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First Aid

Seventh Edition

Instructor's Manual

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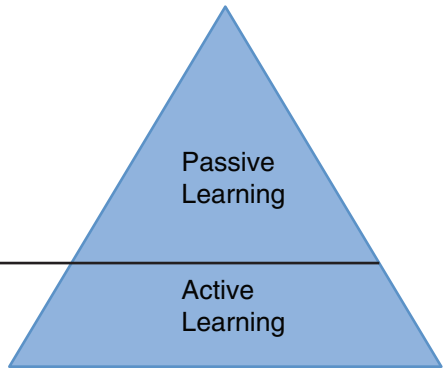
Tell me and I forget.
Teach me and I may remember.
Involve me and I learn.

—Benjamin Franklin

People generally remember…

10% of what they read
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what is discussed with others
90% of what they say and do.



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Instructor's Manual

Introduction

This instructor's manual can help almost anyone become a better teacher! Many instructors get bogged down in the details of running a course. This manual describes ways of making instruction go more smoothly, for both the instructor and the participants.

Objectives

You will not find a long list of objectives in this instructor's manual. To provide quality first aid instruction for most injuries and sudden illnesses, only two objectives are needed:

1. Recognize or identify a specific condition (eg, heart attack, chemical burn).
2. Describe or apply proper first aid procedures.

To illustrate these objectives, the participant manual contains *What to Look For/What to Do* tables. The *What to Look For* column in these tables lists the signs and symptoms of specific conditions. The *What to Do* column describes the first aid procedures to be used for specific conditions.

Simplified, the two objectives can be remembered as *find it; fix it*.

Customization

This instructor manual offers a host of instructional strategies and course components to meet the preferences of the instructor and the needs of the participants. Instructors can utilize any of these strategies and customize the course to accomplish the following:

- Meet the needs of an organization, a business, or local or state regulations.
- Match the participants' needs and capabilities.
- Fit the instructor's preferred style of instruction. How a person teaches reflects his or her experiences.
- Provide a variety of instructional strategies. A variety of strategies is more effective than adhering to only one or two methods.

Instructional Strategies

It is important to remember that all learning is brain-based. The brain does not just receive information—it processes it. Learning occurs when participants make sense of what they encounter or experience while interacting with others. During this process, neural connections are made in the brain, allowing participants to interpret the information they are being provided.

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Passive methods of learning, such as listening or watching a video, do not require neural connections or interpretations to be made. Pouring facts into a participant's head actually interferes with his or her learning. A glitzy presentation may make an immediate impression on the brain, but unless the participant has a photographic memory, he or she simply cannot retain all of the information being presented. Learning is not a spectator sport. To learn, participants must be engaged in higher-level tasks of thinking.

Real learning is not memorization. Most of what we memorize is lost in a matter of hours. To retain what has been taught, participants must mull it over, deliberate, and ponder on it. Without the opportunity to discuss and ask questions, the ability to learn is greatly reduced.

Having class members interact and collaborate is known as active learning. Active learning is effective, efficient, and engaging. People learn more and retain information longer if they acquire it in an active rather than a passive manner. Merely hearing or seeing something is not enough to learn it. The most common instructional error is mistaking the presentation of information for actual instruction.

Lecture

When instructors say they have covered content, they often mean they have presented the content in a lecture format. However, content covered is not always content learned. Learner involvement may be very minimal during lecture presentations. Still, that does not mean lecturing should never be used. In this course, lectures are accompanied by PowerPoint presentations. PowerPoint presentations are a fast, easy, and inexpensive supplement to lecturing, adding a visual component to the presentation.

When using the lecture instructional strategy, consider the following guidelines:

- Avoid overusing or reading word for word from the PowerPoint slides.
- Write key points from the presentations on a whiteboard, chalkboard, or easel paper pad.
- Make it a point to ask thought-provoking questions, and allow time for questions and discussion on a topic. Otherwise, class members will have little opportunity for involvement during the PowerPoint presentations.
- Keep lectures as brief as possible. Do not succumb to the "pull of the podium"; that is, do not expound and elucidate too much.
- Avoid sharing too many stories of your own personal experiences; such stories can come across as bragging.
- Do not stand in one place. Walk around the room during the lecture, but avoid pacing back and forth.

Troubleshoot a Scenario

Scenario-based learning is motivating to many people and makes training seem relevant. This course contains multiple components to allow for scenario-based learning. For example, the Worksheets and PowerPoint presentations present two scenarios for each topic. To provide

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scenario-based learning, an instructor may choose to show the PowerPoint presentation slide(s) for a particular injury or illness and then do one of the following:

- Show and read aloud one of the two scenarios found in the PowerPoint presentation.
- Ask the participants, "Have any of you experienced or witnessed a situation in which someone _____ (eg, was severely burned, had broken a bone, had been stung by a bee)? Please tell the class what happened."
- If teaching at a worksite or other location, acquire past on-site injury and sudden illness incidents to serve as scenarios, if possible, and share these incidents with the class.

Flowcharts (included as separate PDF files) can also be used for scenario-based learning. After presenting a scenario, consider showing the associated flowchart. Use the decision point questions in the flowchart to walk the participants through the scenario. When a decision point is reached, ask the participants which path is best to take for the particular situation. As you lead the participants through the flowchart, point out the key points and procedures. You may also choose to point out the key points and procedures for the flowchart's other paths.

Active Learning

The use of active learning has been well researched. The results show that participants who have opportunities to work collaboratively learn faster and more efficiently, have greater information retention, and feel more positive about the learning experience. With active learning, people are not just put into a group and assigned a task. Instead, instructors guide participants through simple but effective instructional strategies as they work cooperatively with their classmates. Very specific steps should be followed to ensure success, and it is essential that both instructors and participants are aware of them.

Some may think that an instructor who asks questions during a course is following the active learning model; however, when an instructor simply asks questions, a couple problems can arise. First, when a question is posed to the class as a whole, usually a limited number of participants volunteer to answer. Research on participation has shown that in small classes, a few people do about 75% of the talking (excluding that which is done by the instructor). Second, as soon as the first person is called upon, many of the class members stop processing the answer. Using the active learning method overcomes these two problems. It actively involves *every* class member and has a far greater impact on learning than other strategies do.

Additional benefits of active learning include the following:

- It gets participants to think. To learn something, people need to interact with it. Active learning strategies offer a quick way to do that.
- It gets participants active. It takes them out of the sitting and watching or listening mode and puts them into an interactive talking mode.
- It provides novelty. Talking with a peer is a unique experience and makes the learning more memorable.
- It allows for assessment. The instructor can listen as participants talk and can gauge who understands the topic and who doesn't.

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- It requires almost no preparation. Combining active learning strategies allows an instructor to teach anywhere and anytime.
- It increases participation. Every person talks, and most people find it safer or easier to enter into a discussion. Too often, participation involves only a few students (usually the same few). Active learning allows even the quiet, shy, or intimidated person to participate.
- It provides structure to discussions and keeps participants focused on the task at hand.
- Participants learn new ways of thinking from each other. This may include new ways of thinking about a first aid procedure.
- More of what is learned is retained because participants have an opportunity to discuss and reflect on the topic.

Learner-centered active learning activities include Think-Pair-Share and Round Robin. When using these active learning strategies, make sure to give clear instructions—what participants are to do, how much time they have to complete an activity, and with whom they will work. Clear instructions help ensure buy-in and better participation.

Think-Pair-Share (TPS)

The following steps can be used to complete the Think-Pair-Share activity:

1. *Think.* Participants individually respond to a set of questions or scenarios (eg, the Scenarios and Agree/Disagree statements included in the Worksheets and PowerPoint presentations, which are more thoroughly explained in the Course Components section of this Instructor Manual). Be sure to tell participants how much time they have to complete this segment of the activity (1 minute or less).
2. *Pair.* Pair each participant with a partner. Instructors may assign pairs or let participants pick their own partner. Be sensitive to those who may have reading, attention, or language difficulties. Do not keep a participant with the same partner throughout the course. Rotating partners allows participants to interact with different people and prevents incompatible participants from being stuck with each other. Pairing participants makes it impossible for them to avoid participating and thus enhances learning.
3. *Share.* Participants compare and discuss their answers from the Think segment of the activity with their partner, making note of any differences between their answers (1 minute or less). Direct partners to tell each other why they chose the answer they did (especially for those with which they disagree). Discussing answers with a partner maximizes participation, focuses attention, and engages students in comprehending the information. During this time, the instructor can walk around and listen to the conversations to get an idea of the participants' understanding while they are in pairs.

   Occasionally, if time allows, consider expanding the Share segment of this activity by either (1) having one pair turn to another pair to compare and discuss their answers or (2) having one pair share their answers with the entire class. When first using this second technique, ask for volunteers; for later responses and answers, call on other pairs.

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4. *Debriefing.* When most or all pairs have finished sharing their answers (after about 1 minute), reassemble the entire class and give the correct answers. Ask if any of the topics need further clarification. The clarification process can lead to a stimulating class discussion. The instructor can also focus upon other key points and procedures.

It can be challenging to get participants to come back to the larger group after working together in pairs. It is helpful to indicate at the beginning of the activity how long participants have to complete each segment of the activity (ie, how long to Think and how long to Share). Negotiate with the class a signal for participants to stop talking, such as sounding a buzzer, using an alarm on a smartphone, or flashing the room's lights. Doing so will keep participants on task and help transition them into the larger group for debriefing.

Instructors should also avoid racing through material to finish it all by the end of a certain time. Rushing an activity is almost always counterproductive. Instead, vary the order of the Think-Pair-Share activity. For example, participants may be instructed to complete the Think segment but skip the Pair and Share segments; at the end of the Think segment, the instructor can ask participants to vote for answers to the questions by raising their hands. The instructor can then provide the correct answers and, if needed, clarification.

Round Robin

The following steps can be used to complete the Round Robin activity:

1. Participants individually respond to a set of questions or scenarios (eg, the previously discussed Scenarios and Agree/Disagree statements).
2. Participants then work with a partner to compare and discuss their answers.
3. Reassemble the class and have one pair of participants answer a question before confirming the correct answer and providing explanation if necessary. Then, have the next pair of participants answer the next question, and continue around the remaining pairs until all of the questions or scenarios have been completed.

Games

Educational games can be an effective and engaging instructional strategy. They provide challenge, competition, and a break from routine. Having an inexpensive prize to give to the winners can add to the participants' incentive to win and to become actively involved in the game.

Tic-Tac-Toe Game

To play the Tic-Tac-Toe game, the instructor should have a set of nine or more questions available (the Agree/Disagree statements found in the Worksheets and PowerPoint presentations can be used for some of the questions).

1. Draw a large diagram of the # symbol (looks like a pound sign) to create a 3- by 3-square grid on a whiteboard, chalkboard, or easel paper pad.
2. Randomly pick a number from 1 through 9 and insert it in one of the squares on the grid.

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3. Divide the class into two teams, and assign one team the symbol X and the other the symbol O.
4. After determining which team goes first (ie, flipping a coin or guessing a number written on a piece of paper), start by having one member of a team (or the entire team) select a number from the Tic-Tac-Toe diagram. Then, ask that team member (or the entire team) a question.
5. If answered correctly, insert the team's symbol (X or O) over the number in the diagram and give the team 2 points.
6. If the team's answer is incorrect, the other team gets a chance to answer. If their answer is correct, they receive 1 point (but no mark in the diagram).
7. If neither team answers correctly, discuss the correct answer with the class.
8. Continue playing, with the team that did not have the original question playing next. Repeat steps 1–7 until one team succeeds in placing three of their symbols in a horizontal, diagonal, or vertical row, or until all squares have been used. Teams can attempt to block each other's progression.
9. If the game ends quickly with squares unused, discuss the remaining questions with the class.

20 Questions

1. Start by assigning a "sick person." This person can be a class member or the instructor. The chosen person writes a sudden illness on a piece of paper and secures it in a pocket or under a book.
2. Participants attempt to determine what illness the "sick person" has by asking questions that can be answered with a "yes" or "no" (eg, "Are you taking insulin?" "Do you have chest pain?"). The "sick person" can refer to the participant manual for signs and symptoms (found in the *What to Look For/What to Do* tables) to help answer the participants' questions.
3. If participants do not guess the illness within 20 questions, they lose the game. Participants can guess the illness at any time, but the guess counts as a question.
4. If the illness is identified, the "sick person" shows the paper with the illness written on it to confirm the answer is correct.
5. The game can also be played competitively, pitting one team against another. A prize can be given to the participant or the team who gives the correct answer.

