

BASIC FIRST AID AND EMERGENCIES

NAME _____ SCHOOL _____

DATE STARTED _____ DATE COMPLETED _____

PREREQUISITE: None.

HOW TO DO THIS COURSE: Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student (or your supervisor if it says that). A * means get a checkout. Essays are turned in to the supervisor. If possible, students should be paired up on this course to make drilling easier.

PURPOSE: Learn what to do for emergencies where you live, and how to deal with minor first aid problems.

ESTIMATED TIME: Elementary and Middle Schools, 10–15 hours. High School, 5–10 hours.

MATERIALS NEEDED FOR THIS COURSE

Section A: soap, bandage, cloth, water, disposable gloves, sterile bandage or clean pad or cloth, sterile dressing and bandage, hydrogen peroxide; Section B: adhesive bandages, ointment; Section C: gauze or clean cloth; clay, Section E: ice, plastic bag or towel; Section F: large doll (which can stand some wetting), cloths or towels; Section G: large doll, blanket; Section I: location on outside pavement where fire extinguisher drills can be done, a fire extinguisher (ABC or BC type), matches or lighter, newspaper, metal wastebasket, metal pan, charcoal lighter, cloths or towels, water supply for rinsing, strips of burnable cloth (not polyester), rolling pin.

Boy Scout Handbook (BSH) (10th ed. or 11th ed.), Boy Scouts of America, or another illustrated reference of first aid procedures.

Heron study booklet with these Data Sheets (DS): 6164 6165

Exams: 6163, 6428 (review)

NOTE TO SUPERVISOR

Section I includes 4 practical activities (items #13–16) which deal with putting out fires. They must be done outside the school building under the supervision of an adult, but the adult does not have to be a supervisor. Any responsible adult will suffice. The supervisor should work out in advance who can oversee the student and when the student can do these actions. The adult's time would be more economically used if other students could be scheduled to do the practical actions at the same time. The actions are introduced at the end of Section I, and must be completed by the end of the course (Section L).

A. WOUNDS AND BLEEDING

1. READ: Data Sheet #6164 First Aid, definition of first aid at top of page 1. _____
2. ESSAY: List out five injuries and five other health emergencies which you think would probably need first aid. _____
3. READ: Data Sheet #6164, section "Wounds and Bleeding," to sub-heading 'Puncture Wounds.' _____

4. DEMONSTRATE: Do the first aid steps for nose bleed on yourself. (Use a cold wet cloth.) _____
5. DEMONSTRATE: Do the first aid steps for a small wound or scratch on another student. (Use soap, water and an adhesive bandage.) _____
6. DEMONSTRATE: Do the first aid steps for a small cut on another student when the bleeding doesn't stop right away. (Use disposable gloves, sterile bandage or clean pad or cloth, and sterile dressing and bandage.) _____
7. ESSAY: Describe how to recognize when a wound is getting infected and how it looks if the infection gets worse. **Supervisor pass.** _____
8. READ: Data Sheet #6164, sub-section 'Puncture Wounds.' _____
9. DEMONSTRATE (with whatever objects you wish to use): Show the steps of first aid for a puncture wound with little bleeding. _____
10. DEMONSTRATE (with objects): Show the steps of first aid for a ragged small, dirty wound with little bleeding. _____
11. DEMONSTRATE: Get some hydrogen peroxide and find out where it can be bought. If you have any cuts or scrapes, put some hydrogen peroxide on them (or do this to another person who has a cut or scrape) and observe how it foams. _____

B. BITES, STINGS AND MINOR BURNS

1. READ: Data Sheet #6164, section "Bites, Stings and Minor Burns," to sub-heading 'Animal Bites.' _____
2. DEMONSTRATE: Look at the pictures of first- and second-degree burns in the *Boy Scout Handbook* (BSH) (look up *burns* in the index) or another reference. _____
3. DEMONSTRATE: Do the first aid steps for a minor burn or blister on another student (show additional step you might do when the blister is broken). _____
4. DEMONSTRATE: Do the first aid steps for bee strings. _____
5. READ: Data Sheet #6164 sub-section 'Animal Bites.' _____
6. DEMONSTRATE (using objects): Show the steps of what to do if a bat bites you. _____

7. DEMONSTRATE (using objects): Show the steps of what to do if you are playing rough with a pet dog or cat and it bites you. _____
8. DEMONSTRATE (using objects): Show the steps of what to do if a dog you know bites you and it is acting sick and strange. _____
9. ESSAY: Write down why you should be concerned with rabies and what you do if a strange animal (either wild or not) bites you. _____
- *10. REREAD: Data Sheet #6164, entire section “Bites, Stings and Minor Burns.” _____

