**“INTRODUCTION TO FIRST AID”**

**OBJECTIVES**: The student will be able to:

-Recognize signs of an emergency.

-Identify an ill or injured person.

-Perform the check, call, care process on a victim.

-Be able to call 9-1-1 and supply the needed information.

-Recognize an unconscious adult, child or infant

-Identify steps to care for an unconscious adult, child or infant

**PA STANDARDS**

**10.3.9.B:** Describe and apply strategies for emergency and long-term management of injuries.

* rescue breathing, water rescue, self-care, sport injuries

**10.3.12.B:** Analyze and apply strategies for the management of injuries.

* CPR
* advanced first aid

**LEARNING TARGET: FIRST AID AND PERSONAL SAFETY**

**LEARNING SEQUENCE:**

-Go over signs of an emergency. (see worksheet provided)

-Go over the CHECK, CALL, CARE procedure. (see worksheet provided)

-Go over calling 9-1-1.

-Review Checking a Conscious Victim

**Description: Description: MCj02906790000[1]**

**In the space below, circle the situations where you would call 9-1-1.**

Minor bruise on the arm Cat Scratch on the cheek No signs of life

Deep burn on the face No breathing Unconsciousness

Scrape on the elbow Trouble breathing Cut lip

Persistent chest pain Severe bleeding that does not stop

Mild sunburn on shoulders Cramp in the thigh Pain in the abdomen

Vomiting blood Seizures Injury to the head

Apparent poisoning Splinter in the foot Injured arm with

bone showing

Your senses (hearing, sight and smell) may help you recognize an emergency. Emergencies are often signaled by something unusual that catches your attention.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unusual Sights** | **Unusual Appearances or Behaviors** | **Unusual Odors** | **Unusual Noises** |
| Stopped vehicle on the side of the road. | Unconsciousness | Odors that are stronger than usual | Screaming, yelling, moaning or calling for help |
| Broken glass | Confused or unusual behavior | Unrecognizable odors | Breaking glass, crashing metal or screeching tires |
| Overturned pot in the kitchen | Trouble breathing | Inappropriate odors | Sudden, loud or unidentifiable sounds |
| Spilled medicine container | Clutching chest or throat |  | Unusual Silence |
| Sparks, smoke or fire. | Slurred, confused or hesitant speech |  |  |
|  | Unexplainable confusion or drowsiness |  |  |
|  | Sweating for no apparent reason |  |  |
|  | Uncharacteristic skin color |  |  |
|  | Inability to move a body part. |  |  |

1. Is it safe?
2. What happened?
3. How many people were involved?
4. Is there immediate danger?
5. Is anyone available to help?
6. What is wrong?
7. Location
   1. Street Address
   2. City or Town
   3. Directions
   4. Exits and Evacuation Routes
8. Telephone Number from which the call is being made

3. Caller’s Name

4. What Happened?

5. How many people were injured?

6. Condition of the injured person

7. Help (care) being given

**ALWAYS** call first in the following situations:

-An unconscious adult, child or infant.

-A witnessed sudden collapse of a child or infant.

-Anyone know to have heart problems.

AFTER calling 9-1-1, use the following guidelines:

1. Do not further harm
2. Monitor the person’s breathing and consciousness
3. Help the person rest in the most comfortable position
4. Keep the person from getting chilled or overheated
5. Reassure the person
6. Give any specific care needed



OH NO! You are sitting in your bedroom and suddenly, you hear screeching tires, crunching metal and a loud scream. You run outside to find out what happened and you see a man at the wheel that is unconscious. The person in the other car seems to have a broken arm. You now need to call 9-1-1. What do you tell them??

|  |  |
| --- | --- |
| **LOCATION**  (include street address, city/town, directions) |  |
| **Phone Number from which you are calling from** |  |
| **Your Name** |  |
| **What Happened?** |  |
| **How many people were injured?** |  |
| **Condition of the injured** |  |
| **Any care that you have given the victim (s)** |  |

**Person is awake, and can speak to you.**

|  |  |
| --- | --- |
| **STEP 1** | **CHECK** the scene, then **CHECK** the person. |
| **STEP 2** | Obtain consent |
| **STEP 3** | **CALL 9-1-1** for any life-threatening conditions |
| **STEP 4** | Ask the person:  -What is your name?  -What happened?  -Where do you feel pain or discomfort?  -Do you have any allergies?  -Do you have any medical conditions?  -Are you taking any medications?  -When did you last eat or drink anything? |
| **STEP 5** | **CHECK** Head to Toe for:  -Bleeding, fluids or wounds  -Skin color and temperature  -Medical ID bracelet  -Observable signs of pain |
| **STEP 6** | Continue to monitor the ABC’s |

**WHAT ARE THE ABC’s?**

**A:** Airway

**B:** Breathing

**C:** Circulation

**Person appears to be unconscious**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP** | **ADULT**  **12 and older** | **CHILD**  **1-12 years old** | **INFANT**  **Under age 1** |
| 1 | **CHECK** the scene, then **CHECK** person | **CHECK** the scene, then **CHECK** child | **CHECK** the scene, then **CHECK** infant |
| 2 | Tap the shoulder and shout: “Are you okay?” | Obtain consent from parent or guardian. | Obtain consent from parent or guardian. |
| 3 | No response,  **CALL 9-1-1** | Tap the shoulder and shout: “Are you okay?” | Flick the foot and shout “Are you okay?” |
| 4 | Open airway (tilt head, lift chin), **CHECK** for signs of life for no more than 10 seconds. | No response,  **CALL 9-1-1**  **IF ALONE:**  Give 2 minutes of care then call 9-1-1. | No response,  **CALL 9-1-1**  **IF ALONE:**  Give 2 minutes of care then call 9-1-1. |
| 5 | If no breathing, give 2 rescue breaths | Open airway (tilt head, lift chin), **CHECK** for signs of life for no more than 10 seconds. | Open airway (tilt head, lift chin), **CHECK** for signs of life for no more than 10 seconds. |
| 6 | If breathing, place in the recovery position and monitor ABC’s | If no breathing, give 2 rescue breaths | If no breathing, give 2 rescue breaths |
| 7 |  | If breaths go in, **CHECK** for pulse. | If breaths go in, **CHECK** for pulse. |
| 8 |  | If breathing, place in recovery position and monitor ABC’s | If breathing, place in recovery position and monitor ABC’s |
| **WHAT TO DO NEXT** | **IF BREATHS GO IN:**  Scan body for bleeding, and perform CPR or use AED  **IF BREATHS DO NOT GO IN:**  Give care for unconscious choking | **IF BREATHS DO NOT GO IN:**  Give care for unconscious choking  **IF PULSE BUT NO BREATHING:**  Give rescue breathing  **IF NO PULSE:**  Give CPR or use AED | **IF BREATHS DO NOT GO IN:**  Give care for unconscious choking  **IF PULSE BUT NO BREATHING:**  Give rescue breathing  **IF NO PULSE:**  Give CPR |

***“Choking”***

**OBJECTIVES**: The student will be able to:

Identify the universal sign for choking

-Perform steps to help a conscious choking victim

-Perform steps to help an unconscious choking victim

-Understand how to give a rescue breath

**PA STANDARDS**

**10.3.9.B:** Describe and apply strategies for emergency and long-term management of injuries.

* rescue breathing, water rescue, self-care, sport injuries

**10.3.12.B:** Analyze and apply strategies for the management of injuries.

* CPR
* advanced first aid

**LEARNING TARGET: FIRST AID AND PERSONAL SAFETY**

**LEARNING SEQUENCE:**

-Review breathing emergencies and asthma attacks

-Review choking and why it is so dangerous

-Identify the universal sign for choking

-Go over conscious choking

-Go over unconscious choking

-Teach how to give a rescue breath

**Description: Description: MCj02906790000[1]**

What is the universal sign for choking?