Skill Instruction

Learning a skill (eg, bandaging) is a type of active learning. Some first aid trainers believe that practicing skills sufficiently places their program in the active learning category; however, in the ECSI course, participants are actively learning and interacting throughout the course, not just when a skill is being practiced.

Skill instruction can be either instructor-led or shown through a video segment.

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Video Segment

Videos can support a course and minimize the need for lectures. Still, it is important to remember that good teaching is more than just pushing the Play button. When a video is shown in a classroom with the lights dimmed or turned off, some participants have a tendency to doze off. Prevent participant boredom by focusing upon skill development (eg, bandaging) and requiring participants to physically move and practice the skills. Skill videos should be used as follows:

1. *Watch the video segment* of one of the skill demonstrations.
2. *Practice.* Place the participants in pairs or in teams of three to four participants. Participants should take turns performing the different roles described in the following list so that each participant performs the skill.
   - *If in pairs:* One participant starts as the first aid provider performing the skill, and the second participant serves simultaneously as the person receiving care and the coach. As the coach, the participant refers to the Skill Sheet associated with the video segment. After the skill is performed, the participants switch roles.
   - *If in small teams of three to four participants:* The roles of coach, person receiving care, and first aid provider are assigned and rotated among the team members.

Instructor-Led

If the instructor prefers, he or she can demonstrate a skill instead of using the video segment. (When leading the skill instruction, the instructor should refer participants to the appropriate Skill Sheets; this course component is more thoroughly explained later in the Course Components section of this Instructor Manual.)

Whole-Part-Whole-Whole Method

When providing skill instruction (whether instructor-led or video-driven), use the Whole-Part-Whole-Whole method:

1. *Whole.* Before demonstrating the skill, tell participants what to notice in the demonstration. This makes the participants aware of the most important features of the skill. Demonstrate (either by the instructor or the video segment) the "whole" action of the skill.
2. *Part.* Participants practice each component of the skill. This step can be optional, since most first aid skills do not require "parts" to be practiced.
3. *Whole.* This step can also be optional. The whole skill is demonstrated again, either by the instructor or video segment.
4. *Whole.* Participants combine the parts of the skill and practice the sequence as a whole. The skill can be practiced by either of the two following methods:
   - *Drill practice.* The instructor leads the skill practice and the participants practice in unison. Depending upon the amount of equipment available (eg, bandages), participants may have to take turns practicing the drill.
   - *Paired or triad practice.* If in pairs, one participant practices the skill while the other gives cues and feedback. If in threes (triad), one participant practices the skill on another participant, while the third participant provides cues and feedback. All participants then rotate through the three positions.

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Instruction Sequence Options

Table 1 shows how instructors can use the different instructional strategies discussed in this manual.

Table 1 Instruction Sequence Options

Show: Photos and illustrations from the PowerPoint presentations to gain attention and introduce a new topic.

Active Learning	Lecture	Troubleshoot a Scenario
• ***Think:*** Individually, participants answer or respond to the Agree/Disagree statements or Scenarios found in the Worksheets or PowerPoint presentations. • ***Pair:*** Participants pair up with a partner. • ***Share:*** Participants compare and discuss their answers, focusing upon those with which they disagree. ***Debriefing:*** Instructor gives correct answers and answers participant questions.	• Show and read the Scenarios found in the Worksheets and PowerPoint presentations. • Show the "What to Do" slide(s) in the PowerPoint presentations. Point out key procedures.	• Show and read the Scenarios found in the Worksheets and PowerPoint presentations. • Show the Flowchart PDF. Lead participants through the flowchart, asking which path to take at each decision point.

Skill instruction: Skill lesson plans appear later in this manual.

Components of the Course

Participant's Manual

First Aid, Seventh Edition, is a comprehensive guide to handling common injuries and illnesses. This participant's manual contains *What to Look For/What to Do* decision tables that provide a concise summary of what signs to look for and what treatment steps to take when faced with an injury or sudden illness.

Instructor's Manual

In addition to providing instructors with easy-to-use tips for providing quality first aid instruction, the instructor's manual includes the following:

- Lesson plans for every topic
- Skill lesson plans for essential and optional first aid skills
- An instructional strategies matrix table containing:
  - Instructional strategies on the top horizontal axis
  - Injury and sudden illness course topics on the left vertical axis

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The instructor can either insert a check mark or write the participant manual's page number in the cells to identify which strategies he or she will use for each of the listed topics.

- Final exams (*Note:* Although final exams are not a required part of the *First Aid* course, an employer or a regulatory agency [ie, local or state] may require participants to take and pass a written exam. For such cases, written exam questions are provided. For a participant with a reading or language difficulty, an oral exam may be given by the instructor.)

PowerPoint Presentations

The PowerPoint presentations for the *First Aid* course contain the following:

- *What to Do slides.* These slides are based on the *What to Look For/What to Do* tables found in the participant manual. They provide the first aid steps to take to care for a particular illness or injury.
- *Photographs and illustrations.* Eye-catching photographs and illustrations appear throughout the PowerPoint presentations to help prepare participants for actual emergencies.
- *Scenario slides.* These slides can be used to introduce a new topic and help capture the participants' attention; they can also be used during a debriefing to help participants recall key points relating to the topic.
- *Agree/Disagree statement slides.* These slides can be used to conduct the Think-Pair-Share and Round Robin active-learning strategies.

Note: PowerPoint Presentations with embedded skills demonstration videos are also available.

Worksheets

Worksheets contain the Scenarios and Agree/Disagree statements found in the PowerPoint presentations as well as bonus scenarios that you may want to use for topics that students seem to struggle with the most. Instructors may choose to hand these worksheets out to participants to fill out and answer individually, such as during the Think segment of the Think-Pair-Share activity, or display them and simply discuss as a class.

Flowcharts

Flowcharts are included as separate PDF files that can be displayed during class or printed and shared with participants. Some of these flowcharts are also included in the student manual. The flowcharts show the essential steps of first aid in a logical, organized, and clear fashion. The charts' top-down flow is easy to follow and helps reduce the time needed to learn the details

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of a particular first aid procedure. The format of the flowcharts reinforces the decision-making process and appropriate procedures:

- The hexagon-shaped boxes include decision-point questions.
- The rectangular boxes include the steps to take to treat the injury or illness.

Skill Videos

Videos devoted to showing proper first aid skills (eg, bandaging, splinting) support the course and minimize the need for lectures. All of the skills in **Table 2** have an associated video segment showing how to perform the skill. Some of the skills also have an associated Skill Sheet

Table 2 Skill Videos

Essential First Aid Skills
Removing Gloves (Skill Sheet 2-1)
Finding What Is Wrong in an Alert, Breathing Person (Skill Sheet 2-2, Flowchart 2-3)
Bleeding Control (Skill Sheet 3-1, Flowchart 3-1)
Applying a Roller Bandage on an Arm (Skill Sheet 3-4)
Using an Epinephrine Auto-injector (Skill Sheet 4-1)
Optional First Aid Skills
Making a Cravat Bandage From a Triangular Bandage
Applying a Cravat Bandage on an Arm or Leg
Applying a Cravat Bandage to the Palm of the Hand
Applying a Manufactured Tourniquet (Skill Sheet 3-2)
Applying an Improvised Tourniquet (Skill Sheet 3-3)
RICE Procedure for an Ankle Injury (Skill Sheet 3-5)
Applying a Rigid Splint on a Forearm (Skill Sheet 3-6)
Applying a Soft Splint on a Forearm (Skill Sheet 3-7)
Applying an Arm Sling (Skill Sheet 3-8)
Choking Care
Placing a Person in the Recovery Position (Skill Sheet 6-3)
Adult or Child Choking Care (Skill Sheet 6-1)
Infant Choking Care (Skill Sheet 6-2)

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and/or Flowchart (as denoted). A list of equipment and supplies needed for the skills is found in the Skill Lesson Plans.

Skill Sheets

Skill Sheets offer step-by-step explanations and visual summaries of important skills. This component can be used in conjunction with the skill videos or used separately as a reference for participants if the instructor chooses to lead the skill demonstration. Skill sheets are included in the student manual and are also provided in PDF format in your teaching package for display and discussion during class.

Skill Check-off Sheets

The Skill Check-off Sheets are used to determine if a participant passes or needs more practice demonstrating a skill. For each step of a particular skill, the instructor should mark either the "Pass" column or the "Needs practice" column. Participants do not have to perform the skills perfectly, but they do need to be able to complete them reasonably well (**Table 3**). These sheets help determine if a participant meets a passable proficiency level.

Course Evaluation Form

The Course Evaluation Form may be given to participants at the conclusion of the course.

Table 3 Optional One-Time Skill Session for First Aid Skills

Rather than demonstrating and checking off skills in a stop-and-go fashion throughout the course, the instructor may choose to customize the course and save time in the classroom by conducting one or two skills sessions. The first aid skills in the following list are simple and easy to learn.

Suggested skills for a one-time skills session include the following:

- **Removing Gloves** (This skill could be combined with the Stopping Bleeding and Applying a Roller Bandage skills.)
- **Stopping Bleeding** (See the Removing Gloves skill.)
- **Applying a Roller Bandage on a Forearm** (See the Removing Gloves skill.)
- **Choking Care** (responsive adult/child; hand and body positions only) (Because of the simplicity of this skill, it could be combined at the same station used for the Using an Epinephrine Auto-injector skill.)
- **Using an Epinephrine Auto-injector** (See the Choking Care skill.)

Having participants learn these skills early in the course allows you to refer to them later. Participants can be called upon to show the skill as a "refresher" again when it fits into the course content.

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Lesson Plans

Lesson Plan 2-1: Actions Before Helping

Objectives

Participants should be able to:

- Determine what to do before helping an injured person.
- Prevent disease transmission when exposed to bodily fluids.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 2 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios)
- ❑ **Think-Pair-Share** (Worksheet 2-1, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 2-1, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: An injured man has obvious head trauma and is spitting up blood. However, when you approach him, he refuses your help.

Scenario 2: A scout leader is writhing in pain after falling on ice. You realize that the scout leader fell on his open knife and has a puncture wound on his shoulder. No first aid kit is readily available.

Agree/Disagree Statements

1. Wearing disposable gloves helps prevent disease transmission. **Agree.**
2. Ask if you can help before giving first aid. **Agree.**
3. Most of the time, a dangerous hazard exists when a person is injured. **Disagree.**
4. Call 9-1-1 when dealing with even minor injuries or illnesses. **Disagree.**
5. Call 9-1-1 if your help is refused and it is a serious injury or illness. **Agree.**

Lesson Plan 2-2: Scene Size-up

Objectives

Participants should be able to:

- Determine what to do before helping.
- Conduct a scene size-up.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 2 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 2-1)
- ❏ **Think-Pair-Share** (Worksheet 2-2, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❏ **Round Robin** (Worksheet 2-2, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❏ **20 Questions game**
- ❏ **Other strategy:** _____

Scenarios

Scenario 1: You are the first to arrive at a motor-vehicle crash scene involving two cars. One vehicle contains two people who appear to have minor injuries resulting from the seat belts. In the other vehicle, the driver appears to be motionless and unresponsive.

Scenario 2: You see your middle-aged neighbor shoveling snow off his driveway. When he is about halfway finished, he walks to the front steps of his house and sits down with a distressed look on his face. You walk over and ask if he is okay. He replies, "I think I pulled a muscle in my chest." You see that he is breathing rapidly and appears pale and anxious.

Agree/Disagree Statements

1. Emergency scenes can be unsafe. **Agree.**
2. Every time you approach an emergency scene, perform a scene size-up. **Agree.**
3. Most emergency scenes involve multiple people. **Disagree.**
4. Move bystanders aside; they are not helpful. **Disagree.**
5. While approaching a person, you should have a first impression of whether the person is injured or ill. **Agree.**
6. While approaching a person, you should have a good idea of whether the person is responsive or unresponsive. **Agree.**

Lesson Plan 2-3: Seeking Medical Help

Objectives

Participants should be able to:

- Identify when to call 9-1-1.
- Describe how to call for medical help.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 2 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios)

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- ❑ **Think-Pair-Share** (Worksheet 2-3, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 2-3, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: Your daughter has a cup of paint in her hands and obvious signs on her mouth that she swallowed some paint. What action do you take to obtain medical help?

Scenario 2: While hiking a canyon, you notice a nearby hiker suffer a serious fall. You need to call for medical help. How would you go about doing this?