C. SOMETHING IN THE EYE

1. READ: Data Sheet #6164, section “Something in Eye.” _____
2. DEMONSTRATE: Make a big clay eyeball. Then use it to demonstrate three ways to get rid of something in the eye. _____
3. DEMONSTRATE (with objects): Show what to do for a scratched eye. _____

D. SKIN POISONING FROM PLANTS

1. READ: Data Sheet #6164, section “Skin Poisoning from Plants.” _____
2. DEMONSTRATE: Look at the pictures of the plants that cause skin poisoning using the BSH (look up *poison ivy*, *oak* and *sumac* in the index) or another reference. _____
3. DEMONSTRATE (with objects): What you should do for skin poisoning from plants. _____

E. SPRAINS

1. READ: Data Sheet #6164, section “Sprains.” _____
2. DEMONSTRATE: Get some ice and make an ice pack. (Use ice and a towel or plastic bag.) _____
3. DRILL: Do the first aid steps for a sprained ankle on a coach until you can do them from memory. (You can use a real or a pretend ice pack.) _____

F. HEAT EMERGENCIES

1. READ: Data Sheet #6164, section “Heat Emergencies,” sub-section ‘Heat Exhaustion.’ _____
2. DRILL: Do the first aid steps for heat exhaustion on a large doll until you can do them from memory. (Use water and wet cloths.) _____

3. READ: Data Sheet #6164, sub-section ‘Heat Stroke.’ _____
4. DRILL: Do the first aid steps for heat stroke on a large doll until you can do them from memory. (Use water, cloths and towels.) _____
5. ESSAY: Suppose a person was in the sun too long and got overheated so that at first he showed heat exhaustion and then after a while went into heat stroke. Describe the symptoms he would show for heat exhaustion and how that would change for heat stroke. **Supervisor pass.** _____

G. COLD EMERGENCIES

- *1. READ: Data Sheet #6164, section “Cold Emergencies,” sub-section ‘Frostbite.’ _____
2. DRILL: Using a large doll, do the first aid steps for frostbite until you can do them from memory. (Use all three methods under step 2 for frostbite—warm water, blanket, body heat.) _____
- *3. READ: Data Sheet #6164, section “Cold Emergencies,” sub-section ‘Hypothermia.’ _____
4. DEMONSTRATE (with objects): Show the symptoms of hypothermia. _____
5. DRILL: Using a large doll, do the first aid steps for hypothermia until you can do them from memory. (Use a blanket.) _____

H. PUTTING IT TOGETHER—FIRST AID

1. DRILL: Coach (another student) reads situations from Data Sheet #6164. He does not have to use exact wording. The student demonstrates the first aid steps using objects or by physically demonstrating the actions. Once the student can correctly show the first aid steps for any situation covered in the data sheet, the supervisor should spot check the student by giving him several first aid situations to handle, and the student should demonstrate the appropriate steps. **Supervisor pass.** _____

I. TAKING CARE OF FIRE EMERGENCIES

1. READ: Data Sheet #6165, Handling Emergencies in the Environment, beginning to sub-heading ‘Fire Rescues.’ _____
2. DEMONSTRATE (using objects): Show why you should stay close to the floor in a burning building. _____
3. PRACTICAL APPLICATION: Before you complete this course, work out a fire emergency plan for your home or another place where you are _____

living. It should include the two points in the previous reading. When you finish, report what you did in writing to your supervisor.

4. DEMONSTRATE: Suppose you are in a home when a fire breaks out. Go to a door and show the things you would need to do to make sure it is safe to open the door.

5. READ: Data Sheet #6165, sub-section ‘Fire Rescues.’

6. DEMONSTRATE (using objects): Show how to get out of a burning building.

7. DEMONSTRATE (using objects): Show what you should do if you are outside and notice a building on fire.

*8. READ: Data Sheet #6165, sub-section ‘Putting Out Fires.’

9. ESSAY: Describe the fire triangle and the three ways one can stop a fire.
Supervisor pass.

10. READ: Data Sheet #6165, sub-section ‘Using Fire Extinguishers.’ (Don’t actually do the steps with a fire extinguisher yet.)

11. DRILL (optional): You may omit this item if you have used a fire extinguisher previously. Get a fire extinguisher (preferably discharged) and identify the parts. (Note: The pressure gauge tells if the tank is pumped up enough for the extinguisher to work.)

Then use that extinguisher to demonstrate the six steps for putting out a pretend fire. Do *not* actually squeeze or press the handles if the fire extinguisher is charged (step 5).

12. READ: Data Sheet #6165, section “Taking Care of Fire Emergencies,” sub-section ‘How to Put Out Some Types of Fires.’

Items #13–16 are done outside under the supervision of an adult (the adult does not have to be a supervisor). Have a fire extinguisher at hand for safety. These items are to be completed before the end of the course, and are signed off in Section L.