Name 5 common places you would encounter a choking victim.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The human body needs a constant amount of oxygen to survive.

Below is a list of symptoms of a breathing emergency.

1. Slow or rapid breathing
2. Unusually deep or shallow breathing
3. Gasping for breath
4. Wheezing, gurgling or making high pitched noises.
5. Unusually moist or cool skin
6. Flushed, pale, ashen or bluish skin.
7. Shortness of breath
8. Dizziness or lightheadedness
9. Pain in the chest or tingling in hands, feet or lips.
10. Apprehensive or fearful feelings

**ASTHMA:** A condition that narrows air passages, making it hard to breath.

**TRIGGERS:**

Dust, smoke or air pollution Animals

Fear or anxiety Medications

Hard exercise Colds

Plants or mold Perfume

Temperature extremes

**SIGNALS OF AN ASTHMA ATTACK:**

1. Coughing or wheezing noises
2. Difficulty breathing, shortness of breath
3. Rapid, shallow breathing
4. Sweating
5. Tightness in chest
6. Inability to talk without stopping for a breath
7. Feeling of fear or confusion

**MANY PEOPLE WITH ASTHMA CARRY INHALORS AND SHOULD BE ASSISTED IN ADMINISTERING THEM DURING AN ATTACK.**

**Cannot cough, speak or breathe**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP** | **ADULT**  **12 and older** | **CHILD**  **1-12 years old** | **INFANT**  **Under age 1** |
| 1 | **CHECK** the scene, then **CHECK** person | **CHECK** the scene, then **CHECK** person | **CHECK** the scene, then **CHECK** infant |
| 2 | Have someone call  9-1-1 | Have someone call  9-1-1 | Have someone call  9-1-1 |
| 3 | Obtain consent | Obtain consent from parent or guardian | Obtain consent from parent or guardian |
| 4 | Lean the person forward and give **5** back blows with the heel of your hand. | Lean the child forward and give **5** back blows with the heel of your hand. | Give **5** back blows with heel of hand. |
| 5 | Give **5** quick, upward abdominal thrusts. | Give **5** quick, upward abdominal thrusts. | Give **5** chest thrusts using 2 fingers. |
| 6 | Continue back blows and abdominal thrusts until-  -Object is forced out  -Person can breathe or cough forcefully  -Person becomes unconscious | Continue back blows and abdominal thrusts until-  -Object is forced out  -Person can breathe or cough forcefully  -Person becomes unconscious | Continue back blows and abdominal thrusts until-  -Object is forced out  -Infant can breathe or cough forcefully  -Infant becomes unconscious |
| **WHAT TO DO NEXT** | **IF PERSON BECOMES UNCONSCIOUS:**  -Call 9-1-1, if not already done.  -Give care for unconscious choking. | **IF PERSON BECOMES UNCONSCIOUS:**  -Call 9-1-1, if not already done.  -Give care for unconscious choking. | **IF PERSON BECOMES UNCONSCIOUS:**  -Call 9-1-1, if not already done.  -Give care for unconscious choking. |

**No movement, No breathing**

**AFTER CHECKING AN ILL OR INJURED PERSON- to give a rescue breathe:**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP** | **ADULT**  **12 and older** | **CHILD**  **1-12 years old** | **INFANT**  **Under age 1** |
| 1 | Tilt head and lift chin, then pinch nose shut. | Give **1** rescue breath about every **3** seconds.  -Pinch nose shut.  -Make seal over child’s mouth.  -Blow in to make the chest clearly rise. | Give **1** rescue breath about every **3** seconds.  -Pinch nose shut.  -Make seal over child’s mouth.  -Blow in to make the chest clearly rise. |
| 2 | Take a breath and make a complete seal over the person’s mouth. | After about **2** minutes, recheck for signs of life and pulse for no more than **10** seconds. | After about **2** minutes, recheck for signs of life and pulse for no more than **10** seconds. |
| 3 | Blow in to make the chest clearly rise.  Each rescue breath should last about 1 second. |  |  |
| **WHAT TO DO NEXT** | **IF BREATHS GO IN:**  Give CPR or use an AED.  **IF BREATHS DO NOT GO IN:**  Give care for unconscious choking. | **IF PULSE BUT NO BREATHING:**  Continue rescue breathing  **IF NO PULSE:**  Give CPR or use an AED | **IF PULSE BUT NO BREATHING:**  Continue rescue breathing  **IF NO PULSE:**  Give CPR |

**Breaths do not go in**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP** | **ADULT**  **12 and older** | **CHILD**  **1-12 years old** | **INFANT**  **Under age 1** |
| 1 | Tilt head farther back.  Try **2** rescue breaths again. | Tilt head farther back.  Try **2** rescue breaths again. | Tilt head farther back.  Try **2** rescue breaths again. |
| 2 | If chest does not rise-  Give **30** chest compressions. | If chest does not rise-  Give **30** chest compressions. | If chest does not rise-  Give **30** chest compressions. |
| 3 | Look for an object. | Look for an object. | Look for an object. |
| 4 | Remove if one is seen. | Remove if one is seen. | Remove if one is seen. |
| 5 | Try **2** rescue breaths. | Try **2** rescue breaths. | Try **2** rescue breaths. |
| **WHAT TO DO NEXT** | **IF BREATHS DO NOT GO IN:**  -continue steps 2-5  **IF BREATHS GO IN:**  -Check for signs of life.  -Give care based on conditions found. | **IF BREATHS DO NOT GO IN:**  -continue steps 2-5  **IF BREATHS GO IN:**  -Check for signs of life.  -Give care based on conditions found. | **IF BREATHS DO NOT GO IN:**  -continue steps 2-5  **IF BREATHS GO IN:**  -Check for signs of life.  -Give care based on conditions found. |

**QUIZ 1**

Name 3 signs of a breathing emergency.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. One sign of an asthma attack is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Put the following steps to helping a conscious choking victim in order:

5. \_\_\_\_\_ Call 911

6. \_\_\_\_\_ 5 abdominal thrusts

7. \_\_\_\_\_ Obtain consent

8. \_\_\_\_\_ Repeat steps

9. \_\_\_\_\_ 5 back blows

10. What is the one difference between treating an adult/child and an infant in conscious choking? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do the three C’s stand for?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What is the universal choking sign? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. How would you treat a choking pregnant woman? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CARDIAC EMERGENCIES AND CPR**

**TODAY’S GOALS:**

-Identify the cardiac chain of survival.