Agree/Disagree Statements

1. When unsure about an injury or sudden illness, call 9-1-1 or seek medical care. **Agree.**
2. When calling 9-1-1 with a cell phone, the call taker can see the exact address of the caller. **Disagree.**
3. For most bloody nose incidents, call 9-1-1. **Disagree.**
4. Over 98% of the population in the United States and Canada are covered by some type of 9-1-1 service. **Agree.**
5. Call 9-1-1 for a person who is vomiting blood. **Agree.**

Lesson Plan 2-4: Legal Aspects

Objectives

Participants should be able to:

- Describe the legal aspects of providing first aid, including laws that provide some protections for first aid providers.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 2 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios)
- ❑ **Think-Pair-Share** (Worksheet 2-4, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 2-4, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

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Scenarios

Scenario 1: A first aid provider forced a "bite stick" (in this case, a pencil) between the teeth of a young woman while she was having a seizure. The pencil broke and lacerated her gums and the inside of her mouth.

Scenario 2: You see a young woman fall off her bike and hit her face against a roadside curb. You ask if you can help and she nods her head in consent. She has blood flowing from a 4-inch laceration on her cheek. Her cheekbone may be broken. You have her press against the wound with her hand. While she is doing this, you glance at your watch and see that you will be late to a very important meeting with your employer. You tell the woman you must leave but to keep pressing on her wound and that someone else who can help should be coming by soon.

Agree/Disagree Statements

1. Before giving first aid to an alert, competent adult, you must get consent. **Agree.**
2. If you ask an injured adult if you can help and he or she says "No," you can still give first aid. **Disagree.**
3. People designated as first aid providers by their employers must give first aid while on the job. **Agree.**
4. First aid providers can be sued. **Agree.**
5. Good Samaritan laws provide protection against lawsuits for those acting with good intentions and without compensation. **Agree.**

Lesson Plan 2-5: Disease Protection

Objectives

Participants should be able to:

- Take appropriate actions to prevent disease from blood and other body fluids.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 2 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 2-2)
❏ **Think-Pair-Share** (Worksheet 2-5, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
❏ **Round Robin** (Worksheet 2-5, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: You are providing first aid for an injured person when you notice a tear in your gloves. Blood from the injured person's wound has seeped through the tear and over your hand.

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Scenario 2: During your lunch break, you join a group of coworkers in a game of basketball. During the game, one of your coworkers is hit in the nose by another coworker's elbow. Blood begins to flow from one nostril.

Agree/Disagree Statements

1. When giving first aid, wear disposable gloves to prevent contact with blood and body fluids. **Agree.**
2. When possible, wear latex-free gloves. **Agree.**
3. You do not need to wash your hands after giving first aid if you have been wearing gloves. **Disagree.**
4. Use an alcohol-based hand cleaner when soap and water are not available. **Agree.**
5. Clean a blood spill by spraying or washing the area with one part water in nine parts liquid bleach. **Agree.**

Skill Instruction

See Skill Lesson Plan: Removing Gloves and Skill Sheet 2-1: Removing Gloves.

Lesson Plan 2-6: Finding What Is Wrong

Objectives

Participants should be able to:

- Perform a primary assessment.
- Use the DOTS mnemonic to find an injury.
- Use the SAMPLE mnemonic to help determine what is wrong with an injured or ill person.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❑ **Lecture** (Chapter 2 PowerPoint presentation)
❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 2-3)
❑ **Think-Pair-Share** (Worksheet 2-6, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
❑ **Round Robin** (Worksheet 2-6, or Scenarios and Agree/Disagree statement slides in the Chapter 2 PowerPoint presentation)
❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❑ **20 Questions game**
❑ **Other strategy:** _____

Scenarios

Scenario 1: On a bike trail, you come across a woman sitting next to her tipped over bicycle. She says her left arm and leg both hurt. You check her and find that she is unable to move her leg, which is beginning to swell. Her left arm looks deformed at the shoulder and is beginning to look bruised. The woman also has a scrape on her hand.

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Scenario 2: While walking through a movie theater's parking lot, your friend stumbles and suddenly collapses onto the ground. His eyes roll back, his body goes rigid, and his arms and legs begin to jerk uncontrollably.

Agree/Disagree Statements

1. Always do a complete head-to-toe physical exam on an injured person. **Disagree.**
2. "Unresponsive" refers to a person who can open his or her eyes, talk, or move. **Disagree.**
3. Use DOTS to remember what to look for during a physical head-to-toe exam. **Agree.**
4. Use SAMPLE to help recall what to ask about the person's medical history. **Agree.**
5. Look for a medical identification tag for all injured and suddenly ill people. **Agree.**

Skill Instruction

See Skill Lesson Plan: Finding What Is Wrong With a Responsive, Breathing Person and Skill Sheet 2-2: Finding What Is Wrong With a Responsive, Breathing Person.

Lesson Plan 3-1: Bleeding Control

Objectives

Participants should be able to:

- Recognize internal and external bleeding.
- Describe how to care for internal and external bleeding.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-1)
❏ **Think-Pair-Share** (Worksheet 3-1, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-1, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: A knife slipped and sliced into the forearm of a 35-year-old male butcher at a supermarket butcher shop. He is holding a blood-soaked cloth over the injury, and you see blood on the floor and a display case. He said the blood was shooting out of his arm.

Scenario 2: At a construction site, a worker was cutting a 2 × 4 piece of wood when he cut his left hand with a handsaw. While he only "nicked" his hand with the saw, there is blood oozing from the wound.

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Agree/Disagree Statements

1. Most cases of bleeding require more than direct pressure to stop it. **Agree.**
2. While trying to stop bleeding, remove and replace blood-soaked dressings. **Disagree.**
3. If a bleeding arm wound is not controlled through direct pressure, apply pressure to the brachial artery. **Disagree.**
4. If direct pressure fails to control an arm or leg's severe bleeding, apply a tourniquet. **Agree.**
5. If direct pressure fails, raise the arm or leg. **Disagree.**
6. Once bleeding has been stopped, pressure bandages can maintain control if needed. **Agree.**

Skill Instruction

See Skill Lesson Plan: Bleeding Control and Skill Sheet 3-1: Bleeding Control.

Lesson Plan 3-2: Wound Care

Objectives

Participants should be able to:

- Recognize the several different types of wounds.
- Describe how to care for the different types of wounds.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❑ **Lecture** (Chapter 3 PowerPoint presentation)
❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-2)
❑ **Think-Pair-Share** (Worksheet 3-2, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❑ **Round Robin** (Worksheet 3-2, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❑ **20 Questions game**
❑ **Other strategy:** _____

Scenarios

Scenario 1: You find a coworker in the storage room with a blood-soaked cloth covering his hand. He said that glass from a broken bottle caused the wound. You take a quick look and see a jagged, gaping, open wound.

Scenario 2: You are at a fast-food restaurant. A cook cuts the index finger on his left hand while slicing onions. The bleeding has stopped. He has a small cut about a half-inch in length with the edges falling together.

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Agree/Disagree Statements

1. Gently wash a shallow wound with soap and warm running water. **Agree.**
2. Soak a wound in water to clean it. **Disagree.**
3. After cleaning a shallow wound, cover it with antibiotic ointment before putting on a dressing. **Agree.**
4. Apply alcohol or hydrogen peroxide to a wound. **Disagree.**
5. Seek medical care for wounds more than 1 inch long or one in which the edges do not fall together. **Agree.**
6. Wounds with a high risk for infection should receive medical care for proper cleaning. **Agree.**

Skill Instruction

See Skill Lesson Plan: Applying a Roller Bandage on a Forearm (Spiral Method) and Skill Sheet 3-4: Applying a Roller Bandage on a Forearm (Spiral Method).

Lesson Plan 3-3: Nosebleeds

Objectives

Participants should be able to:

- Recognize nosebleeds.
- Describe how to care for nosebleeds.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-3)
❏ **Think-Pair-Share** (Worksheet 3-3, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-3, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: You are walking in an office hallway with your coworker, Amanda, when another coworker comes around a corner and abruptly collides with her. The coworker's head strikes Amanda's nose, and blood begins to flow from her nose.

Scenario 2: Sean played a practical joke on one of his coworkers, startling him. In reaction, the coworker jumped up, hitting his nose against Sean's elbow, causing a nosebleed. You pinch his nostrils shut, but his nose continues to bleed.

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Agree/Disagree Statements

1. Position the person in a sitting posture. **Agree.**
2. Keep the head tilted slightly backward. **Disagree.**
3. Pinch the nostrils shut for 10 minutes. **Agree.**
4. All nosebleeds require medical care. **Disagree.**

Lesson Plan 3-4: Tooth Injuries

Objectives

Participants should be able to:

- Recognize tooth injuries.
- Describe how to care for tooth injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-4)
❏ **Think-Pair-Share** (Worksheet 3-4, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-4, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: Your friend was struck in the mouth by a pipe that was loosely suspended from a cable. He has spit out two of his front teeth, which are lying on the ground.

Scenario 2: You are crunching ice when you notice something hard in your mouth that does not melt or dissolve. You get a sick feeling as you realize what it is—a piece of broken tooth.

Agree/Disagree Statements

1. Place a knocked-out tooth in mouthwash or rubbing alcohol until you reach a dentist. **Disagree.**
2. Before attempting to reinsert a knocked-out tooth, scrub the tooth. **Disagree.**
3. Only a dentist should attempt to reinsert a knocked-out tooth. **Disagree.**
4. Never put an aspirin on an aching tooth or gums. **Agree.**
5. Have the person spit saliva into a small container and place the knocked-out tooth in it until you reach a dentist. **Agree.**

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Lesson Plan 3-5: Eye Injuries

Objectives

Participants should be able to:

- Recognize eye injuries.
- Describe how to care for eye injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-5)
❏ **Think-Pair-Share** (Worksheet 3-5, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-5, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: As your neighbor attempts to jump-start her car, a spark from the jumper cables ignites hydrogen gas that has accumulated in the battery, causing the battery to explode. The battery cap flies off, and battery acid splashes into her eyes.

Scenario 2: You are having a part of your house remodeled. One of the construction workers working on the project unintentionally pulls the trigger of a nail gun he is using. A nail becomes impaled (embedded) in the eye of another worker.

Agree/Disagree Statements

1. Tears will sufficiently flush out chemicals in the eye. **Disagree.**
2. To rinse a chemical out of the eye, pour water into the eye for about 5 minutes. **Disagree.**
3. To rinse a chemical out of the eye, hold the eye open and flood the eye with water for 20 minutes. **Agree.**
4. Use tweezers to remove small objects in the eye. **Disagree.**
5. For a cut to the eyeball, lightly cover both eyes with dressings and immediately obtain medical care. **Agree.**
6. For a long object stuck in the eye, protect it from being bumped and stabilize against movement. **Agree.**

Lesson Plan 3-6: Embedded Objects

Objectives

Participants should be able to:

- Describe how to care for embedded objects including slivers.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 3 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-6)
- ❑ **Think-Pair-Share** (Worksheet 3-6, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 3-6, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: Your husband is helping to remodel a part of your house. While working on setting up some wall framing, he fires an air-powered nail gun. The nail penetrates into his left index and middle fingers.

Scenario 2: While taking a road trip with one of your friends, you stop to take a photo of some scenery. Your friend gets out of the car and poses next to a cactus. Suddenly she retreats in pain. A cactus needle is embedded in her hand.

Agree/Disagree Statements

1. Remove an embedded object to prevent infection. **Disagree.**
2. Prevent an embedded object from moving by placing bulky padding around the base of the object. **Agree.**
3. Use tweezers to remove a sliver in the skin. **Agree.**
4. For a long, embedded object in an eye, use a paper cup or similar item over the eye for protection. **Agree.**
5. Allow a person with an embedded object in the eye to see by leaving the uninjured eye uncovered. **Disagree.**

Lesson Plan 3-7: Amputations and Avulsions

Objectives

Participants should be able to:

- Recognize amputations and avulsions.
- Explain how to care for amputations and avulsions.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 3 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-7)

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- ❑ **Think-Pair-Share** (Worksheet 3-7, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 3-7, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: Your neighbor is mowing tall, wet grass when it begins to back up at his mower's discharge opening. He reaches into the discharge chute to try to brush away a clump of grass, and his fingers are struck by the mower's blade. Two fingers are cut off. You find him sitting on the lawn, firmly holding what remains of his fingers.

Scenario 2: Your father has cut the palm of his left hand with a power saw. The palm has a flap of skin dangling from the wound, and there is a massive amount of blood.

Agree/Disagree Statements

1. Recover any amputated part, regardless of size, and take it with the person to the nearest hospital. **Agree.**
2. Cut off a partially attached body part because it will not survive. **Disagree.**
3. Wrap an amputated part in a moistened, sterile gauze dressing, enclose it in a waterproof container, and keep it cool. **Agree.**
4. Keep an amputated part buried in ice or cold water. **Disagree.**
5. Be prepared to apply a tourniquet if the bleeding does not stop by applying direct pressure. **Agree.**

Lesson Plan 3-8: Head Injuries

Objectives

Participants should be able to:

- Recognize various types of head injuries.
- Explain how to care for the various types of head injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 3 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-8)
- ❑ **Think-Pair-Share** (Worksheet 3-8, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 3-8, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)

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- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: At work, you are called to help a carpenter who fell from a ladder. A bystander says that, though responsive now, he was motionless for a couple of minutes. He complains about a severe headache and dizziness. There is swelling on the back of his head. You see no blood on him or in the surrounding area.

Scenario 2: A woman was walking down the street when she was struck by a falling brick from construction one story up on a nearby building. She has a bleeding, gaping wound across her forehead.

Agree/Disagree Statements

1. To control bleeding with a suspected skull fracture, press around the edges and not directly on the wound. **Agree.**
2. Do not remove an impaled object from a skull. **Agree.**
3. A person whose head is injured may also have a spine injury. **Agree.**
4. Move any skin flap back to its normal position. **Agree.**
5. A person with a suspected concussion does not require medical care—only rest. **Disagree.**

Lesson 3-9: Spinal Injury

Objectives

Participants should be able to:

- Recognize the cause (mechanism) of spinal injury.
- Describe how to care for spinal injury.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 3 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-9)
- ❑ **Think-Pair-Share** (Worksheet 3-9, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 3-9, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

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Scenarios

Scenario 1: At a construction site, a worker has fallen from a 15-foot ladder. He is complaining about back pain and cannot wiggle his toes, nor can he feel you pinching his toes on either foot.

Scenario 2: One of your coworkers has fallen down a stairwell. He is lying on the floor, responsive and complaining about pain. When asked how painful it is on a 10-point scale, he says it's about a 5. He can wiggle his fingers and toes and feels you pinching them. He does not appear to be intoxicated, and despite the pain, he is cooperative and alert.

Agree/Disagree Statements

1. Consider a spinal injury whenever an older person falls. **Agree.**
2. Consider a spinal injury whenever the person is involved in a high-speed vehicle collision. **Agree.**
3. Being able to wiggle fingers and toes could indicate a spinal injury. **Disagree.**
4. Trouble breathing is a reliable sign of a spinal injury. **Disagree.**
5. Stabilize a person with a suspected spinal injury with your hands until EMS arrives. **Agree.**

Lesson Plan 3-10: Chest Injuries

Objectives

Participants should be able to:

- Recognize the signs and symptoms of chest injuries.
- Describe how to care for chest injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-10)
❏ **Think-Pair-Share** (Worksheet 3-10, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-10, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: A worker was struck by a piece of reinforcing bar at a building under construction. The bar penetrated the worker's chest. You are called over to help, and you see that the iron rod has been removed. Air is passing in and out of the man's chest with each breath he takes.

Scenario 2: While shoveling snow from a driveway, your neighbor slips and falls, and his chest hits a low retaining wall. He complains of chest pain when he breathes or moves. When you push on the side of the chest he is complaining about, he complains about additional pain.

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Agree/Disagree Statements

1. Stabilize a broken rib by taping a person's chest as tight as possible. **Disagree.**
2. Stabilize an impaled object in the chest with bulky padding to prevent it from moving. **Agree.**
3. Do not apply an airtight material to seal off an open chest wound. **Agree.**
4. Have the person with a chest injury sit up. **Agree.**
5. Stabilize a broken rib by holding a pillow or blanket over the injured area. **Agree.**

Lesson Plan 3-11: Abdominal Injuries

Objectives

Participants should be able to:

- Recognize abdominal injuries.
- Describe how to care for abdominal injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-11)
❏ **Think-Pair-Share** (Worksheet 3-11, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-11, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: A repairman falls while carrying replacement glass for a broken window. The new glass breaks into several jagged pieces. You find him lying on his back with a blood-soaked shirt. You see a lacerated abdomen with several loops of bowel protruding through the wound. The man says that a piece of glass caused the wound.

Scenario 2: A driver hit a rock wall with a van in an attempt to avoid hitting a bicyclist who suddenly rode out in front of the vehicle. The driver is responsive but complains about his stomach hurting. He was not wearing a safety belt and the steering wheel looks bent from hitting his abdomen.

Agree/Disagree Statements

1. Gently push protruding organs back into the abdominal wound. **Disagree.**
2. Keep the dressing covering protruding intestines dry. **Disagree.**
3. Remove a penetrating object from the abdomen. **Disagree.**
4. Stabilize an impaled object in place using bulky dressings or cloths. **Agree.**
5. For a blow to the abdomen when internal injuries are suspected, place the person on his or her side with the legs pulled up toward the abdomen. **Agree.**

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Lesson Plan 3-12: Bone Injuries

Objectives

Participants should be able to:

- Recognize the various bone injuries.
- Explain how to care for bone injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-12)
❏ **Think-Pair-Share** (Worksheet 3-12, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-12, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: While descending a set of stairs in a warehouse, a worker misses a step, slips, and ends up on the landing. Upon checking the person, you find a large bump on his shin bone (tibia). The injured worker says that it hurts even though you are barely touching it.

Scenario 2: While cleaning leaves out of a rain gutter, your neighbor falls off the roof of her house and lands into a section of bushes. She complains about pain in her left lower leg. You look at the leg and feel it. It is beginning to swell and when compared with the uninjured leg, the injured one has a slight bend in it. The house is about 20 miles from the nearest hospital.

Agree/Disagree Statements

1. Check for DOTS to locate a possible broken bone. **Agree.**
2. If EMS is delayed, use the RICE procedure on a suspected broken bone. **Agree.**
3. If you are transporting a person with a suspected broken bone to a medical facility, apply a splint to stabilize the part. **Agree.**
4. If a bone is sticking out through the skin, try to push the bone ends back beneath the skin surface. **Disagree.**
5. Try to straighten a crooked or bent broken bone. **Disagree.**

Lesson Plan 3-13: Joint Injuries

Objectives

Participants should be able to:

- Recognize joint injuries.
- Describe how to care for joint injuries.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 3 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-13)
- ❑ **Think-Pair-Share** (Worksheet 3-13, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 3-13, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: During a city league basketball game, a player turns his ankle. He hobbles with difficulty and pain off the court. By the time he takes off his shoe, swelling has started to form on the ankle's outer side.

Scenario 2: While hiking, you come across a woman who tells you she tripped on a rock and took a bad tumble, with her arm catching the bulk of her fall. She is in pain. Upon checking it, you find her shoulder looks abnormal, especially when compared with the uninjured one. She prefers holding it away from her body and can't reach across to touch the uninjured shoulder.

Agree/Disagree Statements

1. Use the RICE procedure to treat sprains and dislocations. **Agree.**
2. When using an ice pack, place it directly on the skin. **Disagree.**
3. Apply an elastic bandage to help control swelling in a joint. **Agree.**
4. Seek medical care for dislocated joints. **Agree.**
5. Try to reset or reduce dislocations. **Disagree.**

Lesson Plan 3-14: Muscle Injuries

Objectives

Participants should be able to:

- Recognize muscle injuries.
- Explain how to care for muscle injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 3 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-14)
- ❑ **Think-Pair-Share** (Worksheet 3-14, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)

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- ❑ **Round Robin** (Worksheet 3-14, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: While sprinting toward the finish line, a high school runner suddenly stops and with pain showing on her face. She hobbles her way off the track. Her coach asks what happened, and she complains about pain in her upper leg and believes that she has "pulled" a muscle.

Scenario 2: On a hot, sunny afternoon, you are playing tennis with a friend. Abruptly, your friend has to stop the tennis match because of a sudden, uncontrollable spasm in her calf muscle. An outdoor thermometer shows that it is over 100 degrees.

Agree/Disagree Statements

1. Give a sports drink to help treat a muscle cramp. **Agree.**
2. Use the RICE procedures for muscle bruises. **Agree.**
3. For muscle injuries, apply an ice pack for 5 minutes. **Disagree.**
4. The rest part of the RICE procedure refers to getting 7 to 9 hours of sleep. **Disagree.**
5. A thin cloth should be placed between an ice pack and a person's skin. **Agree.**

Lesson Plan 3-15: Thermal Burns

Objectives

Participants should be able to:

- Recognize the different types of thermal burns.
- Describe how to care for thermal burns.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 3 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-15)
- ❑ **Think-Pair-Share** (Worksheet 3-15, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 3-15, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: As a ground maintenance laborer, your brother is required to work outside during most of the day. As the summer months approach, he receives a severe sunburn (ie, blisters) on his head, neck, and both arms.

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Scenario 2: Your roommate is boiling water in the kitchen. She reaches across the stove for a cup and the sleeve of her blouse touches the gas flame and ignites, sending fire racing up her arm. Her screams bring you racing into the kitchen. After putting the fire out, you check her and find that she has burns on about 5% of her arm.

Agree/Disagree Statements

1. Apply butter or petroleum jelly on a burn. **Disagree.**
2. Apply ice or ice water on a burn. **Disagree.**
3. Run cold water over first- and small second-degree burns. **Agree.**
4. Cover first-degree burns with a sterile dressing. **Disagree.**
5. Break blisters from a burn to shorten the healing time. **Disagree.**

Lesson Plan 3-16: Electrical Burns

Objectives

Participants should be able to:

- Describe precautions to take when rescuing an electrocuted person.
- Recognize an electrical burn.
- Explain how to care for an electrocuted person and accompanying electrical burn.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❑ **Lecture** (Chapter 3 PowerPoint presentation)
❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-16)
❑ **Think-Pair-Share** (Worksheet 3-16, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❑ **Round Robin** (Worksheet 3-16, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❑ **20 Questions game**
❑ **Other strategy:** _____

Scenarios

Scenario 1: You walk into your work office and see the custodian lying on the floor. He is unresponsive and holding onto an old, frayed electrical extension cord.

Scenario 2: You call an electrician to your home to resolve some electrical issues that have been occurring. You leave him as he begins to work on a live electrical circuit-breaker box. When you come back to check on him, you find him on floor not moving.

Agree/Disagree Statements

1. If an electrocuted person is in contact with an outdoor electrical wire, try to move the wire or the person with a wooden object. **Disagree.**
2. For an electrocuted person inside a building, turn off the electricity at the fuse box, circuit-breaker, or outside switch box, or unplug the appliance. **Agree.**

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3. After an unresponsive, electrocuted person has been rescued, check for breathing. **Agree.**
4. Care for both entrance and exit wounds. **Agree.**
5. All electrocuted people need medical care. **Agree.**

Lesson Plans 3-17: Chemical Burns

Objectives

Participants should be able to:

- Recognize a chemical burn.
- Explain how to care for chemical burns.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-17)
❏ **Think-Pair-Share** (Worksheet 3-17, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-17, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: Your friend is using a caustic drain cleaner to unclog a bathroom sink. Fifteen minutes after applying the chemical, she runs water into the sink, but the drain remains clogged. Then, contrary to the instructions on the drain cleaner package, she uses a plunger to clear the drain, and the solution in the sink splashes on her arm.

Scenario 2: You are helping a coworker replace a battery when it explodes, showering his arms with battery acid.

Agree/Disagree Statements

1. When washing chemicals off the body, flush continuously with water for at least five minutes. **Disagree.**
2. When washing chemicals off the body, use high pressure water. **Disagree.**
3. Try to neutralize a chemical so it does not cause more damage. **Disagree.**
4. Brush dry powder chemicals from the skin before flushing. **Agree.**
5. Taking off clothing covering the affected area can be done while flushing the body with water. **Agree.**

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Lesson Plan 3-18: Blisters

Objectives

Participants should be able to:

- Recognize friction blisters.
- Explain how to care for friction blisters.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 3 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 3-18)
❏ **Think-Pair-Share** (Worksheet 3-18, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Round Robin** (Worksheet 3-18, or Scenarios and Agree/Disagree statement slides in the Chapter 3 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: While playing basketball during your lunch break, a blister formed on one of your feet due to your skin rubbing against your new shoes. It started as a hot spot, but it has now torn open because you refused to stop and tend to it.

Scenario 2: You arrive at work to find that the previous night's storm has left six inches of snow covering your store's parking stalls and sidewalk entrance. You forgot your gloves, but the areas need to be cleared for your customers. After shoveling, you see and feel a blister on your hand.

