



## **“Where Does It Hurt?”** (First-aid for common emergencies)

Justin Wyllie

Grade Level: 9-10

Time Allotment: Two 45-minute class periods

Overview: All of us will be faced with hundreds of common emergencies, some major and most minor. Either way it will then be up to us to be that “first responder” and provide appropriate aid to the victim. This is why it will be so important to know first-aid procedures when an accident has taken place.

Subject Matter: Health

Learning Objectives:

Students will be able to:

- Explain and understand the purpose of the “Montana Good Samaritan Law”
- Define first-aid
- Describe proper techniques for some common emergencies such as choking, poison, breaks, burns, and bleeding
- Assess and give aid to an injured individual

Standards:

From the Montana State Standards for Health Enhancement:

(Available on-line at [www.opi.state.mt.us](http://www.opi.state.mt.us))

Standard 1: Have a basic knowledge and understanding of concepts that promote comprehensive health.

Standard 5: Demonstrate the ability to use critical thinking and decision making to enhance health.

Standard 6: Demonstrate interpersonal communication skills to enhance health.

Media Components:

VIDEO

*First Aid.* Educational Video Network, Inc. Huntsville, TX.



## WEB SITES

*Montana Good Samaritan Law*. Less Stress Instructional Services. CPRinstructor.com.

<http://www.cprinstructor.com/MT-GS.htm>. This site provides an overview of the Montana limits of liability for emergency care rendered at the scene of an accident or emergency.

*First Aid Action*. BBC.2004.

[http://www.bbc.co.uk/health/first\\_aid\\_action/](http://www.bbc.co.uk/health/first_aid_action/) This interactive site allows students assess injuries and administer first-aid in a variety of scenarios. Following the completion of each scenario students will be graded on how well they performed.

### Materials:

For each student:

*Montana Good Samaritan Law* sheet (see attached)

*First Aid* sheet (see attached)

*In Case of an Emergency...* sheet (see attached)

For Class:

7-? 5x7 index cards labeled with signs and symptoms of injury

8-10 ACE bandages

8-10 strips of cloth

2 Newspapers

2 empty bottles of household cleaners

1 box of sterile gauze bandages

1 small bouncing ball

1 box Band-aids

1 box latex gloves

### Prep for Teachers:

- Prior to teaching this lesson, prepare the index cards used for the Culminating Activity by labeling them as follows:
  1. You are choking. Put the bouncing ball into your cheek. Make the universal sign for choking by grasping at your throat. After the first-responder has performed the Heimlich maneuver spit out the ball. \*\*The first-responder should first ask if the person is choking. When the victim can not answer the Heimlich maneuver should be performed.
  2. You have been poisoned and lay unconscious on the ground. Next to you is the empty bottle of household cleaner. \*\*The first-responder should first find out what the victim has ingested and following the directions listed on the label. The Poison Control Center and/or a local physician should be contacted immediately.
  3. You have a closed fracture of your forearm. You should tell the first-responder that you were hit with a baseball bat across the arm. Show them the spot where you now have pain and swelling. \*\*The first-responder should find something hard lying around (newspaper), and splint the upper arm. They should also use either the strips of cloth or an ACE bandage to hold the splint on.
  4. You have burned your hand on a hot stove. It has caused reddening of the burned area and there is some swelling. \*\*The first-responder should recognize this is only

- a 1<sup>st</sup> degree burn and the area should be immersed in cold running water. A cold compress could be applied as well.
5. You have cut your finger while opening a soup can. There is some bleeding, but nothing major. \*\*The first-responder should put on a pair of latex gloves to begin. The bleeding should be controlled by direct pressure on the cut with some type of cloth or gauze bandage. Band-aids should be used to cover the wound.
  6. You have severely cut your leg while chopping wood. You are losing large amounts of blood and time is crucial. \*\*The first-responder should put on a pair of latex gloves to begin. Bleeding should be controlled by lying the victim down and elevating the leg so that the injury is above the heart. Direct pressure should be put on the wound itself. An ACE bandage or strips of cloth would accommodate this.
  7. You have a badly sprained ankle. Range of motion is limited, pain, and swelling are present. \*\*The first-responder should elevate the ankle above the heart, use an ACE bandage for compression, and if possible get some type of cold to the ankle.
- \*\*\*Any other common emergency scenario may be used.
- Prep the video so that it is at the desired location for the video portion of the lesson.
  - Prepare the hands-on elements of the lesson by:
    - Make copies of the three worksheets attached to this lesson
    - Gather all first-aid supplies needed for the Culminating Activity
    - Arrange for former students to be in attendance for Culminating Activity.

When using media provide students with a FOCUS FOR MEDIA INTERACTION, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

#### Introductory Activity:

Step 1: Before handing out the *Montana Good Samaritan Law* to each student, clarify some of the more difficult vocabulary words. Each vocabulary word should be written on the board and defined prior to the reading. See the teacher *Vocabulary and Definition* sheet.

Step 2: Hand out a copy of the *Montana Good Samaritan Law* to each student. Ask them to read it to themselves as you read it aloud.