-Identify signs of a heart attack.

-Perform CPR skills for an adult, child and infant.

-Recognize when to use an AED and perform steps to use the AED.

**PA STANDARDS**

**10.3.9.B:** Describe and apply strategies for emergency and long-term management of injuries.

* rescue breathing, water rescue, self-care, sport injuries

**10.3.12.B:** Analyze and apply strategies for the management of injuries.

* CPR
* advanced first aid

**LEARNING TARGET: FIRST AID AND PERSONAL SAFETY**

**LEARNING SEQUENCE:**

-Go over instant activity about heart attack symptoms

-Review Cardiac Chain of Survival

-Review CPR skills for an adult, child and infant.

-Review using an AED.



In the space below, list as many signs of the 9 signs of a heart attack that you can.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CPR provides about 1/3 the normal blood flow to the brain. CPR alone is not enough to help someone survive cardiac arrest. Advanced medical care is needed as soon as possible. A person in cardiac arrest will have a greater chance of survival from cardiac arrest if the following 4 step sequence occurs:

**EARLY RECOGNITION AND EARLY ACCESS**

The sooner someone calls 9-1-1, the sooner advanced medical care arrives.

**EARLY CPR**

Early CPR helps circulate blood that contains oxygen to the vital organs until an AED is read to use or EMS arrives.

**EARLY DEFIBRILLATION**

Most victims of sudden cardiac arrest need an electric shock called a defibrillation. Each minute this is delayed, chance of survival goes down by 10%.

**EARLY ADVANCED MEDICAL CARE**

Trained medical personnel such as EMT’s and paramedics provide further care and transport to hospital facilities.

**In the Cardiac Chain of Survival, each link depends on and is connected to the other links. It is very important to recognize and start CPR promptly and continue it until an AED is available or EMS arrives and can take over.**

**How the skill differs by age.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill Component** | **ADULT**  **12 and older** | **CHILD**  **1-12 years old** | **INFANT**  **Under age 1** |
|  |  |  | Description: MPj04117220000[1] |
| **Hand Position** | Two hands in the center of the chest. | One or two hands on center of chest. | Two or three fingers on lower half of chest. |
| **Compress** | 1 ½ to 2 inches | 1 to 1 ½ inches | ½ inch to 1 inch |
| **Breathe** | Until the chest rises (about 1 second per breath) | Until chest rises (about 1 second per breath) | Until chest rises (about 1 second per breath) |
| **Cycle** | 30 Compressions  2 breaths | 30 Compressions  2 breaths | 30 Compressions  2 breaths |
| **Rate** | 30 compressions in about 18 seconds  (100 per minute) | 30 compressions in about 18 seconds  (100 per minute) | 30 compressions in about 18 seconds  (100 per minute) |

**No signs of life**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP** | **ADULT**  **12 and older** | **CHILD**  **1-12 years old** | **INFANT**  **Under age 1** |
| 1 | Give cycles of **30** chest compressions and **2** rescue breaths. | Give cycles of **30** chest compressions and **2** rescue breaths. | Give cycles of **30** chest compressions and **2** rescue breaths. |
| 2 | Continue CPR until-  -scene becomes unsafe  -you find a sign of life  -AED is ready to use  -you are too exhausted to continue  -another trained responder arrives and takes over. | Continue CPR until-  -scene becomes unsafe  -you find a sign of life  -AED is ready to use  -you are too exhausted to continue  -another trained responder arrives and takes over. | Continue CPR until-  -scene becomes unsafe  -you find a sign of life  -AED is ready to use  -you are too exhausted to continue  -another trained responder arrives and takes over. |
| **WHAT TO DO NEXT** | **USE AED AS SOON AS ONE BECOMES AVAILABLE** | **If an AED becomes available, use it.**  **IF PULSE BUT NO BREATHING:**  -Give rescue breaths | **IF NO SIGNS OF LIFE:**  -Continue CPR  **IF PULSE BUT NO BREATHING:**  -Give rescue breaths |

**No signs of life – Over age 8 or more than 55 pounds**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEP** | **ADULT**  **12 and older** | **CHILD**  **1-12 years old** | **INFANT**  **Under age 1** |
| 1 | Turn on AED | Turn on AED |  |
| 2 | Wipe Chest Dry | Wipe Chest Dry |  |
| 3 | Attach pads to bare chest | Attach PEDIATRIC pads to bare chest  (Pads cannot touch!) |  |
| 4 | Plug in connector, if necessary | Plug in connector, if necessary |  |
| 5 | -Make sure no one, including you, is touching person.  -Say, “EVERYONE STAND CLEAR” | -Make sure no one, including you, is touching person.  -Say, “EVERYONE STAND CLEAR” |  |
| 6 | Push AED analyze button.  Let AED analyze heart rhythm | Push AED analyze button.  Let AED analyze heart rhythm |  |
| 7 | **IF SHOCK ADVISED**  -Make sure no one, including you, is touching the person  -Say “EVERYONE STAND CLEAR”  -Push shock button | **IF SHOCK ADVISED**  -Make sure no one, including you, is touching the person  -Say “EVERYONE STAND CLEAR”  -Push shock button |  |
| **WHAT TO DO NEXT** | **AFTER SHOCK:**  Give **5** cycles of CPR or about **2** minutes. Let AED re-analyze.  **IF NO SHOCK ADVISED:**  Give **5** cycles of CPR or about **2** minutes. | **AFTER SHOCK:**  Give **5** cycles of CPR or about **2** minutes. Let AED re-analyze.  **IF NO SHOCK ADVISED:**  Give **5** cycles of CPR or about **2** minutes. |  |

**QUIZ #2**

1-4 Put the Cardiac Chain of Survival in order:

1. \_\_\_\_\_ Early Defibrillation

2. \_\_\_\_\_ Early Recognition and Early Access

3. \_\_\_\_\_ Early CPR

4. \_\_\_\_\_ Early Advanced Medical Care

5. The acronym CPR stands for what? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. The CPR rate for an adult is what?

\_\_\_\_\_ Compressions \_\_\_\_\_ Breaths

7. You should never use an AED on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. To give CPR to an infant, you should use\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

as your hand positioning.

9. Before you give a shock through an AED you should say the following

phrase to the crowd around you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Name one sign of a cardiac problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SOFT TISSUE INJURIES**

**TODAY’S GOALS:**

-Identify the difference between a closed wound and an open wound.