13. DRILL (optional): After a fire extinguisher is used once, the rest of its pressure tends to leak out if not used right away, and the rest of the contents are wasted. This drill should be done only when a group is ready for it, so the extinguisher can be used up. If you want to do it on this course, the drill can be done when the supervisor can arrange for it. If the drill can’t be arranged until after the course completion target, you can do the drill after you finish the course.)

Instructions for adult: This drill should be done only when there are enough students to warrant using the whole charge of the fire extinguisher.

Materials needed: matches or lighter, a pan, newspaper, charcoal lighter, charged fire extinguisher (BC or ABC type). Do this outside:

- a) Adult prepares fire by crumpling a sheet of newspaper and placing it in a pan on pavement, dousing it with charcoal lighter, and then lighting it on fire. ____
- b) Student puts out fire with fire extinguisher. ____
- c) Student replaces pin in the fire extinguisher. ____
- d) When all students are finished, they clean up afterwards, including rinsing extinguisher chemical off pavement. ____ (Sign-off in Section L.)

14. DRILL: Practice putting out a fire in a wastebasket. Materials: matches/lighter, metal waste basket, newspaper, cloth or towels, water.

- a) Adult fills wastebasket loosely with crumpled sheets of newspaper and lights fire. ____
- b) Student puts out fire with wet towels or cloths. ____
- c) Student(s) clean up afterwards. ____ (Sign-off in Section L.)

15. DRILL: Practice putting out fire when clothes are on fire. Materials: matches/lighter, rolling pin, large piece flammable cloth (such as cotton; polyester does not burn easily).

- a) Adult ties piece of flammable cloth around the rolling pin. ____
- b) Set the cloth on fire. ____
- c) Student holds the rolling pin by one handle and demonstrates what would happen if someone ran with the cloth on fire. ____
- d) Student holds the rolling pin by both handles and rolls the pin on the ground until the fire is out. (Don't roll the pin too fast.) ____
- e) Student(s) clean up afterwards. ____ (Sign-off in Section L.)

16. PRACTICAL APPLICATION: Student puts out a fire in a metal wastebasket using any materials to hand. Student must apply his knowledge of the things a fire needs to burn so that he can put out the fire. (For this application student may not use a fire extinguisher, or start with wet towels at hand.)

Materials: matches/lighter, metal wastebasket, other materials provided by student. Adult oversees the activity as in previous drill. (Sign-off in Section L.)

J. MORE DATA ON RESCUES

1. READ: Data Sheet #6165 Handling Emergencies in the Environment, section “Electrical Hazards.” _____
2. DEMONSTRATE: With the help of an adult, locate a circuit breaker and find out how to turn it off and on safely. (Since turning it off might interrupt activities where you are, don’t actually turn it off and on unless the supervisor gives you permission.) _____
3. DEMONSTRATE (using objects): Show when you would pull a plug from the socket and when you would not. _____
4. DEMONSTRATE (with objects): What to do about a downed power line outdoors and why. _____
5. DEMONSTRATE (with objects): Show what to do for an electrical fire indoors. _____
6. READ: Data Sheet #6165, section “Rescue from Drowning.” _____
7. DEMO: Look at a picture of an aquatic rescue in BSH (look up *rescue(s)* in the index) or another reference. _____
8. ESSAY:
 - a) Explain four ways you can rescue someone from water. Draw pictures as needed. _____
 - b) Explain two ways you could rescue someone who has fallen through the ice. Draw pictures as needed. _____

Supervisor pass. _____

K. WHAT TO DO ABOUT EMERGENCIES CAUSED BY NATURE

1. READ AND DEMONSTRATE: Data Sheet #6165, section “What to Do for Emergencies Caused By Nature.” Demonstrate with objects each situation and action as you read it. _____
2. DRILL: Using the last reading, coach gives student a situation. Student demonstrates actions to take using objects. Coach continues until student

can demonstrate the actions for any situation on the list without having to look at the data sheet. _____

L. PUTTING IT TOGETHER—HANDLING EMERGENCIES IN THE ENVIRONMENT

1. DRILL: The coach (another student) gives the student situations based on any of the materials covered in Data Sheet #6165 Handling Emergencies in the Environment. The student may demonstrate actions to take with objects or physically demonstrating the actions. Once the student can correctly demonstrate the actions to take for any situation without error, have the supervisor observe the drill. **Supervisor pass.** _____
2. (Optional) Student has completed Drill #13 in Section I. _____
3. Student has completed Drill #14 in Section I. _____
4. Student has completed Drill #15 in Section I. _____
5. Student has completed Practical Application #16 in Section I. _____

I have done all of the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____