ask the children to think of three new facts that they have learned about London's Air Ambulance Charity.</p> <p>Tell a neighbour, then feedback their favourite interesting fact to the group.</p>



Workshop 1:

All workshop content will link with the following STEM subjects and the learning objective for each.

Science	Maths	Design & Technology	English	PSHE	Other Curriculum links & skills
<ul style="list-style-type: none"> Considering features and key vocabulary associated with helicopters and flight, e.g. Revolving, rotors, lift, tail, propulsion, pitch, direction, vertical, horizontal, thrust, stability. Understanding some differences between helicopters and aeroplanes; making some technical comparisons. 	<ul style="list-style-type: none"> Awareness of speed of travel and distance; making comparisons between forms of transport. Understanding and comparing legal speed limits. Estimation of number of patients treated annually. How many years ago the charity was formed. Understanding place value when writing 11 million in digits. An understanding of scale and size when matching correct numbers in Activity 2. 	<ul style="list-style-type: none"> Use of key technical vocabulary (see 'Science' column). Use IT skills to design a 'Just Giving' page. Create a colourful and informative display using design skills. 	<ul style="list-style-type: none"> Improving technical vocabulary. Speaking and listening skills during discussion and comparison; giving opinions and justifying their ideas during the plenary. Writing to persuade / inform when creating a 'Just Giving' page. 	<ul style="list-style-type: none"> Encouraging empathy. How would the patient feel? How would the crew feel when responding to an urgent call-out? Career information; understanding skills, qualifications and social skills needed for different roles. An understanding of the value of work done by volunteers and charities. 	<ul style="list-style-type: none"> Visual and kinaesthetic matching skills, recognition and memory training. Geography and mapping skills – recognising the position of the River Thames and the area within the M25. - recognising location of London Boroughs.



Key questions in Workshop 1 and suggestion pointers for possible responses:

Introduce the fact that London's Air Ambulance Charity uses a helicopter during daylight hours and rapid response vehicles, fitted with blue emergency lights, in adverse weather and at night. The pointers below are for your guidance when discussing the questions with different groups of children; for example, some technical facts are also included for more curious students. Some more advanced key vocabulary is marked in bold.

Key questions:	Pointers for teachers and parents:
Introduction: Why do you think London's Air Ambulance uses helicopters?	Faster; avoids congested traffic and roadworks; life-saving equipment is already on board, so critical care is brought directly to the patient at the accident scene.
What does this mean for the patient and the crew?	For patients: Speedier treatment means critical care can start immediately at the scene, so lives will be saved. For crew: Professionalism; good team-working; highly skilled, well-qualified and experienced. Specialist equipment needs to be packed and ready.
Can you think of any differences between a helicopter and an aeroplane?	Helicopter: is an aircraft with revolving rotors which create momentum to lift and propel it; the angle, tilt or pitch of the blades control direction; it can move horizontally and vertically, backwards and forwards and has comparatively large engines, so can hover over specified points. A helicopter requires a space of a tennis court to land. Aeroplane: A flying vehicle with fixed wings which deflect air downwards, generating a pressure field which supports the weight of the aircraft. It has one or more engines and flies at a higher altitude than helicopters; it is more expensive to run than a helicopter. An aeroplane requires a runway to land.
Why do you think London's Air Ambulance helicopters might be safer than others when treating patients at an emergency scene?	They are smaller than many other helicopters and do not have an extra set of rotor blades at the back of the helicopter; this is safer for the patient and crew when operating in small spaces. Instead, extra propulsion is achieved by pushing cold air through the tail at 250 mph and this provides extra thrust and stability when treating and transporting critical patients.
What is the legal speed limit for vehicles on motorways or in towns?	70 mph on motorways; 60 mph on single-carriageway roads; 30 mph in urban areas (in towns and villages), and in many residential London streets, especially around schools the speed limit is 20mph.

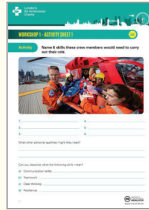


Workshop 1 - Activity 1:

Name six skills that the crew members in the illustration may need to carry out their role.

What personal qualities would they need?

(There are many possible responses, but the answers on the right are a guide to the sort of answers that the children might give.)



Can you describe what the following skills mean?

- a) Communication skills:
- b) Teamwork:
- c) Clear thinking
- d) Resilience

All crew: excellent communication skills; calm in a crisis; good at working in teams; good at listening to others; advanced safety training.

Fire crew: practical engineering skills, qualifications and experience, excellent attention to detail. **Pilot and co-pilot:** professional pilot qualifications, flying hours and experience; the ability to stay calm and focussed, an ability to give and follow clear instructions. **Paramedics:** professional qualifications and experience; ability to accurately follow instructions; advanced driving skills, so they can drive **rapid response vehicles** with blue lights. **Doctors:** professional qualifications and experience in trauma care, surgery and **anaesthesia**; a steady hand; the ability to stay calm and focussed; good teamwork skills; an ability to give clear instructions; doesn't panic when having to work quickly. Experience; attention to detail. All of the crew also need personal qualities such as **clear thinking** and **resilience**.

Ask the pupils if they can explain what these skills mean; you could use these notes as prompts:

Communication skills: everyone in the team knows the 'where, what and how' in each situation.

Teamwork: being able to co-operate together in a calm way, even under pressure.

Clear thinking: Being able to make good decisions in situation of risk and at times uncertainty

Resilience: keep working to help patients, even when tired or hungry, or in noisy or cold conditions.



Workshop 1 - Activity 2:

How many patients were treated by London's Air Ambulance in your borough last year? (Answers on Mission Map.)

How quickly after hearing the claxon will the helicopter take off?

London's Air Ambulance Charity treat an average of 5 injured patients in 24 hours; they have treated over 40,000 patients since 1989. How many years ago was that?

The charity costs approximately £11 million to ensure that London has an advanced trauma team available every hour, day and night, every day of the week.

Working either individually, in pairs or groups, ask the pupils to match the correct numbers to the following sentences:

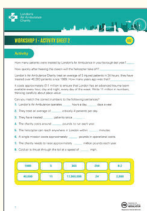
1. London's Air Ambulance operates an advanced team (24) hours a day, (365) days per day.
2. They treat an average of (5) critically ill patients per day.
3. They have treated (40,000) patients since (1989).
4. The charity costs around (11,000,000) pounds to run each year.
5. The helicopter can reach anywhere in London within (11) minutes.
6. A single mission costs approximately (2080) pounds in operational costs.
7. The charity needs to raise approximately (8.2) million pounds each year.
8. Cold air is thrust through the tail at a speed of (250)mph.

Plenary:

Decide with your partner on two reasons why London's Air Ambulance is such an important and vital charity. What is the most surprising fact that you have learned today?

Extra Challenge:

Using literacy skills, design a persuasive and informative 'Just Giving' page to encourage fundraising donations for London's Air Ambulance charity. These can be used for display.



(Pupils who have seen the assembly presentation may remember some of these figures). Praise the pair whose guess is closest.

The Mission Map on the PowerPoint (Slide 5) should be shown for the pupils to give the correct answer.

After hearing the claxon London's Air Ambulance helicopter can be airborne within just 4 minutes.

From 1989 to 2020 is 31 years.

Revise and praise maths skills, such as 'counting on', 'chunking' and place value. Check they can write 11,000,000 correctly and understand the place value of each digit.

Answers to questions 1-8 are in brackets on the left.

Volunteers feedback their top ideas to the class. Listen, discuss and praise good recall skills and explanations.

First, recap on features of information texts and persuasive writing techniques. If time, show an example of a suitable 'Just Giving' page as a stimulus.



Workshop 2:

All workshop content will link with the following STEM subjects and the learning objective for each.

Science	Maths	Design & Technology	Drama & English	PSHE	Other Curriculum Links & skills
<ul style="list-style-type: none"> Understanding some key medical biology vocabulary, such as critical care, advanced trauma and time-critical procedures. An awareness of the importance of giving oxygen, of transfusions. 	<ul style="list-style-type: none"> Awareness of time; calculating years since the charity formed. Estimation of number of patients treated annually and then multiplying to estimate number since 1989. How many years ago the charity was formed. Financial awareness of cost to run the charity, cost of each mission and importance of fundraising. Applying maths to speed and distance calculations. 	<ul style="list-style-type: none"> Recognition and drawing outlines of iconic London landmarks. Design a silhouette or frieze of the London skyline. 	<ul style="list-style-type: none"> Improving vocabulary relating to jobs, volunteers, critical care and philanthropy. Role play a conversation with a 999 operator giving clear information and instructions. 	<ul style="list-style-type: none"> Encouraging empathy. How would the patient feel? How would the crew feel when responding to an urgent call-out? Career information; understanding skills, qualifications, social skills and personal attributes needed for different roles. Gain an appreciation of the value of work done by volunteers and charities. Safety awareness – learning about emergency response centres. 	<ul style="list-style-type: none"> Geography – using 8-point compass directions when travelling between two landmarks. Geography and mapping skills – recognising the Royal London Hospital site, major landmarks, the position of the River Thames and the area within the M25.



Key questions in Workshop 2 and suggestion pointers for possible responses:

Recap key ideas and vocabulary if the children have already participated in Workshop 1 or have seen the assembly presentation (see page 3). This workshop can also work as a one-off.

Key questions:	Pointers for teachers and parents:
Introduction: Does anyone know/can anyone remember when London's Air Ambulance Charity was formed? How long ago was that? Why do you think it was it formed? Can you remember/estimate approximately how many people have been treated in that time?	It was formed in 1989 , after doctors were concerned that too many seriously ill patients were not being treated quickly enough; over 40,000 patients have now been treated by the team . It employs a team of dedicated staff who are experts at advanced trauma care .
What does 'trauma' mean?	Seriously (critically) ill, or in a lot of pain, so patients need help as quickly as possible.
How do you think the air ambulance team know when they have to rush to a patient in need?	An emergency call will arrive at London Ambulance Service Control Room (999 Call Centre.)

Workshop 2 - Activity 1:

Look at the picture on the Activity 1 sheet.

In pairs or threes, can the pupils put the questions in a correct order.

Are there any other questions that could be asked to make sure that the right sort of help arrives quickly?



Rehearse the conversation you might have if you dial 999 and are put through to London Ambulance Service Control Room.

Think about any other questions the operator might need to ask. Remember that your tone of voice is important, that instructions must be clear and that you need to remain calm.

Why is it important that you and the team responding to the emergency remain calm?

1. Dial 999
2. The operator will ask, 'which service do you need – Police, Fire or Ambulance?'
3. Answer, slowly but clearly, 'Ambulance please.'
4. The operator will ask, 'What is your name?'
5. Answer slowly and clearly 'My name is _____. I am ____ years old.'
6. Tell the operator the address. If you're not at home, describe where you are. Look for street names and landmarks.
7. The operator will ask, 'what has happened?'
8. Explain what has happened.
9. Do not put down the phone until the operator tells you to.

Listen to a couple of examples. Praise the pairs who sound most professional and **reassuring**. Ask for feedback and discuss any other questions that staff might need to ask. (Think about exact location, time of accident, use of helmet, condition of patient, likely reason for accident etc.)

The ABC of First Aid might help to give ideas: are you in a safe place – is there any danger? Are the airways blocked? Is the casualty breathing? What about the patient's circulation – is there a pulse?

Possible responses: the need to make clear, life-impacting decisions without panic in a short time; the need to give clear instructions to colleagues and to follow clear instructions to save lives; the need to be aware of surroundings and possible further danger at the scene.



Workshop 2 - Activity 2:

London's Air Ambulance is based at the Royal London Hospital in Whitechapel. Can you find and point at the Royal London Hospital?

Is the hospital north or south of the River Thames?

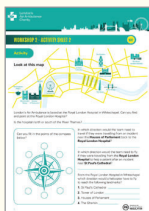
In which direction would the team need to travel if they were travelling from an incident near the **Houses of Parliament** back to the **Royal London Hospital**?

In which direction would the team need to fly if they were travelling from the **Royal London Hospital** to help a patient after an incident near **St Paul's Cathedral**?

Look at the map and the points on the compass.

From the Royal London Hospital in Whitechapel which direction would helicopter have to fly to reach the following landmarks?

1. St Paul's Cathedral
2. Tower of London
3. Houses of Parliament
4. The Gherkin



North

East

West

1. West

2. South West

3. South West

4. West

Workshop 2 - Activity 3:

Show the map of London, with some key landmarks marked. Ask children to research where the Royal London Hospital is in London. Explain it is in Whitechapel, East London.

On your activity sheet, can you match the buildings with the correct names?



Row 1: Left to right – Walkie Talkie, Big Ben, Cheese grater

Row 2: Left to right – BT Tower, Buckingham Palace, St Paul's Cathedral

Plenary and Extra Challenge:

Invite children to sketch some of the iconic buildings from memory. Can you draw a silhouette of the London skyline, to include some of these buildings?

This could be continued after the session, designing and making a frieze around a classroom or the hall, labelling the important landmarks, including the Royal London Hospital, and drawing a red London's Air Ambulance helicopter on the helipad.



Appendix

Curious to find out more about London's Air Ambulance Charity and our team?

London's Air Ambulance Education Resources:

<https://www.londonsairambulance.org.uk/education/schools>

Our Fleet:

<https://www.londonsairambulance.org.uk/about-us/our-fleet>

Our History:

<https://www.londonsairambulance.org.uk/about-us/history>

Ways to support us:

<https://www.londonsairambulance.org.uk/get-involved/fundraising>

BBC London News: Flying with London's Air Ambulance:

<https://www.youtube.com/watch?v=D98KJolvnEc>

Interview with Prince William about being an air ambulance pilot:

<http://www.bbc.com/future/gallery/20160914-inside-the-trauma-team-where-prince-william-is-a-pilot>

There are a number of films about London's Air Ambulance on our YouTube channel:

<https://www.youtube.com/user/londonsairambulance1/>

You can follow and contact us on social media:

Facebook <https://www.facebook.com/LDNairamb/>

Twitter <https://twitter.com/LDNairamb>

Instagram <https://www.instagram.com/ldnairamb/>