-Identify the 4 types of open wounds.

-Perform care for open wounds.

-Identify 3 types of burns.

-Perform care for burns.

Identify steps to control external bleeding.

**PA STANDARDS**

**10.3.9.B:** Describe and apply strategies for emergency and long-term management of injuries.

* rescue breathing, water rescue, self-care, sport injuries

**10.3.12.B:** Analyze and apply strategies for the management of injuries.

* CPR
* advanced first aid

**LEARNING TARGET: FIRST AID AND PERSONAL SAFETY**

**LEARNING SEQUENCE:**

-Go over open and closed wounds, including the 4 types of wounds.

-Review care for wounds and controlling external bleeding.

-Review 3 types of burns and treatment for burns.



In the space provided below, name as many things that you can that you would keep in a first aid kit.

WOUND: An injury to the soft tissue area.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Contusion** | **Abrasion** | **Laceration** | **Avulsion** | **Puncture** |
| **TYPE** | Closed | Open | Open | Open | Open |
| **Cause** | When the body is bumped or hit. | Something rubbing against the skin. | Cut in the skin by a sharp object. | Portion of skin is partially or completely torn away. | Pointed object piercing the skin. |
| **Do they bleed a lot?** | Not visibly. | Not usually. Because damage is to capillaries.. | Can bleed heavily or not at all | Often significant. | Does not tend to bleed much. |
| **Examples** | Bruise | Scrape | Cut by broken glass or scissors | Amputation | Stepping on a nail |

**CARE FOR CLOSED WOUNDS:**

-Apply direct pressure to the area with cold or ice to decrease swelling and pain.

-Ice should be on wound for 20 minutes, then off for 20 minutes.

-Elevate the injured area to reduce swelling (not if it causes more pain).

-Look for Internal Signs of Bleeding

**INTERNAL SIGNS OF BLEEDING:**

1. Tender, swollen, bruised, or hardened area of the body, such as abdomen.
2. Rapid, weak pulse.
3. Skin that feels cool or moist or looks bale or bluish.
4. Vomiting blood or coughing up blood.
5. Excessive thirst.
6. Becoming drowsy, faint or unconscious.

**CARE FOR OPEN WOUNDS:**

\*\*ALL OPEN WOUNDS NEED SOME TYPE OF COVERING!!!

-to help control bleeding

-to decrease risk of infection

DRESSINGS: Pads that are placed directly to the wound to absorb blood and other fluids and to prevent infection.

OCCLUSIVE

DRESSINGS: -Bandage or dressing that closes a wound or damaged area of the body and prevents it from being exposed to the air to prevent infection.

-can help keep medications on wound.

BANDAGES: -Any material that is used to wrap or cover any part of the body.

-Used to hold dressings in place, apply pressure to control bleeding, to protect against infection and provide support to injured limb.

When applying the care for open wounds consider the following:

1. Check for feeling, warmth and color before applying wrap or bandage.
2. Elevate the injured body part.
3. Secure the loose end in place with an adhesive bandage.
4. Wrap bandage around the body part until the dressing is completely covered and the bandage exceeds several inches beyond the dressing.
5. Do not cover fingers or toes.

**STEP 1: CHECK** the scene, **CHECK** the person

**STEP 2:** Obtain consent.

**STEP 3:** Cover the wound with a sterile dressing.

**STEP 4:** Apply direct pressure until bleeding stops.

**STEP 5:** Cover dressing with bandage.

**STEP 6:** If bleeding does not stop:

-Apply additional dressings and bandages.

-Take steps to minimize shock.

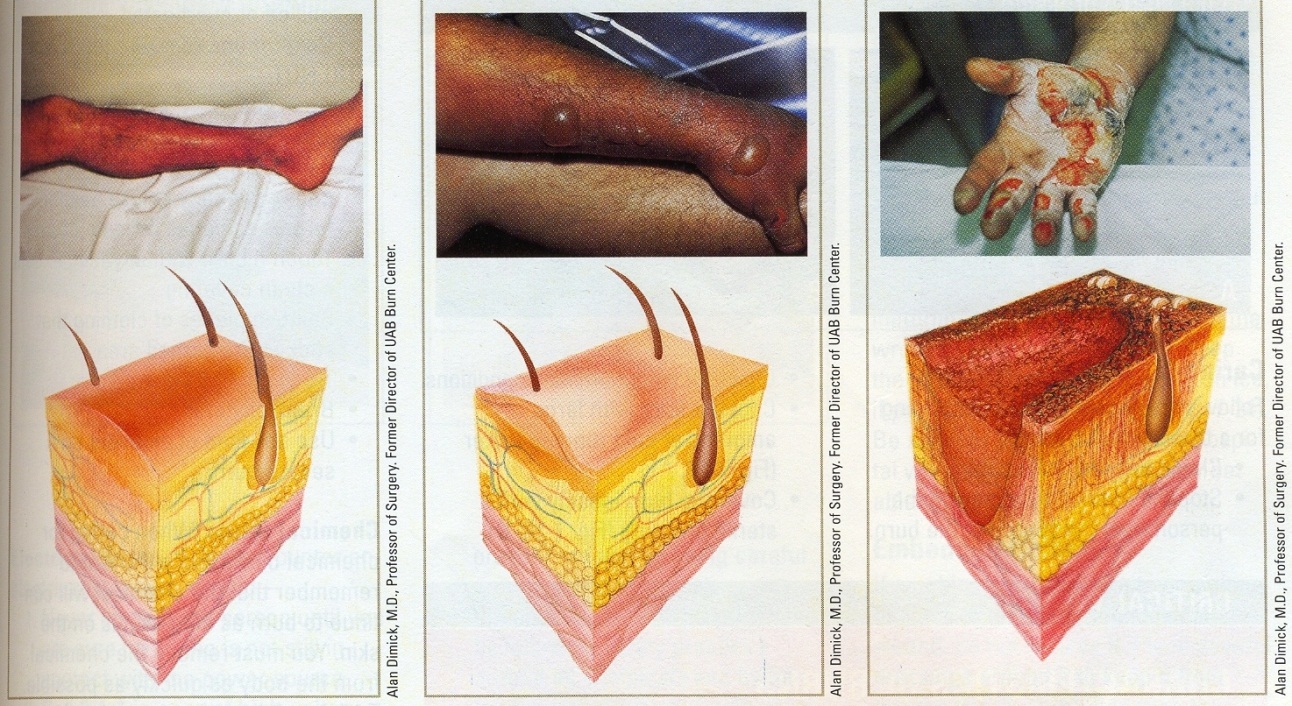
-Call 9-1-1 if not already done.