Agree/Disagree Statements

1. Apply paper tape to relieve a hot spot. **Agree.**
2. For an open or torn blister, apply a blister pad once the blister roof has been removed. **Agree.**
3. Drain the fluid out of a very painful, closed blister. **Agree.**
4. Apply an adhesive strip (Band-Aid) over a blister. **Disagree.**
5. Regardless of cause (ie, friction, burn, frostbite, poison ivy), treat all blisters the same. **Disagree.**

Lesson 4-1: Asthma

Objectives

Participants should be able to:

- Recognize a person suffering from an asthma attack.
- Explain how to care for a person with an asthma attack.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 4 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-1)
- ❏ **Think-Pair-Share** (Worksheet 4-1, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❏ **Round Robin** (Worksheet 4-1, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❏ **20 Questions game**
- ❏ **Other strategy:** _____

Scenarios

Scenario 1: You and your wife have just gone to bed when your wife begins to have trouble breathing due to her asthma. She is breathing heavily, deeply, and rapidly and is sitting up in bed. She has taken her asthma medications, but they are having little effect. Today's weather conditions had high pollen indexes.

Scenario 2: You are out for a walk when you come across a 12-year-old girl who is down on her hands and knees having breathing difficulties. The woman with her states that she is her mother, and that her daughter has asthma and has been having trouble breathing for about 10 minutes. When you ask the girl how she is feeling, she is only able to speak a few words at a time. You notice an inhaler lying on the ground next to the girl. The mother says that her daughter used the inhaler three or four times without any relief.

Agree/Disagree Statements

1. Help the person having an asthma attack use his or her rescue inhaler. **Agree.**
2. Have the person lie on his/her back. **Disagree.**
3. Have the person breathe slowly and deeply through the nose and quickly through the mouth. **Disagree.**
4. When using an inhaler, tell the person to hold his or her breath for about 10 seconds after breathing in the medication. **Agree.**
5. All asthma attacks require calling 9-1-1. **Disagree.**

Lesson Plan 4-2: Severe Allergic Reactions

Objectives

Participants should be able to:

- Recognize severe allergic reactions.
- Explain how to care for severe allergic reactions.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 4 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-2)
- ❑ **Think-Pair-Share** (Worksheet 4-2, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 4-2, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: During an afternoon snack break, a coworker looks anxious and has trouble breathing. You ask him if he is okay, to which he has difficulty replying, "I am allergic to peanuts, and I think the cookies I just ate contained peanut oil and maybe some chopped-up peanuts."

Scenario 2: You are at a local park and see a teenage girl lying on the grass crying. She says that her throat is "getting big," and she is having trouble breathing. One of her friends thinks she may have been stung by a bee. Another friend has run across the park to get the girl's mother. When the mother arrives, she tells you that her daughter is allergic to bee stings and that she has her daughter's epinephrine auto-injector in her purse.

Agree/Disagree Statements

1. Epinephrine is the best treatment for saving a person experiencing a life-threatening allergic reaction. **Agree.**
2. Press an epinephrine auto-injector into the person's upper arm to activate it. **Disagree.**
3. An antihistamine is not life-saving because it takes too long to work, but it can help prevent further reactions. **Agree.**
4. State laws do not prohibit using another person's epinephrine auto-injector to save a life. **Disagree.**
5. When a person cannot use an epinephrine auto-injector on himself or herself, you should give the person an injection. **Agree.**

Skill Instruction

See Skill Lesson Plan: Using an Epinephrine Auto-injector and Skill Sheet 4-1: Using an Epinephrine Auto-injector.

Lesson Plan 4-3: Heart Attack

Objectives

Participants should be able to:

- Recognize a heart attack.
- Explain how to care for a heart attack.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 4 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-3)
- ❏ **Think-Pair-Share** (Worksheet 4-3, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❏ **Round Robin** (Worksheet 4-3, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❏ **20 Questions game**
- ❏ **Other strategy:** _____

Scenarios

Scenario 1: An obese man complains of a crushing pain in his chest. He is sweating and has trouble catching his breath. He says that the pain has lasted about an hour, and he has taken three nitroglycerin tablets without relief. He reports that he is 67 years old.

Scenario 2: You are eating dinner at a restaurant when you hear a commotion at a nearby table. A 56-year-old man began having chest pain just as he and his wife were about to leave the restaurant. He sits in a chair clutching his chest and appears anxious.

Agree/Disagree Statements

1. Call 9-1-1 immediately for anyone with central chest discomfort lasting more than five minutes. **Agree.**
2. Treat women with chest pain differently, as they have slightly different heart attack signs than men. **Disagree.**
3. Help a person with chest pain walk around to increase his or her heart rate and blood pressure. **Disagree.**
4. Give aspirin to any person experiencing a heart attack. **Disagree.**
5. If breathing stops, give CPR. **Agree.**

Lesson Plan 4-4: Stroke

Objectives

Participants should be able to:

- Recognize a stroke.
- Describe how to care for a person experiencing a stroke.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 4 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-4)

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- ❑ **Think-Pair-Share** (Worksheet 4-4, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 4-4, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: Your 74-year-old grandmother appears dazed and disoriented. She complains of weakness and numbness on one side of her body. You suspect she has had a stroke.

Scenario 2: You are shopping at the grocery store when an older man suddenly collapses and falls to the floor in front of you. You ask if he is okay. His reply is garbled, and you are unable to understand what he is trying to say. You notice that one side of his face is drooping. You suspect he has had a stroke.

Agree/Disagree Statements

1. When a stroke is suspected, immediately call 9-1-1. **Agree.**
2. Never give CPR chest compressions to a non-breathing person who has had a stroke. **Disagree.**
3. Give the person a glass of water to drink. **Disagree.**
4. Gently place the person in a comfortable position with head and shoulders slightly raised. **Agree.**
5. Place an unresponsive, breathing person on their side. **Agree.**

Lesson Plan 4-5: Fainting

Objectives

Participants should be able to:

- Recognize a person who fainted.
- Explain how to care for a person who fainted.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 4 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-5)
- ❑ **Think-Pair-Share** (Worksheet 4-5, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 4-5, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

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Scenarios

Scenario 1: You are attending your nephew's high school basketball game when you notice a middle-aged man suddenly collapse onto the person sitting next to him. He is breathing and becomes responsive a minute later.

Scenario 2: On a flight home from vacation, you are seated next to a middle-aged couple. You hear the woman complain to her husband about not feeling well before she suddenly becomes unresponsive. She is still breathing.

Agree/Disagree Statements

1. Place an ammonia inhalant capsule or bottle of smelling salts near the nostrils of a person who faints. **Disagree.**
2. Splash water on a person's face to revive him or her. **Disagree.**
3. If you believe a person is about to faint, prevent him or her from falling to avoid injury. **Agree.**
4. If a person who fainted is not breathing, give CPR until EMS arrives. **Agree.**
5. Raise a person's feet six to twelve inches if it does not cause pain. **Agree.**

Lesson Plan 4-6: Diabetic Emergencies

Objectives

Participants should be able to:

- Recognize a person suffering from a diabetic emergency.
- Describe how to care for a diabetic emergency.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 4 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-6)
❏ **Think-Pair-Share** (Worksheet 4-6, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
❏ **Round Robin** (Worksheet 4-6, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: In your carpool after work, the driver is driving fast, has been weaving, and almost crossed some traffic lanes. When he stops to let the first rider out, he just sits in the car, staring at the steering wheel. He then slumps over onto the steering wheel. His skin is cold and sweaty. You are aware that the driver has diabetes.

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Scenario 2: A coworker yells for your help and says that someone has passed out in the company's lunchroom. You find a middle-aged worker laying on the floor. She is holding a wrapped candy bar in one hand and can respond to questions. You find a medical identification tag indicating that she has diabetes and takes insulin. When asked, she says that she has diabetes.

Agree/Disagree Statements

1. The person with diabetes can often tell you what is wrong or how you can help him or her. **Agree.**
2. When unsure about a person's blood glucose level, give sugar. **Agree.**
3. Allow a person with a blood glucose monitor to check his or her blood glucose. **Agree.**
4. Give sugar to a person with diabetes only if he or she can sit up and swallow. **Agree.**
5. If not improving within 15 minutes of taking sugar, recheck their blood glucose; if low, give more sugar. **Agree.**

Lesson Plan 4-7: Seizures

Objectives

Participants should be able to:

- Recognize a person suffering from a seizure.
- Explain how to care for a person suffering from a seizure.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 4 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-7)
- ❑ **Think-Pair-Share** (Worksheet 4-7, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 4-7, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: You see some of your coworkers holding down another employee on the floor. They are trying to force a couple of pencils between her teeth. The person is unresponsive and is having severe muscle jerks. Her medical identification bracelet shows that she has epilepsy.

Scenario 2: A coworker slumps over in her chair and then onto the floor. She is having a seizure; her eyes are rolled back, her body is rigid, and she is shaking from head to foot. Her head is pounding on the concrete floor. She is pregnant and to everyone's knowledge, this is her first seizure. The seizure lasts for almost 10 minutes.

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Agree/Disagree Statements

1. Have bystanders form a circle around a person having a seizure. **Agree.**
2. Move nearby objects away from the person. **Agree.**
3. Hold the person down to prevent injury. **Disagree.**
4. Place a sturdy stick between the teeth to prevent biting the tongue. **Disagree.**
5. If a seizure lasts more than five minutes, call 9-1-1. **Agree.**
6. After a seizure, place the person on his or her side to maintain an open airway. **Agree.**

Lesson Plan 4-8: Shock

Objectives

Participants should be able to:

- Recognize shock.
- Explain how to care for shock.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 4 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-8)
❏ **Think-Pair-Share** (Worksheet 4-8, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
❏ **Round Robin** (Worksheet 4-8, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: Following a motor-vehicle crash, you check on the driver and passengers of one of the vehicles. You see no external bleeding on the driver, but you are unsure about internal injuries. The driver lifts his shirt and you see a large red mark on his abdominal skin where the steering wheel hit him. He was not wearing a safety belt. He complains of being nauseated and says he feels like vomiting.

Scenario 2: While stopped at an intersection, you witness a vehicle drive through a red light and smash into the side of another vehicle. A 37-year-old man has a crushed leg that is bleeding; the thigh bone (femur) can be seen. You suspect possible internal abdominal and chest injuries.

Agree/Disagree Statements

1. All unresponsive people should have their breathing checked; if not breathing, CPR should be started. **Agree.**
2. Give a person in shock something to drink. **Disagree.**
3. Help a responsive person move around to help blood flow throughout the body. **Disagree.**

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4. Place an unresponsive person on his or her side. **Agree.**
5. Rub the person's arms and legs vigorously to improve blood circulation. **Disagree.**

Lesson Plan 4-9: Pregnancy Complications

Objectives

Participants should be able to:

- Recognize pregnancy complications.
- Explain how to care for pregnancy complications.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❑ **Lecture** (Chapter 4 PowerPoint presentation)
❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 4-9)
❑ **Think-Pair-Share** (Worksheet 4-9, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
❑ **Round Robin** (Worksheet 4-9, or Scenarios and Agree/Disagree statement slides in the Chapter 4 PowerPoint presentation)
❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❑ **20 Questions game**
❑ **Other strategy:** _____

Scenarios

Scenario 1: You are shopping at the grocery store when you notice a pregnant woman who suddenly looks alarmed. You ask her if she is okay. She tells you she is within weeks of delivering her baby and her water just broke.

Scenario 2: Your daughter is expecting her first child. She phones you asking what to do about her heavy vaginal bleeding that started during the night.

Agree/Disagree Statements

1. Stomach pain could indicate that labor has started. **Agree.**
2. Seizures do not happen during pregnancy. **Disagree.**
3. For blood coming from the vagina, give the woman a towel to absorb the blood. **Agree.**
4. When a pregnant woman's water breaks, it may indicate the beginning of labor. **Agree.**
5. A pregnant woman with recurring vomiting should be seen by a physician. **Agree.**

Lesson Plan 5-1: Animal Bites

Objectives

Participants should be able to:

- Recognize animal bites.
- Describe how to care for animal bites.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 5 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-1)
- ❏ **Think-Pair-Share** (Worksheet 5-1, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❏ **Round Robin** (Worksheet 5-1, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❏ **20 Questions game**
- ❏ **Other strategy:** _____

Scenarios

Scenario 1: A mail carrier is heard crying for help while being attacked by a large dog. The dog's owner calls off the dog and takes it inside the house. You run up the street and help the mail carrier over to a nearby yard. You find several severe bite marks on his legs and arms.

Scenario 2: A 48-year-old field botanist was in his tent in Montana when a mother brown bear attacked and killed him. Two other campers in separate campsites were also attacked: a teenager who was bitten on the leg, and a woman who was bitten on an arm and leg. Both survived.

Agree/Disagree Statements

1. Apply an ice pack to a possible bruise from an animal or human bite that does not break the skin. **Agree.**
2. Severe animal or human bites should be cleaned at a medical facility. **Agree.**
3. Apply an over-the-counter antibiotic ointment over a severe animal or human bite. **Disagree.**
4. Wash around the outside, but never the inside, of a shallow animal or human bite wound. **Disagree.**
5. You do not need to report a bite from someone's pet to the police or animal control. **Disagree.**

Lesson Plan 5-2: Snakebites

Objectives

Participants should be able to:

- Recognize snake bites.
- Explain how to care for snake bites.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 5 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-2)

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- ❑ **Think-Pair-Share** (Worksheet 5-2, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 5-2, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: You are hiking with a friend on a forest trail when the friend screams. You are about 50 yards behind him, but you see a large rattlesnake bury its fangs in your friend's leg just above his boot. You run to help, but by the time you get to your friend, he is lying on the ground, clutching his leg in agony.

Scenario 2: You are vacationing with your family at a cabin in the woods. One morning, your uncle walks out of the cabin and sees a rattlesnake. He picks up the snake and it bites him. Your uncle walks back into the cabin, washes his hand at the kitchen sink, and sits down on the couch.

Agree/Disagree Statements

1. Seeking medical care is the best thing you can do for a snake bite. **Agree.**
2. Apply an ice pack to a bite to inactivate the venom. **Disagree.**
3. Use a suction pump to remove venom. **Disagree.**
4. Apply a tourniquet to stop venom from spreading through the body. **Disagree.**
5. Wash a bite with soap and running water and cover it with a dressing. **Agree.**

Lesson Plan 5-3: Insect Stings

Objectives

Participants should be able to:

- Recognize insect stings.
- Explain how to care for insect stings.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 5 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-3)
- ❑ **Think-Pair-Share** (Worksheet 5-3, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 5-3, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

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Scenarios

Scenario 1: You are at a garden shop when you hear one of the shop's employees complaining about her face swelling and a feeling of tightness in her throat. She says a bee stung her and she is having some breathing difficulty. She has a medical-alert bracelet indicating an allergy to insects and has medication for such an emergency.

Scenario 2: While conducting a deer survey, a wildlife biologist is stung by a honeybee. You look at the site and find the bee's stinger and venom sac still attached to his skin. You ask him about allergies to bees, and he says that he has never had a problem before.

Agree/Disagree Statements

1. Use a physician-prescribed epinephrine kit on a person with a severe allergic reaction to an insect sting. **Agree.**
2. Place an ice pack over an insect sting site. **Agree.**
3. Remove an embedded stinger by scraping or brushing it off. **Agree.**
4. Encourage a person who has been stung to move around to stay alert and awake. **Disagree.**
5. For a sting on an arm or leg, apply a wide band between the sting site and the heart. **Disagree.**

Lesson Plan 5-4: Spider Bites

Objectives

Participants should be able to:

- Recognize spider bites.
- Explain how to care for spider bites.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 5 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-4)
❏ **Think-Pair-Share** (Worksheet 5-4, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Round Robin** (Worksheet 5-4, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: While resting on your outside patio, you feel a sharp pinprick on your arm and look down. You see a glossy black spider move across the patio. About 15 minutes later, a dull, numbing pain develops in your back. You look at your arm and see two tiny red spots. Abdominal cramping starts about an hour later and steadily gets worse.

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Scenario 2: Your four-year-old daughter runs into the house crying and holding her arm. She complains about a bug with lots of legs having made her arm hurt. You look at her arm and find a slight redness and swelling around what appears to be a bite.

Agree/Disagree Statements

1. Do not worry about venomous spider bites and scorpion stings; they usually do not require medical care. **Disagree.**
2. Most spiders that bite humans are never seen. **Agree.**
3. Scorpions sting and do not bite. **Agree.**
4. Clean the affected area with soap and water. **Agree.**
5. Apply heat to the area to draw the venom out of the skin. **Disagree.**

Lesson Plan 5-5: Tick Bites

Objectives

Participants should be able to:

- Recognize a tick bite.
- Explain how to care for tick bites.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 5 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-5)
❏ **Think-Pair-Share** (Worksheet 5-5, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Round Robin** (Worksheet 5-5, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: On a Monday morning, one of your coworkers returns from a weekend camping trip. When he rubs the back of his head, he feels a bump and asks you to look at it. You see a tick attached to his scalp.

Scenario 2: You live in tick country and have made it a practice to do a daily tick check of your children; however, you've been busy the past week and failed to do the inspections. At the end of the week, your 8-year-old comes to you and shows a dark spot that didn't come off during a shower. You look closely and see that it is a tick attached to the skin.

Agree/Disagree Statements

1. Cover an embedded tick with petroleum jelly. **Disagree.**
2. Remove an attached tick by touching it with a blown-out but still hot match or a hot needle or paper clip. **Disagree.**

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3. Use tweezers or a specialized tick-removal tool to remove a tick. **Agree.**
4. Pull an embedded tick upward with steady, even pressure until the skin surface tents; hold it in that position until the tick lets go. **Agree.**
5. Seek medical care for a rash or fever that occurs 3 to 30 days after the removal of a tick. **Agree.**

Lesson Plan 5-6: Heat-related Emergencies

Objectives

Participants should be able to:

- Recognize heat-related injuries.
- Describe how to care for heat-related injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 5 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-6)
❏ **Think-Pair-Share** (Worksheet 5-6, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Round Robin** (Worksheet 5-6, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: You are helping your neighbor reroof his house. It is a hot, humid summer day. Suddenly your neighbor complains of pain in his calf muscles.

Scenario 2: During a football team's 2-hour practice in late August, the coach has the defense running sprints without rest breaks for the last 20 minutes of practice. One of the players suddenly falls to the ground. He has extremely hot skin, is sweating, and appears disoriented.

Agree/Disagree Statements

For muscle cramps:

1. Give the person a soda. **Disagree.**
2. Gently stretch the painful area. **Agree.**
3. Call 9-1-1. **Disagree.**

For heatstroke:

4. Give several salt tablets, if available. **Disagree.**
5. Call 9-1-1. **Agree.**
6. The best cooling method is whole-body cold-water immersion. **Agree.**
7. Do nothing besides moving the person to a cool place and waiting for EMS to arrive. **Disagree.**

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Skill Plan 5-7: Frostbite

Objectives

Participants should be able to:

- Recognize frostbite.
- Explain how to care for frostbite.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 5 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-7)
- ❑ **Think-Pair-Share** (Worksheet 5-7, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 5-7, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: In subfreezing temperatures during a snowstorm, you find a stalled truck on a little-used road. Inside the truck is an older man. He tells you that his truck is out of gasoline; when he tried to fill the gas tank, he dropped the gas can and some of the gasoline spilled on his hands. The man has been stranded for over 3 hours. He complains of numb fingers (especially where the gasoline spilled) and cold feet.

Scenario 2: You are on a vacation with some friends. One of your friends has been in the woods in below freezing temperatures all day. After coming back to the cabin, she complains that her toes are numb. They look gray and feel hard and cold. A medical facility is 15 minutes away.

Agree/Disagree Statements

1. If a person has hypothermia and frostbite, first treat the hypothermia. **Agree.**
2. Try to rewarm frostbite regardless of the person's location. **Disagree.**
3. Rewarm frostbite in a warm water bath for about 30 minutes. **Agree.**
4. Stop rewarming when the frostbitten part feels soft and pliable. **Agree.**
5. Break any blisters that have appeared. **Disagree.**

Lesson Plan 5-8: Hypothermia

Objectives

Participants should be able to:

- Recognize hypothermia.
- Explain how to care for hypothermia.

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Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 5 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-8)
- ❏ **Think-Pair-Share** (Worksheet 5-8, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❏ **Round Robin** (Worksheet 5-8, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❏ **20 Questions game**
- ❏ **Other strategy:** _____

Scenarios

Scenario 1: It is a cold winter day, and you feel the need to check on your 84-year-old grandfather, who lives alone. As you enter his home, you notice that it is not much warmer inside the house than it is outside. You find your grandfather wrapped in a blanket lying on top of his bed. You speak to him, but he only moans back. He is not shivering.

Scenario 2: You are out for a walk when you notice some commotion by a local pond. You make your way over and learn that a young woman fell through the ice of the pond while attempting to rescue her dog. Several bystanders formed a human chain and pulled her to safety. She is awake; has cold, pale skin; and has intense, uncontrollable shivering.

Agree/Disagree Statements

1. Use a vapor barrier (eg, tarp) to trap body heat. **Agree.**
2. Do not give fluids containing sugar. **Disagree.**
3. Check for breathing in an unresponsive person with hypothermia. **Agree.**
4. Keep the person with severe hypothermia in a flat (horizontal) position. **Agree.**
5. Rewarm by applying heat to the chest, armpits, and back using large electric pads or blankets with insulation. **Agree.**

Lesson Plan 5-9: Swallowed Poisoning

Objectives

Participants should be able to:

- Recognize a person suffering from swallowed poison.
- Describe how to care for a person who swallowed poison.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❏ **Lecture** (Chapter 5 PowerPoint presentation)
- ❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-9)

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- ❑ **Think-Pair-Share** (Worksheet 5-9, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 5-9, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

Scenarios

Scenario 1: You find your two-year-old son vomiting. You notice that the top of a nearby medicine bottle is off. The label on the bottle reveals that the medicine belongs to your visiting mother. You realize that your son must have swallowed some of her medicine.

Scenario 2: You are at a party and, while walking to the bathroom, see someone you know lying in the hallway motionless and unresponsive. Next to her is a bottle of medicine for migraine headaches. It is prescribed to another person at the party.

Agree/Disagree Statements

1. For most swallowed poisons, induce vomiting by giving syrup of ipecac. **Disagree.**
2. For most swallowed poisons, have the person drink as much water as possible. **Disagree.**
3. For a responsive person who swallowed a poison, call the National Poison Control hotline. **Agree.**
4. For an unresponsive person who swallowed a poison, call 9-1-1. **Agree.**
5. Place a poisoned person on their left side. **Agree.**

Lesson Plan 5-10: Inhaled Poisoning

Objectives

Participants should be able to:

- Recognize a person suffering from inhaled poison.
- Explain how to care for a person who inhaled poison.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

- ❑ **Lecture** (Chapter 5 PowerPoint presentation)
- ❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-10)
- ❑ **Think-Pair-Share** (Worksheet 5-10, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Round Robin** (Worksheet 5-10, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
- ❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❑ **20 Questions game**
- ❑ **Other strategy:** _____

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Scenarios

Scenario 1: A man and his son were found unresponsive inside their zipped-up tent at the group camping site you are staying at. They were discovered by other campers. A charcoal grill was found inside the tent; the grill apparently had been brought inside to provide warmth after it had been used outside for cooking.

Scenario 2: Your family has experienced flulike symptoms for several weeks. At 2:00 a.m., you wake extremely ill. You try arousing other members of your family without success. Dizzy and with blurred vision, you manage to call for help.

Agree/Disagree Statements

1. Immediately move a person exposed to an inhaled poison; you can assess the danger to yourself later. **Disagree.**
2. Check an unresponsive person's breathing because he or she may need CPR. **Agree.**
3. Even if a person with inhaled poisoning appears to have recovered, he or she needs medical care. **Agree.**
4. Place a person sitting up because it allows for better breathing than when lying down. **Agree.**
5. Only enter a dangerous scene involving toxic fumes or gas if you are properly equipped and trained. **Agree.**

Lesson Plan 5-11: Poison Ivy, Poison Oak, and Poison Sumac

Objectives

Participants should be able to:

- Recognize a person suffering from poison ivy, oak, or sumac.
- Explain how to care for a person who contacted poison ivy, oak, or sumac.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 5 PowerPoint presentation)
❏ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-11)
❏ **Think-Pair-Share** (Worksheet 5-11, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Round Robin** (Worksheet 5-11, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Scenarios

Scenario 1: While weeding a vacant lot, you pull up a batch of weeds with shiny leaves in clusters of three. You finish the job about an hour later. The next morning, your arms are itching, and you notice a rash beginning to appear.

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Scenario 2: Your friend complains of mild swelling, itching, and blisters on his arms. He has no known allergies and has never had this happen. He cannot associate it with any new medications, soaps, or foods; however, he did just return from a three day camping trip in a marshy wooded area.