Step 3: Ask students to give their opinions of the law and what it will mean to them as a first-responder. (*Student answers should vary from making them feel safer as a provider of first-aid, to not knowing if they will want to provide first-aid knowing they could be fined and/or sentenced.*)

#### Learning Activity:

Step 1: Prior to showing the video tell students: *That many of us will be faced with hundreds of common emergencies, some major and most minor. Either way it will then be up to us to be that "first responder" and provide appropriate aid to the victim. This is why it will be so important to know first-aid procedures when an accident has taken place. The*

video that you are about to see will provide first-aid techniques that may help you in such emergency.

Step 2: Insert the video, *First Aid* into your VCR.

Step 3: Provide your students with a FOCUS FOR MEDIA INTERACTION; hand to each student the *First Aid* worksheet and ask them to answer each question as they watch the video. Do not allow students to copy from one another. This worksheet will be turned in for a grade.

Step 4: START the tape where you see a man and a woman sitting down to dinner and the narrator says "Each year 3 to 5 thousand people choke to death." PAUSE the tape after the two people toast each other and resume their dinner. *(If needed, allow time for students to finish answering the section on CHOKING.)*

Step 5: Continue to PLAY the tape. Provide your students with a FOCUS FOR MEDIA INTERACTION by asking them to complete the "*Poison*" section of their worksheet as they watch the video. PAUSE the tape after the narrator says, "Before you take any medicine, always read the label," and the video picture shows Dr. Vance sitting in his office. *(If needed, allow time for students to finish answering the section on POISON.)*

Step 6: Continue to PLAY the tape. Provide your students with a FOCUS FOR MEDIA INTERACTION by asking them to complete the "*Broken Bones*" section of their worksheet as they watch the video. PAUSE the tape after the narrator says, "Do not touch the wound, get the victim to the hospital as soon as possible," and the video picture shows a man tearing strips of cloth to tie around an injured arm. *(If needed, allow time for students to finish the section on BROKEN BONES.)*

Step 7: Continue to PLAY the tape. Provide your students with a FOCUS FOR MEDIA INTERACTION by asking them to complete the "*Burns*" section of their worksheet as they watch the video. PAUSE the tape after the narrator says, "Follow the directions on the chemical label and seek medical attention," and the video picture shows several bottles of chemicals. *(If needed, allow time for students to finish the section on BURNS.)*

Step 8: Continue to PLAY the tape. Provide your students with a FOCUS FOR MEDIA INTERACTION by asking them to complete the "*Bleeding*" section of their worksheet as they watch the video. STOP the tape after the narrator says, "If swelling and pain develop, or the wound is not healing after 2 days, seek medical attention," and the video picture shows a finger with a band-aid around it. *(If needed, allow time for students to finish the section on BLEEDING, and then have them hand in the worksheet.)*

Step 9: Have students individually log on to *First Aid Action* at [http://www.bbc.co.uk/health/first\\_aid\\_action/](http://www.bbc.co.uk/health/first_aid_action/). Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to follow the directions provided for them in the *In Case of an Emergency* worksheet. Students will turn in a printout of their grade from each emergency scenario at the site.

Culminating Activity:

**A large open area works best for this activity.**

Step 1: Prior to the beginning of class, choose several students that are not part of your class (former students who have participated in this activity are best), to be a role player. Inform them that they will be a victim in need of first-aid attention.

Step 2: Hand each victim a 3x7 index card with his/her roles (first-aid needs.) Let him or her know he or she is to speak only if his/her index card says to do so. Spread these victims about the large open area so first-aid can be administered.

Step 3: Inform students that multiple accidents are taking place in your town, and they are needed to assist with first-aid. Take only as many students as there are victims to the large open area and assign one student to each victim.

Step 4: After the student has performed the needed first-aid, the victim will then inform the student if he or she have correctly or incorrectly provided necessary first-aid.

Step 5: Once all students are finished with their first victim, they will move on to the next victim, until they have seen all victims. Rotate students as they finish.

Step 6: *Ask students how they felt being a First Responder. (Answers will vary.) What are the most common emergencies that they will face during a lifetime? (Answers will vary.) What types of situations did the course not cover that they may want to know more about? (Answers will vary.)*

Cross-Curricular Extensions:

**MATH**

Calculate the survival rate of heart attack victims in accordance with distance traveled by ambulance crews. Do you have less chance of survival in a rural or remote area than in a city?

**MEDIA**

Script and film an instructional video on first-aid for teenagers.

Community Connections:

- Invite a local EMT to your classroom to discuss and demonstrate proper techniques of CPR.
- Ask the local ambulance service to bring an ambulance on campus and show the students how the vehicle is set up.
- Ask a 911 operator to visit the classroom to discuss his/her job and how to make an effective emergency phone call.

# *First Aid*



## **Choking**

1. How many people die each year due to choking?
2. Should you slap a choking victim on his/her back?  
Back blows should only be used on what type of choking victims?
3. What is the universal sign for choking?
4. When performing the Heimlich maneuver on a choking victim, which direction should you pull?
5. When does lethal brain damage start to occur in a choking victim?