Description: MCj02517810000[1]



|  |  |  |  |
| --- | --- | --- | --- |
|  | **Superficial**  **1st Degree** | **Partial Thickness**  **2nd Degree** | **Full Thickness**  **3rd Degree** |
| **Layer of Skin** | Top layer of skin | Top layers of skin | May destroy all layers of skin and some underlying structures. |
| **Symptoms** | Skin is red and dry. Usually painful and may swell. | -Red Skin  -Usually painful  -Painful blisters that may weep clear fluid | -Skin becomes brown or black with the tissue underneath sometimes appearing white.  -Extremely painful |
| **Healing** | Usually within 1 week without permanent scarring. | Usually heals in  3-4 weeks and may scar | Healing may require medical assistance. Scarring likely. |

Match the following pictures to the correct type of burn.



Follow these steps when caring for a burn:

1. Check the scene for safety.
2. Stop the burn by removing the person from the source of the burn.
3. Check for life-threatening conditions.
4. Cool the burn with large amounts of cold running water.
5. Cover the burn loosely with a sterile dressing.
6. Prevent infection.
7. Take steps to minimize shock.
8. Keep person from getting chilled or overheated.
9. Comfort and reassure the person.

**DO NOT:**

-Apply ICE to the burn.

-Touch a burn with anything besides clear covering.

-Try to clean a severe burn.

-Break blisters.

-Use any kind of ointment on a severe burn.

**CHEMICAL BURNS:** -Be sure to flush the chemical from the area with large

amounts of cold water.

-Have person remove clothes if they are contaminated.

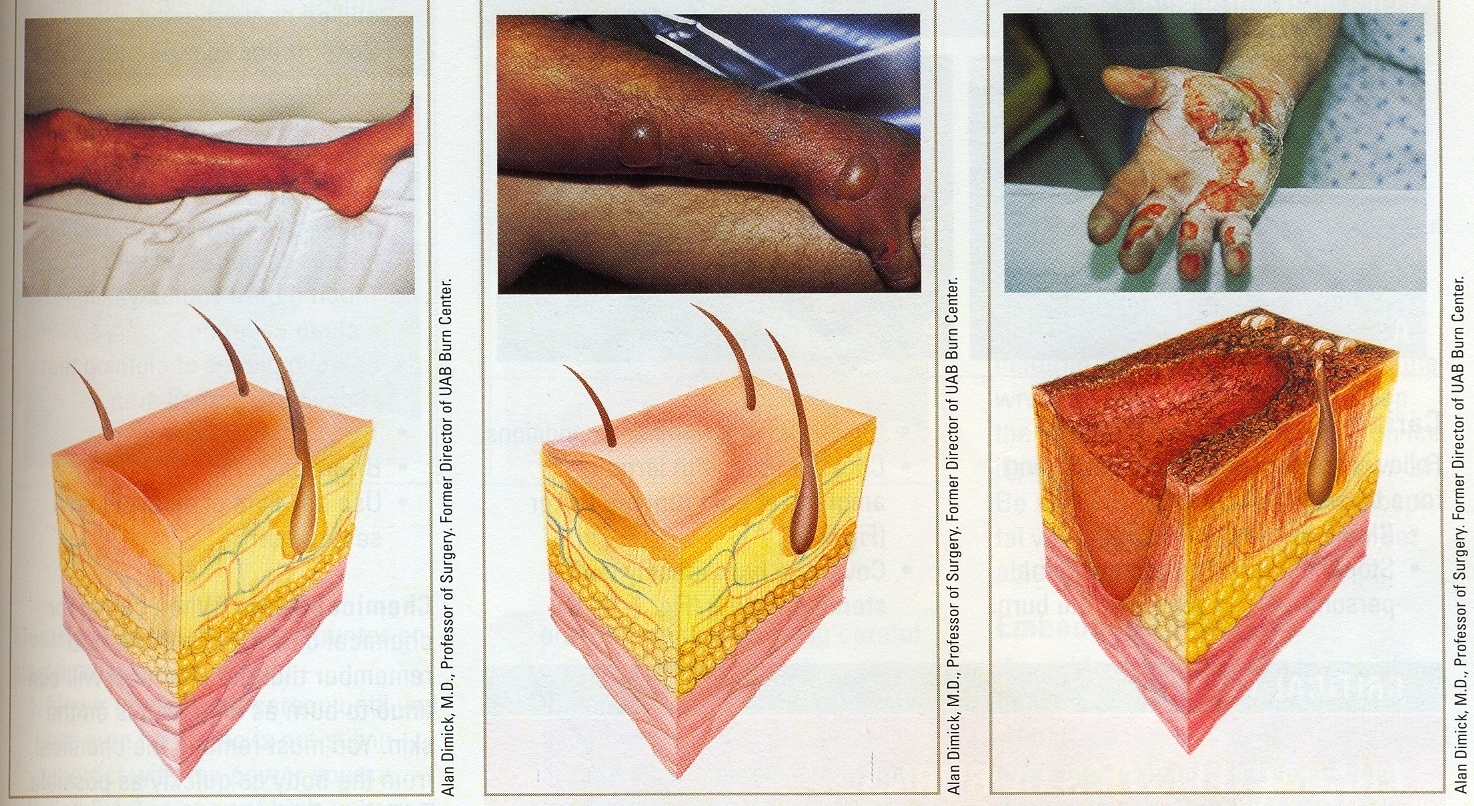
**ELECTRICAL BURNS: -**Do not go near the person until they are not in contact with the power source.

-Be prepared to give CPR or use an AED.

**RADIATION BURNS:** -Cool the burn and protect from further damage by keeping it out of the sun.

**QUIZ #3**

**Identify the correct type of burn with the corresponding picture.**



1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name 2 signs of internal bleeding:**

4**. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

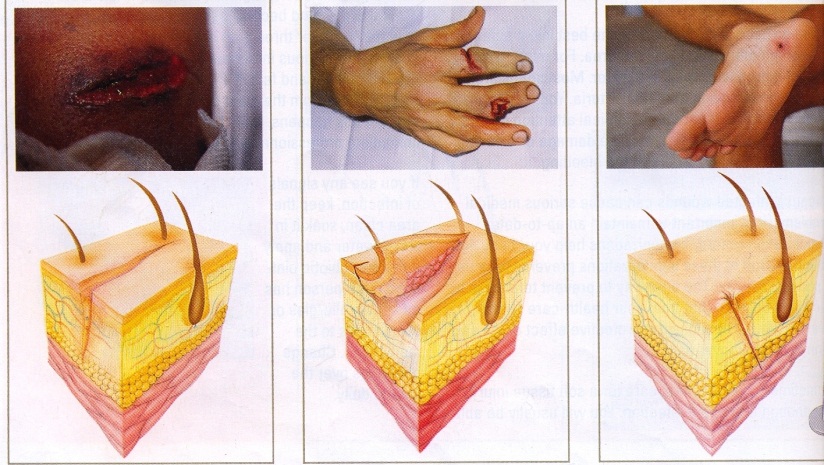
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Identify the correct type of wound with the corresponding picture.**

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



9. Name one thing to keep in mind when caring for a burn: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Name one thing you SHOULD NOT do when caring for a burn:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Injuries to Muscles, Bones and Joints**

**TODAY’S GOALS:**

-Identify the four basic types of injuries.