Agree/Disagree Statements

1. Calamine lotion can help relieve itching. **Agree.**
2. Allergic reactions to poison ivy, oak, or sumac are irritating but never require medical care. **Disagree.**
3. Apply petroleum jelly to the affected area. **Disagree.**
4. Soaking in an oatmeal bath can help reduce itching. **Agree.**
5. If you have contacted a poison ivy plant just a few minutes ago, immediately wash and rinse the area with lots of cold running water. **Agree.**

Lesson Plan 5-12: Marine Life Injuries

Objectives

Participants should be able to:

- Recognize injuries caused by various marine animals.
- Explain how to care for marine life injuries.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❑ **Lecture** (Chapter 5 PowerPoint presentation)
❑ **Troubleshoot a Scenario** (Scenarios, Flowchart 5-12)
❑ **Think-Pair-Share** (Worksheet 5-12, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❑ **Round Robin** (Worksheet 5-12, or Scenarios and Agree/Disagree statement slides in the Chapter 5 PowerPoint presentation)
❑ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❑ **20 Questions game**
❑ **Other strategy:** _____

Scenarios

Scenario 1: While having a fun afternoon at the beach with your family, you notice a commotion at the other end of the beach. A person who was body surfing off the coast was attacked by a shark. The shark's teeth punctured his fingers and ripped flesh from a forearm.

Scenario 2: You and a friend are swimming in a bay in New England and decide to go farther out where the water is cooler. While heading back to shore, your friend feels something latch around his arm. He quickly pushes it off and continues to swim to shore. When you get to the beach, your friend tells you his arm is burning and stinging and you see a rash on his arm. A lifeguard who is stationed nearby says it looks like your friend has received a jellyfish sting.

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Agree/Disagree Statements

1. Care for a marine animal sting by pouring hydrogen peroxide on the affected area. **Disagree.**
2. Some marine animal bites and stings can cause an allergic reaction. **Agree.**
3. Using vinegar to care for a jellyfish sting is controversial partly because what works for one species may worsen the sting of another species. **Agree.**
4. Treat a shark bite the same as you would a dog bite. **Agree.**
5. For a sea snake bite to an arm or leg, apply a pressure bandage over the entire extremity. **Agree.**

Lesson Plan 6-1: Adult and Child Choking

Objectives

Participants should be able to:

- Recognize a person who is choking.
- Explain how to care for a person who is choking.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 6 PowerPoint presentation)
❏ **Troubleshoot a Scenario**
❏ **Think-Pair-Share**
❏ **Round Robin**
❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
❏ **20 Questions game**
❏ **Other strategy:** _____

Skill Instruction

See Skill Lesson Plan: Adult and Child Choking and Skill Sheet 6-1: Adult and Child Choking.

Lesson Plan 6-2: Infant Choking

Objectives

Participants should be able to:

- Recognize an infant who is choking.
- Explain how to care for an infant who is choking.

Instructional Strategies

Place a check mark next to the chosen strategy for this topic's instruction.

❏ **Lecture** (Chapter 6 PowerPoint presentation)
❏ **Troubleshoot a Scenario**
❏ **Think-Pair-Share**
❏ **Round Robin**

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- ❏ **Tic-Tac-Toe game** (chalk- or whiteboard, or large paper pad)
- ❏ **20 Questions game**
- ❏ **Other strategy:** _____

Skill Instruction

See Skill Lesson Plan: Infant Choking and Skill Sheet 6-2: Infant Choking.

Skill Lesson Plans

In most cases, the equipment and supplies cited for each Skill Lesson Plan identify what is needed for two participants. The amount needed to conduct a course depends upon the number of participants.

Essential First Aid Skills

Skill Lesson Plan: Removing Gloves

1. Refer to Skill Sheet 2-1.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   - ❏ Video segment
   - ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   - ❏ Drill practice
   - ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- 1 pair of disposable medical exam gloves (latex-free) for each participant (can be retained and used for other skills)

Skill Lesson Plan: Finding What Is Wrong in an Alert, Breathing Person

1. Refer to Skill Sheet 2-2 and Flowchart 2-3.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   - ❏ Video segment
   - ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   - ❏ Drill practice
   - ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Chair for the person receiving care to sit on during assessment

Skill Lesson Plan: Bleeding Control

1. Refer to Skill Sheet 3-1.
2. Tell participants about several key points to notice in the demonstration.

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3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Disposable medical exam gloves
- 4- by 4-inch gauze dressings

Skill Lesson Plan: Applying a Roller Bandage on an Arm

1. Refer to Skill Sheet 3-4.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- 2- or 3-inch roller gauze bandages

Skill Lesson Plan: Using an Epinephrine Auto-injector

1. Refer to Skill Sheet 4-1.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Epinephrine auto-injector trainer (1 for every 2 participants); free EpiPen trainers are available through www.EpiPen.com or by calling 800-395-3376.

Optional First Aid Skills

Skill Lesson Plan: Making a Cravat Bandage From a Triangular Bandage

1. Refer to the video segment showing this technique. (No Skill Sheet provided for this skill.)
2. Tell participants about several key points to notice in the demonstration.

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3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- 2 triangular bandages made from diagonally cutting a square piece of muslin cloth (with about 36-inch sides); the cloth can be washed and reused for future skill demonstrations. Commercial triangular bandages are also available but are not as durable as those made of muslin cloth.

Skill Lesson Plan: Applying a Cravat Bandage on an Arm or Leg

1. Refer to the video segment showing this technique. (No Skill Sheet provided for this skill.)
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- 1 triangular bandage per 2 participants

Skill Lesson Plan: Applying a Cravat Bandage to the Palm of the Hand

1. Refer to the video segment showing this technique. (No Skill Sheet provided for this skill.)
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- 2 triangular bandages per 2 participants (1 used as a bandage and 1 wadded and placed in the palm of the hand)

Skill Lesson Plan: Applying a Manufactured Tourniquet

1. Refer to Skill Sheet 3-2.
2. Tell participants about several key points to notice in the demonstration.

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3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Combat Application Tourniquet (CAT) (GEN 7), Blue Trainer; other tourniquets with trainers include the Special Operations Forces (SOF-TT) and the Tactical Tourniquet and EMT Emergency and Military Tourniquet

Skill Lesson Plan: Applying an Improvised Tourniquet

1. Refer to Skill Sheet 3-3.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Triangular bandage to make a cravat
- Stick or pencil to tighten the tourniquet and adhesive tape to secure the windlass (stick)

Skill Lesson Plan: RICE Procedure for an Ankle Injury

1. Refer to Skill Sheet 3-5.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Plastic sandwich bag (can be filled with a wad of cloth [triangular bandage] to simulate ice)
- Elastic roller bandage (3 inches wide)
- Paper towel or triangular bandage folded once (simulates skin protection against frostnip/freezer burn)

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Skill Lesson Plan: Applying a Rigid Splint on a Forearm

1. Refer to Skill Sheet 3-6.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Rigid splint such as wooden board (4 inches by about 18–20 inches), cardboard, or 40 pages of newspaper

Skill Lesson Plan: Applying a Soft Splint on a Forearm

1. Refer to Skill Sheet 3-7.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Pillow
- 2 triangular bandages to make cravats

Skill Lesson Plan: Applying an Arm Sling

1. Refer to Skill Sheet 3-8.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- 2 triangular bandages (1 for a sling and 1 for a binder)

Choking Care Skills

Skill Lesson Plan: Placing a Person in the Recovery Position

1. Refer to Skill Sheet 6-3.
2. Tell participants about several key points to notice in the demonstration.

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3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Clean floor or blankets to lie on

Skill Lesson Plan: Adult and Child Choking

1. Refer to Skill Sheet 6-1.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Child manikin (Use an adult manikin if a child manikin is not available.)
- Adult manikin

Skill Lesson Plan: Infant Choking

1. Refer to Skill Sheet 6-2.
2. Tell participants about several key points to notice in the demonstration.
3. Show the skill by either: (check one)
   ❏ Video segment
   ❏ Instructor demonstration
4. Practice the skill accompanied with feedback: (check one)
   ❏ Drill practice
   ❏ Paired or triad practice

Equipment and supplies needed for this skill include the following:

- Infant manikin

Selecting Instructional Strategies

Table 4 lists all of the possible first aid topics and instructional strategies for the course. Instructors can choose which strategies to use for each topic by placing a check mark or the participant manual's page number in each topic's cell matching the instructional strategy to be used for the topic. (Review the Instructional Strategies section for more information.)

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Table 4 Instructional Strategy Selection

Topics	Lecture	Trouble-shoot a Scenario	Active Learning		Games		Skill Instruction (does not include optional skills)
			Think-Pair-Share	Round Robin	Tic-Tac-Toe	20 Questions	
Before Helping, Take the Appropriate Actions							
Actions Before Helping							
Scene Size-up							
Seeking Medical Help							
Legal Aspects							
Disease Protection							Removing Gloves
Finding What Is Wrong							Finding What Is Wrong
Injury Emergencies							
Bleeding Control							Bleeding Control
Wound Care							Applying a Roller Bandage
Nosebleed							
Tooth Injuries							
Eye Injuries							
Embedded Object							
Amputations and Avulsions							
Head Injuries							
Spinal Injury							
Chest Injuries							
Abdominal Injuries							
Bone Injuries							
Joint Injuries							
Muscle Injuries							
Thermal Burns							
Electrical Burns							
Chemical Burns							
Sudden Illnesses							
Asthma							
Allergic Reactions							Using an Epinephrine Auto-injector

(*Continues*)

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Table 4 Instructional Strategy Selection Continued

Topics	Lecture	Trouble-shoot a Scenario	Active Learning		Games		Skill Instruction (does not include optional skills)
			Think-Pair-Share	Round Robin	Tic-Tac-Toe	20 Questions	
Heart Attack							
Stroke							
Fainting							
Diabetic Emergencies							
Seizures							
Shock							
Environmental Emergencies							
Animal Bites							
Snakebite							
Arthropod Bites and Stings							
Spider Bites							
Tick Bites							
Heat-Related Emergencies							
Frostbite							
Hypothermia							
Swallowed Poisoning							
Inhaled Poisoning							
Poison Ivy, Oak, Sumac							
Airway Management							
Adult and Child Choking Care							Adult and Child Choking
Infant Choking Care							Infant Choking
Optional Topics							
Emergency Rescues							
Emergency Moves							
Prioritizing Multiple Injured People							
Blisters							
Pregnancy Complications							
Marine Life Injuries							

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Equipment and Supplies for Conducting the Course

_____ Equipment for showing the video skill segments
_____ Equipment for showing the PowerPoint presentations
_____ Manikin decontamination supplies (eg, 4- by 4-inch gauze pads, buckets, nonlatex disposable gloves, bleach solution)
_____ Adult manikins (1 for every 3 participants)
_____ Child manikins (optional—can use the adult manikins)
_____ Infant manikins (1 for every 3 participants)
_____ Extra manikin supplies (eg, lungs, faces)
_____ Blankets or mats for every adult manikin
_____ Bleeding control (one 3-inch-wide roller bandage and two 4- by 4-inch nonsterile gauze pads)
_____ Epinephrine pen trainer (1 for every 2 participants) (Order free multiple numbers of EpiPen trainers by contacting www.EpiPen.com or calling 800-395-3376.)
_____ Splints (optional)—soft splints (eg, pillows, blankets) and rigid splints (eg, short backboards, cardboard, newspapers)
_____ ECSI course completion certification cards
_____ Nonlatex disposable gloves (1 pair for every participant)
_____ Extra pens and pencils
_____ Blank paper for participants to respond to the Agree/Disagree statements
_____ Copies of the final written exams (optional and if required by an employer or regulatory agency)

Final Exams

Written tests are not required to qualify for a course completion certificate. However, if an employer or a state or local agency requires a final exam, the instructor can select an appropriate one from the following exams. If a participant has a reading or language difficulty, the instructor can use a verbal exam.

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First Aid Exam A

1. When providing care for a protruding organ:
   a. apply dressings; they do not have to be sterile.
   b. push the organs back into the abdomen.
   c. do not push any organ back into the abdomen.
   d. place the person on his or her stomach.
2. When providing first aid for a chemical burn:
   a. try to neutralize the chemical.
   b. immediately flush the area with water for 20 minutes.
   c. do not remove clothing and jewelry while flushing with water.
   d. use high-pressure water to flush the area.
3. What should be done for an amputated body part?
   a. Scrub the body part.
   b. Submerge the body part in water.
   c. Throw away the body part.
   d. Keep the part cool.
4. What can a first aid provider do for a person who is having trouble breathing and is trying to use his or her inhaler?
   a. Have the person stand up.
   b. Have the person hyperventilate (take fast and shallow breaths).
   c. As the person breathes in, depress the inhaler.
   d. Never give a second dose.
5. Which of the following is *not* a step involved in providing first aid for a shallow wound with minimal bleeding?
   a. Apply a tourniquet.
   b. Apply direct pressure using hand pressure.
   c. Add more dressings on top of the first one and press harder if bleeding does not stop.
   d. Apply a pressure bandage once bleeding has stopped.
6. What is the most serious type of burn?
   a. First degree
   b. Second degree
   c. Third degree
   d. Partial thickness
7. When providing first aid for a rib fracture:
   a. move the person onto his or her side.
   b. apply tight bandages around the chest.
   c. use a pillow or blanket to stabilize the chest area.
   d. have the person remain standing.

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8. Altered mental status (confusion, agitation, disorientation) is a sign of which heat-related emergency?
   a. Heatstroke
   b. Heat syncope
   c. Heat exhaustion
   d. Heat cramps
9. The RICE procedure is used for joint injuries such as sprains and dislocations. What does the C stand for in RICE?
   a. Circulation
   b. Compression
   c. Contusion
   d. Confusion
10. What is the first aid method to remove an imbedded tick?
   a. Apply petroleum jelly to the area.
   b. Use tweezers to pull the tick away from the skin.
   c. Apply rubbing alcohol to the area.
   d. Press a hot match, needle, or paper clip to the area.
11. The initial check is used to:
   a. gather medical history information about the person.
   b. determine if the person has a broken wrist.
   c. identify and correct immediate threats to life.
   d. determine the degree of a burn.
12. The first step in controlling external bleeding is:
   a. applying direct pressure.
   b. elevating the wound.
   c. applying a pressure dressing.
   d. finding the pressure point.
13. A child has been stung by a bee. Within minutes her face and tongue are swollen and she is having difficulty breathing. These signs and symptoms are associated with:
   a. seizure.
   b. anaphylaxis.
   c. asthma.
   d. hypoglycemia.
14. When caring for a nosebleed, the person should be positioned:
   a. lying flat on the back.
   b. seated, leaning back.
   c. seated, leaning forward.
   d. standing with head tilted back.
15. A 65-year-old man has a tight feeling in his chest that is getting worse and pain in his shoulder and jaw. He is sweating and nauseated. He is likely experiencing a:
   a. seizure.
   b. stroke.
   c. heart attack.
   d. fainting episode.

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First Aid Exam B

1. Care for an impaled object includes:
   a. removing the impaled object.
   b. stabilizing the object in place with bulky dressings or cloths.
   c. giving the person something to eat or drink.
   d. not treating for shock.
2. What can a first aid provider do when helping a person use his or her epinephrine auto-injector?
   a. Do not remove the cap of the epinephrine pen.
   b. Jab the auto-injector into the outer midthigh of the person.
   c. Immediately remove the epinephrine auto-injector.
   d. Immediately give a second dose to the person using the auto-injector.
3. For burns smaller than 20% of the body surface:
   a. run cold water over the burn area.
   b. apply ointment, spray, cream, butter, or oil.
   c. do not cover with dressings.
   d. break any blisters.
4. What would you suspect is wrong with your grandmother if her smile is uneven and she cannot talk very well?
   a. She has indigestion.
   b. She has experienced a stroke.
   c. She is having a heart attack.
   d. She is showing signs of heat exhaustion.
5. For a seizure:
   a. hold the person down.
   b. place a wooden pencil or folded cloth between the person's teeth.
   c. allow bystanders to hold the person down.
   d. move nearby items out of the way of the person.
6. When providing first aid for a bee sting:
   a. squeeze the venom sac, which may or may not be attached to the stinger.
   b. do not ask the person about possible allergies to bees.
   c. immediately scrape the stinger off with a fingernail or credit card.
   d. apply heat to the area.
7. Deformity, tenderness, and swelling to an extremity may be a sign of:
   a. heart attack.
   b. sudden illness.
   c. third-degree burn.
   d. fracture.
8. When providing first aid for a nosebleed:
   a. pinch the nostrils shut uninterrupted and constant for 10 minutes.
   b. tell the person to swallow the blood.
   c. if bleeding does not stop, insert plastic into the nostril.
   d. take blood samples for use at the emergency department.

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9. A person vigorously shivering is experiencing:
   a. dehydration.
   b. mild hypothermia.
   c. heat syncope.
   d. near drowning.
10. What should be done for a scalp wound?
   a. Press on the wound to stop bleeding.
   b. Cut off any flap of skin.
   c. Remove any impaled objects.
   d. Apply a heat pack to the wound.
11. Of the following emergencies, which is considered an immediate threat to life?
   a. A person with severe back pain
   b. A person complaining about a headache
   c. A person choking
   d. A person screaming in pain
12. A tourniquet should be used:
   a. as the first measure to control bleeding.
   b. when direct pressure is not controlling the bleeding.
   c. at no point by a first aid provider.
   d. on the chest or abdomen.
13. To care for a liquid chemical burn:
   a. cover the burn immediately with a dry dressing.
   b. flush the burned area continuously with water.
   c. apply a pressure bandage.
   d. try to neutralize the chemical.
14. Which of the following is a life-threatening condition caused by heat?
   a. Heat exhaustion
   b. Heatstroke
   c. Heat cramps
   d. Heat discomfort
15. The DOTS mnemonic is helpful in remembering:
   a. the signs of an injury.
   b. past medical history.
   c. steps in caring for an injury.
   d. signs of illness.

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Exam Answers

First Aid Exam A: 1. c; 2. b; 3. d; 4. c; 5. a; 6. c; 7. c; 8. a; 9. b; 10. b; 11. c; 12. a; 13. b; 14. c; 15. c

First Aid Exam B: 1. b; 2. b; 3. a; 4. b; 5. d; 6. c; 7. d; 8. a; 9. b; 10. a; 11. c; 12. b; 13. b; 14. b; 15. a

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Appendices

Course Introduction

Use the first 5 to 7 minutes of the course to briefly introduce yourself and to welcome the participants to the course. Use the following guidelines for the course introduction:

1. Consider using one of the getting acquainted activities found in the following section to help participants warm up to each other.
2. Provide a brief overview of the course, including:
   - Length of course (total number of hours; class schedule)
   - Break schedule
   - General content to be covered
   - Course completion requirements
     Note: To successfully complete the course and qualify for a completion certification, a participant must (1) attend all class sessions, (2) demonstrate skill competencies, and (3) participate in all course activities. No final written exam is required unless an employer or regulatory agency requires it. If required, a written exam will be given at the end of the course; otherwise, no exams other than the Skill Check-off Sheets will be given.
3. Ask the participants not to eat or drink in class.
4. Point out the locations of fire exits, restrooms, and drinking fountains.
5. Instruct participants to consider the following health precautions:
   - Wash hands before and after class.
   - Remove jewelry, lipstick, chewing gum, etc. Place jewelry and other valuables in a safe place, such as a deep pocket or purse.
   - Remove pencils and pens from pockets when practicing skills.
   - Participants should notify the instructor if allergic to latex.
   - Participants should notify the instructor of any medical concern or disability. For example, a participant with a back problem or knee injury may be unable to kneel next to a manikin.
   - Participants should see the instructor about postponing training or having a separate manikin in the event of any of the following:
     - Participant has a respiratory infection (eg, cold or sore throat).
     - Participant has been recently exposed to an infection or is showing signs and symptoms of any infectious disease (eg, cold, chickenpox, mumps, fever).
     - Participant has cuts or sores on the hands or in or around the mouth (eg, cold sores, tooth extractions).
     - Participant has tested positive for hepatitis B.
   - During training, participants should protect themselves and other students from infection by doing the following:
     - Wash hands before working with a manikin or performing another skill.
     - Do not eat, drink, chew gum, use smokeless tobacco products, or smoke before or during manikin use.

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- Before using the manikin, vigorously wipe the manikin's face and inside of its mouth with a clean gauze pad soaked with either a solution of liquid chlorine bleach and water or rubbing alcohol. Place the wet pad over the manikin's mouth and nose and wait at least 30 seconds before wiping the face dry with a clean gauze pad.
- Participants should NOT perform abdominal or chest thrusts on another person—ONLY on a manikin.
- Inform participants of the location of the first aid kit, AED, and fire extinguisher.
- During skill practice, participants should not "horse around" or engage in inappropriate behavior.

Getting Acquainted Activities

Consider using one of the following activities to warm the class up and help participants meet each other. If the participants already know each other, you may choose not to use any of these activities; however, getting to know each individual participant will prove useful to you and the other class members.

Paired Information

Pair off participants and instruct them to learn each other's names and one unique bit of personal information (eg, hobby, favorite movie, last vacation trip, favorite food) about their partner. Reassemble the class and have the participants introduce their partners to the rest of the group.

Find Someone Who . . .

Print off the worksheet titled "Finding Someone Who . . ." for each participant. Instruct participants to circulate and mingle with other classmates to locate a person who matches the description of each question found on the worksheet. When a match is found, the participant should write the person's first name next to the question. A person's name can be used twice if he or she matches more than one of the questions. For small classes, using the same person's name three times might be a good idea.

If time allows, reconvene the class and have a participant identify who he or she found for the first question. Then, the identified person cites who was found for the second question. Continue this process until reaching the last question.

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FIND SOMEONE WHO . . .

Directions: Find a person who fits one of the following descriptions. Place his or her first name in the space provided. Continue until all lines are filled in or time runs out. You can use the same person twice or more for small class sizes.

Find a person who has . . .	**First name**
1. A first aid kit in his or her car	_____
2. Given first aid to a severely injured person	_____
3. Taken a first aid class	_____
4. Been burned	_____
5. Given first aid within the last two weeks	_____
6. Taken an EMT course	_____
7. A desire to take an EMT course	_____
8. Received first aid for a severe injury	_____
9. Been in a disaster (eg, tornado, flood)	_____
10. Never been in a motor-vehicle crash	_____
11. Broken a bone	_____

Name Game

Form a circle with the participants. Instruct the person to your right to begin by stating his or her name and giving one personal detail, such as a hobby. Then the person on the right of the first participant says his or her name, gives a personal detail, and recites the previous participant's name and personal detail. The next person says his or her name, gives a personal detail, and recites the previous two participants' names and personal details. This process continues until you (the last member of the circle) have to repeat everyone's name. Participants should help out if a person gets stuck.

Summary of OSHA's Workplace First Aid Requirements

Employers are required by the Occupational Safety and Health Administration (OSHA) standard 29 CFR 1910.151 to have a person or people adequately trained to render first aid for worksites that are not in near proximity to an infirmary, clinic, or hospital.

It is advised that the first aid program for a particular workplace be designed to reflect the known and anticipated risks of the specific work environment. Instructors should consider consulting with local emergency medical experts and providers of first aid training when developing a first aid program.

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The program must comply with all applicable OSHA standards and regulations. OSHA requires certain employers to have CPR-trained rescuers on site.

Sudden cardiac arrest is a potential risk at all worksites, regardless of the type of work. Serious consideration should be given to establishing a workplace AED program.

First aid supplies must be available in adequate quantities and be readily accessible.

First aid training courses should include instruction in general and workplace hazard-specific knowledge and skills. CPR training should incorporate AED training if an AED is available at the worksite. First aid training should be repeated periodically to maintain and update knowledge and skills.

Management commitment and worker involvement are vital in developing, implementing, and assessing a workplace first aid program.

Reference

Occupational Safety and Health Administration. *Best Practice Guide: Fundamentals of a Workplace First-Aid Program*. https://www.osha.gov/Publications/OSHA3317first-aid.pdf.

How Good Are Video-Driven Courses?

Several first aid training programs allow videos to drive and dominate the course through an approach unaffectionately known as "information dumping." Unfortunately, there is not much evidence demonstrating the effectiveness of visual-based instruction upon the learning outcomes of participants. An extensive review of 74 studies of visual-based instruction found that, in comparison to conventional teaching strategies (such as lecturing), participants' achievement increased only slightly when visual-based techniques were used.

Many visual-based videos have a "talking head," which is essentially the same as a lecture. Therefore, showing a video does not actively involve participants any more than having them listen to a lecture. According to Stolovitch and Keeps, "Studies on the impact of media on learning over the past 50 years generally end up with the same conclusions: All other things being equal, media is not the key variable in learning effectiveness." Instead, videos should be used in conjunction with other active learning strategies to prevent participant boredom and focus upon skill development.

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Stolovitch HD, Keeps EJ. *Telling Ain't Training*. 2nd ed. Danvers, MA: ASTD Press; 2011.

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