## **Poison**

1. After attempting to dilute or neutralize ingested poison, what should you do for the victim?
2. In what two situations should you NOT induce vomiting?

## **Broken Bones**

1. What are two types of fractures?
2. What are two signs of a closed fracture?
3. Where should pressure be applied to an open fracture?

## **Burns**

1. How should we treat a minor burn?
2. Why do we feel so little pain in a major burn?
3. How should we treat chemical burns?

## **Bleeding**

1. What is the first step to control bleeding?
2. After applying direct pressure, what would you do to control bleeding?
3. If after 2 days a victim continues to have swelling and pain in a wound, what should he or she do?

# ***First Aid***

## **Answer Sheet**



### **Choking**

6. How many people die each year due to choking? ***3-5 thousand.***
7. Should you slap a choking victim on his/her back? ***No.***  
Back blows should only be used on what type of choking victims? ***Infants or small children.***
8. What is the universal sign for choking? ***Clutching at the neck.***
9. When performing the Heimlich maneuver on a choking victim, which direction should you pull? ***Inward and upward.***
10. When does lethal brain damage start to occur in a choking victim?  
***4-6 min.***

### **Poison**

3. After attempting to dilute or neutralize ingested poison, what should you do for the victim?  
***Call Poison Control Center.***
4. In what two situations should you NOT induce vomiting? ***When corrosive poisons have been ingested, or the victim is unconscious.***

### **Broken Bones**

4. What are two types of fractures? ***Open and closed.***
5. What are two signs of a closed fracture? ***The victim heard it crack, significant pain to the area, or swelling to the area.***
6. Where should pressure be applied to an open fracture? ***Above the wound.***

### **Burns**

4. How should we treat a minor burn? ***Ice cubes wrapped in a clean cloth.***
5. Why do we feel so little pain in a major burn? ***All the nerve endings have been destroyed.***
6. How should we treat chemical burns? ***Flush them with water for 5-7 minutes and get medical assistance if necessary.***

### **Bleeding**

1. What is the first step to control bleeding? ***Apply direct pressure on the cut.***
2. After applying direct pressure, what would you do to control bleeding? ***Elevate the injured area above the heart.***
3. If after 2 days, a victim continues to have swelling and pain in a wound, what should he or she do? ***Seek further medical attention.***

# In Case of an Emergency...



Please follow the directions carefully!!

1. Log on to *First Aid Action* at [http://www.bbc.co.uk/health/first\\_aid\\_action/](http://www.bbc.co.uk/health/first_aid_action/)
2. Using the file folders, click on "Getting Started".
3. Read the information provided in the following sections: "What is first aid?" and "What do I need to know?"
4. For the next sections you will work through first-aid scenarios. For each scenario you will need to:
  - read the information provided
  - click on interactive test
  - answer the test questions to the best of your ability
  - **print and turn in the page with your % on it**

\*\*you may retake the test as many times as class time will allow.

5. Using the file folders, click on "Essential Skills." Work through the following scenarios:

*\*Accident Scene                      \*Spinal Injury*  
*\*Heart Attack                         \*Eye Injury*  
*\*Choking                                \*Scalds and Burns*  
*\*Bleeding                               \*Electrocution*  
*\*Poisoning*

6. Using the file folders, click on "Home Skills".

- Click on "Caring For Children". Work through the following scenarios:

*\*Broken Limbs                      \*Choking                      \*Minor Complaints*

- Click on "Home Skills". Work through the following scenarios:

*\*Sprains and Strains    \*Fractures    \*Concussions    \*Complaints*  
*\*Back Injuries        \*Stroke*

# Vocabulary and Definitions

**Compensation:** in return; a payment

**Liabe:** legally responsible; accountable

**Omission:** oversight; error; left out

**Gross negligence:** outrageous; flagrant

**Willful or wanton:** not accidental; showing lack of justification

**Gross annual income:** total money earned in a one year period

## **Montana Good Samaritan Law**

### **27-1-714.**

#### **Limits on liability for emergency care rendered at scene of accident or emergency.**

(1) Any person licensed as a physician and surgeon under the laws of the state of Montana, any volunteer firefighter or officer of any nonprofit volunteer fire company, or any other person who in good faith renders emergency care or assistance without compensation except as provided in subsection (2) at the scene of an emergency or accident is not liable for any civil damages for acts or omissions other than damages occasioned by gross negligence or by willful or wanton acts or omissions by such person in rendering such emergency care or assistance.

(2) Subsection (1) includes a person properly trained under the laws of this state who operates an ambulance to and from the scene of an emergency or renders emergency medical treatment on a volunteer basis so long as the total reimbursement received for such volunteer services does not exceed 25% of his gross annual income or \$3,000 a calendar year, whichever is greater.

(3) If a nonprofit subscription fire company refuses to fight a fire on nonsubscriber property, such refusal does not constitute gross negligence or a willful or wanton act or omission.

(En. Sec. 1, Ch. 93, L. 1963; R.C.M. 1947, 17-410; amd. Sec. 1, Ch. 390, L. 1979; amd. Sec. 1, Ch. 330, L. 1985; amd. Sec. 1, Ch. 133, L. 1987.)