-Identify signals of serious muscle, bone or joint injuries.

-Perform steps to care for a muscle, bone or joint injury.

-Perform steps to splint.

**PA STANDARDS**

**10.3.9.B:** Describe and apply strategies for emergency and long-term management of injuries.

* rescue breathing, water rescue, self-care, sport injuries

**10.3.12.B:** Analyze and apply strategies for the management of injuries.

* CPR
* advanced first aid

**LEARNING TARGET: FIRST AID AND PERSONAL SAFETY**

**LEARNING SEQUENCE:**

-Review four types of injuries.

-Review care for injuries.

-Review various splinting techniques.



Name 5 places where you would encounter someone with an injury to a bone, muscle or joint.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | **FRACTURE** | **DISLOCATION** | **SPRAIN** | **STRAIN** |
| What is it? | A complete break, a chip or a crack in a bone. | Movement of a bone or a joint away from its normal position. | A tearing of the ligaments at a joint. | Stretching and tearing of muscles and tendons. |
| Cause | -A fall  -A blow  -A twisting motion. | Caused by a violent force tearing the ligaments that hold the bone in place. | Caused by a twisting motion or violent blow. | Often by lifting something heavy or working a muscle too hard. |
| Important Info | In open fractures, bones break the skin. | -When a bone is moved out of place it can no longer function.  -The displaced bone often forms a bump or ridge. | -Mild sprains heal quickly, but can swell.  -If a person ignores signs of a sprain, they can often re-injure the area even worse. | -Usually occur in the back, neck, or legs. |

**Description: MCj02324270000[1]**

**SIGNALS OF SERIOUS MUSCLE, BONE or JOINT INJURIES**

ALWAYS suspect a serious injury when any of the following signals are present:

1. Significant deformity
2. Bruising or swelling
3. Inability to use the affected part normally
4. Bone fragments sticking out of a wound
5. Person feels bones grating; felt or heard a snap or pop.
6. Area is cold or numb
7. Cause of injury suspects that injury may be severe.

**CARING FOR MUSCLE, BONE, or JOINT INJURIES**

The general care for injuries to muscles, bones or joints includes the following acronym.

**REST**

Do not move or straighten the injured area.

**IMMOBILIZE**

Stabilize the injured area in the position it was found. Splint the injured part ONLY IF the person must be moved and it will cause more pain.

**COLD**

Fill a plastic bag with or wrap ice with a damp cloth and apply ice to the injured area for periods of 20 minutes, and then replace. Always provide a thin barrier between ice and skin.

**ELEVATE**

Elevate the injury to reduce pain and swelling.

**DO NOT** elevate the injury if it causes more pain!

Description: MCBD06543_0000[1]

1. Splint only if the person must be moved or transported by someone other than EMS.

**SPLINTING**

1. Splint only if you can do so without causing more pain.
2. Splint an injury in the position you find it in.
3. Splint the injured area and the bones or joints above and below the injury.
4. Check for circulation (feeling, color, warmth) before and after splinting.

**TYPES OF SPLINTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **ANATOMIC** | **SOFT** | **RIGID** | **GROUND** |
| The person’s body is a splint.  EXAMPLE: You can splint an arm to the chest or an injured leg to the uninjured leg. | Soft materials such as blankets, towels, pillows or folded triangular bandages can be used to splint.  EXAMPLE: Slings | Boards, folded magazines or newspapers, boards… | An injured leg stretched out on the ground is splinted by t he ground. |

**AFTER YOU HAVE SPLINTED THE AREA, APPLY ICE TO THE INJURY!**

|  |  |  |
| --- | --- | --- |
| **STEP 1** | Obtain consent |  |
| **STEP 2** | Support the injured body part above and below the site. | Description: anatomic splint |
| **STEP 3** | Check for feeling, warmth and color. | Description: anatomic splint |
| **STEP 4** | Place several folded triangular bandages above and below the injured body part. | Description: anatomic splint |
| **STEP 5** | Place the uninjured body part next to the injured body part. | Description: anatomic splint 2 |
| **STEP 6** | Tie triangular bandages securely. | Description: anatomic splint 2 |
| **STEP 7** | Recheck for feeling, warmth and color. | Description: anatomic splint 2 |

|  |  |  |
| --- | --- | --- |
| **STEP 1** | Obtain consent |  |
| **STEP 2** | Support the injured body part above and below the site. | Description: soft splint |
| **STEP 3** | Check for feeling, warmth and color. | Description: soft splint |
| **STEP 4** | Place several folded triangular bandages above and below the injured body part. | Description: soft splint |
| **STEP 5** | Gently wrap a soft object (folded blanket or towel) around the injured area. | Description: soft splint 2 |
| **STEP 6** | Tie triangular bandages securely. | Description: soft splint 2 |
| **STEP 7** | Recheck for feeling, warmth and color. | Description: soft splint 2 |

|  |  |  |
| --- | --- | --- |
| **STEP 1** | Obtain consent |  |
| **STEP 2** | Support the injured body part above and below the site. | Description: rigid splint |
| **STEP 3** | Check for feeling, warmth and color. | Description: rigid splint |
| **STEP 4** | Place the rigid board under the injured body part and the joints that are above and below the area. | Description: rigid splint 2 |
| **STEP 5** | Tie several folded triangular bandages above and below injured area. | Description: rigid splint 2 |
| **STEP 6** | Recheck for feeling, warmth and color. | Description: rigid splint 2 |

|  |  |
| --- | --- |
| **STEP 1** | Obtain consent |
| **STEP 2** | Support the injured body part above and below the site. |
| **STEP 3** | Check for feeling, warmth and color. |
| **STEP 4** | Place a triangular bandage under the injured arm and over the uninjured shoulder to form a sling. |
| **STEP 5** | Tie the ends of the sling at the side of the neck. |
| **STEP 6** | Bind the injured body part to the chest with a folded triangular bandage. |
| **STEP 7** | Recheck for feeling, warmth and color. |

**QUIZ #4**

1. \_\_\_\_\_ Fracture a. A tearing of the ligaments at a joint

2. \_\_\_\_\_ Dislocation b. Stretching and tearing of muscles and

tendons.

3. \_\_\_\_\_ Sprain c. A complete break, a chip or a crack in

a bone.

4. \_\_\_\_\_ Strain d. Movement of a bone or joint away from

its normal position.

Name 2 signs of a serious injury to the bone, muscle or joint:

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name 3 types of splints:

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. What is the acronym for caring for a bone, muscle or joint injury:

\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sudden Illness**

**TODAY’S GOALS:**

-Identify warning signs of sudden illness

-Care for sudden illness

-Identify and care for heat and cold related illnesses

-Identify and care for insect and animal bites

-Identify signs of anaphylactic shock.

-Administer an epinephrine auto injection.

**PA STANDARDS**

**10.3.9.B:** Describe and apply strategies for emergency and long-term management of injuries.

* rescue breathing, water rescue, self-care, sport injuries

**10.3.12.B:** Analyze and apply strategies for the management of injuries.

* CPR
* advanced first aid

**LEARNING TARGET: FIRST AID AND PERSONAL SAFETY**

**LEARNING SEQUENCE:**

-Go over sudden illnesses. See chart on fainting, stroke, etc.

-Insect bite chart

-Poisoning and how to care for poison.

-Lyme Disease

-Epinephrine/Anaphylaxis



In the space below, brainstorm signs and symptoms that someone could be experiencing a possible sudden illness.

**RECOGNIZING SUDDEN ILLNESS:** When a person becomes suddenly ill, he or she usually looks and feels sick. Common symptoms include:

1. Changes in consciousness, such as feeling lightheaded, dizzy or becoming unconscious.
2. Nausea or vomiting.
3. Difficulty speaking or slurred speech.
4. Numbness or weakness.
5. Loss of vision or blurred vision.
6. Changes in breathing.
7. Changes in skin color.
8. Sweating.
9. Persistent pain or pressure.
10. Diarrhea.
11. Seizures.
12. Paralysis, or not being able to move.
13. Severe headaches.

**CARING FOR SUDDEN ILLNESS:**

Always care for life-threatening conditions first! THEN:

1. Help the person rest comfortably.
2. Keep the person from getting chilled or overheated.
3. Reassure the person.
4. Watch for changes in consciousness or breathing.
5. Do not give anything to eat or drink unless the person is fully conscious and does not show signs of a stroke.
6. If a person vomits, lay them on their side.
7. In case of fainting, lay on back and elevate the legs 8-12 inches.

|  |  |
| --- | --- |
| **FAINTING** | Not usually harmful.  Lower the person to the ground and lay on back.  If possible, raise the person’s legs 8-12 inches.  Loosen any tight clothing (untie a tie)  Check for breathing.  Always call 9-1-1. |
| **DIABETES** | Sometimes become ill due to having too much or too little sugar in the blood.  Diabetics often know what is wrong and will ask for sugar.  If conscious, give something with sugar, preferably liquid.  Always call 9-1-1 for unconsciousness or if person does not feel better within 5 minutes or receiving sugar. |
| **SEIZURES** | Do not try to stop a seizure.  Do not hold or restrain the person, nor put anything in the person’s mouth.  Care for seizure the same way you would an unconscious person.  Remove objects that may be close by to prevent injury during seizure.  Protect head by placing blanket or pillow under the head.  Roll to side if there is anything in mouth.  Call 9-1-1 if seizure lasts more than 5 minutes, person in injured, pregnant, diabetic, or person does not regain consciousness. |
| **STROKE** | A “Brain Attack” where blood flow to the brain is cut off.  Usually caused by a blockage in the arteries.  Always call 9-1-1 if person displays symptoms of a stroke. |

**FACE-** Weakness in one side of the face. To test, ask person to smile.

**ARM-** Weakness or numbness in one arm. To test, raise both arms.

**SPEECH-** Slurred speech or trouble speaking. To test, ask to say a simple sentence.

**TIME-** Time to call 9-1-1. Note the time symptoms began. It will be important to tell EMS when they arrive.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **HEAT**  **CRAMPS** | **HEAT EXHAUSTION** | **HEAT**  **STROKE** |
| **PICTURE** | [Description: hot](http://images.google.com/imgres?imgurl=http://images.teamsugar.com/files/users/1/12981/23_2007/hot.jpg&imgrefurl=http://www.fitsugar.com/275127&h=400&w=300&sz=33&hl=en&start=18&usg=__Drls96eghuHXKJmTidfIpKhmCVQ=&tbnid=k3JaGXF1gug79M:&tbnh=124&tbnw=93&prev=/images?q=heat+cramps&gbv=2&hl=en&safe=active) | [Description: heat_exhaustion3](http://images.google.com/imgres?imgurl=http://depts.washington.edu/pnash/images/heat_exhaustion3.gif&imgrefurl=http://depts.washington.edu/pnash/heat_illness.php&h=900&w=450&sz=36&hl=en&start=12&usg=__RcJNWMkc2pwjhry2fkXgdPj3N30=&tbnid=UdYLNgiEDZpe_M:&tbnh=146&tbnw=73&prev=/images?q=heat+exhaustion&gbv=2&hl=en&safe=active) | [Description: 19-botlft](http://images.google.com/imgres?imgurl=http://www.safetylca.org/images/19-botlft.gif&imgrefurl=http://www.safetylca.org/t/BasicSafetyOrientation19.asp?loc=t&tag=t2&pg=basicsafetyorientation.asp&h=217&w=250&sz=4&hl=en&start=16&usg=__qepLDXhIVv0q-FXzjQTSO2MlqHg=&tbnid=J82tLcpjnb7cPM:&tbnh=96&tbnw=111&prev=/images?q=heat+stroke&gbv=2&ndsp=20&hl=en&safe=active&sa=N) |
| **Severity** | -Least severe  -First signal that the body is having trouble with heat. | -moderately severe.  -more severe than heat cramps | -Least common.  -Most severe.  **-SERIOUS MEDICAL EMERGENCY** |
| **Symptoms** | Muscle spasms, usually in the legs or abdomen. | -Cool, moist, pale, ashen or flush skin.  -headache  -nausea  -dizziness  -weakness  -exhaustion | -Red skin that can be moist or dry.  -Changes in consciousness  -Rapid, weak pulse  -Rapid, shallow breathing. |
| **Who does it affect?** | Can be anyone! | Usually athletes, firefighters, construction workers, and factory workers. | Those who ignore the signs of heat cramps and heat exhaustion. |
| **CARE** | -Move the person to a cooler place.  -Give cool water to drink.  -Lightly stretch the muscle and gently massage the area. | -Move person to a cooler environment.  -Loosen or remove clothing.  -Fan the person.  -Get the person into circulating air while applying wet towels.  -If the person is conscious, give small amounts of cool water to drink.  -Call 9-1-1. | -Call 9-1-1 immediately.  -Give care for heat exhaustion until help arrives. |

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| --- | --- | --- |
|  | **FROSTBITE** | **HYPOTHERMIA** |
| **PICTURE** | [Description: 9339](http://images.google.com/imgres?imgurl=http://www.nlm.nih.gov/medlineplus/ency/images/ency/fullsize/9339.jpg&imgrefurl=http://www.nlm.nih.gov/medlineplus/ency/imagepages/9339.htm&h=320&w=400&sz=10&hl=en&start=3&usg=__7HxvzGIiQrUUOpvah3eiIi5J_PA=&tbnid=xN3I7kAZeTM0GM:&tbnh=99&tbnw=124&prev=/images?q=frostbite&gbv=2&hl=en&safe=active) | [Description: Thermometer-Hypothermia-710347](http://images.google.com/imgres?imgurl=http://www.healthpopuli.com/uploaded_images/Thermometer-Hypothermia-710347.jpg&imgrefurl=http://www.healthpopuli.com/2007/09/hypothermia-is-cool-ive-been.html&h=342&w=350&sz=64&hl=en&start=9&usg=__AQme5uNkc0qL7iMjcj3l-2HW7JI=&tbnid=m_nBErCYYs6JvM:&tbnh=117&tbnw=120&prev=/images?q=hypothermia&gbv=2&ndsp=20&hl=en&safe=active&sa=N) |
| **What is it?** | The freezing of body parts exposed to cold. | When the entire body cools because of its inability to keep warm. |
| **Severity** | Depends on the air temperature, length of exposure and the wind. | Can be severe.  The air temperature foes not have to be below freezing for someone to develop hypothermia. |
| **What can it lead to?** | Can lead to the loss of fingers, hands, arms, toes, feet and legs. | If untreated or rewarming does not occur… death. |
| **SYMPTOMS** | -Lack of feeling in the affected area.  -Skin appears waxy  -Cold to the touch  -Discolored (flushed, white, yellow or blue) | -Shivering  -Numbness  -Glass stare  -Indifference  -Loss of consciousness |
| **CARE** | -Remove wet clothing and jewelry from the affected area.  -Soak the frostbitten area in warm water. NOT HOT.  -Cover with dry, sterile dressing. Do not rub the frostbitten area.  -Check ABC’s and care for shock.  -Do not rewarm a frostbitten part if there is a danger of it freezing again. | -Gently move the person to a warm place.  -Check ABC’s and care for shock  -Remove wet clothing and cover the person with blankets and plastic sheeting to hold in body heat.  -Carefully monitor use of heating pads and hot water bottles so that the person is not unintentionally burned.  -Warm the person slowly and handle the person with care. |

|  |  |
| --- | --- |
| **INSECT BITES** | |
| **SIGNALS** | **CARE** |
| -Stinger may be present  -Pain  -Swelling  -Possible allergic reaction | -Remove stinger  -Wash wound  -Cover  -Apply a cold pack  -Watch for signals of allergic reation |

|  |  |
| --- | --- |
| **MARINE LIFE STINGS** | |
| **SIGNALS** | **CARE** |
| -Possible marks  -Pain  -Swelling  -Possible allergic reaction | -If jellyfish- soak area in vinegar.  -If stingray- soak area in nonscalding hot water until pain goes away.  -Call 9-1-1 if necessary. |

|  |  |
| --- | --- |
| **SPIDER BITES/SCORPION STING** | |
| **SIGNALS** | **CARE** |
| -Bite mark  -Swelling  -Pain  -Nausea and Vomiting  -Trouble breathing/swallowing | -Wash wound  -Apply a cold pack  -Get medical care to receive antivenin  -Call 9-1-1 if necessary. |

|  |  |
| --- | --- |
| **SNAKE BITES** | |
| **SIGNALS** | **CARE** |
| -Bite mark  -Pain | -Call 9-1-1  -Wash wound  -Keep bitten park still and lower than the heart.  -Apply an elastic roller bandage. (for coral snakes only) |

|  |  |
| --- | --- |
| **ANIMAL BITES** | |
| **SIGNALS** | **CARE** |
| -Bite mark  -Bleeding | -If bleeding is minor, wash wound.  -Control bleeding.  -Apply triple antibiotic ointment.  -Cover  -Get medical attention if you suspect rabies or is bleeding continues.  -Call EMS or animal control center. |

**What is Lyme Disease?**

**An illness that people get from the bite of an infected tick.**

**TICKS:**

Not all ticks carry Lyme disease.

Ticks can attach to you without you even knowing.

Adult deer ticks are only as large as a grape seed.

Because they are so small, tick bites are usually painless.

**SIGNALS OF LYME DISEASE:**

-**Typically begins with a small red area at the site of the bite.**

-Can spread up to 7 inches across.

-The rash can look like a bulls-eye.

-Fever

-Headache

-Weakness or joint pain

-Very similar to symptoms of the flu.

**What do I do if I find a tick on me?**

-Remove tick with tweezers. If you do not have tweezers, remove with COVERED hands.

-Do not try to burn a tick.

-Once tick is removed, wash area immediately with soap and water.

-Apply ointment to prevent infection.

-If you cannot remove tick, seek medical attention!

**DEFINTION:**

A severe allergic reaction that can result in death.

A person can die from anaphylactic shock within one minute of exposure to antigen (foreign substance causing allergic reaction).

**SIGNALS OF ANAPHYLAXIS:**

-Usually occurs suddenly, within seconds or minutes of contact to antigen.

-Skin or area of the body usually turns red and swells.

-Other signals include:

-hives

-itching

-rash

-weakness

-nausea

-stomach cramps

-vomiting

-dizziness

-trouble breathing

-Low blood pressure and shock can accompany these symptoms.

**CARE FOR ANAPHYLAXIS**

**If you suspect anaphylaxis,**

-Call 9-1-1 immediately.

-Check the airway for breathing.

-Help the person into a comfortable position for breathing.

-Administer auto injector.

-Monitor ABC’s.

Determine whether the person has already taken epinephrine or an antihistamine. If so, DO NOT administer another does unless directed by EMS.

Check the label to confirm prescription is for the intended person.

Check the expiration date. If expired, DO NOT USE.

You do not need to remove clothing to administer an EPI pen.

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| --- | --- |
| **STEP 1** | Locate the middle of one thigh or the upper arm for injection site. |
| **STEP 2** | Grasp auto injector firmly in your fist, and pull off the safety cap with your other hand. |
| **STEP 3** | Hold the (black) tip (needle end) near the person’s outer thigh so that the auto-injector is at a 90 degree angle to the thigh. |
| **STEP 4** | Swing out then firmly jab the tip straight into the outer thigh. You will hear a click. |
| **STEP 5** | Hold the auto injector firmly in place for 10 seconds, then remove it from the thigh and massage the injection site for several seconds. |
| **STEP 6** | Give the used auto injector to EMS personnel when they arrive. |

Description: MCj03341320000[1] **BACKBOARDING**

**WHEN TO SUSPECT A HEAD, BACK, OR NECK INJURY:**

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**IF YOU THINK THAT A PERSON HAS A HEAD, NECK, OR BACK INJURY-**

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| --- |
| CALL 9-1-1, or the local emergency number. |
| While you are waiting, the best care you can proved is to minimize movement of the person’s head and spine. |
| Place your hands on both sides of the person’s head and gently hold the person’s head in line with the body, IN THE POSITION YOU FOUND IT IN! DO NOT MOVE! |
| DO NOT remove a helmet unless necessary for the airway. |

**APPLYING OXYGEN**

Why are you applying oxygen?

When should you apply the oxygen?

Steps to applying oxygen: