



First Aid

*Community
Health
Evangelism*



FIRST AID

OVERVIEW

Sometimes accidents happen. How can you respond after an injury takes place? This manual includes a core lesson, giving an overview of first aid, as well as first aid lessons for both children and adults.

The lesson plans in this manual can be used in at least a couple of ways: (1) to equip health workers (CHEs) with a basic understanding of the problem, or (2) to teach the topic to any small group of children and adults.

Supplemental material has also been provided for most topics. These include (1) KAP Survey questions, (2) Health stories, and (3) Picture books.

KAP stands for Knowledge, Attitude, and Practice. KAP questions are used by health workers to establish a baseline before they begin their teaching. The questions are designed to gain an understanding of how the community thinks, feels, and behaves in relationship to the problem. The survey questions can be repeated after teaching has been completed to determine if their knowledge, attitudes, or behaviors have improved after the training. The ultimate goal of our work is not to teach the lessons, but to facilitate behavior change that is anchored in understanding.

The health stories and picture books are designed to help facilitate the transfer of knowledge in the community. These are the tools used by the health workers (CHEs) to share with their neighbors what they are learning.

FIRST AID

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HOW TO USE THIS MANUAL

This lesson plan manual is part of an extensive series for use in Community Health Evangelism (CHE) or Neighborhood Transformation (NT).

CHE and Neighborhood Transformation

Community Health Evangelism (CHE) seamlessly integrates evangelism and discipleship with disease prevention and community based development. The work is wholistic, seeking to meet the whole need of individuals and communities through complete obedience to everything that Jesus commanded.

CHE lessons have been written to provide CHE trainers with tools that can be used to assist communities out of poverty while bringing people to faith in Christ. CHE trainers, skilled in participatory learning methods, use these materials to enable communities around the world to escape cycles of poverty and live as followers of Jesus. For information about CHE and how you can be trained as a facilitator, go to www.chenetwork.org.

Neighborhood Transformation is a strategy, which helps churches minister in a wholistic manner to people in urban poor neighborhoods. It empowers people to take responsibility for their own lives. It helps neighbors to help their neighbors and moves them from welfare and relief to empowerment. It focuses on assets found in the neighborhood, rather than on fixing needs. Neighbors learn to work together and build local ownership, instead of waiting for outsiders to fix their problems. For more information about Neighborhood Transformation, or NT, go to www.neighborhoodtransformation.net.

Neighborhood Transformation (NT) and Community Health Evangelism (CHE) work side by side and are based on the same principles. CHE began in rural areas of Africa, and has now spread to more than 105 countries. However, the world is becoming more urbanized. Through Neighborhood Transformation, CHE was adapted to work in urban poor areas in North America. Urban CHE applies the strategies of Neighborhood Transformation to cities around the world.

How does CHE/NT training work?

CHE/NT training is intended to empower individuals and communities as architects of their own development. The CHE/NT trainer does *not* deliver pre-packaged solutions in a lecture, but facilitates discussions that involve the people themselves in creating their own solutions. The purpose of this lesson plan material is to enable the trainer to facilitate those discussions. This basic principle must be understood and guide the user of these materials in the training process. The chart below compares the two approaches:

Lecture (Traditional Approaches)	Discussion (The CHE/NT Way)
Content Focused	Learner Centered
Advice giving	Awareness raising
People listen	People create solutions
Outsider owns solutions	Insiders own solutions
People wait for outsider to resource the project	People take action

CHE/NT lessons are formatted to make it easy for the trainer to facilitate *discussions* and involve the people themselves in analyzing problems, identifying resources, and creating solutions. There are a few simple keys to using this material for its intended purpose:

1. Keep the group small and sit in a circle. Rather than standing in front of participants who are seated in rows, sit with them in a circle. The optimal size for participatory learning is between 15 and 30 people. Never stand up when you speak. Break frequently into smaller groups of 3-6 for more in-depth discussion.

2. Focus on facilitating activities and encouraging discussion. The left column of each lesson plan contains the methods, questions, and activities the CHE/NT trainer will use to facilitate learning. The CHE/NT trainer's primary responsibility is to create a learning environment. The methods, activities, and questions in the left column of the lesson plan are designed for that purpose.

3. Value and record the contributions of each participant. When solutions are being brainstormed, always have one member of the group serving as a scribe to record the group's ideas on a large sheet of paper. Post these sheets of paper on the walls of the room for the remainder of the seminar. When facilitating discussion, ask the questions in the left column of the lesson plan and repeat the answers of each participant orally while their contribution is being recorded by the scribe.

4. Contribute knowledge as a participant in the discussion rather than as the expert. The knowledge in the right column of each lesson plan is a list of ideas that the group will likely come up with as they brainstorm together. The CHE/NT trainer compares these ideas with the knowledge in the right column of the lesson plan and contributes important thoughts from that column that have been overlooked only after the group's ideas have been presented and recorded.

5. Be learner centered. Use name tags and call participants by name. Begin where the people are and involve them in the process of topic selection. Use language they can understand. Remember that building relationship is essential to a creative process, and to cooperative efforts that bring about change.

6. Focus on assets. Ask God to help you see what the people have, not what they lack. Help them to see themselves as stewards of resources rather than victims of circumstance. Identify local resources. Help them appreciate and build on their successes.

7. Be action oriented. The purpose of the session is not to transfer knowledge from the trainer to the participants. The purpose of a CHE/NT session is to involve participants in creating solutions that they will own and implement. The process should be one of self discovery. People are more likely to act on their own ideas, then on ideas presented to them by another.

8. Learn to use starters and the SHOWD questions. Starters are used at the beginning of a lesson to visualize real life situations, and pose a single problem in a clear and concise way. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one of more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:

- What do you **S**ee? (Retell the story, describe the picture)
- What is **H**appening? (Focus the problem or the issue to be discussed)
- Does this happen in **O**ur place? (Relate the starter to real life)
- **W**hy is this happening? (Identify causes)
- What can we **D**o about it? (Create solutions)

What outcomes are we looking for?

The success of our training activities can be measured by the following transformational indicators. These are the outcomes that we consistently see in mature CHE/NT programs around the world, and what we are looking for in the lives of those we train:

1. Shared vision: The community sees a better future and has hope that it can be achieved.
2. Leadership: Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.

3. Ownership: People are taking responsibility for their own health and well being.
4. Cooperation: People are united and working together for the common good.
5. Volunteers: People are taking initiative and acting sacrificially to meet the legitimate needs of others.
6. Dignity: People have recovered their identity as made in the image of God and their vocation as stewards of creation. Instead of being controlled or victimized by their environment, they are stewards of it.
7. Learning, Skill, and Resources: People are equipped to identify needs and resources, put together a plan, and mobilize volunteers to accomplish their vision. People are continually reflecting on what is happening in order to learn how to be more effective.
8. Christian Community and Witness: People are becoming followers of Jesus. Believers are meeting together for fellowship, prayer, Bible study and worship, and are sharing Christ with their neighbors in word and deed.
9. Multiplication: Knowledge and skills learned are being transmitted to others.

Once the above outcomes are achieved in the lives of people, their communities change. Health improves, infant mortality decreases, agriculture becomes more productive, jobs are created, water systems, roads, schools and clinics are built, and churches are established or strengthened. Peace, justice, compassion, and righteousness are witnessed in the community and God is glorified. All of this will be the result of solutions created and owned by the people, not programs blueprinted and delivered from the outside.

Adapting the lesson to the context

It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issues, but will need to be adapted by the user to the context. The participatory process, however, that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.

FIRST AID

Date: 2/09

(1½ HOURS)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Give first aid for scrapes, cuts, and burns.
 2. Give first aid for sprains and fractures.
 3. Give first aid for nosebleeds and eye injuries.
 4. Teach others about first aid.

OVERVIEW FOR TRAINERS:

This series of lessons is based on the *Health Education Program for Developing Countries, 2009*, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

More detailed information on first aid can be found in the first aid lessons for adults and children.

METHOD	TIME	KNOWLEDGE
<p>Role play:</p> <p>1st Mom! My nose is bleeding!</p> <p>Mom Here, put your head back.</p> <p>1st Okay. But it is still bleeding.</p> <p>Mom Put this nickel on your forehead.</p> <p>1st It still is bleeding!</p> <p>Mom I don't know what to do. What should I do?</p> <p>----SHOWD questions----</p> <p>S = What do you See?</p> <p>H = What is Happening?</p> <p>O = Does this happen in Our place?</p> <p>W = Why does this happen?</p> <p>D = What will we Do about it?</p>	5"	
<p>I. Divide into five groups, and set up five stations around the room. In each station, one person will have an "injury" and the others will work together to give first aid. If there are questions about how to do it, they can consult with a trainer, or refer to the <i>Basics of First Aid</i> sheet. After about ten minutes, the groups will rotate to a new station.</p> <p>A. Cuts and scrapes</p>		<p>I. <u>Basics of first aid</u></p> <p>A. Cuts and scrapes</p> <ol style="list-style-type: none"> 1. Apply firm pressure to stop the bleeding. 2. You can press down with a bandage, or with a clean cloth, or even with your hand. 3. Keep pressing down until the bleeding stops. 4. Wash with clean water and soap.

FIRST AID

METHOD	TIME	KNOWLEDGE
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		<ol style="list-style-type: none"> 5. Put on a clean bandage. 6. Check to see if they have had a tetanus vaccine. 7. Go to a health care provider for: <ul style="list-style-type: none"> --A large or deep wound --A wound that looks dirty or ragged --A puncture wound --If they need a tetanus booster.
B. Burns	B. Burns	<ol style="list-style-type: none"> 1. Put the arm or leg in cold water until the pain is better. 2. Or run cold water over the burn. 3. Do not break any blisters. 4. Do not use any ointment, grease, butter, or powder. 5. You can use a plastic film like Saran wrap to cover the burn. 6. Seek medical care for a large or deep burn.
C. Sprains and fractures	C. Sprains and fractures	<ol style="list-style-type: none"> 1. Do not move anyone with a neck or back injury. 2. For a neck or back injury, keep the person in place, without moving, and call for medical help. 3. For other injuries, apply a splint so the area can not move. 4. If the area is deformed (out of place), there is probably a fracture. 5. If you suspect a fracture or a bad sprain, get medical help. 6. Get medical help if there is much pain or swelling. 7. For a minor sprain or strain, raise the injured part. 8. Cold (ice) compresses may be helpful. 9. Rest 10. Use compression elastic (Ace) bandages for a few days. 11. Gradually increase your activity.
D. Eye injuries	D. Eye injuries	<ol style="list-style-type: none"> 1. For a foreign body in the eye, pull down the lid and try to remove the foreign body with a clean moist cotton swab. 2. For a painful eye due to a foreign body, scrape, or scratch, bandage the eye shut.

FIRST AID

METHOD	TIME	KNOWLEDGE
<p>E. Nosebleeds</p>		<ol style="list-style-type: none"> 3. Then seek medical care. 4. For chemicals in the eye, flush the eye immediately with clean water. 5. Keep flushing the eye for 5-10 minutes without stopping. 6. Do not use drops or ointments. 7. Then seek medical care.
<p>II. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the <i>First Aid</i> teaching booklet.</p> <p>B. During the week, visit your friends and neighbors to teach about First Aid using the teaching booklet.</p>	<p>20"</p>	<p>E. Nosebleeds</p> <ol style="list-style-type: none"> 1. Squeeze the nose for 5-10 minutes. 2. Squeeze the soft part of the nose, outside of the nostrils. 3. Hold the pressure continuously for 5-10 minutes. 4. If you stop too soon, you may pull off the clot and the bleeding will start again. 5. You can sometimes prevent nosebleeds by applying an ointment such as Vaseline inside the nose and by keeping fingernails short <p>II. <u>Teaching booklets</u></p> <p>A. Practice teaching</p> <p>B. Home visiting</p>

References:

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

Handbook, Health Education Program for Developing Countries. 2009. Available from <http://hepfdc.info/Page2.html>

Illustrations, Health Education Program for Developing Countries. 2009. Available from: <http://hepfdc.info/Page2.html>

FIRST AID

ATTITUDE: Most injuries can be treated at home.

SKILL: Participants will be able to give first aid for cuts and scrapes; for burns; for sprains and fractures; for minor eye injuries; and for nosebleeds. They will be able to teach their neighbors these same skills.

EVALUATION: Are the participants giving first aid for minor injuries? Are they teaching their neighbors how to do first aid?

MATERIALS:

- Newsprint, markers, masking tape
- Bandages, gauze, water, soap
- Basin of water, Saran wrap
- Materials for a splint, gauze, ice (if available), Ace bandages
- Pitcher of water, cotton swabs, bandages
- Vaseline
- Basics of First Aid* handout
- First Aid illustrations

This lesson is used in: Health Promotion/ Basic Health Skills; First Aid and Safety, and in Children/ Physical.

BASICS OF FIRST AID

Cuts and scrapes:

1. Apply firm pressure to stop the bleeding.
2. You can press down with a bandage, or with a clean cloth, or even with your hand.
3. Keep pressing down until the bleeding stops.
4. Wash with clean water and soap.
5. Put on a clean bandage.
6. Check to see if they have had a tetanus vaccine.
7. Go to a health care provider for:
 8. --A large or deep wound
 9. --A wound that looks dirty or ragged
 10. --A puncture wound
 11. --If they need a tetanus booster.

Burns:

1. Put the arm or leg in cold water until the pain is better.
2. Or run cold water over the burn.
3. Do not break any blisters.
4. Do not use any ointment, grease, butter, or powder.
5. You can use a plastic film like Saran wrap to cover the burn.
6. Seek medical care for a large or deep burn.

Sprains and fractures:

1. Do not move anyone with a neck or back injury.
2. For a neck or back injury, keep the person in place, without moving, and call for medical help.
3. For other injuries, apply a splint so the area can not move.
4. If the area is deformed (out of place), there is probably a fracture (broken bone).
5. If you suspect a fracture or a bad sprain, get medical help.
6. Get medical help if there is much pain or swelling.
7. For a minor sprain or strain, raise the injured part.
8. Cold (ice) compresses may be helpful.
9. Rest
10. Use compression elastic (Ace) bandages for a few days.
11. Gradually increase your activity.

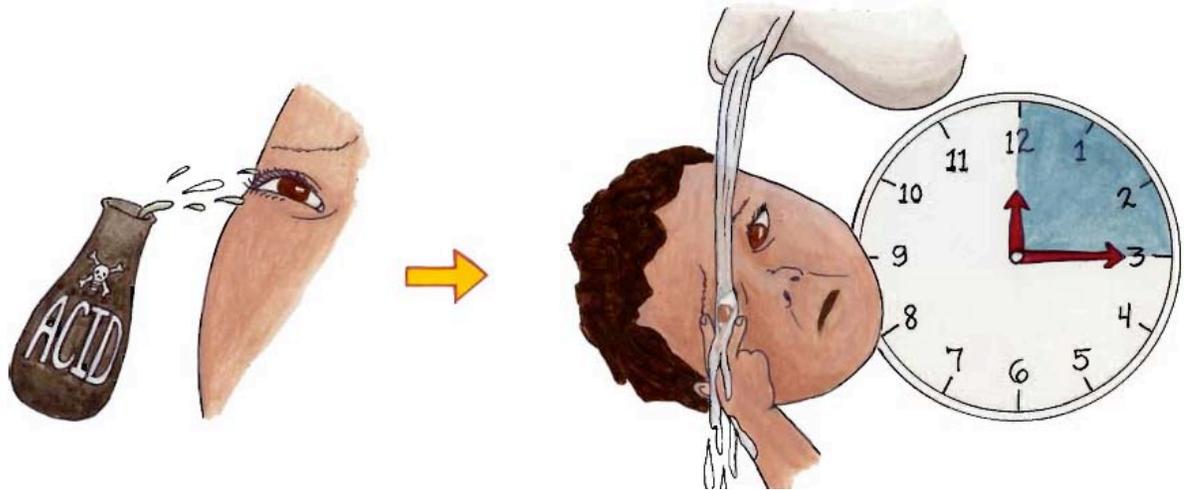
Eyes:

1. For a foreign body in the eye, pull down the lid and try to remove the foreign body with a clean moist cotton swab.
2. For a painful eye due to a foreign body, scrape, or scratch, bandage the eye shut.
3. Then seek medical care.
4. For chemicals in the eye, flush the eye immediately with clean water.
5. Keep flushing the eye for 5-10 minutes without stopping.
6. Do not use drops or ointments.
7. Then seek medical care.

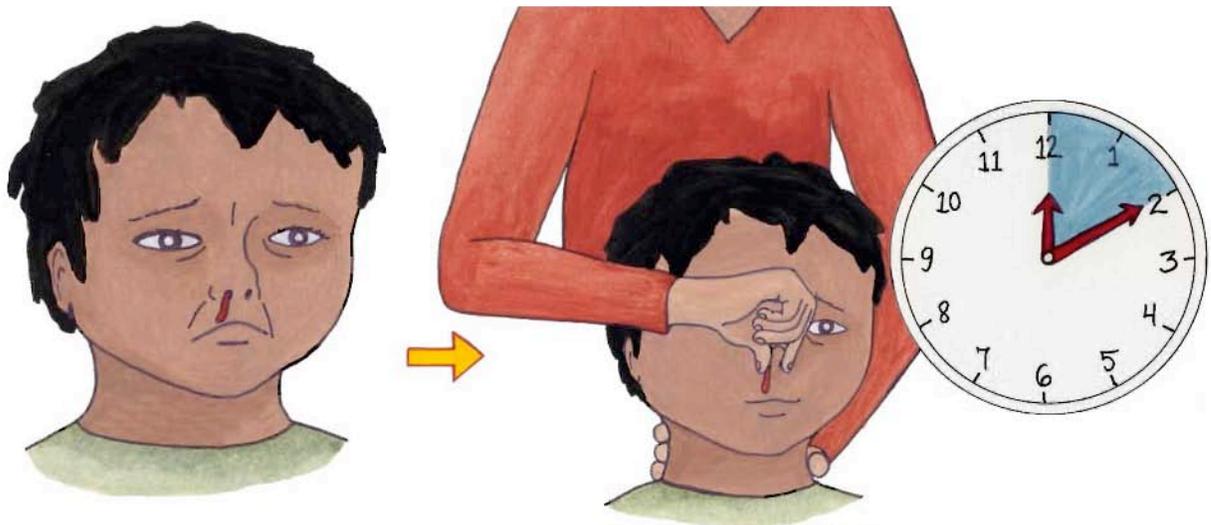
Nosebleeds:

1. Squeeze the nose for 5-10 minutes.
2. Squeeze the soft part of the nose, outside of the nostrils.
3. Hold the pressure continuously for 5-10 minutes.
4. If you stop too soon, you may pull off the clot and the bleeding will start again.
5. You can sometimes prevent nosebleeds by applying an ointment such as Vaseline inside the nose to the front middle divider, and by keeping fingernails short.

FIRST AID FOR CHEMICALS IN THE EYE

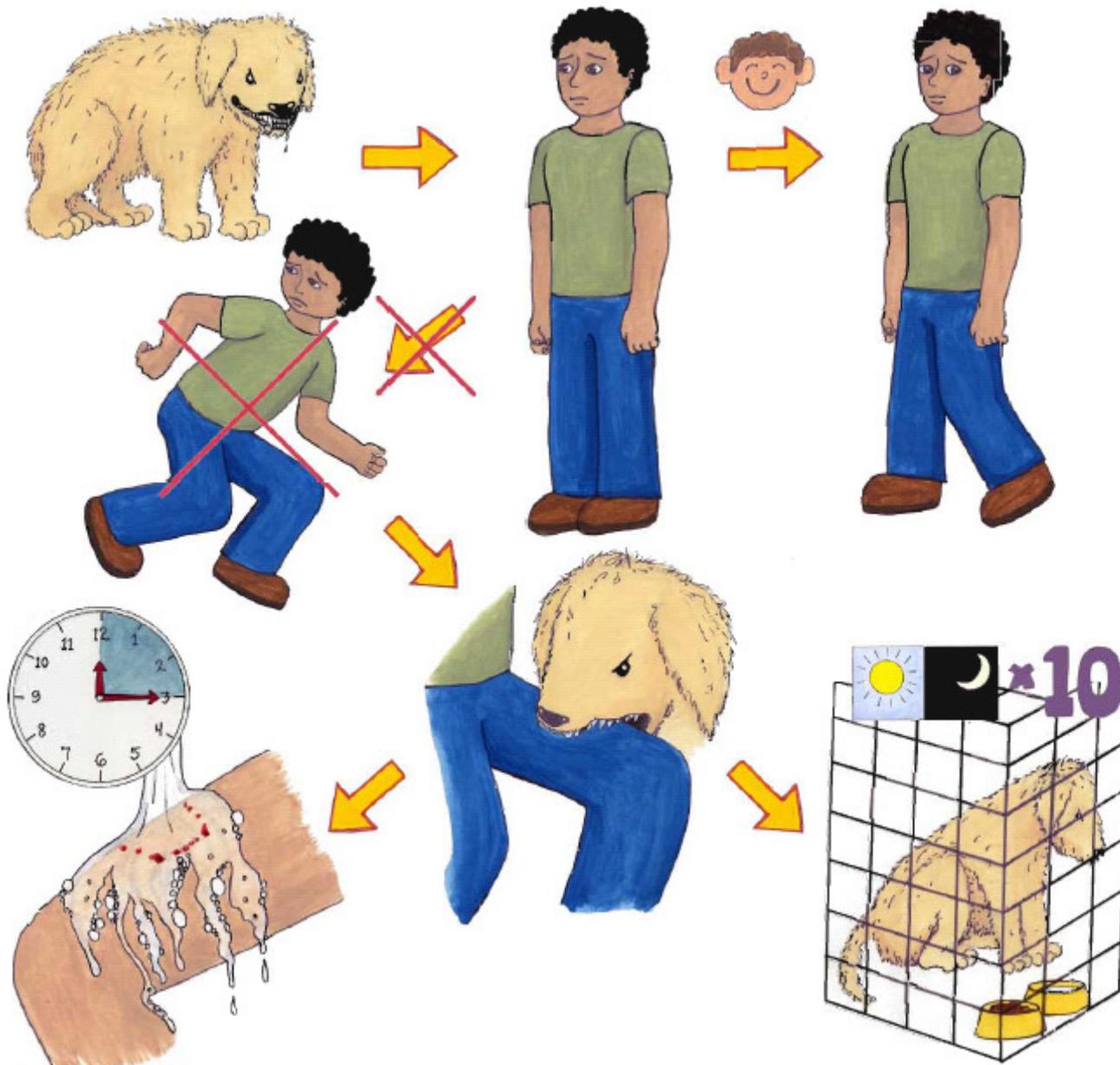


FIRST AID FOR NOSEBLEEDS



Source: Health Education Program for Developing Countries. 2009. *Illustrations*

How can you keep from being bitten by a dog?



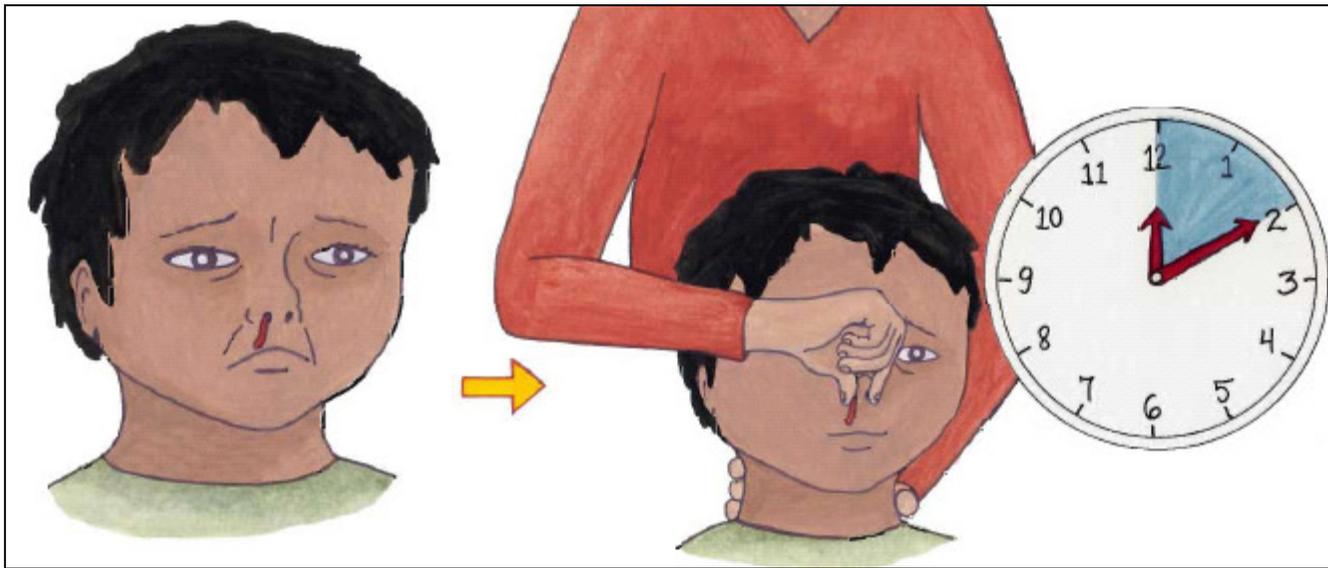
What should you do if you are bitten by a dog?

FIRST AID



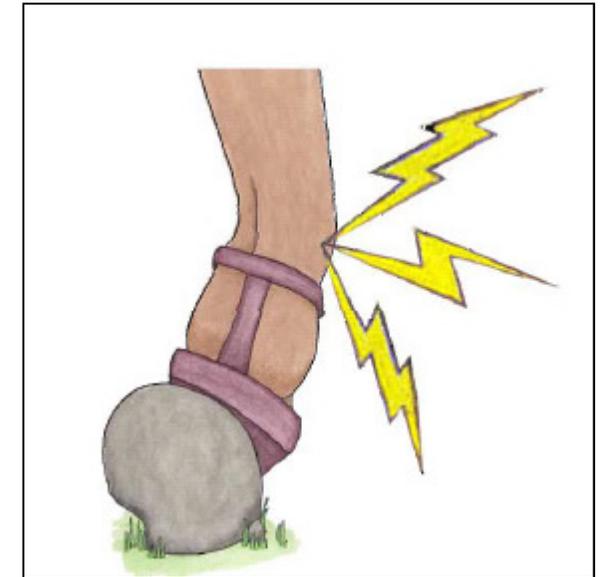
What is the first aid for injuries, nosebleeds, chemicals in the eye, and dog bites?

Source of illustrations:
Health Education Program for Developing Nations.
Available from: <http://www.hepfdc.info/>

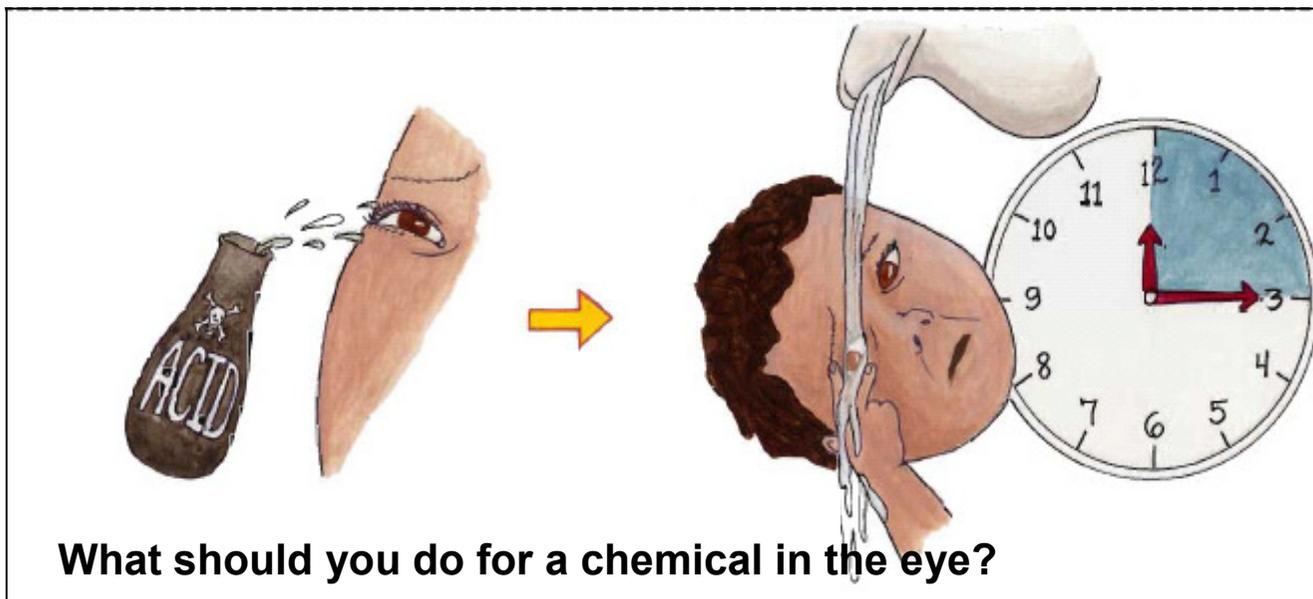


**What is the first aid for a nosebleed?
How long do you do this?**

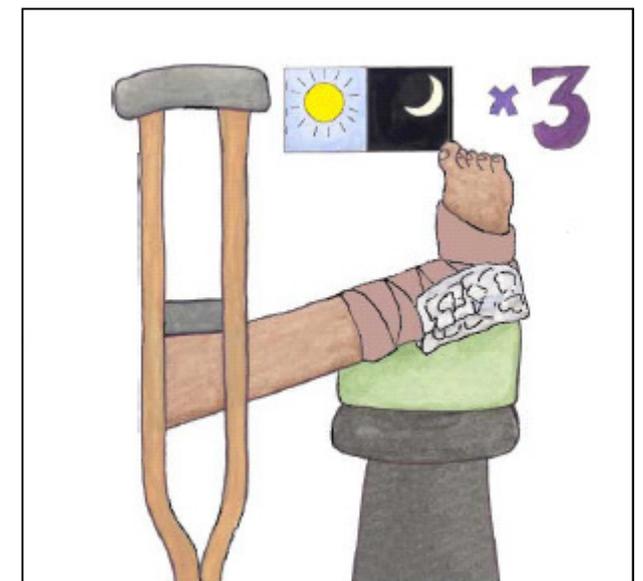
FIRST AID



How should you treat an injury?



What should you do for a chemical in the eye?

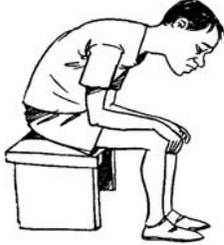


Nose Bleeds:

1. Have the person with the nose bleed sit quietly.



2. Tilt the person's head slightly forward. Have the person breathe through their mouth.



3. Pinch the soft part of the nose firmly for 10 minutes or more to allow the blood to clot and stop flowing.

Emergencies caused by heat:

Signs of Heat Exhaustion:

- Sweaty, pale, cool skin
- Large pupils
- No fever
- Weakness



Signs of Heat Stroke:

- Dry, hot skin
- High fever
- The person is very ill or unconscious



Treatment for Heat Exhaustion:

1. Have the person lie down in the shade.



2. Elevate his legs.

3. Give small sips of salt water to drink: Mix 1 teaspoon of salt in 1 liter of clean boiled water. (Give nothing by mouth if the person is unconscious.)



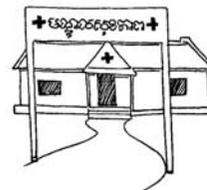
Treatment for Heat Stroke:

(The body temperature must be lowered immediately!)

1. Put the person in the shade.



2. Pour cold water over the body and fan him.



3. Take the person to the hospital.

First Aid



Small Wounds:

1. Put a clean cloth over the wound and press with your hand to stop the bleeding.



2. Wash the wound with soap and water.

3. Dry the wound, then cover it with a clean piece of cloth.



4. Change the bandage when it gets dirty or wet (at least once a day). After the wound forms a scab, a bandage is no longer needed.

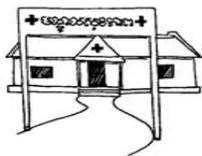
Large Bleeding Wounds:

1. Place a clean smooth cloth over the wound and press firmly against your hand for least 5-10 minutes to stop the bleeding.



2. Help the injured person sit or lie down. Raise the injured part and support on a pillow.

3. Tie a cloth in place with a kramar. Take the injured person to the hospital.

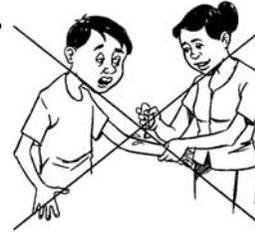


Burns:

1. Soak or pour clean, cool water over the burned area for 5-10 minutes.



2. DO NOT put grease, oil, sugar, or anything else on the burn.



3. Put a clean cloth on the burned area to keep it clean and dry.



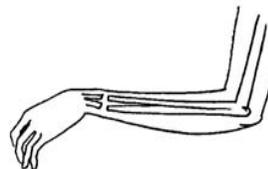
4. If the burn is larger than the size of a hand, take the person to the hospital.



Broken Bones:

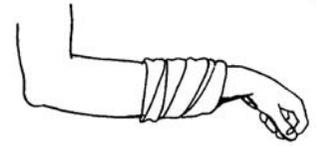
It is important to keep the injured part still, in a position so it cannot move, in order to prevent more damage to the body.

1. DO NOT try to push bones back into place, as you may cause more damage.



(Broken Bones, continued,,)

2. Put clean, soft cloth around the broken bone.



3. Support the broken bone with a splint or another part of the body such as the trunk or opposite leg.



4. Take the person to the hospital for treatment.

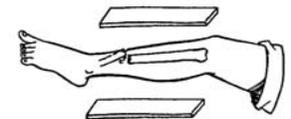


HOW TO MAKE A SPLINT:

1. Make a splint from something that is stiff or does not bend easily, such as thin bamboo, a board, or a roll of newspaper. Cover the splint with soft cloth.



2. The splint must extend above and below the injured part.



1. Tie the splint around the body part with pieces of cloth, but not too tightly.



RESPONDING TO FIRST AID EMERGENCIES

Date: 06/03 (revised 10/06)

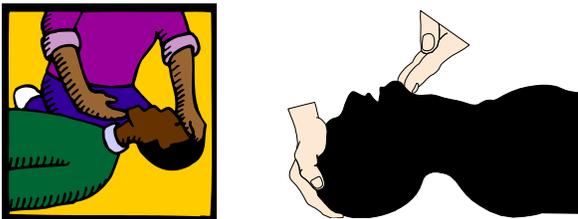
(1 HOUR)

- OBJECTIVES:**
1. Participants will be able to properly respond after an accident or injury.
 2. Participants will know what to do first in case of an emergency.

OVERVIEW FOR TRAINERS: The material is adapted from the Child-to-Child Activity Sheets, available from TALC and from the S.E.A.N. materials.

METHOD	TIME	KNOWLEDGE
<p>Role Play: Two people are driving to the grocery store.</p> <p>1st Look! There has been a car accident.</p> <p>2nd Let's stop to help! Maybe they are hurt.</p> <p>1st How could we help them? I don't know what to do! I'm not a doctor.</p> <p>2nd There must be something we can do.</p> <p>1st Just keep out of it. The ambulance will get here soon.</p> <p>2nd Maybe you are right.</p> <p>----SHOWD questions---- S = What do you See? H = What is Happening? O = Does this happen in Our place? W = Why does this happen? D = What will we Do about it?</p>	5"	
<p>I. First Aid</p> <p>A. What kind of accidents have you seen around here? Have you known how to help when some one is injured?</p> <p>B. What is First Aid?</p> <p>C. What is the purpose of First Aid? Why do we do it?</p> <p>D. For example, if a man cuts his leg with an axe:</p> <ol style="list-style-type: none"> 1. What can you do to keep him alive? 2. What can you do help him get better? 	15"	<p>I. <u>First Aid</u></p> <p>A. List common types of accidents</p> <p>B. First Aid is the first treatment given to a person after an accident, before medical help arrives. This includes calling for more help when needed.</p> <p>C. We give First Aid in order to keep the person alive and to help the person get better.</p> <p>D. Example of man with cut leg:</p> <ol style="list-style-type: none"> 1. Stop the serious bleeding from the wound. 2. Clean and cover the wound so that it doesn't get infected. Take the man to the health center for further treatment.

RESPONDING TO FIRST AID EMERGENCIES

METHOD	TIME	KNOWLEDGE
<p>E. What should we always do when we arrive at the site of an accident?</p> <p>F. Role plays: Practice arriving at the scene of an accident.</p> <ul style="list-style-type: none"> - Pray! - Assess the scene. Look for danger. - Look for the cause. - Send for help. - Give First Aid. 	<p>30"</p>	<p>E. First of all, quickly PRAY for the Lord to help you. Then:</p> <ol style="list-style-type: none"> 1. Look around at the situation. <ul style="list-style-type: none"> - Are you or any other people in danger? For example, is there an electrical wire down, or do you see a snake or scorpion? - What was the cause of the accident? - How many people are injured? 2. Remove the danger. (For example, if there has been a car accident, ask someone to direct traffic.) 3. Ask someone to go for help. 4. Look at the injured person or people. What can you do to: <ul style="list-style-type: none"> - Help keep them alive? - Help them get better? 5. Always behave calmly and try to reassure the injured people. <p>F. Role play</p>
<p>II. What should you do first?</p> <p>A. Opening the airway.</p>  <p>B. Ask your local health department or Red Cross for a full course on mouth-to-mouth breathing and CPR (cardiopulmonary resuscitation).</p>	<p>30"</p>	<p>II. <u>What to do First:</u> If several people have been injured, always treat the most seriously injured person first. Then always remember your ABCs:</p> <p>A. Open the airway (the passage from the mouth and nose to the lungs). With the person on his back, tilt the head back slightly and the chin forward (extend the head). Check to see if anything is blocking the airway and remove it if possible.</p> <p>B. Check the breathing. Place your ear next to the person's mouth and nose. Listen and feel to see if they are breathing. Watch to see if their chest and stomach moves with each breath. If not, give mouth-to-mouth breathing.</p>

RESPONDING TO FIRST AID EMERGENCIES

METHOD	TIME	KNOWLEDGE
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See SEAN Picture 47 –
Mouth to Mouth Breathing



- C. Check the circulation.



See SEAN Picture 47 –
Mouth to Mouth Breathing

- D. **Activity:** Practice the skills in the knowledge column on each other.

- E. What if the person is breathing but unconscious?

See SEAN Picture 48 – *The Recovery Position*

- C. Check the **circulation** of the blood by feeling for the heart beat. If there is no heart beat, give CPR to help pump the blood.

CPR, or cardiopulmonary resuscitation, is a combination of mouth-to-mouth breathing plus chest compressions. This helps give air to the person, and helps to pump the blood. But you must take another course to learn this skill.

- D. Practicing the skills:
1. Open the **airway**. (Place the head in the correct position.)
 2. Check the **breathing**.
 3. Check the **circulation** (pulse), feeling for the pulse on either side of the neck (next to the windpipe) or in the wrist on the thumb side.
 4. How many times do they breathe in one minute?
 5. How many heart beats do they have in one minute?
 6. Then jog in place for two minutes and have them check their pulse again.

- E. For an unconscious person:
1. If you must leave the person to go for help, roll him onto his side into the recovery position. Make sure the chin is forward and the head is tilted back slightly so he can breathe easily.
 2. Do not move the person if you suspect a back or neck injury.

RESPONDING TO FIRST AID EMERGENCIES

METHOD	TIME	KNOWLEDGE
<p>F. Practice placing each other in the recovery position. Note for trainers: This position helps keep the airway open. Also, in this position, if the person vomits, he will not choke because the vomit will come out of the mouth.</p>		<p>F. Practice placing each other in the recovery position.</p>
<p>III. Summary</p> <p>A. For any accident, what are the first steps to take?</p> <p>B. What are the ABCs of helping an injured or sick person?</p>	<p>10"</p>	<p>III. <u>Spiritual Analogy.</u></p> <p>A. First steps to take:</p> <ol style="list-style-type: none"> 1. Pray 2. Check for dangerous situations at the accident site. 3. Send for help. 4. Help the injured person. <p>B. The ABCs of helping an injured or sick person:</p> <ol style="list-style-type: none"> 1. Check the airway 2. Check the breathing. 3. Check the circulation or pulse.

References:

D. Bailey, H. Hawes and G. Bonati (editors). 1992. *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. The Child-to-Child Trust. (Available from TALC)

Study by Extension for all Nations. *Training Children in Community Health—Trainer's Manual and Resource Pack*. 2001. Devon, UK: S.E.A.N International.

ATTITUDE: Facilitators will help children to be willing to help when there is an accident or emergency.

SKILL: Participants will know the first steps to take when helping an accident victim. They will know the ABCs of resuscitation.

EVALUATION: Facilitators will know that the participants have learned the content of this lesson when they are more confident in responding to emergencies and they know their ABCs (Airway, Breathing, Circulation).

MATERIALS:

- The ABCs of First Aid handout
- Watch with second hand (for checking pulse)
- SEAN Picture 47 – Mouth to Mouth Breathing
- SEAN Picture 48 – The Recovery Position

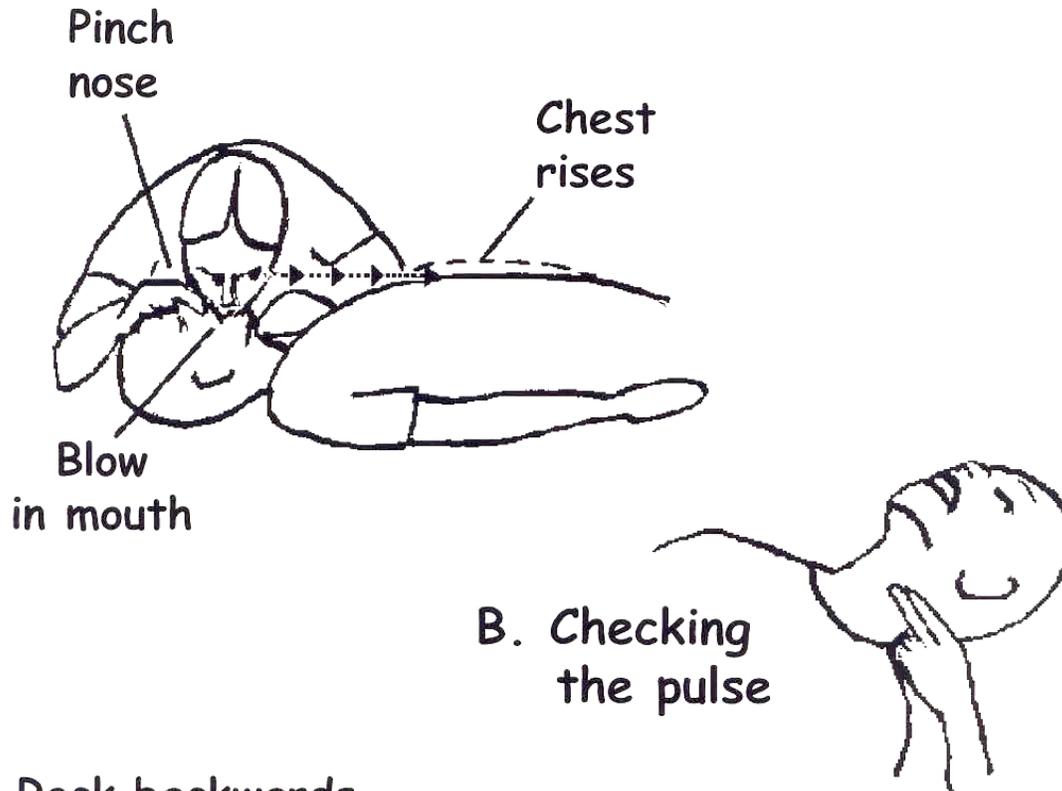
This lesson is used in: First Aid – Physical and Health Promotion – First Aid.

THE ABCs OF FIRST AID: AIRWAY, BREATHING, CIRCULATION



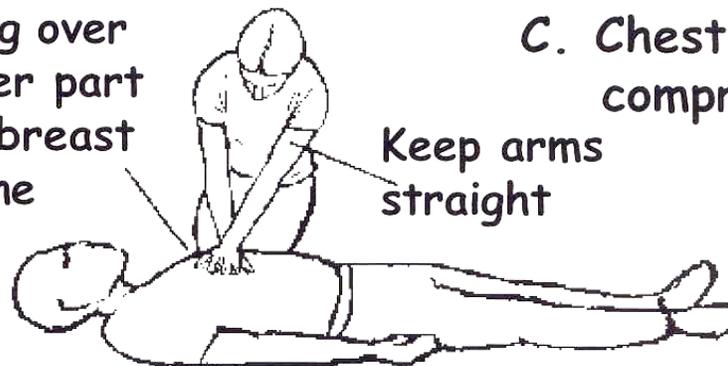
Mouth to mouth breathing (The "kiss of life")

A. Mouth-to-mouth breathing



Rock backwards and forwards, pressing over the lower part of the breast bone

C. Chest compression



The Recovery Position

A The correct recovery position



B Stages for putting into the recovery position



CHOKING

Date: 02/09

(1 HOUR)

OBJECTIVES:

- After working through this lesson, participants will be able to:
1. Recognize when a person is choking.
 2. Perform the Heimlich maneuver on adults and children who are choking.
 3. Teach others about first aid for choking using the teaching booklet.

OVERVIEW FOR TRAINERS:

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens. This lesson also uses information from the American Red Cross.

METHOD	TIME	KNOWLEDGE
<p>Role Play: Two men talking.</p> <p>1st Let's celebrate! Remember that turkey that has been running around our house all year? My wife cooked it for a special meal.</p> <p>2nd Sounds good to me. (He begins to eat, but has no knife, and has to try to cut the meat with a spoon.) Hey, this meat is kind of tough.</p> <p>1st Yes, that was one tough turkey.</p> <p>2nd (Begins to choke and cough.)</p> <p>1st What's happening? Are you okay?</p> <p>2nd (He coughs and tries to speak, but gradually becomes silent, holding his hand to his throat. He becomes pale and slumps over.)</p> <p>1st Now what do I do? Help! Call a doctor!</p> <p>----SHOWD questions---- S = What do you See? H = What is Happening? O = Does this happen in Our place? W = Why does this happen? D = What will we Do about it?</p>	5"	
<p>I. Choking</p> <p>A. How can we prevent choking?</p>	30"	<p>I. <u>Choking</u></p> <p>A. Preventing choking</p> <ol style="list-style-type: none"> 1. Don't eat a large chunk of meat without chewing it well 2. Avoid drinking alcohol before or during the meal. 3. Don't run or play with an object or piece of food in your mouth.

CHOKING

METHOD	TIME	KNOWLEDGE
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B. What are signs of choking? What happens? What should you do in response?

1. Signs of a partial airway obstruction.
What should you do?

2. Total airway obstruction.

What should you do?

Demonstrate the Heimlich maneuver.



3. What if that doesn't work and he passes out?
What should you do?

4. Never leave a baby alone while he is eating. Do not allow him to have peanuts, hard candies, and other small objects that he could choke on.
5. Do not give marbles, jacks, or toys with small parts to babies or young children.

B. Signs of choking:

1. At first, the person will begin to cough and will try to speak.
 - You should: **Encourage him to keep on coughing.** He may be able to cough up the object. If he has enough air to cough, he has enough air to breathe.
2. But his airway may become completely blocked. He will be unable to talk or make a sound, cough forcefully, or breathe.
 - You should: **Call for help. Do the Heimlich maneuver:**
 - a. Stand behind him, with your arms around his waist, and place your fist with the thumb inward in his mid-abdomen, just above the navel. Hold your fist with your other hand.
 - b. Give rapid thrusts, up and in.
 - c. Continue until the object is coughed up, or until the person becomes unconscious (passes out).
3. Sometimes when a person passes out, his throat muscles relax so that his airway is no longer blocked.
 - Give abdominal thrusts. Place the palm of one hand above the navel, with the other hand on top, with your fingers toward his head. Give rapid thrusts, up and in.

CHOKING

METHOD	TIME	KNOWLEDGE
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- C. Special situations
 1. What if a baby is choking?



2. What if you are choking and can't breathe and you are alone?



- After 5 abdominal thrusts, sweep the mouth with your fingers to see if you can remove the object. If not, give more abdominal thrusts.
- If the object is coughed up, or if he begins to cough or breathe easily, stop the abdominal thrusts right away.

- C. Special situations
 1. Place the baby mouth down over your forearm. Give him back blows, between the shoulder blades.

2. You can use a firm object such as the back of a chair or a table to give yourself abdominal thrusts.

II. Divide into pairs. Practice the steps in caring for a person who is choking (without giving actual abdominal thrusts). Practice giving back blows to a baby doll.

20"

II. Practice the Heimlich Maneuver.

- III. Teaching booklets
 A. Divide into pairs. Practice teaching each other the *Choking* teaching booklet.
 B. During the week, visit your friends and neighbors to teach about choking using the teaching booklet.

15"

- III. Teaching booklets
 A. Practice teaching
 B. Home visiting

CHOKING

References:

American Red Cross. *First Aid for the Community*

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

Handbook, Health Education Program for Developing Countries. 2009. Available from <http://hepfdc.info/Page2.html>

Illustrations, Health Education Program for Developing Countries. 2009. Available from: <http://hepfdc.info/Page2.html>

ATTITUDE: Participants will feel confident giving first aid for choking.

SKILL: Participants will know how to recognize choking, and will be able to give first aid for choking with both children and adults.

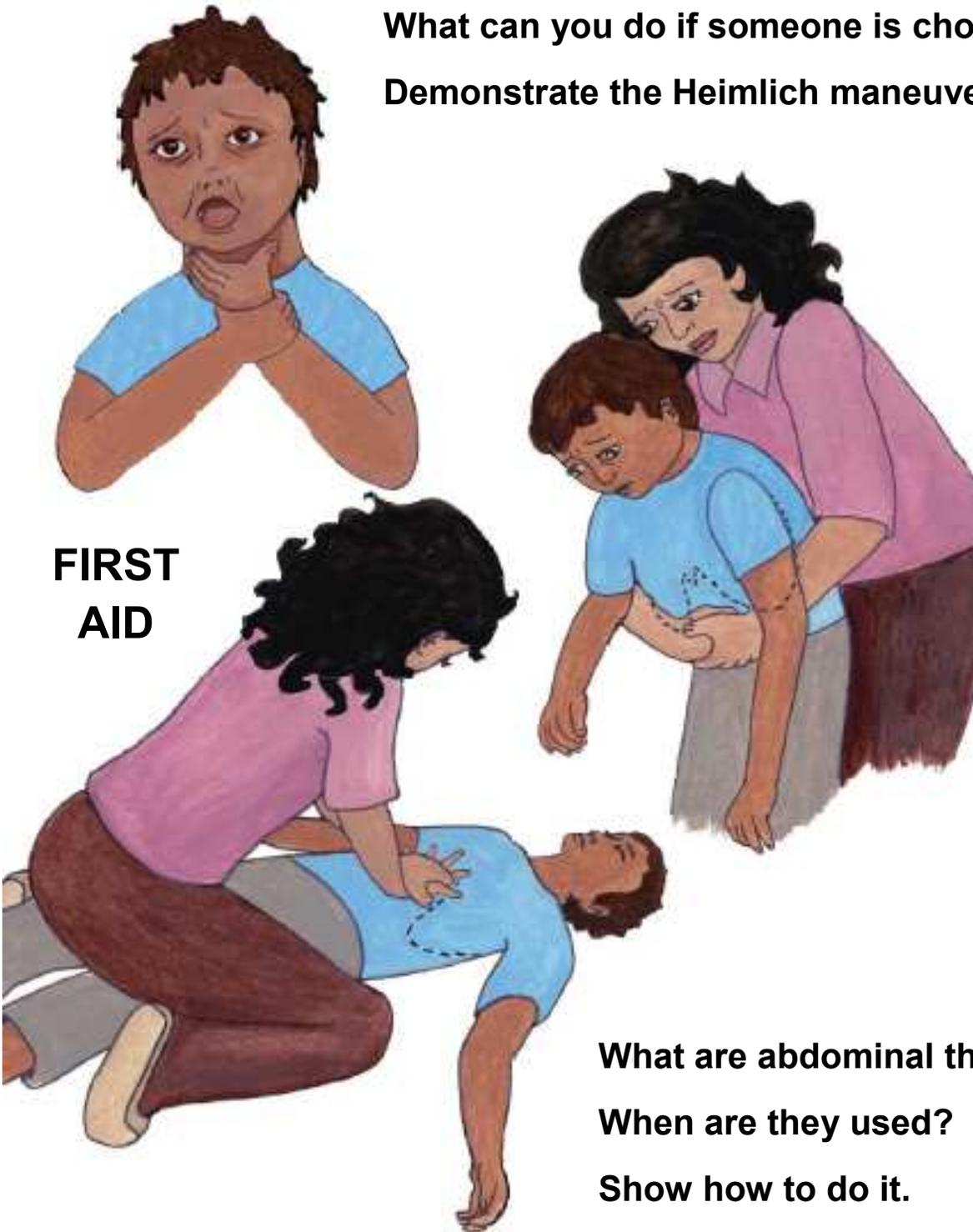
EVALUATION: Can the participants demonstrating the Heimlich maneuver? Are they using the teaching booklet to teach their neighbors about first aid for choking?

MATERIALS: -Newsprint, markers, masking tape
-*Choking* teaching booklet.

This lesson is used in: Health Promotion/ Basic Health Skills; First Aid and Safety; and in Children/ Physical.

What can you do if someone is choking?

Demonstrate the Heimlich maneuver.



**FIRST
AID**

What are abdominal thrusts?

When are they used?

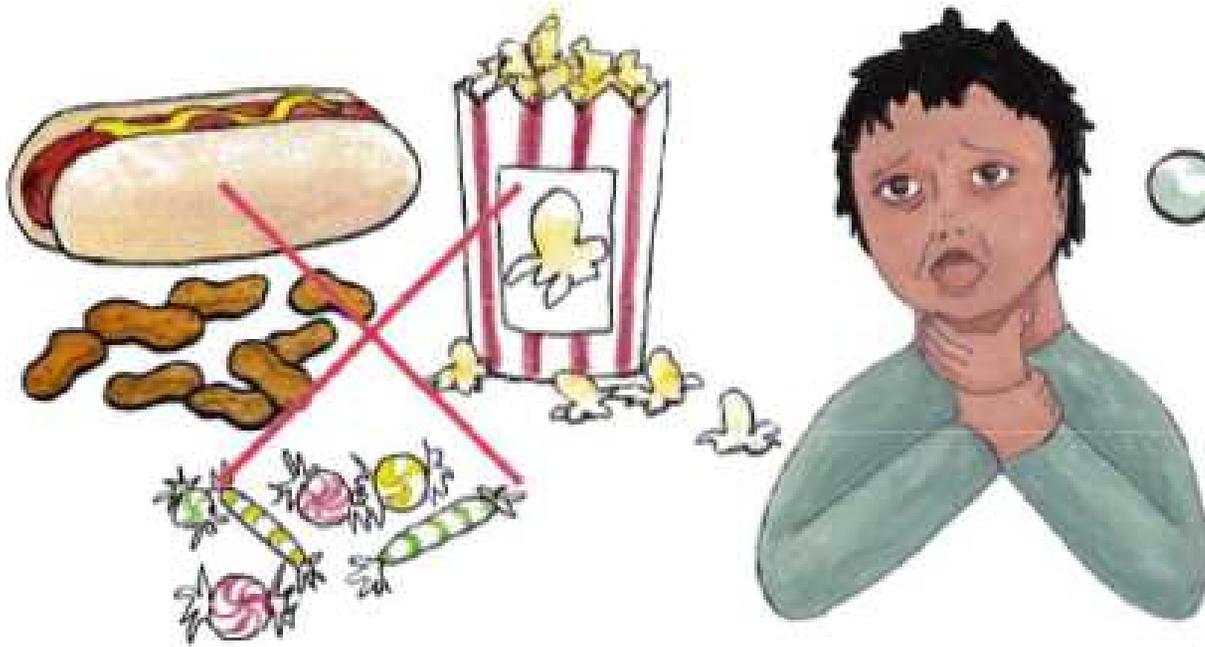
Show how to do it.

CHOKING



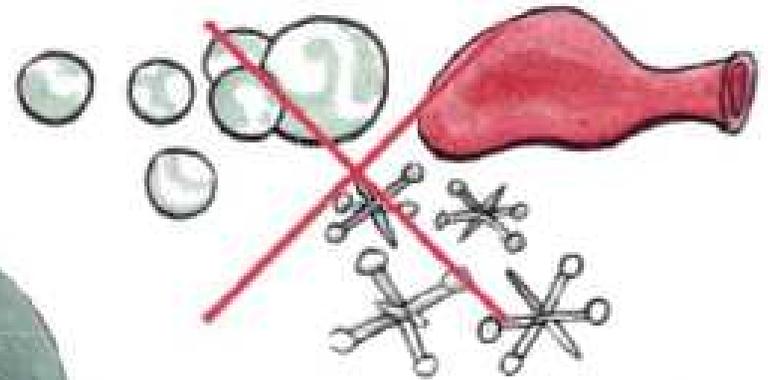
**How can you
prevent choking?**

**What is the first aid
for choking?**



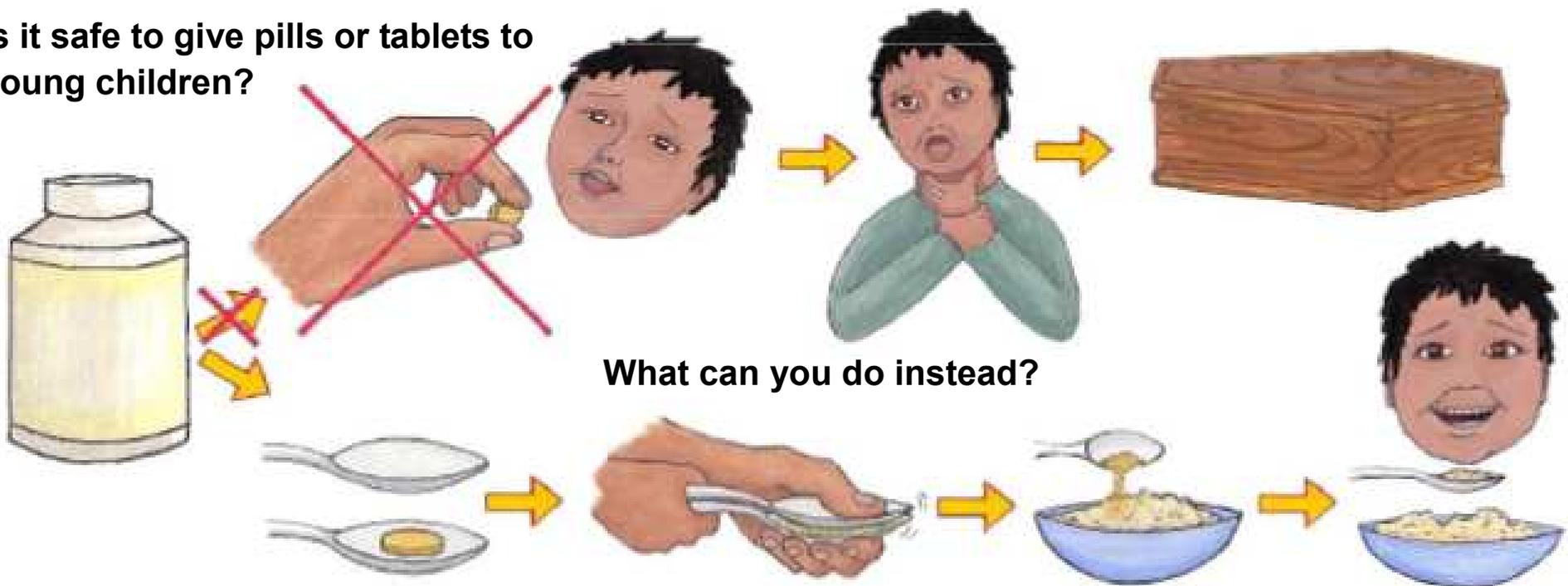
Why is the boy holding his neck?

PREVENTING CHOKING



What foods and toys are dangerous to give to young children? Why?

Is it safe to give pills or tablets to young children?



What can you do instead?

CHOKING AND BREATHING PROBLEMS

Date: 01/02

(2 HOURS)

- OBJECTIVES:**
1. Participants will learn the emergency treatment (Heimlich maneuver) for choking.
 2. Participants will be able to recognize respiratory problems and be able to perform mouth-to-mouth breathing.

OVERVIEW FOR TRAINERS: This is a lesson in the First Aid series.

METHOD	TIME	KNOWLEDGE
<p>Role Play: Two men are talking.</p> <p>1st Let's celebrate! Remember that turkey that has been running around our house all year? My wife cooked it for a special meal.</p> <p>2nd Sounds good to me. (He begins to eat, but has no knife, and has to try to cut the meat with a spoon.) Hey, this meat is kind of tough.</p> <p>1st Yes, that was one tough turkey.</p> <p>2nd (Begins to choke and cough.)</p> <p>1st What's happening? Are you okay?</p> <p>2nd (He coughs and tries to speak, but gradually becomes silent, holding his hand to his throat. He becomes pale and slumps over.)</p> <p>1st Now what do I do? Help! Call a doctor!</p> <p>----SHOWD questions----</p> <p>S = What do you <u>See</u>? H = What is <u>Happening</u>? O = Does this happen in <u>Our</u> place? W = <u>Why</u> does this happen? D = What will we <u>Do</u> about it?</p>	10"	
<p>I. Choking</p> <p>A. How can we prevent choking?</p>	30"	<p>I. <u>Choking</u></p> <p>A. Preventing choking</p> <ol style="list-style-type: none"> 1. Don't eat a large chunk of meat without chewing it well 2. Avoid drinking alcohol before or during the meal. 3. Don't run or play with an object or piece of food in your mouth. 4. Never leave a baby alone while he is eating. Do not allow him to have peanuts and other small objects that he could choke on.

CHOKING AND BREATHING PROBLEMS

METHOD	TIME	KNOWLEDGE
<p>B. What are signs of choking? What happens? What should you do in response?</p> <p>1. Signs of a partial airway obstruction. What should you do?</p> <p>2. Total airway obstruction.</p> <p style="padding-left: 40px;">What should you do?</p> <p style="padding-left: 40px;">Demonstrate the Heimlich maneuver.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>3. What if that doesn't work and he passes out?</p> <p style="padding-left: 40px;">What should you do?</p>		<p>B. Signs of choking:</p> <p>1. At first, the person will begin to cough and will try to speak.</p> <ul style="list-style-type: none"> - You should: Encourage him to keep on coughing. He may be able to cough up the object. If he has enough air to cough, he has enough air to breathe. <p>2. But his airway may become completely blocked. He will be unable to talk or make a sound, cough forcefully, or breathe.</p> <ul style="list-style-type: none"> - You should: Call for help. Do the Heimlich maneuver: <ol style="list-style-type: none"> a. Stand behind him, with your arms around his waist, and place your fist with the thumb inward in his mid-abdomen, just above the navel. Hold your fist with your other hand. b. Give rapid thrusts, up and in. c. Continue until the object is coughed up, or until the person becomes unconscious (passes out). <p>3. Sometimes when a person passes out, his throat muscles relax so that his airway is no longer blocked.</p> <ul style="list-style-type: none"> - Check to see if he is breathing. Ask, "Are you okay?" Look and listen to see if he is breathing. - If he is not breathing, when he is lying on his back, tilt his head back slightly and lift his chin. This opens his airway. Give two deep breaths. Does the chest rise? - If the chest does not rise, the airway is still blocked. - Give abdominal thrusts. Place the palm of one hand above the navel, with the other hand on top, with your fingers toward his head. Give rapid thrusts, up and in.

CHOKING AND BREATHING PROBLEMS

METHOD	TIME	KNOWLEDGE
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C. Special situations

1. What if a baby is choking and can't breathe?



2. What if you are choking and can't breathe and you are alone?



- After 5 abdominal thrusts, sweep the mouth with your fingers to see if you can remove the object. If not, give more abdominal thrusts.
- If the object is coughed up, or if he begins to cough or breathe, stop the abdominal thrusts right away.

C. Special situations

1. Place the baby mouth down over your forearm. Give him back blows, between the shoulder blades.
2. You can use a firm object such as the back of a chair or a table to give yourself abdominal thrusts.

II. Divide into pairs. Practice the steps in caring for a person who is choking (without giving actual abdominal thrusts). Practice giving back blows to a baby doll.

20"

II. Practice the Heimlich Maneuver.

III. Read history:
A 2 year-old child was playing in a washbasin that contained a shallow amount of water. Her mother left for a few minutes to hang up the wet clothes. When she returned, the child was lying face down in the water, limp.

20"

III. Story and Discussion:

(Discuss in large group.)

CHOKING AND BREATHING PROBLEMS

METHOD	TIME	KNOWLEDGE
<p>D. Demonstrate rescue breathing.</p> <p>B. Finally, practice the entire sequence from the time of discovery of an unconscious person through mouth-to-mouth breathing.</p>		<p>D. If you have access to a mannequin such as a Resusci-Annie, practice rescue breathing.</p> <p>E. Practice the entire sequence using Resusci-Annie. If you have no mannequin, practice the sequence, but do not do mouth-to-mouth breathing.</p>
<p>V. Spiritual analogy</p> <p>A. Read Genesis 2:7 What is the source of our breath and our life?</p> <p>B. Where is there an example of mouth-to-mouth breathing in the Bible? Read 2 Kings 4:32-35 (Elijah and the Shunammite's son)</p>	10"	<p>V. <u>Spiritual Analogy:</u></p> <p>A. "The LORD God formed the man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being." (Genesis 2:7 NIVUS)</p>

This is adapted from the American Red Cross "First Aid for the Community" course.

ATTITUDE: Participants will desire to help a person who is choking or a person who is not breathing.

SKILL: Recognize a choking person with a blocked airway and be able to do the Heimlich maneuver. Be able to evaluate an unconscious person to see if they are breathing and have a pulse. Be able to give mouth to mouth breathing, if needed.

EVALUATION: When you are practicing the emergency situations (a person who is choking, or a person who is not breathing), does the participant know how to respond?

MATERIALS:

- Newsprint, yellow plastic
- Markers
- Masking tape
- A hard backed chair
- A mannequin, such as a Resusci-Annie, if available

This lesson is used in: Physical Health – First Aid

What can you do if someone is choking?

Demonstrate the Heimlich maneuver.



**FIRST
AID**

What are abdominal thrusts?

When are they used?

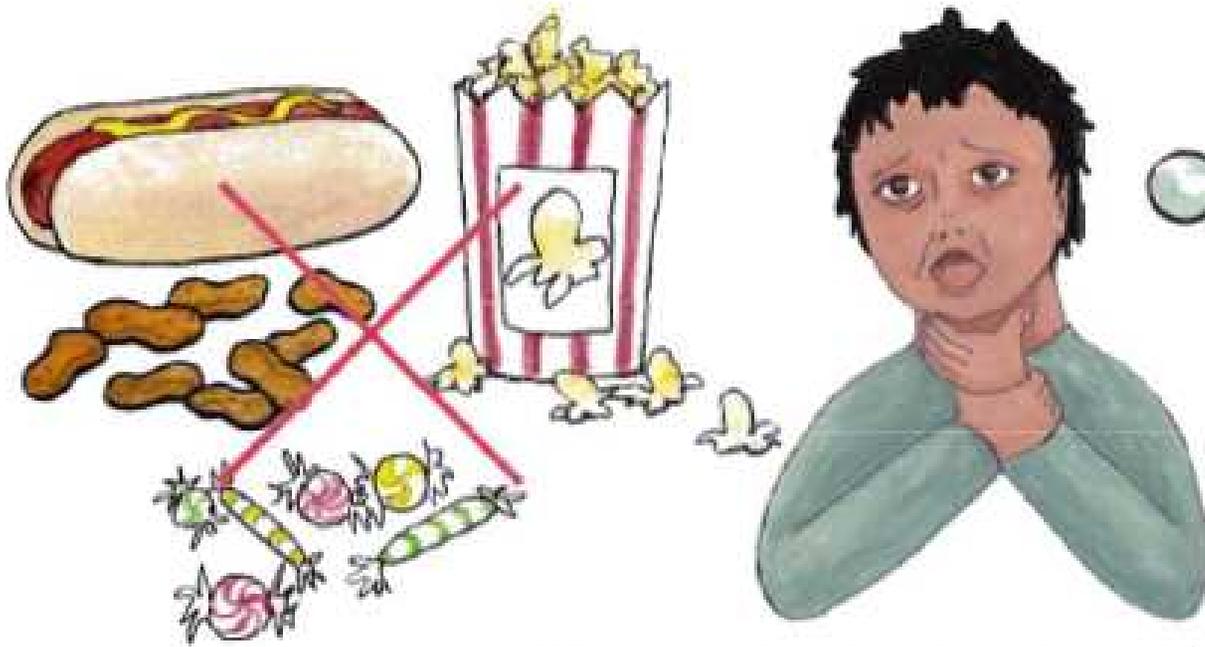
Show how to do it.

CHOKING



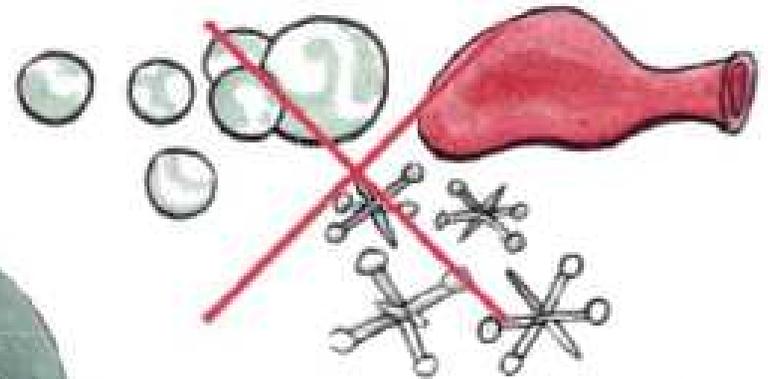
**How can you
prevent choking?**

**What is the first aid
for choking?**



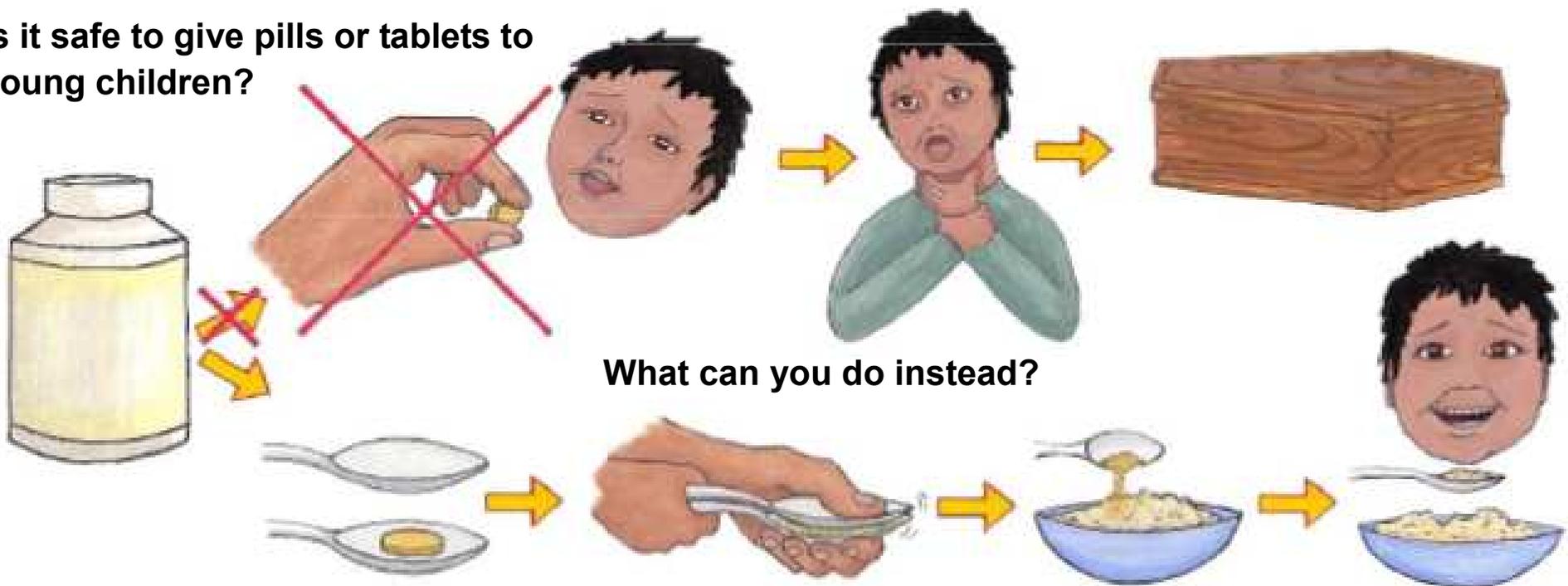
Why is the boy holding his neck?

PREVENTING CHOKING



What foods and toys are dangerous to give to young children? Why?

Is it safe to give pills or tablets to young children?



What can you do instead?

CUTS, BRUISES, BURNS AND BLEEDING

DATE: 01/02

(1½ HOURS)

- OBJECTIVES:**
1. Participants will learn how to give first aid for cuts and bruises.
 2. Participants will learn how to treat nosebleeds.
 3. Participants will be able to treat minor burns.

OVERVIEW FOR TRAINERS: This is one of a series of lessons on First Aid.

METHOD	TIME	KNOWLEDGE
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Role Play:
 A man gets a severe cut on his leg. The people around him do not know what to do. One puts mud on the wound. The others get upset and scream, and some walk away. The man gets weaker and weaker.

OR

A child has a nosebleed. His mother puts a coin on his forehead, and tilts his head back. But his nose keeps bleeding.

OR

A child is playing near a fire where his mother is cooking. He trips and dumps a pot of boiling water on his leg.

10”

----SHOWD questions----

- S = What do you **See**?
- H = What is **H**appening?
- O = Does this happen in **O**ur place?
- W = **W**hy does this happen?
- D = What will we **D**o about it?

- | | |
|---|------------|
| <p>I. Discuss in large group, and demonstrate treatments.</p> <p>A. What is a bruise? What is the treatment for a bruise or scrape?</p> <p>B. What should you do for a cut or laceration?</p> | <p>25”</p> |
|---|------------|

- | |
|--|
| <p>I. <u>Cuts and Lacerations</u></p> <p>A. Treatment for a bruise or scrape:</p> <ol style="list-style-type: none"> 1. A bruise indicates bleeding under the skin. A bruise may change color over time. Keep the area clean. No specific treatment is necessary. 2. A scrape is a damaged area of the skin. It is painful, and may become infected. Rinse out any debris in the wound. Wash the area with soap and water. You may also use alcohol or Betadine. <p>B. Treatment for a laceration: (Discuss and demonstrate.)</p> <ol style="list-style-type: none"> 1. Cover the wound with a bandage. If you don't have a bandage, use a clean cloth or even your open hand. Apply firm pressure. |
|--|

CUTS, BRUISES, BURNS, AND BLEEDING

METHOD	TIME	KNOWLEDGE
		<ol style="list-style-type: none"> 2. If the bandage becomes soaked with blood, put another bandage on top of it. (Do not remove the first bandage.) Keep on applying pressure until the bleeding stops. 3. Raise the limb. 4. Cover the bandages with a rolled bandage. 5. If you cannot control the bleeding, take the person to the doctor or clinic right away. Continue to put pressure on the wound.
C. When do you need stitches or to be seen by a doctor?		<p>C. Seek medical care:</p> <ol style="list-style-type: none"> 1. If the bleeding won't stop. 2. For animal or human bites that break the skin. 3. For deep or large puncture wounds. 4. If there are large objects (foreign bodies) in the wound. 5. For a deep wound, where you can see the muscle or bone underneath, or for wounds of the joints, the hands or the feet 6. For wounds that may leave a scar (large or irregular wounds, or wounds on the face).
D. With a serious injury with severe bleeding, such as a major car accident, the person may develop shock.		D. Shock
<ol style="list-style-type: none"> 1. What are signs of shock? (Practice counting heart rate and respiratory rate.) 2. What should you do? 		<ol style="list-style-type: none"> 1. Signs of shock: <ul style="list-style-type: none"> - The person is restless or irritable - Pale, cool, moist skin - Unconscious or not responding well - Rapid pulse (rapid heart rate) - Rapid breathing 2. Treatment of shock <ul style="list-style-type: none"> - Have the person lie down. - Control the bleeding. - If the person is cold, cover him with a blanket or jacket. - Raise the feet one foot in the air (if there is no major head or neck injury or broken leg bones) - Seek immediate medical care. This is an emergency!

CUTS, BRUISES, BURNS, AND BLEEDING

METHOD	TIME	KNOWLEDGE
<p>E. Follow-up care of lacerations: When should the sutures be taken out?</p> <p>F. How do you keep the cut from getting infected? What are signs that a cut is infected? When do you need to go to the doctor or clinic?</p>		<p style="text-align: right;">- Do not give anything to eat or drink.</p> <p>E. Sutures are taken out in:</p> <ol style="list-style-type: none"> 1. On the face 5-7 days 2. On the limbs or body 7-10 days 3. Over joints 10-14 days <p>F. Prevention and signs of infection</p> <ol style="list-style-type: none"> 1. After the bleeding is controlled, always clean a wound thoroughly to prevent infection. Wash the wound with soap and water. You may also use alcohol or Betadine. You may also apply an antibiotic cream such as Neosporin or Bactroban. 2. With a puncture wound, a bite wound, or a dirty wound, the person may also need a tetanus shot. Ask if they are up to date. 3. An infected wound will be inflamed: red, warm, tender, and swollen. There may be pus in the wound. 4. For an infected wound: Cleanse the wound. Soak it in warm water. Apply an antibiotic cream such as Neosporin. 5. If the infection does not improve, or if it worsens, seek medical care. Seek medical care if there is fever or if red streaks go out from the area of the wound. 6. Always wash your hands thoroughly before and after giving first aid. Wear gloves if possible.
<p>II. How do you treat a nosebleed? (Discuss in large group.)</p>	<p>5"</p>	<p>II. <u>Treatment of Nosebleeds:</u></p> <p>A. Treat a nosebleed like any other bleeding.</p> <ol style="list-style-type: none"> 1. Apply direct pressure. Pinch the nostrils together firmly for 5-10 minutes, until the bleeding stops. 2. Tilt the head forward slightly.
<p>III. Burns (Discuss in large group.)</p> <p>A. What are the causes of burns?</p>	<p>20"</p>	<p>III. <u>Burns</u></p> <p>A. Causes</p> <ol style="list-style-type: none"> 1. Heat or fires cause most burns.

CUTS, BRUISES, BURNS, AND BLEEDING

METHOD	TIME	KNOWLEDGE
<p>B. How deep is the burn?</p> <p>C. What is the treatment for burns?</p> <p>D. When do you need medical care?</p>	<p>30"</p>	<p>2. Some may be caused by electrical current or by chemicals.</p> <p>B. First, second and third degree burns</p> <ol style="list-style-type: none"> 1. First-degree burns affect only the outer layer or the skin. They are red and painful, but heal within 5 or 6 days without scarring. Most sunburns are first degree burns. 2. Second-degree burns affect the upper layers of the skin. They blister (become filled with a clear fluid) and are painful. They heal within 3 or 4 weeks, but may leave a scar. 3. Third degree burns destroy the full thickness of the skin and sometimes damage underlying tissue. They are black or deep red in color, and may not be painful. <p>C. Treatment:</p> <ol style="list-style-type: none"> 1. Eliminate the source of the burn: Put out flames; remove burned clothing. 2. Rinse the area with large amounts of cool water 3. Do NOT put ice or butter on a burn. Do not break any blisters that form. 4. Apply a cool, dry dressing. <p>D. Seek medical care for:</p> <ol style="list-style-type: none"> 1. Large burns that cover more than one part of the body. 2. Third degree burns. 3. Burns on the head, neck, hands, feet, genital ("private") area. 4. Chemical or electrical burns 5. An infant, small child, or an elderly person who has a significant burn.
<p>IV. Practice of first aid techniques.</p> <p>A. Select 6 people to be "victims." Give each one of them a card describing their injury. They will act out the injury, and describe their injuries to their "rescuers." Divide participants into 6 small groups. Rotate treating each "victim."</p>	<p>30"</p>	<p>IV. <u>Practicing Techniques</u></p>

CUTS, BRUISES, BURNS, AND BLEEDING

METHOD	TIME	KNOWLEDGE
1. Laceration on leg, deep and jagged, but bleeding can be controlled.		1. Laceration - see I B, above.
2. Major laceration, person in shock (irritable, rapid pulse, feels faint, skin cool and clammy)		2. Laceration, shock - see I D, above.
3. Scraped skin after sliding on gravel.		3. Abrasion - see I A, above.
4. Child with nosebleed.		4. Nosebleed - see II, above.
5. Adult with burn on leg after spilling a cup of hot coffee.		5. Minor burn - see III B, above.
6. Child with major, third-degree burn on hand after falling into fire.		6. Serious burn - see III B and C, above.

ATTITUDE: Participants will be willing to give first aid for a variety of injuries.

SKILL: Participants will learn how to give first aid for cuts and bruises. They will learn how to treat nosebleeds and minor burns.

EVALUATION: Facilitator will know the participants have learned the content of this lesson when they know how to treat cuts, scrapes bruises and burns, they can demonstrate the first aid techniques, and they know when to seek more medical care.

MATERIALS:

- Yellow plastic or newsprint
- Markers
- Masking tape
- Bandages or pieces of cloth
- Running water or pitcher of water
- Basin of water, soap, Betadine, alcohol

This lesson is used in: Physical Health – First Aid

BURNS

Burns are damage to the skin caused by fire or hot objects, hot water, caustic chemicals, or by electricity. Sunburns are also a form of burns.

First Aid for a burn:

1. Remove the person from the fire or source of heat. If their clothing is on fire, wrap them in a blanket to put the fire out.
2. Cool the burned area with cool water—under the tap, or by pouring water or soaking.



3. Keep the area clean and protect it with a bandage.
4. Seek medical help for large or deep burns (with blisters or skin loss) or for burns on the face, hands, or genitalia.

HOW CAN YOU PREVENT BURNS?

Think of some steps you can take in your home to reduce the risk of burns:



Reducing the risk of burns:

- Keep infants and small children away from open fires, candles, hot plates, and stoves.
- Be careful with hot dishes, especially with hot or boiling water.
- If you have a water heater, lower the thermostat so the water will not cause burns.
- Be careful with wiring and electrical appliances.
- Keep caustic (burning) chemicals and cleaning supplies out of the reach of children.

FIRST AID FOR WOUNDS AND BURNS



WOUNDS—WHAT SHOULD YOU DO?

A **bruise** means bleeding under the skin. No treatment is needed.

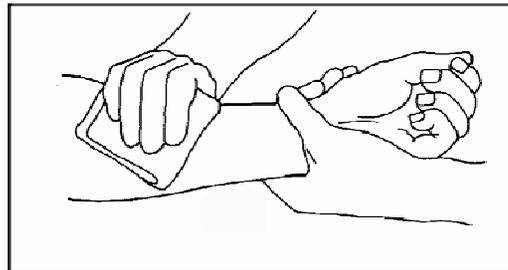
A **scrape** is a damaged area of skin. Wash the skin well so it won't get infected.

With a **cut** or **laceration**, the skin is broken. First, you should stop the bleeding, and then work to prevent infections.



HOW DO YOU STOP THE BLEEDING?

- Put direct pressure on the wound. Use a bandage or clean cloth if you have one. If not, use your hand!
- Keep pressure on the wound for 5 to 10 minutes, until the bleeding stops.



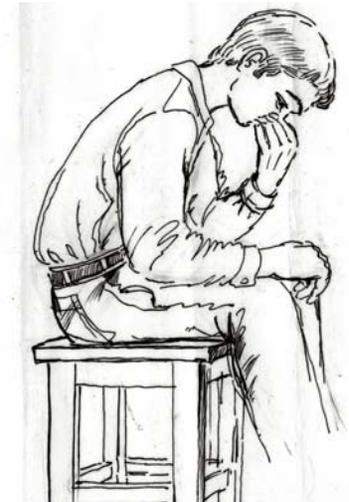
- When the bleeding stops, remove any dirt or pieces of glass or stone from the wound.
- Wash the area with soap and water. You can also use alcohol or iodine to clean the wound.
- Cover the wound with a clean bandage.

WHEN SHOULD YOU GO FOR HELP?

Go to the doctor or clinic if:

- The bleeding won't stop.
- The wound is long or deep, or it may leave a scar on the face or hands.
- The wound is from an animal or a human bite.

WHAT ABOUT NOSEBLEEDS?



Treat a nosebleed like any other wound. Squeeze or press the nostrils for 5 or 10 minutes, until the bleeding stops.

FRACTURES

Date: Adapted 09/05

(*1 HOUR)

- OBJECTIVES:**
1. Participants will know First Aid for injuries and fractures.
 2. Participants will know how to make splints and slings.

OVERVIEW FOR TRAINERS: This is a lesson for adults on First Aid. The material is adapted from the Child-to-Child Activity Sheets (available from TALC) and from materials from S.E.A.N.

Role Play: A group of children are playing soccer. One trips and falls on his outstretched arm. 10”

Coach: (Running over to the boy who fell down.) Are you ok?

Child: My arm! My arm! I’ve hurt my arm!

Coach: Where does it hurt?

Child: It really hurts! Especially my wrist, right here.

Coach: Let me see what I can do.

Child: Can you help me?

Coach: Here are my First Aid supplies. You will be more comfortable soon.

----SHOWD questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

D = What will we Do about it?

- I. Care for injuries and fractures 20”
- A. **Review** and demonstrate the steps in approaching an injured person.

- I. Care For Injuries and Fractures
- A. The steps for approaching an injured person:
1. Quickly pray for the Lord’s help.
 2. Assess the scene. Look for danger.
 3. Send for help.
 4. Give First Aid:
 5. If the person is seriously hurt and not responding, check his ABCs (Airway, Breathing, and Circulation).
 6. If the person is breathing well but is unconscious, place him in the recovery position. (See *First Aid – Responding to Emergencies* lesson.)
 7. If there is serious bleeding, treat this first before treating other injuries.

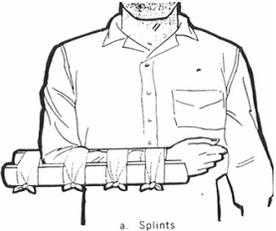
FRACTURES

METHOD	TIME	KNOWLEDGE
<p>B. First Aid for head and neck injuries:</p>		<p>B. If there is any chance the person has a broken neck, DO NOT MOVE HIM! Wait for medical help to arrive. Do not even move him to make him comfortable.</p>
<p>C. What is the First Aid for arm and leg injuries? (You can use this for any injury, after treating emergencies as above.)</p>		<p>C. Remember the RICE treatment: Rest the limb. Put Ice on the injured area. Compress (hold firmly) the injured limb. Elevate (raise) the arm or leg so it does not swell.</p>
<p>D. What is a fracture? (Demonstrate using live and dead tree branches to represent the bones.)</p>		<p>D. A fracture is a broken or cracked bone.</p>
<p>1. Closed fracture</p>		<p>1. With a closed fracture, the bone is broken but is still in place below the skin.</p>
<p>2. Show Figure 1— Greenstick fracture</p>		<p>2. One type of closed fractures is the greenstick fracture. Like a green stick or live branch, which does not break easily, children's bones may crack but not break completely through.</p>
		
<p>3. Show Figure 2— Simple fracture</p>		<p>3. In a simple fracture the bone is broken all the way through, but the skin is not broken.</p>
		
<p>4. Show Figure 3— Compound fracture</p>		<p>4. A more serious fracture is an open or compound fracture, where the bone is broken and has broken through the skin. This can lead to infection.</p>
		

FRACTURES

METHOD	TIME	KNOWLEDGE
<p>E. What is a sprain? What is a strain?</p> <p>F. How can you tell if a bone is broken?</p>		<p>E. What is a sprain</p> <ol style="list-style-type: none"> 1. A sprain is an injury to a joint, with a torn or pulled ligament. People often sprain their ankles or their knees. 2. A strain is a pulled muscle. <p>F. If a bone is broken, it will be:</p> <ol style="list-style-type: none"> 1. Painful! The area near the broken bone will be very tender to touch. 2. It will hurt to move that arm or leg. 3. The area may be swollen or red. 4. If there is an open fracture, there will be a skin wound and you may see the bone.
<p>II. First Aid: Immobilizing fractures and sprains.</p> <p>A. If there is an open wound, what should you do first?</p> <p>B. Why is it important to immobilize (keep from moving) a broken bone?</p> <p>C. What parts need to be immobilized?</p> <p>D. What are different ways to immobilize a fracture? (Discuss and demonstrate.)</p> <ol style="list-style-type: none"> 1. Demonstrate buddy taping. 2. Demonstrate splinting. 	10"	<p>II. <u>First Aid: Immobilizing Fractures and Sprains</u></p> <p>A. First treat the wound:</p> <ol style="list-style-type: none"> 1. Apply pressure to stop the bleeding. 2. Cleanse the wound with soap and water or Betadine. 3. Cover the wound with a dressing. <p>B. It is important to keep the broken bone in a fixed position, without movement, so there will be no further damage.</p> <p>C. Always try to immobilize one joint above and one joint below the fracture. So if the lower arm is broken, you will need to immobilize the elbow and wrist as well as the lower arm.</p> <p>D. Immobilizing a fracture:</p> <ol style="list-style-type: none"> 1. If a finger is broken, you can buddy tape the broken finger to the next finger. This will keep it from moving. 2. Arms and legs should be splinted. A splint should be made of something that is stiff and does not bend. You can use boards, stiff cardboard, magazines, newspapers, pieces of bamboo, etc. to make splints.

FRACTURES

METHOD	TIME	KNOWLEDGE
<p>3. Show Picture 4: Arm splint</p>  <p style="text-align: center; font-size: small;">a. Splints</p>		<p>3. The splint should extend beyond the injured area in both directions.</p>
<p>4. Pad the splint.</p>		<p>4. Use soft cloths to pad the splint. Then tie it into place securely with strips of cloth. Check to make sure it is not too tight. Make sure the fingers or toes are still warm and pink, and that the person can wiggle them.</p>
<p>5. Show Picture 5: Arm sling</p>  <p style="text-align: center; font-size: small;">b.</p>		<p>5. If the arm or shoulder is injured, be sure to immobilize the upper arm. Tie strips of cloth around the arm and the chest to immobilize the upper arm. Use a sling (made from a large triangular piece of cloth) to support the weight of the lower arm.</p>
<p>6. Show SEAN Picture 53 – Treating a Fractured Leg</p>		<p>6. If one leg is broken, you can use the other leg as a splint.</p>
<p>III. Practice making splints and slings.</p>	10"	<p>III. <u>Practice Making Splints and Slings.</u></p>
<p>IV. Be sure to send for medical help or transport the person to where they can get more care.</p> <p>A. Practice making a stretcher from strong cloth and two long poles. You can make a stretcher by rolling two strong poles into the side of a blanket.</p>	10"	<p>IV. <u>Send for Medical Help or Transport Injured Person for More Care</u></p> <p>A. Practice making a stretcher and transporting a person.</p>

FRACTURES

ATTITUDE: Participants will be willing to give First Aid for injuries.

SKILL: Participants will know how to use splints to immobilize fractures.

EVALUATION: Do they know how to respond to injuries and accidents?
Do they know how to recognize a fracture?
Can they make a splint and a sling?

MATERIALS:

- *Figures 1 to 3: Types of fractures* handout
- *Figures 4 and 5: Splints and slings* handout
- *S.E.A.N. Picture 53* handout
- First aid tape, splints, long strips of cloth, magazines or cardboard, large triangular piece of cloth (for making splints and a sling)
- Blanket, 2 long poles

References:

D. Bailey, H. Hawes and G. Bonati (editors). 1992. *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. The Child-to-Child Trust. (Available from TALC)

Study by Extension for all Nations. *Training Children in Community Health—Trainer's Manual and Resource Pack*. 2001. Devon, UK: S.E.A.N International.

TYPES OF FRACTURES

Figure 1

Greenstick Fracture



Figure 2

Simple Fracture

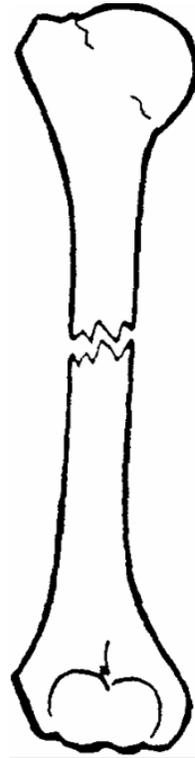


Figure 3

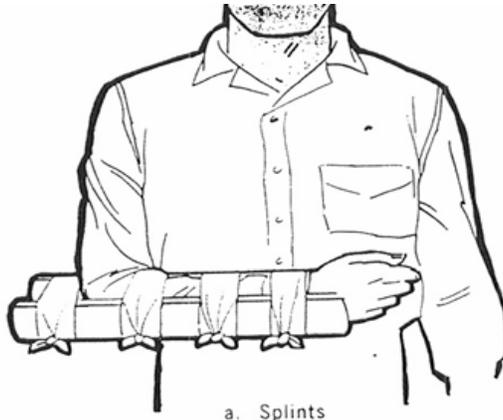
Compound Fracture



SPLINTS AND SLINGS

Figure 4

Arm splint



a. Splints

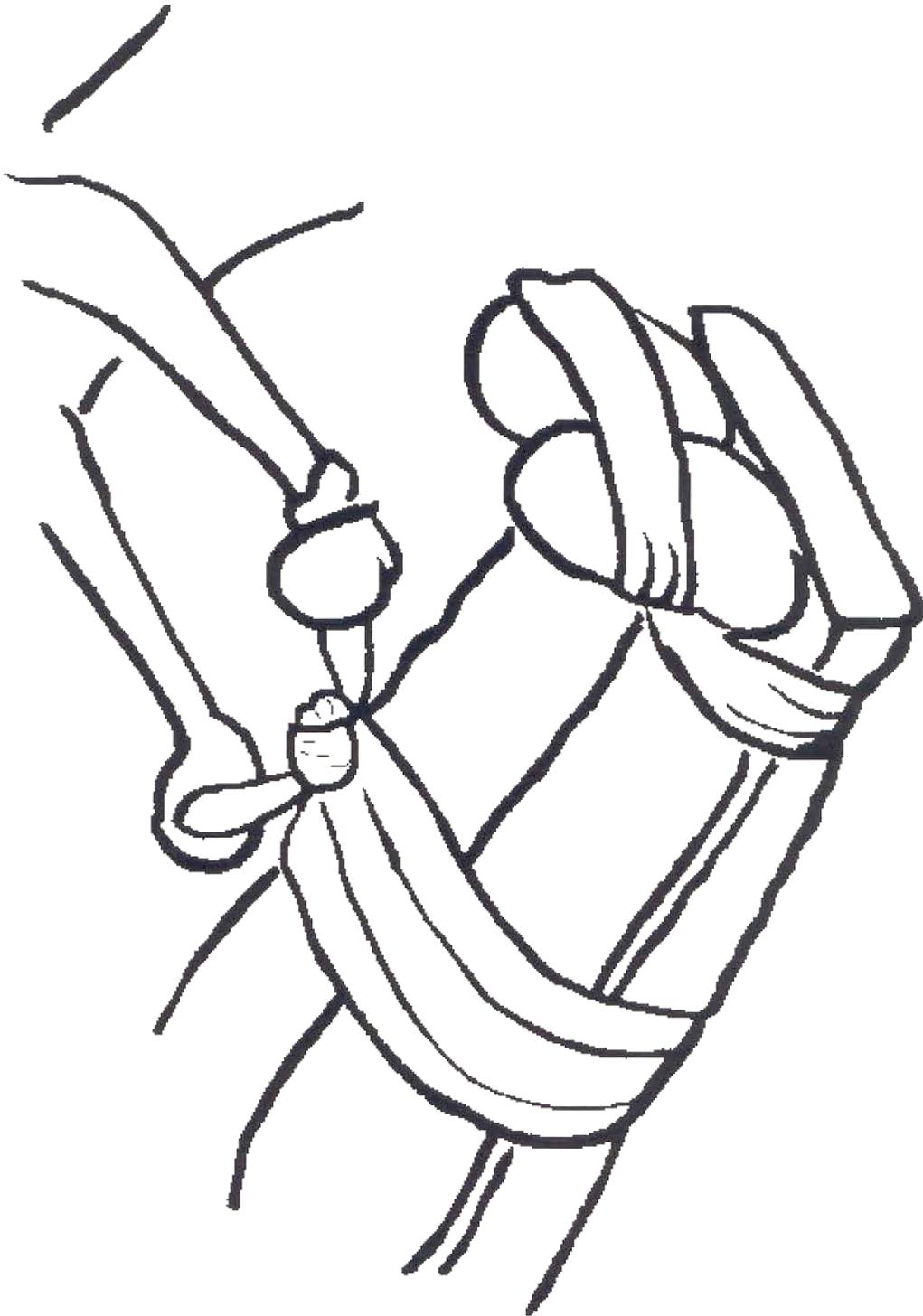
Figure 5

Arm sling



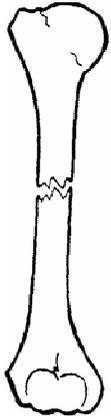
b.

Treating a fractured leg



Fractures

In a simple fracture, the bone is broken completely through but does not pierce the skin.



Simple fracture

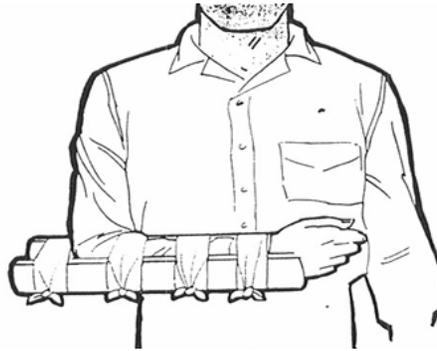
What is the first aid for a broken bone?

- It is important to immobilize a fracture, so the broken bones do not move and cause further damage.
- Use a splint to keep the limb from moving.
- Keep stable and secure one joint above and one joint below the injury.

Splints and slings

A splint can be made from a piece of wood or a magazine or any stiff object. One leg can be used to splint the other. A broken finger can be “buddy taped” to another finger.

Here is an example of an arm splint:



After splinting the arm, it is important to keep the upper arm steady with a sling:



First Aid - Fractures

Questions and Answers About Injuries



What is a fracture?

- A **fracture** is a broken or cracked bone.
- A **sprain** is a joint injury, with a torn or pulled ligament.
- A **strain** is a muscle injury.

After an injury, what should you do first?

- Remember your ABCs—**a**irway, **b**reathing, and **c**irculation.
- Do not move a person with a neck or head injury.
- Treat any open wound.



What is the RICE treatment for sprains and strains?

- R** Rest the arm or leg
- I** Put **I**ce on the injury to reduce swelling
- C** Compress (hold firmly) the arm or leg
- E** Elevate (raise) the limb.

How do you know if a bone is broken?

- It will hurt!
- The area will be tender to touch, and may be red or swollen.
- It will be painful to move that arm or leg or to bear weight.
- If there is an open fracture, with the bone breaking the skin, there will be a skin wound and you may see the bone.



Open or compound fracture

What are the different types of fracture?

- With an open or compound fracture, the broken bone breaks through the skin and there is more risk of infection.
- With a closed fracture, the skin is not broken.
- Both greenstick and simple fractures are closed fractures.



Greenstick fracture

- With a greenstick fracture, like a green stick, the bone cracks but does not break completely through.

HEAT DISORDERS

Date: 03/02

(1 HOUR)

- OBJECTIVES:**
1. Participants will be able to recognize and give basic treatment for heat disorders.
 2. Participants will learn how to prevent heat disorders.

OVERVIEW FOR TRAINERS: This lesson is part of a series on First Aid.

METHOD	TIME	KNOWLEDGE
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Role Play or History: A summer mission team from Minnesota came to southern Mexico for a work project. On a warm sunny day they began to work enthusiastically, digging the foundation for a church. They worked tirelessly for several hours, rarely stopping to take a break. Over time some become irritable. One complained of a headache. Another started to feel faint and sat down to rest.

10"

The team was not acclimated to the heat. They also did not take adequate fluids and were beginning to become dehydrated, resulting in irritability, headaches, and feeling faint.

A **second example** is found in Jonah 4:8.

----SHOWD questions----

- S = What do you **See**?
- H = What is **H**appening?
- O = Does this happen in **O**ur place?
- W = **W**hy does this happen?
- D = What will we **D**o about it?

Also ask:

- How could this have been prevented?
- What could they have done to avoid this situation?

- I. Heat disorders occur when the body cannot lose all the heat that is produced by activity or by being in a hot environment. (Discuss in large group.)
 - A. What factors lead to heat problems?
 - B. What can be done to prevent heat disorders?

10"

I. Heat Disorders:

- A. Factors leading to heat problems:
 1. High environmental temperatures
 2. High humidity (not able to lose heat by sweating)
 3. Not acclimated to heat
 4. Not in shape
 5. Strenuous exercise
 6. Prolonged exercise
 7. Inadequate fluid intake
 8. Other factors: older age, obesity, alcoholism, health problems, some medications
- B. Prevention
 1. Avoid working in very high temperatures.

HEAT DISORDERS

METHOD	TIME	KNOWLEDGE
<p>II. Specific heat problems or emergencies: prevention and treatment.</p> <p>Divide into three groups. Each group will be given a specific problem to act out. They will also lead the discussion with the large group, discussing what the problem is and what treatment is needed.</p> <p>A. Juanita loves to play soccer. After a strenuous practice, while taking a shower to cool down, she had muscle cramps in her legs. Her muscles felt like hard knots.</p>	<p>25"</p>	<p>II. <u>Specific Heat Problems:</u></p> <p>See <i>Heat Disorders Case Studies</i> handout.</p> <p>A. Juanita</p> <ol style="list-style-type: none"> 1. Problem: Heat cramps 2. Cause: Excessive salt loss, when salt lost by sweating is replaced only by water. 3. Treatment: Stretch or massage the muscle. Give slightly salted fluids (Gatorade, Pedialyte, etc.) or eat salty food and drink water. Usually salt tablets are not needed—they can cause stomach irritation or cause edema. 4. Prevention: Drink adequate fluids. Eat more salt in the diet. <ol style="list-style-type: none"> 2. Use a fan when possible. Wear loosely fitting or mesh clothing to aid evaporation. 3. Become acclimated to hot climates. 4. Get in shape. Increase your exercise or workload gradually over time. 5. Work in the shade when possible. Or do heavy work early in the morning and in the later afternoon or evening. 6. Take breaks frequently. 7. Drink plenty of fluids. Drink water or fluids such as Gatorade at least once an hour, even if not thirsty. 8. Check with your doctor before beginning strenuous exercise, especially if you have chronic medical problems or take medications. 9. Do not take salt tablets.

HEAT DISORDERS

METHOD	TIME	KNOWLEDGE
<p>B. Jorge worked hard all day in his job as a construction worker. He was working in a confined area without much breeze and worked hard with few breaks in order to finish his project.</p> <p>In the mid-afternoon he felt weak and tired and became anxious. He complained of nausea and a headache. On examination, he had a slow, thready pulse; cool, moist skin; a low blood pressure; and difficulty concentrating. His temperature was mildly elevated (38° C.).</p> <p>C. Jorge's co-worker on the construction site, Carlos, also felt tired and irritable, but he decided to press on. Now he had to work double hard because Jorge was not able to work. The 40° C. (104°) day and hot sun were grueling. Suddenly he collapsed.</p> <p>His skin was hot and dry. He had a temperature of 41° C. (106° F.) and a weak rapid pulse with rapid breathing. He could not respond to your questions.</p>	<p>5"</p>	<p>B. Jorge</p> <p>Demonstrate checking pulse. Check the pulse in the neck if the wrist (radial) pulse is hard to find.</p> <ol style="list-style-type: none"> 1. Problem: Heat exhaustion 2. Cause: Excessive sweating leads to dehydration, leading to circulatory collapse. 3. Treatment: Encourage him to rest in the shade, lying flat or with the head down. Give small frequent sips of an electrolyte solution and water. 4. Prevention: Avoid heat exposure, as above. Take plenty of fluids. <p>C. Carlos</p> <ol style="list-style-type: none"> 1. Problem: Heat stroke. This is a life-threatening medical emergency! 2. Cause: The body's way to deal with excessive heat is overwhelmed, resulting in hyperthermia (high temperature not related to fever.) 3. Emergency treatment: Remove him from the heat. Wrap him in cool, wet cloths (clothes, sheets, or towels) and fan him vigorously. You may immerse him in a lake or stream. Seek urgent medical care. 4. Prevention: Treat earlier stages of heat disorders vigorously so they don't progress to this stage.
<p>III. Summary:</p> <p>A. Heat disorders range from minor discomforts, like muscle cramps and mild sunburns, to life-threatening heat stroke. They can be prevented by drinking adequate fluids and by avoiding excessive heat exposure.</p>	<p>5"</p>	<p>III. <u>Summary</u></p>

HEAT DISORDERS

METHOD	TIME	KNOWLEDGE
IV. Spiritual analogy. A. Read Psalm 121:5-6 and Isaiah 4:5-6; 25:4-5; and 49:10.	10"	IV. <u>Spiritual Analogy.</u> A. How does God protect us?

ATTITUDE: Be aware of the severity of heat disorders, and take steps to prevent them.

SKILL: Participants will be able to recognize heat cramps, heat exhaustion, and heat stroke, and know how to treat and prevent them.

EVALUATION: Facilitator will know the participants have learned the content of this lesson when they take adequate measures to prevent heat disorders.

MATERIALS:

- Newsprint
- Marking pens
- Masking tape
- Heat Disorders Case Studies* handout
- Oral electrolyte solutions, purified water
- Wet cloths

This lesson is used in: Physical Health – First Aid

Heat Disorders Case Study

For each case study, decide:

1. What is the problem?
2. What is the cause of the problem?
3. What treatment is needed?
4. How could it be prevented?

Case Studies:

A. Juanita loves to play soccer. After a strenuous practice, while taking a shower to cool down, she had muscle cramps in her legs. Her muscles felt like hard knots.

B. Jorge worked hard all day in his job as a construction worker. He was working in a confined area without much breeze, and worked hard with few breaks in order to finish his project.

In the mid-afternoon he felt weak and tired and became anxious. He complained of nausea and a headache. On examination, he had a slow, thready pulse; cool, moist skin; a low blood pressure; and difficulty concentrating. His temperature was mildly elevated (38° C.).

C. Jorge's co-worker on the construction site, Carlos, also felt tired and irritable, but he decided to press on. Now he had to work double hard because Jorge was not able to work. The 40° C. (104°) day and hot sun were grueling. Suddenly he collapsed.

His skin was hot and dry. He had a temperature of 41° C. (106° F.) and a weak rapid pulse, with rapid breathing. He could not respond to your questions.

POISONING

Date: 06/07

(1 HOUR)

- OBJECTIVES:**
1. Participants will learn what are potential poisons.
 2. Participants will learn symptoms of poisoning.
 3. Participants will learn first aid for poisoning.

OVERVIEW FOR TRAINERS: This is the first of two first aid lessons on poisoning.

METHOD	TIME	KNOWLEDGE
<p>Role Play: A frantic mother with an active baby calls to her neighbor.</p> <p>1st Oh, no! Now what do I do?</p> <p>2nd What's the matter?</p> <p>1st I was cooking dinner while my baby was in the house. And now I found him playing with an open bottle of his grandmother's pills!</p> <p>2nd Did he eat any?</p> <p>1st I don't know! But there is a pill in his mouth. Now what should I do?</p> <p>2nd Let's call an ambulance!</p> <p>----SHOWD questions----</p> <p>S = What do you <u>See</u>?</p> <p>H = What is <u>H</u>appening?</p> <p>O = Does this happen in <u>O</u>ur place?</p> <p>W = <u>W</u>hy does this happen?</p> <p>D = What will we <u>D</u>o about it?</p>	5"	
<p>I. Poisoning</p> <p>A. What is a poison? What is poisoning? Discuss in large group.</p> <p>B. Work in small groups. Give each group a copy of the <i>Poisons Near Your Home</i> illustration. What are some common types of poisons that may be found near your home? Report back.</p>	20"	<p>I. <u>Poison</u></p> <p>A. What is a poison? What is poisoning?</p> <ol style="list-style-type: none"> 1. A poison is anything that may be harmful or toxic to you. 2. A poison is a harmful substance. 3. Poisoning is exposure to a poison. 4. Poisoning is caused by swallowing, injecting, breathing in, or touching something that is harmful. 5. Most poisoning is accidental <p>B. Types of poisons</p> <ol style="list-style-type: none"> 1. Medicines—pills, syrups, and drugs given by injection 2. Household detergents, soaps, and cleaning supplies 3. Gas or fumes from furnaces, car exhaust, and fires 4. Insecticides 5. Rat poisons 6. Household plants 7. Fertilizers 8. Paints (from swallowing or breathing in fumes) 9. Some foods

POISONING

METHOD	TIME	KNOWLEDGE
<p>III. First aid for poisoning Divide the group into two, and set up two first aid stations. Act out what you would do in each situation. Then switch groups and work through the second situation.</p> <p>A. A person is found unconscious in a home that smells strongly of gas. What would you do?</p> <p>B. A young girl is found with an open bottle of a cleaning fluid. Some has spilled on her clothes, but she seems active and playful.</p>	<p>20"</p>	<p>III. <u>First Aid For Poisoning</u></p> <p>A. For poisoning by inhalation</p> <ol style="list-style-type: none"> 1. Call for help. 2. Check to see if it is safe to enter the home. 3. Take deep breaths, and then hold your breath as you go in. Hold a wet cloth over your nose and mouth. 4. Do not light a match or use a lighter. 5. Move the person into fresh air. 6. Check his ABCs—airway, breathing, and circulation (pulse). Give rescue breathing if necessary. 7. Place the person on the left side. 8. Do not give anything by mouth. 9. Do not give syrup of ipecac or anything to induce vomiting. 10. Get medical help as soon as possible. Call for an ambulance. 11. Turn off the gas. 12. Open the doors and windows of the house so the fumes can escape. <p>B. For poisoning by swallowing</p> <ol style="list-style-type: none"> 1. Is there evidence that she has taken some of it? Are there burns in her mouth? What does her breath smell like? 2. Call the Poison Control Center. 3. Identify what drug (medicine) or fluid has been taken, and how much. 4. Do not make her throw up. Do not give syrup of ipecac. 5. Many poisons cause burning on the way down, but also may cause burning on the way up. 6. Follow the instructions of the Poison Control Center. 7. Do not give home remedies, such as trying to neutralize the poison with lemon juice or vinegar.

POISONING

METHOD	TIME	KNOWLEDGE
<p>C. When do you need to seek medical care? Discuss in large group.</p>		<ol style="list-style-type: none"> 8. If the poison has spilled on her clothes, remove the clothes. 9. If the poison spilled on the skin or in the eyes, flush the skin or eyes with water. 10. Seek medical care. If you suspect that she has been poisoned, do not wait for her to develop symptoms. 11. Take the pill bottle or the poison container with you to the hospital or clinic. <p>C. Seek medical care right away:</p> <ol style="list-style-type: none"> 1. For a person with a inhalation poisoning. 2. As instructed by the Poison Control Center. 3. If you think there has been a serious poisoning. 4. If the person looks drowsy or unconscious. 5. If he has difficulty breathing or has stopped breathing. 6. If she has seizures (convulsions). 7. Do not delay! Seek medical care right away.
<p>IV. Preventing poisonings</p> <p>A. During the week, keep watch in your own home and neighborhood. What risks for poisonings do you see?</p> <p>B. Next time we will talk about how to prevent poisonings by "poison proofing" our homes.</p>	<p>5"</p>	<p>IV. <u>Preventing Poisonings</u></p> <p>A. Identify poisoning risks</p> <p>B. Preventing poisonings</p>

References:

eMedicine Health. 2007. *Poison Proofing Your Home*. Available from: http://www.emedicinehealth.com/poison_proofing_your_home/article_em.htm

Mayo Clinic. 2006. *Poisoning: First Aid*. Available from <http://www.mayoclinic.com/health/first-aid-poisoning/FA00029>

National Institute of Health. 2007. *Medline Plus Medical Encyclopedia*. Available from: <http://www.nlm.nih.gov/medlineplus/ency/article/001652.htm>

FIRST AID: POISONING

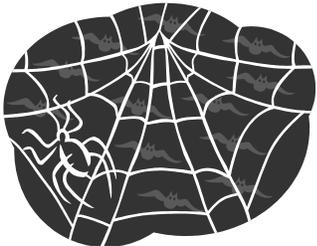
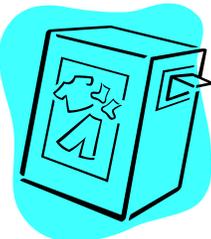
SKILL: Participants will be able to identify poisons in their homes. They will know symptoms of poisoning, and also how to respond to poisoning by inhalation and poisoning by swallowing.

EVALUATION: Facilitators will know the participants have learned the content of this lesson when they are able to give first aid for poisoning.

MATERIALS:

- Newsprint
- Marking pens
- Masking tape
- Poisons Near Your Home* Illustration

Poisons Near Your Home



SNAKES, SCORIONS, AND SPIDERS

Date: 10/06

(1 HOUR)

- OBJECTIVES:**
1. Participants will learn first aid for snake bites, scorpion stings, and spider bites.
 2. Participants will learn how to avoid snakebites and scorpion stings.

OVERVIEW FOR TRAINERS: This is a lesson in the First Aid series for adults.

METHOD	TIME	KNOWLEDGE
<p>Role Play: Two people are working outside.</p> <p>1st Let's get rid of that rock pile behind the house.</p> <p>2nd Okay.</p> <p>1st (Moving rocks around.) Watch out!</p> <p>2nd For what? Oh, a snake! He bit me!</p> <p>1st Now what should we do? Quick, catch the snake.</p> <p>2nd He bit me! I'm going to die! Help!</p>	5"	

----SHOWD questions----

- S = What do you **See**?
 H = What is **H**appening?
 O = Does this happen in **O**ur place?
 W = **W**hy does this happen?
 D = What will we **D**o about it?

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| <p>I. Snake Bites</p> <p>A. How can you avoid snake bites? Discuss in large group.</p> <p>B. What is the first aid for snake bites? Divide into four groups. Two groups will tell what to do for snake bites. Two groups will tell what not to do after a snake bite.</p> | <p>25"</p> |
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- | |
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| <p>I. Snake Bites</p> <p>A. Most snakes try to avoid people and only bite if surprised or threatened. If you are going to an area where there are snakes:</p> <ol style="list-style-type: none"> 1. Wear high boots and long pants. 2. Make noise or beat the bush with a stick. The vibrations let the snake know you are coming. 3. Do not walk in snake areas after dark. 4. Do not put your hand into a hole or in a crack in a rock. 5. If you see a snake, stand still. 6. Do not pick up a wild snake. <p>B. First aid for snake bites</p> <ol style="list-style-type: none"> 1. Don't try to catch the snake. 2. Don't panic. 3. Don't try to suck out the venom. 4. Don't cut the skin. 5. Don't use a tight tourniquet that cuts off the circulation. 6. Don't waste time with controversial or unproven treatments such as electroshock. 7. Do stay calm and reassure the person. |
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FIRST AID – SNAKES, SCORPIONS, AND SPIDERS

METHOD	TIME	KNOWLEDGE
<p>C. What are different types of snake bites? What symptoms do they cause? Discuss in large group.</p>		<ol style="list-style-type: none"> 8. Do immobilize the limb with a loose splint. 9. Do wash the area of the bite with soap and water. 10. Do remove any watches, jewelry, or tight clothes since the area may become swollen. 11. Do keep the airway clear. (Remember your ABCs.) 12. Do take the person as quickly as possible to the closest hospital, especially if the area of the snake bite changes color, becomes swollen, or is painful. 13. If this was a bite from a dangerous venomous snake, rapid medical treatment with antivenom and IV fluids is crucial. (Antivenom blocks the effects of the snake venom.) <p>C. Snake bites</p> <ol style="list-style-type: none"> 1. Most snakes are not poisonous; but the person will be scared or anxious with a rapid heart rate. 2. Even poisonous snakes only inject venom less than half the time. 3. With a poisonous snake bite, the local area and the entire limb may swell. There may be blistering, bleeding, or the skin may turn black over time. 4. The person may throw up, feel faint, have difficulty breathing, or be groggy. 5. Some snake venoms cause bleeding problems; there may be bleeding from the gums or nose. 6. Other snake venoms cause nerve damage; there may be a loss of sensation in the face, or difficulty breathing or swallowing. 7. It is important to get rapid medical treatment for snake bites, but most snake bites are harmless.

FIRST AID – SNAKES, SCORPIONS, AND SPIDERS

METHOD	TIME	KNOWLEDGE
<p>II. Scorpion Stings (Discuss in large group.) Read the following story:</p> <p>Story: <i>Time to get up! Eduardo yawned and reached under the bed for his school shoes. He yelled, "Ouch! That really hurt!" as a scorpion scurried across the floor.</i></p> <p>----SHO questions---- S = What do you See? H = What is Happening? O = Does this happen in Our place?</p> <p>A. Show the drawing of a scorpion. Where do scorpions live? How can you avoid them?</p> <p>B. What are the symptoms and First Aid for scorpion stings?</p>	<p>15"</p>	<p>II. <u>Scorpion Stings</u></p> <p>A. Scorpions</p> <ol style="list-style-type: none"> 1. Scorpions are nocturnal. They become active at night. 2. They hide in dark areas, such as in plants, under the bed, in shoes, and in cupboards. 3. Be sure to shake out your shoes before you put them on. 4. Do not play with scorpions. 5. When attacking, scorpions raise their tail and then sting with the hook at the end of their tail. This injects a venom or poison into the skin. <p>B. First Aid</p> <ol style="list-style-type: none"> 1. A scorpion sting is extremely painful and will need treatment for pain. 2. Other than the severe pain, most scorpion stings are otherwise harmless. 3. Putting an ice cube on the sting may reduce the pain. 4. Some people will need an injection (shot) with a pain-killing drug. 5. Occasionally scorpion stings trigger a more severe reaction. Treat these more severe problems like a snake bite, and get rapid medical care. 6. Sometimes a scorpion sting may cause nausea, vomiting, diarrhea, sweating, and a pounding heart. If that happens, go to the hospital as soon as possible. 7. Other times, a scorpion sting may cause an allergic reaction, with fainting or a drop in blood pressure. Rapid medical care is needed.

FIRST AID – SNAKES, SCORPIONS, AND SPIDERS

METHOD	TIME	KNOWLEDGE
		8. The hospital or health center can give scorpion antivenom to treat these more severe reactions.
III. Spider Bites Discuss in large groups. A. Discuss information in knowledge column. B. How do you avoid spider bites? Who is most at risk from spider bites? C. What are the symptoms and First Aid for spider bites?	10"	III. <u>Spider Bites</u> A. Some types of spider are very poisonous. They inject a poison or venom from a gland under their jaw. B. Avoiding spider bites <ol style="list-style-type: none"> 1. Spider bites are harder to avoid than scorpion bites. 2. Spiders are active during the day. 3. Spiders often stay indoors and like damp places. 4. Infants and young children, the elderly, and those with heart problems are at highest risk from spider bites. C. Symptoms and First Aid for spider bites: <ol style="list-style-type: none"> 1. There may be a sharp, singing pain at the bite site. 2. Applying an ice cube may reduce the pain. 3. There may be bleeding or blisters at the bite site. Later the skin may die and turn black. 4. With a severe bite, there may be sweating, nausea, vomiting, headache, dizziness, and difficulty breathing. 5. Some people may have allergic reactions or seizures. 6. These severe reactions are medical emergencies! Treat the spider bite like a snake bite and seek medical care right away. 7. If possible, kill the spider and take it in to be identified. 8. There is antivenom for spider bites, but this must be given by a doctor at the clinic or hospital.
IV. Summary A. What are the most important things to remember about snake bites, scorpion stings, and spider bites?	5"	IV. <u>Summary</u> A. Important things to remember: <ol style="list-style-type: none"> 1. Many snake and spider bites are harmless. Keep calm and try to reassure the person who was bitten.

FIRST AID – SNAKES, SCORPIONS, AND SPIDERS

METHOD	TIME	KNOWLEDGE
		<ol style="list-style-type: none">2. Sometimes snake bites and spider bites will cause more serious problems. Wash the wound, use a splint to keep the limb from moving, and seek medical care as soon as possible.3. Scorpion stings will usually only cause severe pain.4. At the hospital or clinic, they can give antivenom to block the poison or venom of the snake or spider or scorpion.

Reference: Easmon, C. 2006. *Snakes and Snake Bites*. www.netdoctor.co.uk/travel/diseases/snakes_and_snake_bites.htm

Easmon, C. 2006. *Scorpion Stings and Spider Bites*. www.netdoctor.co.uk/travel/diseases/scorpions_and_spiders.htm

ATTITUDE: Participants are willing to treat snake bites, scorpion stings, and spider bites.

SKILL: Participants will know how to prevent snake bites, scorpion stings, and spider bites. Participants will know the First Aid for these problems.

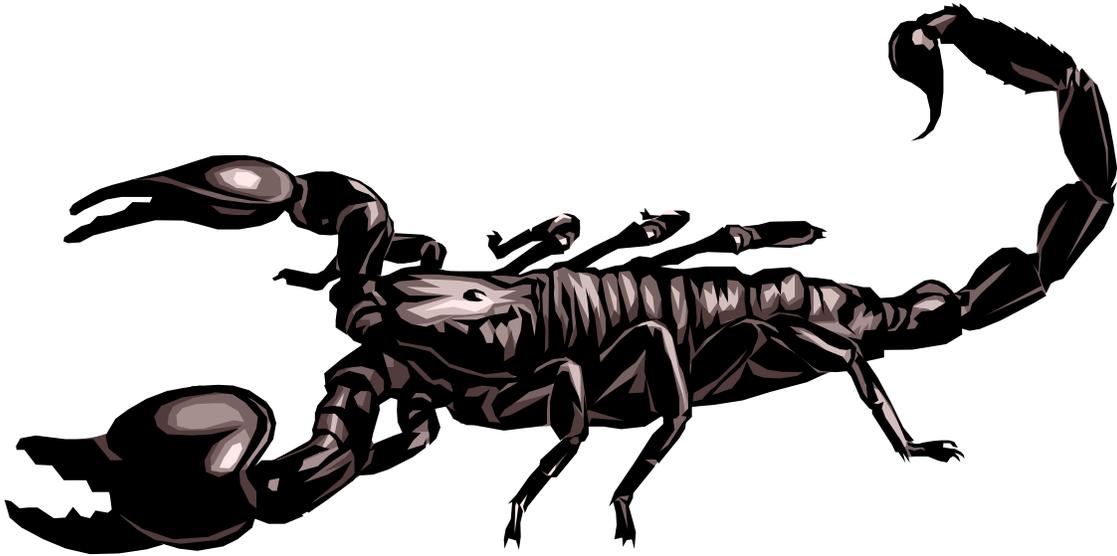
EVALUATION: Facilitators will know the participants have learned the content of this lesson when they can act out the proper First Aid for snake bites, scorpion stings, and spider bites and they are taking steps to prevent these problems.

MATERIALS:

- Newsprint
- Marking pens
- Masking tape
- Scorpion picture

This lesson is used in: Health Promotion/Tropical Diseases and Health Promotion/First Aid

Scorpion



(magnified in size)

Scorpions range in size from 1 cm to about 15 cm in length.

REVIEW OF FIRST AID

Date: 09/06

(1 HOUR)

- OBJECTIVES:**
1. Participants will review how to handle different emergencies.
 2. Participants will review practical skills, such as making splints and treating someone who is choking.

OVERVIEW FOR TRAINERS: This is the last lesson in a series on first aid for adults.

METHOD	TIME	KNOWLEDGE
<p>Review game: Divide the group into two teams or more teams. Write out a list of injuries on slips of paper, and have the first team select one. The first team should act out the injuries or ask the question to the second team. The second team should demonstrate how to treat the injury. Alternate turns acting out and treating the injuries. Have on hand basic first aid supplies, water, alcohol, bandages, materials to make a splint, materials to make a sling, a stretcher, etc. Stress prevention as well as treatment.</p>		
<p>I. Treatment of Injuries Write these on slips of paper to give out and do them in random order.</p> <ol style="list-style-type: none"> A. Act out an unconscious person who does not respond. B. Demonstrate the recovery position for an unconscious person. C. What should you do first when you encounter an emergency? D. What are the ABCs of First Aid? E. When should a person not be moved? 	<p>50"</p>	<p>I. <u>Treatment of Injuries</u> <u>Prevention and Treatment</u></p> <ol style="list-style-type: none"> A. Unconscious person <ol style="list-style-type: none"> 1. Check for breathing. 2. Check for pulse. 3. Call for help. B. See the handout on the recovery position in <i>First Aid – Responding to Emergencies</i>. C. Immediate steps <ol style="list-style-type: none"> 1. Pray! 2. Call for help. 3. Check for dangerous situations at the accident site. D. ABCs <ol style="list-style-type: none"> 1. Airway 2. Breathing 3. Circulation E. Do not move: <ol style="list-style-type: none"> 1. When there is a neck or back injury with possible damage to the spinal cord. 2. When it is dangerous to move him.

REVIEW OF FIRST AID

METHOD	TIME	KNOWLEDGE
F. A person is choking, but still can cough and speak. What should you do?		F. See <i>First Aid – Choking and Breathing Problems</i> . 1. Encourage her to keep on coughing. 2. Remove the object in her mouth if you can see it. 3. Watch her carefully.
G. A person is choking, and cannot cough or speak. What should you do?		G. See <i>First Aid – Choking and Breathing Problems</i> . 1. Perform the Heimlich maneuver. (Demonstrate.)
H. A baby choked on a grape and is choking and cannot cry.		H. See <i>First Aid – Choking and Breathing Problems</i> . 1. Place him over your forearm. 2. Give back blows. (Demonstrate.)
I. You are choking and cannot breathe well. There is no one around to help.		I. See <i>First Aid – Choking and Breathing Problems</i> . 1. Use a chair to give yourself an abdominal thrust. (Demonstrate.)
J. How can you prevent choking episodes?		J. See <i>First Aid – Choking and Breathing Problems</i> . 1. Don't eat a large chunk of meat without chewing it well 2. Avoid drinking alcohol before or during the meal. 3. Don't run or play with an object or piece of food in your mouth. 4. Never leave a baby alone while he is eating. Do not allow him to have peanuts and other small objects that he could choke on.
K. You are treating a person with a dirty leg wound. What steps should you take to prevent yourself from getting infected?		K. Leg wound 1. Wash your hands before and after giving First Aid. 2. When possible, use gloves.
L. Tina cut her hand with a kitchen knife. What should you do first?		L. See <i>First Aid – Lacerations and Burns</i> . 1. Put firm pressure on the wound with a bandage. If you don't have a bandage, use a clean cloth or even your open hand. 2. If the bandage becomes soaked with blood, put another bandage on top of it. (Do not remove the first bandage.) Keep on applying pressure until the bleeding stops. 3. Raise the limb. 4. Cover the bandages with a rolled bandage.

REVIEW OF FIRST AID

METHOD	TIME	KNOWLEDGE
M. Daniel has a nosebleed. What should you do?		<p>5. If you cannot control the bleeding, take the person to the doctor or clinic right away. Continue to put pressure on the wound.</p> <p>M. See <i>First Aid – Lacerations and Burns</i>.</p> <ol style="list-style-type: none"> 1. Treat the nosebleed like any other bleeding. 2. Apply direct pressure. Pinch the nostrils together firmly for 5-10 minutes, until the bleeding stops. 3. Tilt the head forward slightly.
N. When does a wound need stitches or to be seen by a doctor?		<p>N. See <i>First Aid – Lacerations and Burns</i>.</p> <ol style="list-style-type: none"> 1. If the bleeding won't stop. 2. For animal or human bites that break the skin. 3. For deep or large puncture wounds. 4. If there are large objects (foreign bodies) in the wound 5. For a deep wound, where you can see the muscle or bone underneath, or for wounds of the joints, the hands or the feet 6. For wounds that may leave a scar (large or irregular wounds, or wounds on the face)
O. María fell on her outstretched arm. Now it hurts to move her wrist. What should you do?		<p>O. See <i>First Aid – Fractures</i></p> <ol style="list-style-type: none"> 1. Arms and legs should be splinted. A splint should be made of something that is stiff and does not bend. 2. The splint should extend beyond the injured area in both directions. 3. Use soft cloths to pad the splint. Then tie it into place securely with strips of cloth. Check to make sure it is not too tight. Make sure the fingers or toes are still warm and pink, and that the person can wiggle them.
P. Demonstrate how to make and use a sling.		<p>P. See <i>First Aid – Fractures</i>.</p> <ol style="list-style-type: none"> 1. Tie strips of cloth around the arm and the chest to immobilize the upper arm. 2. Use a sling (made from a large triangular piece of cloth) to support the weight of the lower arm.

REVIEW OF FIRST AID

METHOD	TIME	KNOWLEDGE
Q. Tomás jammed his finger playing baseball. Demonstrate how to make a buddy splint for a fractured finger.		Q. See <i>First Aid – Fractures</i> 1. If a finger is broken, you can buddy tape the broken finger to the next finger. This will keep it from moving.
R. Demonstrate how to splint an arm.		R. See <i>First Aid – Fractures</i>
S. Paco slid and fell while playing soccer. Now he can't walk. Demonstrate how to splint a leg.		S. See <i>First Aid – Fractures</i> 1. If one leg is broken, you can use the other leg as a splint.
T. You need to transport Paco to the health clinic, but have no car. Demonstrate how to make and use a stretcher.		T. See <i>First Aid – Fractures</i> 1. You can make a stretcher from strong cloth and two long poles. 2. You can make a stretcher by rolling two strong poles into the side of a blanket.
U. What is the difference between a fracture, a sprain, and a strain?		U. See <i>First Aid – Fractures</i> 1. A fracture is a broken or cracked bone. 2. A sprain is an injury to a joint, with a torn or pulled ligament. People often sprain their ankles or their knees. 3. A strain is a pulled muscle.
V. Laura spilled a cup of hot coffee on her hand. How would you treat her burn?		V. See <i>First Aid – Lacerations and Burns</i> 1. Rinse the area with large amounts of cool water 2. Do NOT put ice or butter on a burn. Do not break any blisters that form. 3. Apply a cool, dry, dressing.
W. A stray dog just bit Jorge. What should you do now?		W. See <i>First Aid – Lacerations and Burns</i> 1. With a puncture wound, a bite wound, or a dirty wound, the person may also need a tetanus shot. 2. Check if the dog has been vaccinated against tetanus. 3. Check if Jorge's immunizations (shots) are up to date.
X. Elena just stepped on a rusty nail. What type of immunization (vaccine) may she need?		X. See <i>First Aid – Lacerations and Burns</i> 1. She may need a tetanus shot
Y. What can you do to keep a cut or laceration from getting infected?		Y. See <i>First Aid – Lacerations and Burns</i> 1. After the bleeding is controlled, always clean a wound thoroughly to prevent infection. 2. Wash the wound with soap and water.

REVIEW OF FIRST AID

METHOD	TIME	KNOWLEDGE
<p>Z. What do you do if there is an emergency that you don't know how to treat?</p>		<p>3. You may also use alcohol or Betadine. 4. You may also apply an antibiotic cream such as Neosporin or Bactroban.</p> <p>Z. Unknown situations. 1. Pray! 2. Call for help. 3. Start with the ABCs. 4. Seek medical care.</p>
<p>II. Conclusion A. Review any areas that seem unclear. B. Congratulate the CHEs on all they have learned. C. But the real test comes next, when you head home or go to work. Will you be able to give help when there is an emergency?</p>	<p>10"</p>	<p>II. <u>Conclusion</u></p>

ATTITUDE: Facilitator is aware of topics of first aid they are teaching and are willing to give first aid.

SKILL: Participants will review how to handle different emergencies. They will review practical skills, such as making splints and treating someone who is choking.

EVALUATION: Facilitators will know the participants have learned the content of this lesson when they can apply First Aid skills and knowledge in simulated emergencies; they know how to respond when there is a minor emergency at home, and they know when to call for more medical help.

MATERIALS:

- Newsprint
- Marking pens
- Masking tape
- First aid supplies (bandages, scissors, materials to make splints, materials to make a sling, materials to make a stretcher, etc.)
- Paper and pen to keep score
- Injuries written out on slips of paper
-

This lesson is used in: Physical Health - First Aid and Health Promotion – First Aid

KAP SAMPLE QUESTIONS—CHOKING

Mark the best answers to each question. There may be one or more good answers.

- 1) Has a health worker or CHE talked to you about choking?
 - a) Yes
 - b) No
 - c) I don't know.

- 2) Have you ever had a severe choking episode?
 - a) Yes
 - b) No
 - c) I don't know.

- 3) Is choking an important problem?
 - a) No. Everyone chokes sometimes. It is just a minor nuisance.
 - b) Yes. You are likely to choke and die.
 - c) Yes. But only doctors and nurses can treat choking.
 - d) Yes. But you can learn first aid to treat someone who is choking.

- 4) Who is at risk of choking?
 - a) A child eating applesauce.
 - b) A baby eating peanuts or hard candy.
 - c) A child who runs or plays with a small toy in her mouth.
 - d) An adult who is eating a large chunk of tough meat.

- 5) How will the person show you that he is choking? What is the universal distress sign?
 - a) He will jump up and down.
 - b) He will place his hand on his throat.
 - c) If he cannot speak, he will write out a message for you.

- 6) What should you do first if someone is choking?
 - a) Run away. There is nothing you can do about it.
 - b) Pound on her back right away.
 - c) Head to the hospital across town.
 - d) Encourage her to keep on coughing.
 - e) Put your fingers down her throat to see if anything is stuck there.
 - f) Call for help.
 - g) If she can no longer cough or speak, get behind her and do the Heimlich maneuver.
 - h) You can place a small baby over your forearm and give her back blows between the shoulder blades.

- 7) Do you know how to treat someone who is choking? Do you know how to do the Heimlich maneuver?
 - a) Yes
 - b) No
 - c) I don't know.
 - d) That's just for doctors and nurses.

KAP SAMPLE QUESTIONS—FIRST AID

Mark the best answers to each question. There may be one or more good answers.

- 1) Has a health worker or CHE talked to you about first aid?
 - a) Yes
 - b) No
 - c) I don't know.

- 2) How often do you go to the hospital or clinic with a wound or injury?
 - a) About once a week.
 - b) About once a month.
 - c) Maybe once or twice a year.
 - d) We never go to the hospital or clinic for treatment.

- 3) What would you do first if your child was bleeding from a small wound on the arm?
 - a) Call the doctor.
 - b) Use a tourniquet.
 - c) Put direct pressure on the wound.
 - d) Put ice on it.
 - e) Go get your neighbor.

- 4) What is the first aid for a burn?
 - a) Soak or pour clean, cool water on the burned area for 5-10 minutes.
 - b) Put butter or grease on the wound.
 - c) Put sugar on the wound.
 - d) Be sure to peel away any blister.
 - e) Cover the burned area with a clean cloth.
 - f) Use a home remedy like aloe.

- 5) What would you do if your child had a nosebleed?
 - a) Tilt the head back.
 - b) Put a coin on the forehead.
 - c) Make him lie down.
 - d) Go get your neighbor.
 - e) Pinch the soft part of the nose firmly for 10 minutes or longer.

- 6) What would you do for a broken bone (fracture)?
 - a) Try to push the bones back in place.
 - b) Put a clean, soft cloth around the broken area.
 - c) Make a splint to support the bone.
 - d) It is important to keep the injured part from moving to prevent more damage.
 - e) Take the injured person to a neighborhood healer.
 - f) Go to the clinic or hospital for treatment.

- 7) Do you know how to make a splint for a broken bone?
 - a) Yes
 - b) No
 - c) I don't know.

- 8) What would you do if someone feels weak and sweaty after working in the sun all day?
 - a) That's not a problem. Just keep on working.
 - b) Have him lie down in the shade.
 - c) Raise his legs and give him ORS (oral rehydration solution) to drink.
 - d) That is an emergency! Rush him to the hospital.
 - e) I don't know.

FIRST AID - RESPONDING TO EMERGENCIES

Children's Lesson

Date: 06/03 (revised 10/06)

(1 HOUR)

- OBJECTIVES:**
1. Participants will be able to properly respond after an accident or injury.
 2. Participants will know what to do first in case of an emergency.

OVERVIEW FOR TRAINERS: This lesson should be taught after the lessons on preventing accidents. The material is adapted from the Child-to-Child Activity Sheets, available from TALC, and from the S.E.A.N. materials. This lesson can be divided into two shorter lessons.

PART ONE: Arriving at the scene

METHOD	TIME	KNOWLEDGE
<p>Role Play: Two people are driving to the grocery store.</p> <p>1st Look! There has been a car accident.</p> <p>2nd Let's stop to help! Maybe they are hurt.</p> <p>1st How could we help them? I don't know what to do! I'm not a doctor.</p> <p>2nd There must be something we can do.</p> <p>1st Just keep out of it. The ambulance will get here soon.</p> <p>2nd Maybe you are right.</p>	5"	

----SHOWD questions----

S = What do you See?
 H = What is Happening?
 O = Does this happen in Our place?
 W = Why does this happen?
 D = What will we Do about it?

<p>I. First Aid</p> <p>A. What kind of accidents have you seen around here? Have you known how to help when some one is injured?</p> <p>B. What is First Aid?</p> <p>C. What is the purpose of First Aid? Why do we do it?</p> <p>D. For example, if a man cuts his leg with an axe:</p> <ol style="list-style-type: none"> 1. What can you do to keep him alive? 2. What can you do help him get better? 	15"	<p>I. <u>First Aid</u></p> <p>A. List common types of accidents</p> <p>B. First Aid is the first treatment given to a person after an accident, before medical help arrives. This includes calling for more help when needed.</p> <p>C. We give First Aid in order to keep the person alive and to help the person get better.</p> <p>D. Example of man with cut leg:</p> <ol style="list-style-type: none"> 1. Stop the serious bleeding from the wound. 2. Clean and cover the wound so that it doesn't get infected. Take the man to the health center for further treatment.
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FIRST AID 1 – RESPONDING TO EMERGENCIES

METHOD	TIME	KNOWLEDGE
<p>E. What should we always do when we arrive at the site of an accident?</p>		<p>E. First of all, quickly PRAY for the Lord to help you. Then:</p> <ol style="list-style-type: none"> 1. Look around at the situation. <ul style="list-style-type: none"> - Are you or any other people in danger? For example, is there an electrical wire down, or do you see a snake or scorpion? - What was the cause of the accident? - How many people are injured? 2. Remove the danger. (For example, if there has been a car accident, ask someone to direct traffic.) 3. Ask someone to go for help. 4. Look at the injured person or people. What can you do to: <ul style="list-style-type: none"> - Help keep them alive? - Help them get better? 5. Always behave calmly and try to reassure the injured people.
<p>F. Role plays: Practice arriving at the scene of an accident.</p> <ul style="list-style-type: none"> - Pray! - Assess the scene. Look for danger. - Look for the cause. - Send for help. - Give First Aid. 		<p>F. Role play</p>

PART TWO: Remember your ABCs

Introduction: How many of you know your ABCs? Today we are going to learn a new form of ABCs.

- II. You have just arrived at an accident. You called for help. But a man is lying on the ground. What should you do? Remember your ABCs.

- A. Opening the **airway**. Demonstrate with a child or a doll.



30"

- II. What to do First:
 If several people have been injured, always treat the most seriously injured person first. Then always remember your **ABCs**:
- A. Open the **airway** (the passage from the mouth and nose to the lungs). With the person on his back, tilt the head back slightly and the chin forward (extend the head). Check to see if anything is blocking the airway and remove it if possible.

FIRST AID 1 – RESPONDING TO EMERGENCIES

METHOD	TIME	KNOWLEDGE
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- B. Check the **breathing**. Ask your local health department or Red Cross for a full course on mouth-to-mouth breathing and CPR (cardiopulmonary resuscitation).



See SEAN Picture 47 – Mouth to Mouth Breathing

- C. Check the **circulation**.



See SEAN Picture 47 – Mouth to Mouth Breathing

- D. **Activity:** Practice the skills in the knowledge column on each other.

- B. Check the **breathing**. Place your ear next to the person's mouth and nose. Listen and feel to see if they are breathing. Watch to see if their chest and stomach moves with each breath. If not, give mouth-to-mouth breathing.



- C. Check the **circulation** of the blood by feeling for the heart beat. If there is no heart beat, give CPR to help pump the blood.

CPR, or cardiopulmonary resuscitation, is a combination of mouth-to-mouth breathing plus chest compressions. This helps give air to the person, and helps to pump the blood. But you must take another course to learn this skill.

- D. Practicing the skills:
1. Open the **airway**. (Place the head in the correct position.)
 2. Check the **breathing**.
 3. Check the **circulation** (pulse), feeling for the pulse on either side of the neck (next to the windpipe) or in the wrist on the thumb side.
 4. How many times do they breathe in one minute?
 5. How many heart beats do they have in one minute?
 6. Then jog in place for two minutes and have them check their pulse again.

FIRST AID 1 – RESPONDING TO EMERGENCIES

METHOD	TIME	KNOWLEDGE
<p>E. What if the person is breathing but unconscious?</p> <p style="padding-left: 40px;"><i>See SEAN Picture 48 – The Recovery Position</i></p> <p>F. Practice placing each other in the recovery position.</p> <p style="padding-left: 40px;">Note for trainers: This position helps keep the airway open. Also, in this position, if the person vomits, he will not choke because the vomit will come out of the mouth.</p>		<p>E. For an unconscious person:</p> <ol style="list-style-type: none"> 1. If you must leave the person to go for help, roll him onto his side into the recovery position. Make sure the chin is forward and the head is tilted back slightly so he can breathe easily. 2. Do not move the person if you suspect a back or neck injury. <p>F. Practice placing each other in the recovery position.</p>
<p>III. Summary</p> <p>A. For any accident, what are the first steps to take?</p> <p>B. What are the ABCs of helping an injured or sick person?</p>	10”	<p>III. <u>Spiritual Analogy.</u></p> <p>A. First steps to take:</p> <ol style="list-style-type: none"> 1. Pray 2. Check for dangerous situations at the accident site. 3. Send for help. 4. Help the injured person. <p>B. The ABCs of helping an injured or sick person:</p> <ol style="list-style-type: none"> 1. Check the airway 2. Check the breathing. 3. Check the circulation or pulse.

References:

D. Bailey, H. Hawes and G. Bonati (editors). 1992. *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. The Child-to-Child Trust. (Available from TALC)

Study by Extension for all Nations. *Training Children in Community Health—Trainer’s Manual and Resource Pack*. 2001. Devon, UK: S.E.A.N International.

ATTITUDE: We can learn to do First Aid.

SKILL: Children will know the first steps to take. They will know the ABCs of resuscitation.

EVALUATION: Do they know the first steps to take? Do they know the ABCs of resuscitation?

MATERIALS:

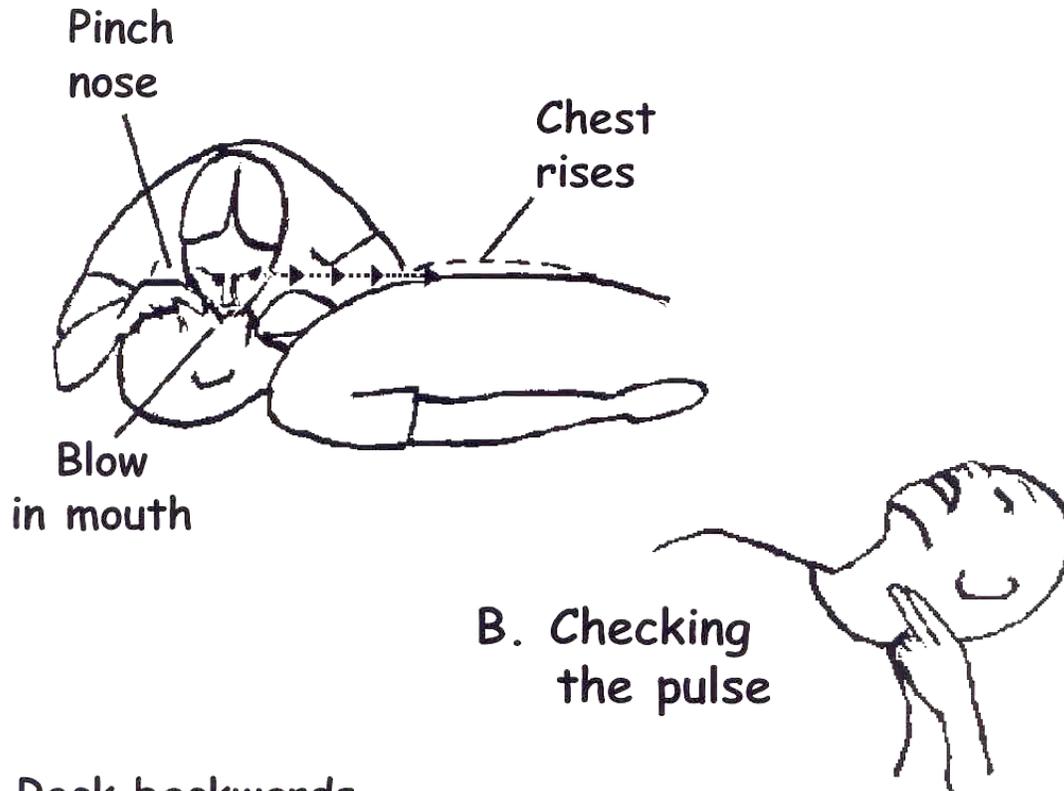
- The ABCs of First Aid handout
- Watch with second hand (for checking pulse)
- SEAN Picture 47 – Mouth to Mouth Breathing
- SEAN Picture 48 – The Recovery Position

THE ABCs OF FIRST AID: AIRWAY, BREATHING, CIRCULATION



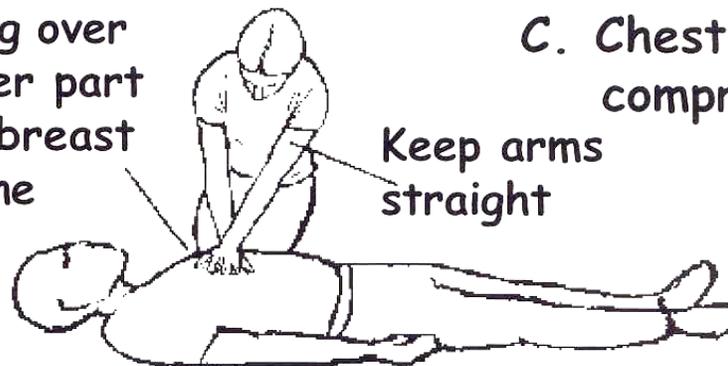
Mouth to mouth breathing (The "kiss of life")

A. Mouth-to-mouth breathing



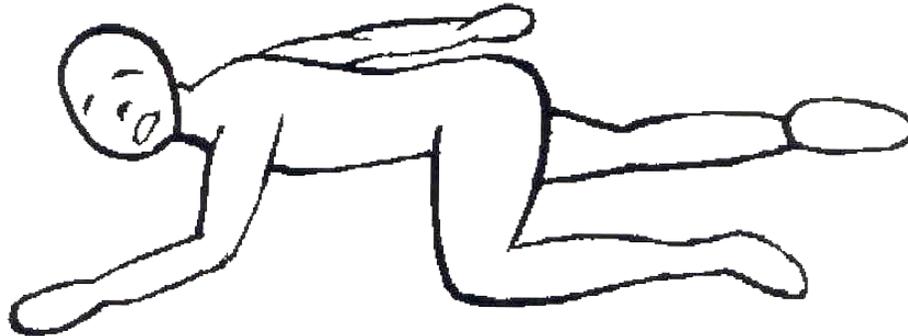
Rock backwards and forwards, pressing over the lower part of the breast bone

C. Chest compression



The Recovery Position

A The correct recovery position



B Stages for putting into the recovery position



FIRST AID 2 - CHOKING

Children's Lesson

Date: 06/03 (revised 10/08)

(1 HOUR)

OBJECTIVES: 1. Children will know how to respond when someone is choking.

OVERVIEW FOR TRAINERS: This is a lesson in the series on First Aid. This material is adapted from materials from S.E.A.N. and from the American Red Cross "First Aid for the Community" course.

METHOD	TIME	KNOWLEDGE
<p>Role Play: Two children sit down to eat.</p> <p>1st Oh, boy, look at all this meat! (He takes a large piece, cannot cut it with his fork, so he decides to swallow it whole. Then he starts to cough and choke.)</p> <p>2nd Hey, are you okay?</p> <p>1st (Cough, cough, sputter)</p> <p>2nd What's happening? Are you choking?</p> <p>1st (Weak cough, then he puts his hands to his throat, and he slumps over.)</p> <p>2nd Now what do I do? (Yells) Help! Someone help us!</p> <p>----SHOWD questions----</p> <p>S = What do you See? H = What is Happening? O = Does this happen in Our place? W = Why does this happen? D = What will we Do about it?</p>	10"	
<p>I. Choking Discuss and demonstrate in large group.</p> <p>A. How can we prevent choking?</p> <p>B. What are signs of choking?</p> <p>1. Signs of a partial blockage of the airway.</p> <p>2. What should you do?</p>	30"	<p>I. <u>Choking</u></p> <p>A. Preventing choking</p> <p>1. Don't eat a large chunk of meat without chewing it well</p> <p>2. Don't run or play with an object or piece of food in your mouth.</p> <p>3. Never leave a baby alone while he is eating. Do not allow him to have peanuts and other small objects that he could choke on.</p> <p>B. Signs of choking:</p> <p>1. At first, the person will begin to cough and will try to speak.</p> <p>2.. You should: Encourage him to keep on coughing. He may be able to cough up the object. If he has enough air to cough, he has enough air to breathe.</p>

FIRST AID 2 – CHOKING

METHOD	TIME	KNOWLEDGE
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3. Total airway obstruction

4. What should you do?

5. **Demonstrate** the Heimlich maneuver.



C. What if a small child is choking?

D. Choking in babies
1. What if a baby is choking and can't breathe?



3. But his airway may become completely blocked. He will be unable to talk or make a sound, cough forcefully, or breathe. He will put his hands on his throat as a sign of distress.

4. You should: Call for help. Pray for God's help.

5. Do the Heimlich maneuver:

- Stand behind him, with your arms around his waist, and place your fist with the thumb inward in his mid-abdomen, just above the navel. Hold your fist with your other hand.
- Give rapid thrusts, up and in.
- Continue until the object is coughed up.

C. Choking in children:

1. Lay the child head down over your knee, supporting his chest with one arm.
- 2.. Slap his back sharply between the shoulder blades until the object comes out.
3. Do not try to remove the object from his mouth unless you can see it.

D. Choking in babies

1. Place the baby mouth down over your forearm. Give him back blows, between the shoulder blades.

See the picture, *Pictures of Heimlich Maneuver.*

FIRST AID 2 – CHOKING

METHOD	TIME	KNOWLEDGE
<p>E. What if you are choking?</p> <p>1. What if you are choking and can't breathe and you are alone?</p> 		<p>E. What to do if you are choking:</p> <p>1. You can use a firm object such as the back of a chair or a table to give yourself abdominal thrusts.</p>
<p>II. Divide into pairs. Practice the steps in caring for a person who is choking. Practice giving back blows to a baby doll.</p>	15"	<p>II. <u>Practice the Heimlich maneuver.</u></p>
<p>III. Review: What two steps should you always do first whenever there is an emergency?</p>	5"	<p>III. <u>Review: What to always do when there is an emergency:</u></p> <p>A. Call for help. Look for an adult or older child to help you.</p> <p>B. Pray for God's help.</p> <p>C. Close in prayer, asking for the Lord's guidance and wisdom in responding to any emergency.</p>

References:

Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info/>

Study by Extension for all Nations. *Training Children in Community Health—Trainer's Manual and Resource Pack*. 2001. Devon, UK: S.E.A.N International.

ATTITUDE: Children are willing to help in an emergency.

SKILL: Children will know how to respond when someone is choking.

EVALUATION: Children know how to respond when someone is choking and they know how to do the Heimlich maneuver.

MATERIALS:

- Baby doll
- A hard-backed chair
- Relief of Choking* pictures
- Pictures of Heimlich Maneuver*

This lesson is used in: Children – Physical and Health Promotion – First Aid.

RELIEF OF CHOKING



Source: Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info/>

PICTURES OF HEIMLICH MANEUVER



FIRST AID 3 – WOUNDS AND INJURIES

Children's Lesson

Date: 06/03

(*1 HOUR)

- OBJECTIVES:**
1. Children will learn how to stop bleeding and how to care for wounds.
 2. Children will learn hygiene rules for First Aid, to protect themselves from infections.

OVERVIEW FOR TRAINERS: This is the third lesson for children on First Aid. The material is adapted from the Child-to-Child Activity Sheets (available from TALC) and from S.E.A.N.'s materials. The lesson can be broken into two shorter lessons.

PART ONE: Hygiene

METHOD	TIME	KNOWLEDGE
<p>Role Play: Three children are talking.</p> <p>1st We're learning first aid—how to help people who are hurt.</p> <p>2nd It's interesting, but I don't want to do it! I don't want to touch someone who is bleeding. That's yucky.</p> <p>3rd And what happens if they have an infection? We could get infected too!</p> <p>1st Oh—I didn't think about that. How can we help them without getting messed up ourselves?</p> <p>2nd I don't know. We'd better find out.</p>	5"	

----SHOWD questions----

- S = What do you **See**?
- H = What is **H**appening?
- O = Does this happen in **O**ur place?
- W = **W**hy does this happen?
- D = What will we **D**o about it?

- I. First Aid Hygiene
- A. Germs spread diseases. Where can we find germs?



- 1.
- B. Can you catch germs while you are trying to give First Aid? And can germs spread from your hands to the victim?

- 10" I. First Aid Hygiene
- A. Germs

1. Germs are all around us—in the air, in the soil, on food, in blood, and in the feces. (Use local, common terms.) Usually they are too small to be seen.

- B. Yes! And some of these germs can cause very serious diseases. So it is important to be careful.

FIRST AID 3 – WOUNDS AND INJURIES

METHOD	TIME	KNOWLEDGE
<p>C. How can you protect yourself from infections?</p> <p>D. Activity: Practice washing hands, covering wounds and scrapes, wearing gloves, and washing again at the end.</p>	<p>5"</p>	<p>C. First Aid hygiene:</p> <ol style="list-style-type: none"> 1. When possible, wash your hands with soap and water before giving First Aid. 2. If you have any cuts or scrapes on your hands, cover them with Band Aids or a bandage to prevent the spread of germs. 3. Where gloves whenever possible. Clean (but not necessarily sterile) gloves are fine, like kitchen gloves. 4. Wash your hands carefully with soap and water after giving First Aid. <p>D. Practice washing hands, covering wounds and scrapes, wearing gloves, and washing again at the end.</p>

PART TWO: Wound care

Role Play: Two boys are talking. 5"

- 1st Look at my new machete! It's really sharp.
- 2nd Let's try it out! Can it cut this wood? (He places a large stick on his knees.)
- 1st Sure! No problem. It will cut that easy.
- 1st Oh, I slipped. Oh, no, where is all that blood coming from?
- 2nd My leg! My leg! You cut my leg!

----SHOWD questions----

S = What do you **See**?
H = What is **H**appening?
O = Does this happen in **O**ur place?
W = **W**hy does this happen?
D = **W**hat will we **D**o about it?

<p>II. Bleeding</p> <p>A. Why is it important to stop bleeding?</p> <p style="margin-left: 40px;">Note to trainers: An adult has about 4 liters of blood in his body. The blood is pumped from the heart through the arteries, and returns via the veins. A person can die within 3-4 minutes from severe bleeding, especially if a large artery is cut.</p>	<p>15"</p>	<p>II. <u>Bleeding</u></p> <p>A. We need blood to stay alive. The heart pumps blood to every part of the body. The blood travels in arteries and in veins. When a vein is cut, the blood oozes out and is dark red. When an artery is cut, the blood spurts out of the body and is bright red. The person may lose blood very rapidly, so you must act quickly to stop the bleeding.</p>
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FIRST AID 3 – WOUNDS AND INJURIES

METHOD	TIME	KNOWLEDGE
<p>B. How can you stop bleeding?</p> <p style="text-align: center;"><i>Show Treating Bleeding & Shock</i></p> <p>C. How do you treat a nosebleed? (Discuss and demonstrate.) Show the picture, <i>First Aid for Nosebleeds</i>.</p> <p>D. Activity: Practice treating wounds and nosebleeds, using simulated (pretend) injuries. Have clean cloths or gauze pads and bandages on hand.</p>		<p>B. Stopping bleeding</p> <ol style="list-style-type: none"> 1. Put direct pressure on the wound. Using a clean cloth or gauze pad, press down firmly on the laceration (cut). Do not let go! If you do not have a cloth or gauze, use your hand. 2. If the cloth or gauze pad becomes soaked with blood, don't take it off; just add another one on top. Continue to press firmly. 3. You can also put pressure on the dressing by wrapping a cloth around the limb (arm or leg) to hold it tight. But make sure that this is not too tight. You should be able to fit a finger between the cloth and the skin. 4. Continue placing direct pressure on the wound until it stops bleeding. Do not let go! 5. With a serious wound, have the person sit down or lie down. Raise the injured part above the level of the heart. 6. Send for the local health worker. <p>C. Treating a nosebleed:</p> <ol style="list-style-type: none"> 1. You treat a nosebleed like any other kind of bleeding. 2. Put direct pressure on the wound. In this case, pinch the soft part of the nose (the nostrils) firmly for 10 minutes. 3. Have the person sit up and breathe through the mouth, with the head tilted forward. 4. How not to treat a nosebleed. Don't: <ul style="list-style-type: none"> - Put a quarter on the forehead - Pinch the bony part of the nose - Put anything in the nose. - Have the person lie down (or blood will collect in the mouth and throat). - (Talk about other local folk remedies here.) <p>D. Practice treating wounds and nosebleeds, using simulated (pretend) injuries. Have clean cloths or gauze pads and bandages on hand.</p>

FIRST AID 3 – WOUNDS AND INJURIES

METHOD	TIME	KNOWLEDGE
<p>Role Play: The same two boys are talking. One now has a bandage on his leg. (You can use Ketchup to simulate blood.)</p> <p>2nd Well, at least my leg is not bleeding any more. The cut wasn't very deep after all. But it's a real mess. And I don't want it to get infected.</p> <p>1st Here's some soap and water. We can clean it off.</p> <p>2nd My mother always said that alcohol was better for cleaning cuts.</p> <p>1st We have some of that too. Here, I'll use alcohol.</p> <p>2nd Ow! That really stings.</p> <p>----SHOWD questions---- S = What do you <u>See</u>? H = What is <u>H</u>appening? O = Does this happen in <u>O</u>ur place? W = <u>W</u>hy does this happen? D = What will we <u>D</u>o about it?</p>	5"	
<p>III. Care of small wounds</p> <p>A. How can we keep the wound from getting infected?</p> <p>B. What if something is stuck in the wound? <i>Show SEAN Picture 51 – Treatment of an Object Stuck in a Wound</i></p>	10"	<p>III. <u>Care of small wounds</u></p> <p>A. Wound treatment:</p> <ol style="list-style-type: none"> 1. First, stop the bleeding. Put direct pressure on the wound as above. 2. Wash the wound with soap and clean (or boiled) water. 3. You can also use alcohol or an iodine solution like Betadine to clean the wound. 4. Wash out any dirt that is in the middle of the wound. 5. Dry the wound. You can also use an antibiotic cream. Cover the wound with a clean bandage. 6. Ask if the person has been immunized against tetanus recently (within 5 years). If not, make sure he goes to the local health center for a tetanus shot. 7. If the wound is serious, take the person to a local health worker. 8. Wash the wound and put on a clean bandage once or twice a day. <p>B. Something stuck in the wound:</p> <ol style="list-style-type: none"> 1. Don't try to take it out 2. Bandage the wound lightly, bandaging around the object.

FIRST AID 3 – WOUNDS AND INJURIES

METHOD	TIME	KNOWLEDGE
<p>C. Activity: Practice cleaning and bandaging small wounds.</p>		<p>3. Take the person to the local health worker.</p>
<p>IV. Making a First Aid kit. Activity: Work together with the children to make a small First Aid kit. <i>See also SEAN Picture 54 – Triangular Bandage</i></p>	<p>10”</p>	<p>IV. <u>What to include in a First Aid kit:</u></p> <ul style="list-style-type: none"> A. Triangular bandages (made from a square meter of cloth, cut in half diagonally) B. Gauze pads C. Band Aids D. Tape E. Alcohol or Betadine pads F. Antibiotic cream G. Safety pins H. A small flashlight I. A thermometer



References:

D. Bailey, H. Hawes and G. Bonati (editors). 1992. *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets.* The Child-to-Child Trust. (Available from TALC)

Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info/>

Study by Extension for all Nations. *Training Children in Community Health—Trainer’s Manual and Resource Pack.* 2001. Devon, UK: S.E.A.N International.

ATTITUDE: Children will be willing to help people who are injured.

SKILL: Children will know how to stop bleeding and how to treat small wounds and they will know how to make a small First Aid kit.

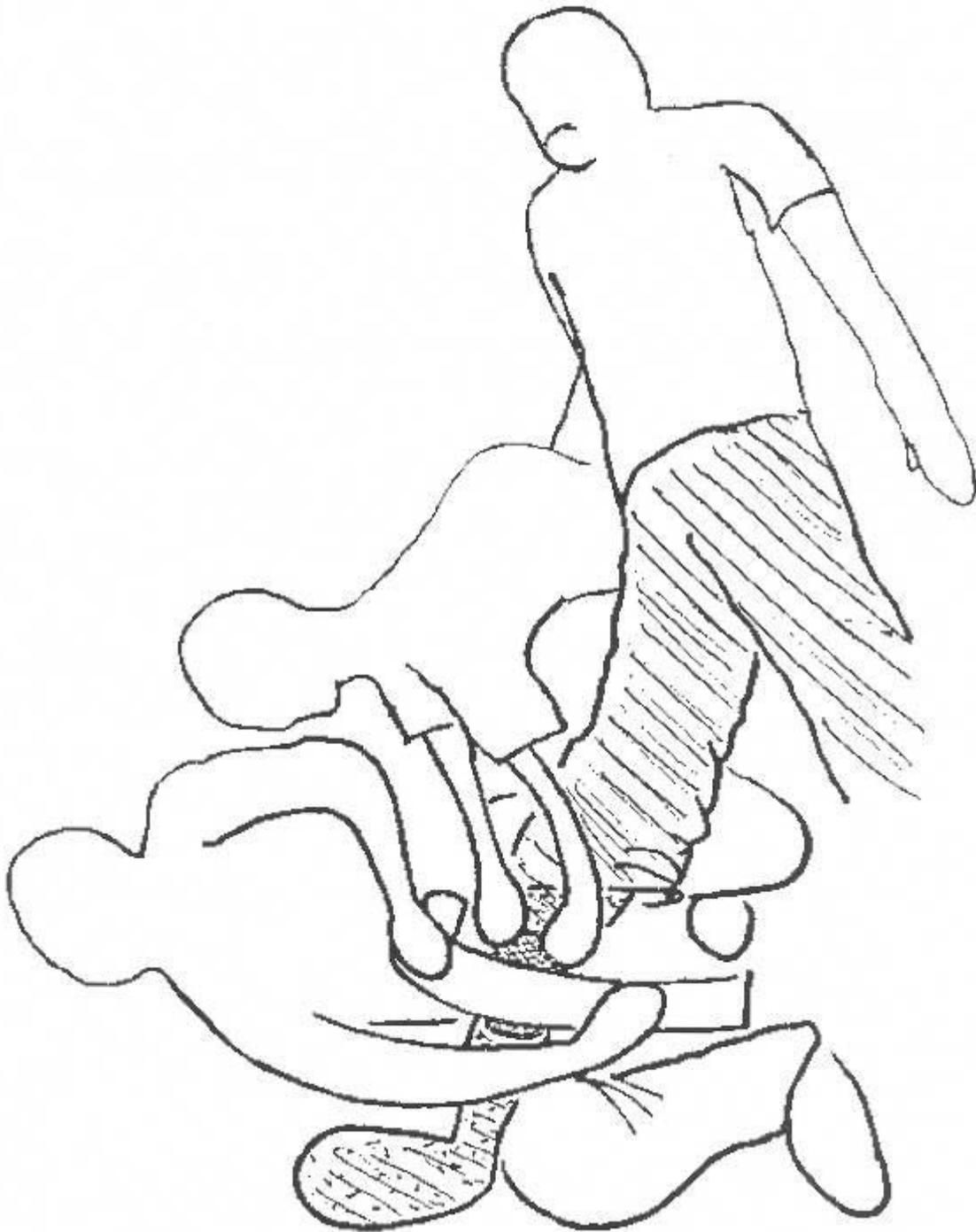
EVALUATION: The children are able to help to care for minor wounds.

MATERIALS:

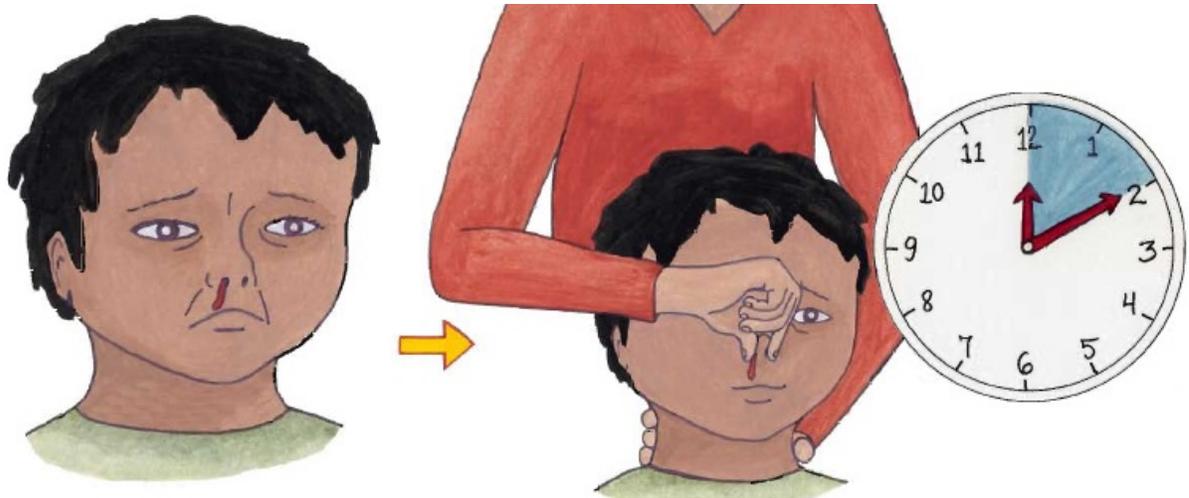
- SEAN. Pictures 49 – *Treating Bleeding and Shock*
- First Aid for Nosebleeds* picture
- SEAN Picture 51 – *Treatment of an Object Stuck in a Wound*
- SEAN Picture 54 – *Triangular Bandage*
- Soap
- Water
- Band Aids
- Bandages, gauze dressings
- Alcohol, alcohol pads, iodine or Betadine pads (if available)
- Materials for First Aid kit

This lesson is used in: Children – Physical and Health Promotion – First Aid.

Treating bleeding & shock

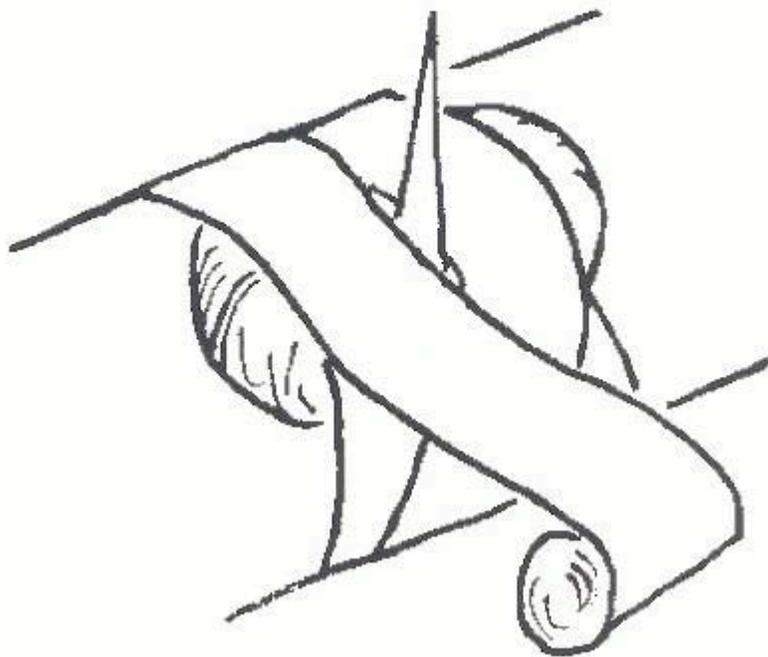
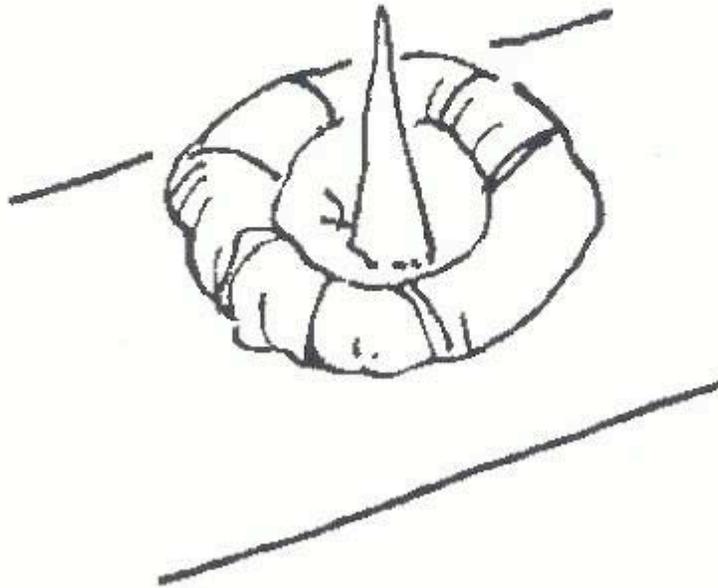


FIRST AID FOR NOSEBLEEDS

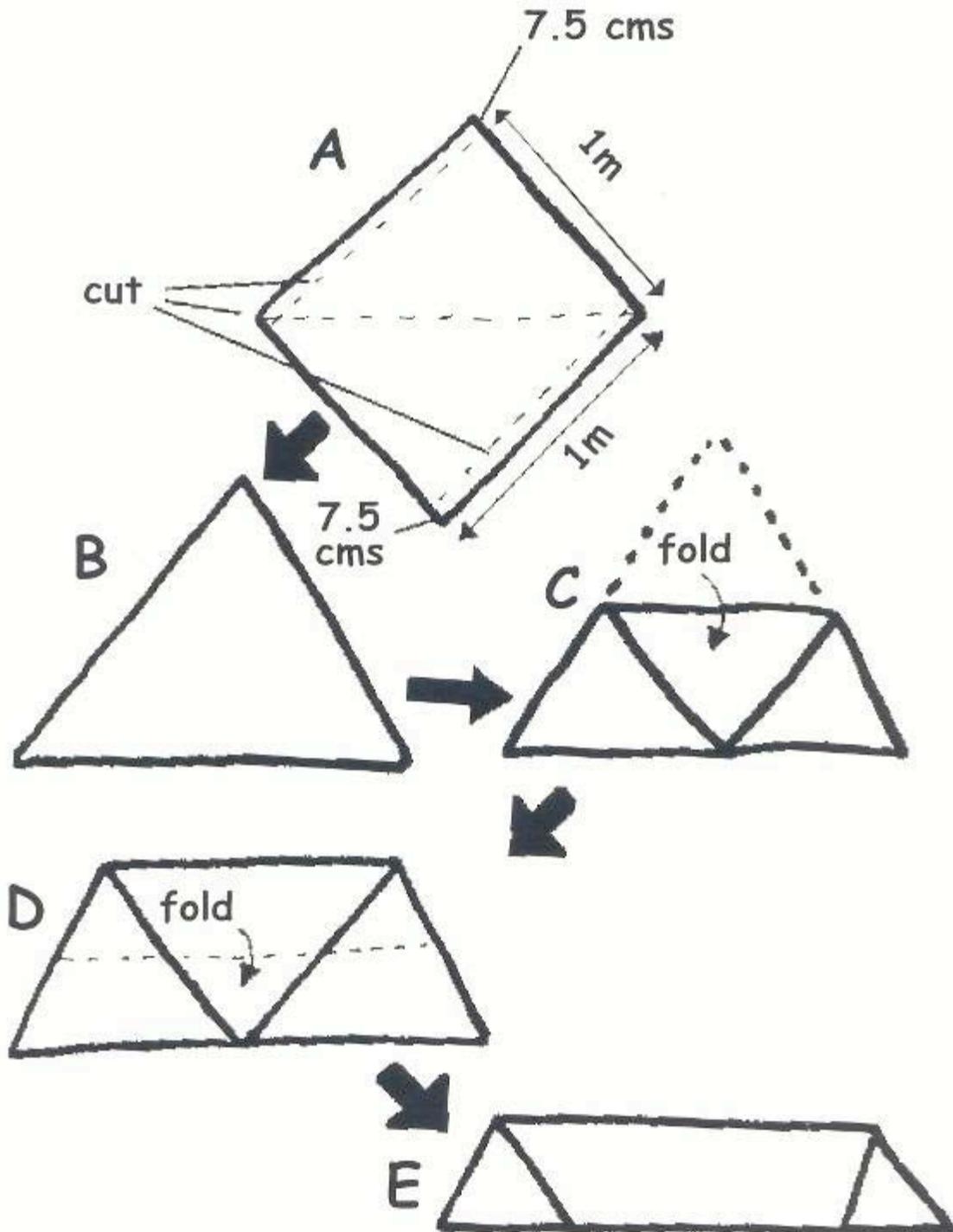


Source: Health Education Program for Developing Nations. 2008. Available from: <http://www.hepfdc.info/>

Treatment of an object stuck in a wound



The triangular bandage



Illustrations are from: Study by Extension for all Nations. *Training Children in Community Health—Trainer's Manual and Resource Pack*. 2001.

FIRST AID 4 - FRACTURES

Children's Lesson

Date: 06/03

(1 HOUR)

- OBJECTIVES:**
1. Children will know First Aid for injuries and fractures.
 2. Children will know how to make splints and slings.

OVERVIEW FOR TRAINERS: This is the fourth lesson for children on First Aid. The material is adapted from the Child-to-Child Activity Sheets (available from TALC) and from materials from S.E.A.N. This can be divided into two short lessons.

PART ONE: Care for injuries

METHOD	TIME	KNOWLEDGE
<p>Role Play: A group of children are playing soccer. One trips and falls on his outstretched arm.</p> <p>1st (Running over to the boy who fell down.) Are you okay?</p> <p>2nd My arm! My arm! I've hurt my arm!</p> <p>1st Where does it hurt? Is it broken?</p> <p>2nd It really hurts! Get me some help.</p> <p>1st The health worker went into town on an errand. But let's see what we can do.</p> <p>2nd Go get my mother!</p> <p>1st Okay. And I'll get the First Aid supplies. It'll just be a minute. Joe will stay with you while I'm gone.</p>	10"	

----SHOWD questions----

- S = What do you See?
- H = What is Happening?
- O = Does this happen in Our place?
- W = Why does this happen?
- D = What will we Do about it?

- | | |
|--|-----|
| <p>I. Care for injuries and fractures</p> <p>A. Review steps in approaching an injured person and demonstrate the steps in the knowledge column.</p> | 20" |
|--|-----|

- | |
|--|
| <p>I. <u>Care for injuries and fractures</u></p> <p>A. Review and demonstration</p> <ol style="list-style-type: none"> 1. Quickly pray for the Lord's help. 2. Assess the scene. Look for danger. 3. Send for help. 4. Give First Aid: 5. If the person is seriously hurt and not responding, check his ABCs. 6. If the person is breathing well but is unconscious, place him in the recovery position. (See <i>First Aid I – Responding to Emergencies</i> lesson.) 7. If there is serious bleeding, treat this first before treating other injuries. |
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FIRST AID 4 – FRACTURES

METHOD	TIME	KNOWLEDGE
B. First Aid for head and neck injuries:		B. If there is any chance the person has a broken neck, DO NOT MOVE HIM! Wait for medical help to arrive. Do not even move him to make him comfortable.
C. What is the First Aid for arm and leg injuries? (You can use this for any injury, after treating emergencies as above.)		C. Remember the RICE treatment: Rest the limb. Put Ice on the injured area. Compress (hold firmly) the injured limb. Elevate (raise) the arm or leg so it does not swell.
D. What is a fracture? (Demonstrate using live and dead tree branches to represent the bones.)		D. A fracture is a broken or cracked bone. 1. With a closed fracture, the bone is broken but is still in place below the skin. 2. One type of closed fractures is the greenstick fracture. Like a green stick or live branch that does not break easily, children's bones may crack but not break completely through. 3. A more serious fracture is an open fracture, where the bone is broken and has broken through the skin. This can lead to infection.
D. What is a sprain? What is a strain?		D. A sprain versus a strain: 1. A sprain is an injury to a joint, with a torn or pulled ligament. People often sprain their ankles or their knees. 2. A strain is a pulled muscle.
E. How can you tell if a bone is broken?		E. If a bone is broken, it will be: 1. Painful! The area near the broken bone will be very tender to touch. 2. It will hurt to move that arm or leg. 3. The area may be swollen or red. 4. If there is an open fracture, there will be a skin wound and you may see the bone.

PART TWO: Care of fractures—Immobilization

Role Play: The children from the soccer game are talking.

- 1st I think he has broken his arm!
 2nd Now what should we do?
 1st We can put a splint on it!
 2nd Okay. But why do that?
 1st I don't know. But that is what they always do on TV.

----SH questions----

S = What do you See?
 H = What is Happening?

FIRST AID 4 – FRACTURES

METHOD	TIME	KNOWLEDGE
<p>III. Immobilizing fractures and sprains.</p> <p>A. A splint keeps the broken bone from moving. Why is it important to immobilize (keep from moving) a broken bone?</p> <p>B. What parts need to be immobilized or kept from moving?</p> <p>C. What are different ways to immobilize a fracture? (Discuss and demonstrate.)</p> <p style="text-align: center;"><i>Show SEAN Picture 53 – Treating a Fractured Leg</i></p> <p style="text-align: center;"><i>Show SEAN Picture 52 – Treating a Fractured Arm</i></p>	<p>10"</p>	<p>II. <u>Immobilizing fractures and sprains.</u></p> <p>A. It is important to keep the broken bone in a fixed position, without movement, so there will be no further damage.</p> <p>B. Always try to immobilize one joint above and one joint below the fracture. So if the lower arm is broken, you will need to immobilize the elbow and wrist as well as the lower arm.</p> <p>C. Immobilizing a fracture:</p> <ol style="list-style-type: none"> 1. If a finger is broken, you can buddy tape the broken finger to the next finger. This will keep it from moving. 2. Arms and legs should be splinted. A splint should be made of something that is stiff and does not bend. You can use boards; stiff cardboard; magazines; newspapers; pieces of bamboo, etc. to make splints. 3. The splint should extend beyond the injured area in both directions. 4. Use soft cloths to pad the splint. Then tie it into place securely with strips of cloth. Check to make sure it is not too tight. Make sure the fingers or toes are still warm and pink, and that the person can wiggle them. 5. If one leg is broken, you can use the other leg as a splint. 6. If the arm or shoulder is injured, be sure to immobilize the upper arm. Tie strips of cloth around the arm and the chest to immobilize the upper arm. Then use a sling (made from a large triangular piece of cloth) to support the weight of the lower arm.
<p>III. Practice making splints and slings.</p>	<p>10"</p>	<p>III. <u>Practice making splints and slings.</u></p>
<p>IV. Transporting the Injured</p> <p>A. Be sure to send for medical help, and transport the person to where they can get more care.</p>	<p>10"</p>	<p>IV. <u>Transporting the Injured</u></p>

FIRST AID 4 – FRACTURES

METHOD	TIME	KNOWLEDGE
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- B. **Practice** making a stretcher from strong cloth and two long poles. You can make a stretcher by rolling two strong poles into the side of a blanket.

References:

D. Bailey, H. Hawes and G. Bonati (editors). 1992. *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. The Child-to-Child Trust. (Available from TALC)

Study by Extension for all Nations. *Training Children in Community Health—Trainer's Manual and Resource Pack*. 2001. Devon, UK: S.E.A.N International.

ATTITUDE: Children will be willing to give First Aid for injuries.

SKILL: Children will know how to use splints to immobilize fractures.

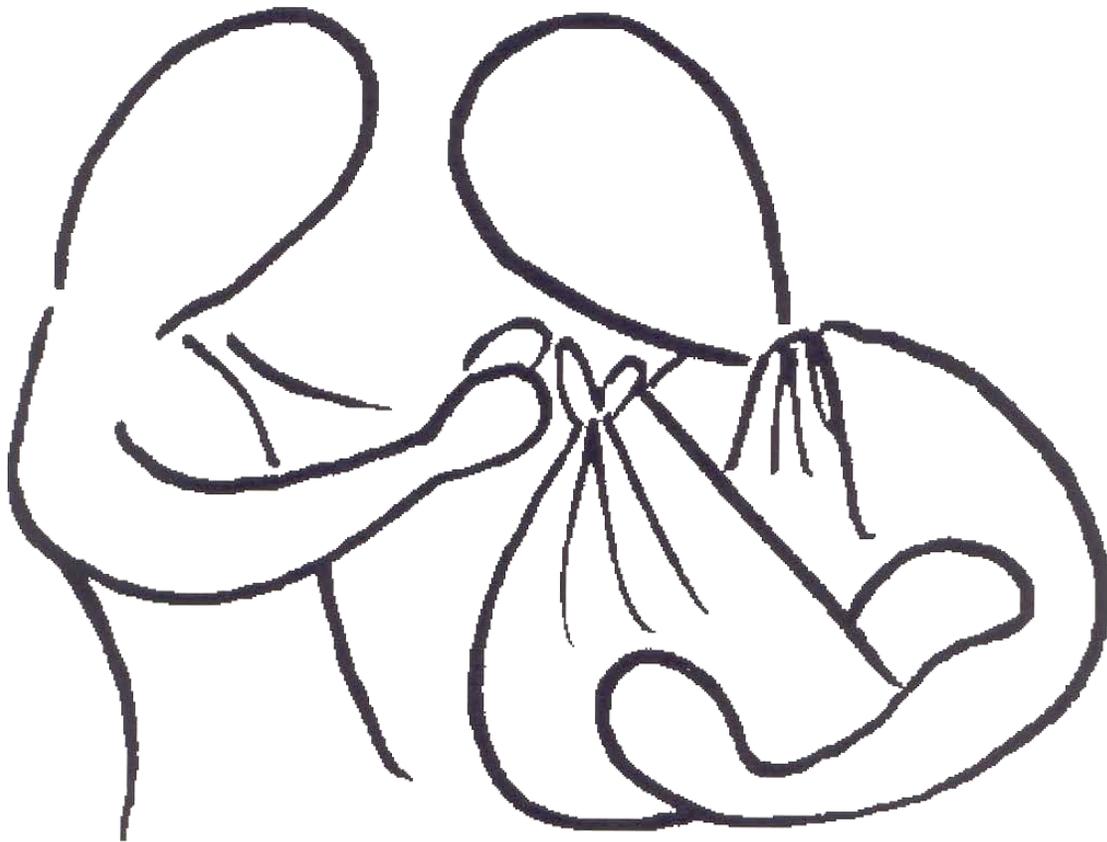
EVALUATION: The children will know how to respond to injuries and accidents and will be able to make a splint and a sling?

MATERIALS:

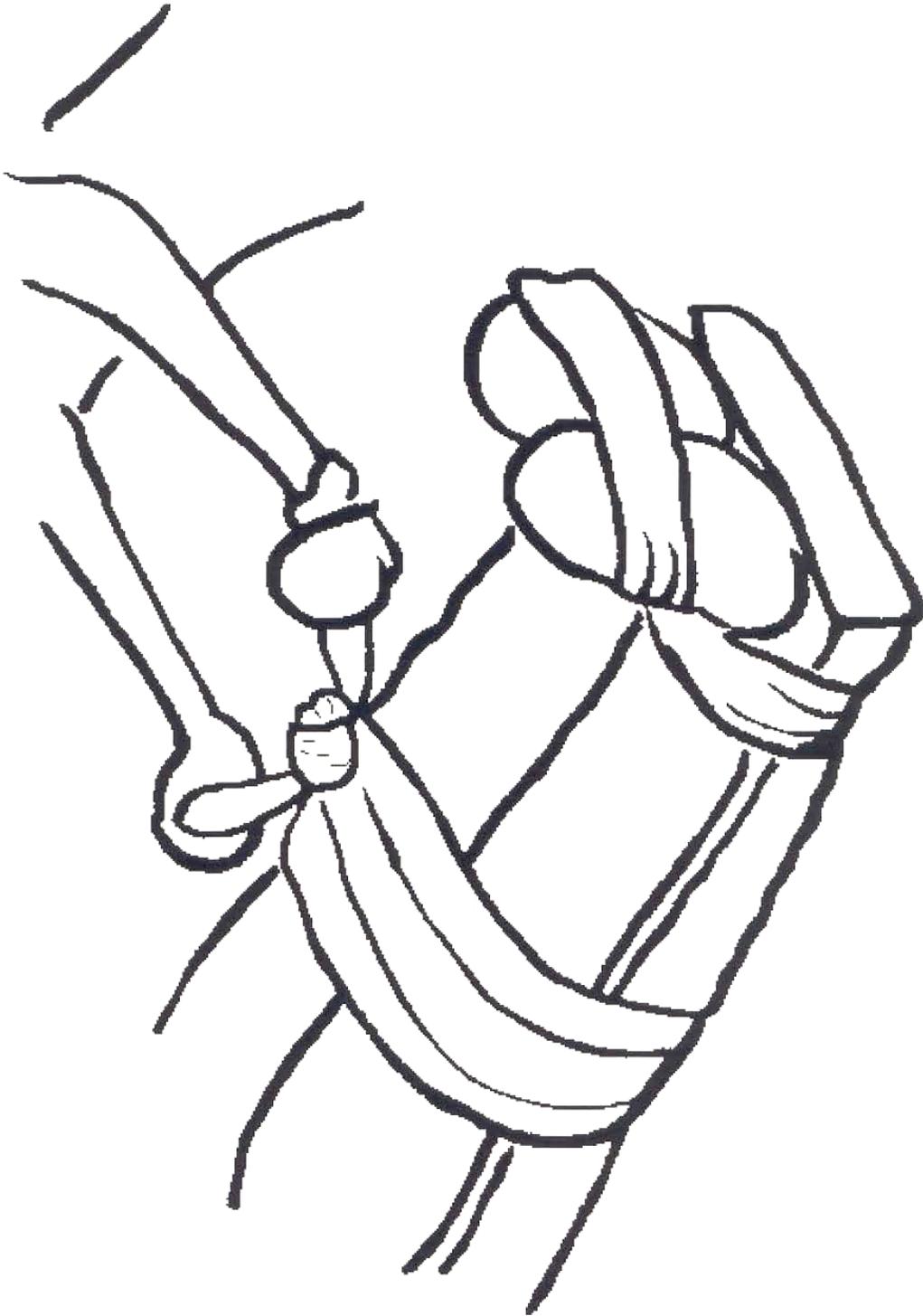
- SEAN Picture 52 – Treating a Fractured Arm
- SEAN Picture 53 – Treating a Fractured Leg
- First aid tape
- Splints
- Long strips of cloth
- Magazines or cardboard
- Large triangular piece of cloth (for making splints and a sling)
- Blanket
- Two (2) long poles

This lesson is used in: Children – Physical, Health Promotion – First Aid

Treating a fractured arm



Treating a fractured leg



FIRST AID 5 - BURNS AND BITES

Children's Lesson

Date: 06/03

(1 HOUR)

- OBJECTIVES:**
1. Children will know First Aid for burns.
 2. Children will know the basics of First Aid for snakebites and animal bites.

OVERVIEW FOR TRAINERS: This is the fifth lesson for children on First Aid. The material is adapted from the Child-to-Child Activity Sheets (available from TALC) and from materials from S.E.A.N. This lesson can be broken into two shorter lessons.

PART ONE: Burns

METHOD	TIME	KNOWLEDGE
<p>Role Play: A baby is playing on the ground. Nearby, her mother is cooking soup on a pot on the stove when a visitor arrives. She leaves to go to the door. The baby starts to get up to follow her and knocks the pot handle, spilling the hot soup on her arm. She begins to scream and cry.</p>	10"	

----SHOWD questions----

- S = What do you **S**ee?
- H = What is **H**appening?
- O = Does this happen in **O**ur place?
- W = **W**hy does this happen?
- D = What will we **D**o about it?

- I. Burns
- A. How can burns be prevented?
 - B. Which burns are serious?
 - C. What should you do for a burn?

20"

- I. Burns
- A. Review the steps on preventing burns from the *Preventing Accidents* lesson.
 - B. A burn is serious if it covers a large area of the body, or if it is deep. Burns in sensitive areas (for example, on the hands or the genitalia) also need special attention.
 - C. First Aid for burns
 1. Remove the person from the fire or source of heat. If their clothing is on fire, wrap them in a blanket or roll them on the ground to put the fire out.
 2. Use lots of cool, clean water to cool the burned area. You can pour cool water over the burned area, or soak the area in cool water.
 3. For small burns, keep the burnt area clean and dry and protect it with a bandage. You can use an antibiotic ointment to prevent infections.

FIRST AID 5 – BURNS AND BITES

METHOD	TIME	KNOWLEDGE
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- | | | |
|---|--|--|
| <p>D. Role-play a burn injury, and then practice giving first aid for the burn.</p> | | <p>4. Remember:</p> <ul style="list-style-type: none"> - Never break any blisters. The blisters are actually a layer of skin that protects the burnt area from getting infected. - Never put butter, grease, oil, or herbs on the burn. - Don't remove any clothing that is sticking to the burn. <p>5. For a large or deep burn, or one that is on a sensitive area of the body, cover the burnt area with a bandage or clean cloth. Seek medical care right away.</p> <p>D. Activity</p> |
|---|--|--|

PART TWO: Bites

Role Play: Two children are playing near a rock pile. 10"

- 1st** Hey, look at this pile of rocks!
We can use them to build a wall.
- 2nd** Good idea! I will help you move them.
- 1st** What is that? I see something moving!
- 2nd** Oh, it is just a snake. I can catch him by his tail.
- 1st** Watch out!
- 2nd** Ow! He bit me! (He starts to cry.)

----SHOWD questions----

S = What do you **See**?
H = What is **H**appening?
O = Does this happen in **O**ur place?
W = **W**hy does this happen?
D = What will we **D**o about it?

- | | | |
|--|------------|---|
| <p>II. Snake bites</p> <p>A. What can you do to prevent snakebite?</p> | <p>10"</p> | <p>II. <u>Snake bites</u></p> <p>A. Preventing snake bites</p> <ol style="list-style-type: none"> 1. Know what snakes live in your area. Know which ones are poisonous. 2. Never pick up, poke, or play with a snake. 3. Watch out for snakes, especially near rock piles and in the woods and brush. 4. Wear high boots if you are hiking in the woods or brush. |
|--|------------|---|

FIRST AID 5 – BURNS AND BITES

METHOD	TIME	KNOWLEDGE
<p>B. What should you do if a snake bites someone?</p> <p><i>Show SEAN Picture 55 – Snake Bites</i></p>		<p>B. What to do if bitten by a snake:</p> <ol style="list-style-type: none"> 1. Stay calm! Most snakebites are not poisonous. 2. You can sometimes tell if a snakebite is poisonous by looking at the fang marks and teeth marks that it leaves. However, this is not a reliable way to tell. 3. Have the person lie down, and keep them calm and still. 4. Call for the health worker. Pray with the person. 5. Keep the bitten part lower than the heart. 6. Wash the bite with water. 7. Do not try to suck out the poison. 8. Do not use a tourniquet. 9. Try to find out what the snake looked like. If possible, show the snake to the health worker. But do not risk getting bitten! 10. Get medical care as soon as possible.
<p>III. Dog, cat, and bat bites</p> <p>A. How should you treat a dog, cat, or bat bite?</p>	5"	<p>III. <u>Dog, cat, and bat bites</u></p> <p>A. How to treat a dog, cat, or bat bite:</p> <ol style="list-style-type: none"> 1. Wash the wound thoroughly with clean water. Rinse the wound with hydrogen peroxide if possible. 2. Seek medical care right away. 3. The animal should be kept under observation, if possible. 4. The bitten person may need a tetanus shot, if he has not had one recently. 5. If there is any possibility the animal has rabies, the bitten person must also receive treatment to prevent rabies.
<p>IV. Review and summary</p> <p>A. How can you prevent and treat burns?</p> <p>B. How can you prevent and treat snakebites?</p> <p>C. How can you treat dog bites?</p>	5"	<p>IV. <u>Review</u></p>

References:

D. Bailey, H. Hawes and G. Bonati (editors). 1992. *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. The Child-to-Child Trust. (Available from TALC)

Study by Extension for all Nations. *Training Children in Community Health—Trainer's Manual and Resource Pack*. 2001. Devon, UK: S.E.A.N International.

FIRST AID V – BURNS AND BITES

ATTITUDE: Children will be willing to give First Aid for injuries.

SKILL: Children will know First Aid for burns and will know how to treat snakebites and animal bites.

EVALUATION: The children know how to respond to simulated accidents and they are taking steps to prevent burns and bites.

MATERIALS:

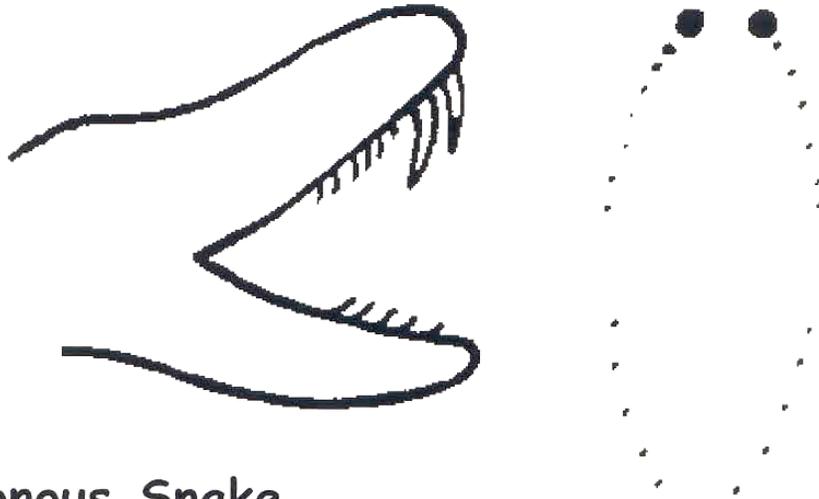
- Baby and Cooking Fire* handout
- SEAN Picture 55 – Snake Bites*
- Water
- Bucket
- Gauze bandages or clean cloths (for treating burns)
- Hydrogen peroxide

This lesson is used in: Children – Physical, Health Promotion – First Aid

BABY AND COOKING FIRE



Snake bites (poisonous & non-poisonous)

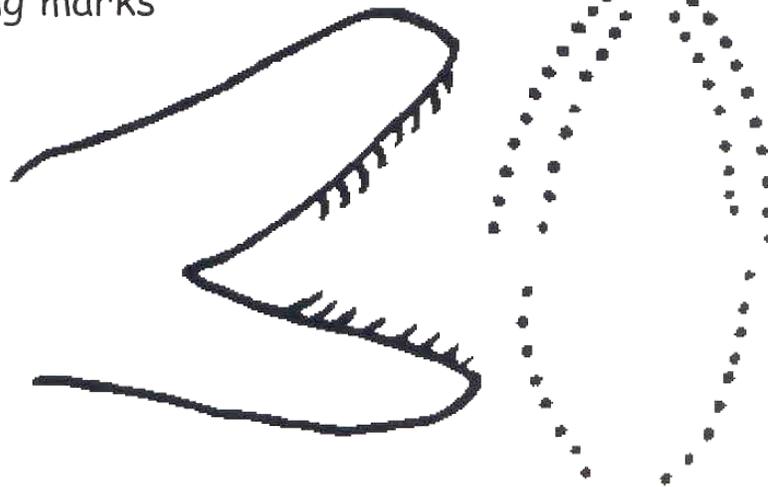


Poisonous Snake

Leaves 2 fang marks and rarely signs of any other teeth

Non-Poisonous Snake

Leaves only 2 rows of teeth marks and no fang marks



FIRST AID 6 - REVIEW OF FIRST AID

Children's Lesson

Date: 06/03

(1 HOUR)

- OBJECTIVES:**
1. Review how to handle different emergencies.
 2. Review practical skills, such as making splints and treating someone who is choking.

OVERVIEW FOR TRAINERS: This is a review of all the first aid lessons for children.

METHOD	TIME	KNOWLEDGE
<p>Starter: Divide the group into two teams (or more teams, if the team is large). Write out a list of injuries on slips of paper, and have the first team select one. The first team should act out the injuries (if necessary) or ask the question to the second team. The second team should demonstrate how to treat the injury. Alternate turns acting out and treating the injuries. Have on hand basic first aid supplies, water, alcohol, bandages, materials to make a splint, materials to make a sling, a stretcher, etc. Stress prevention as well as treatment.</p>		
<p>I. Treatment of Injuries Write these on slips of paper to give out and do them in random order.</p> <ol style="list-style-type: none"> A. Act out an unconscious person who does not respond. B. Demonstrate the recovery position for an unconscious person. C. What should you do first when you encounter an emergency? D. What are the ABCs of First Aid? E. When should a person not be moved? F. A person is choking, but still can cough and speak. What should you do? G. A person is choking, and cannot cough or speak. What should you do? H. A baby choked on a grape and is choking and cannot cry. 	<p>50"</p>	<p>I. <u>Treatment of Injuries</u> <u>Prevention and Treatment</u></p> <ol style="list-style-type: none"> A. Check for breathing. Check for pulse. Call for help. B. See <i>First Aid I – Responding to Emergencies</i> C. Pray! Call for help, and check for dangerous situations at the accident site. D. Airway Breathing Circulation E. When there is a neck injury When it is dangerous to move him F. Encourage her to keep on coughing. Remove the object in her mouth if you can see it. Watch her carefully. G. Perform the Heimlich maneuver. (Demonstrate.) H. Place him over your forearm. Give back blows. (Demonstrate.)

FIRST AID 6 – REVIEW OF FIRST AID

METHOD	TIME	KNOWLEDGE
I. You are choking and cannot breathe well. There is no one around to help.		I. Use a chair to give yourself an abdominal thrust. (Demonstrate.)
J. How can you prevent choking episodes?		J. See <i>First Aid II – Choking</i>
K. You are treating a person with a dirty leg wound. What steps should you take to prevent yourself from getting infected?		K. Wash your hands before and after giving First Aid, when possible. Use gloves.
L. Tina cut her hand with a kitchen knife. What should you do?		L. See <i>First Aid III – Wounds and Injuries</i>
M. Daniel has a nosebleed. What should you do?		M. See <i>First Aid III – Wounds and Injuries</i>
N. Eduardo was playing with his bow and arrow, and accidentally shot his friend George in the leg. The arrow is still stuck in George's calf. What should you do?		N. See <i>First Aid III – Wounds and Injuries</i>
O. María fell on her outstretched arm. Now it hurts to move her wrist. What should you do?		O. See <i>First Aid IV – Fractures</i>
P. Demonstrate how to make and use a sling.		P. See <i>First Aid IV – Fractures</i>
Q. Tomás jammed his finger playing baseball. Demonstrate how to make a buddy splint for a fractured finger.		Q. See <i>First Aid IV – Fractures</i>
R. Demonstrate how to splint an arm.		R. See <i>First Aid IV – Fractures</i>
S. Paco slid and fell while playing soccer. Now he can't walk. Demonstrate how to splint a leg.		S. See <i>First Aid IV – Fractures</i>
T. You need to transport Paco to the health clinic, but have no car. Demonstrate how to make and use a stretcher.		T. See <i>First Aid IV – Fractures</i>
U. What is the difference between a fracture, a sprain, and a strain?		U. See <i>First Aid IV – Fractures</i>
V. Laura spilled a cup of hot coffee on her hand. How would you treat her burn?		V. See <i>First Aid V – Burns and Bites</i>
W. A stray dog just bit Jorge. What should you do now?		W. See <i>First Aid V – Burns and Bites</i>
X. How can you prevent snakebites?		X. See <i>First Aid V – Burns and Bites</i>
Y. What is the treatment for snakebite?		Y. See <i>First Aid V – Burns and Bites</i>

FIRST AID 6 – REVIEW OF FIRST AID

METHOD	TIME	KNOWLEDGE
Z. Elena just stepped on a rusty nail. What type of immunization (vaccine) may she need?		Z. See <i>First Aid V – Burns and Bites</i>
AA. What do you do if there is an emergency that you don't know how to treat?		AA. Pray! Call for help
II. Conclusion	10"	II. <u>Conclusion</u>
A. Review any areas that seem unclear.		
B. Congratulate the children on all they have learned.		
C. But the real test comes next, when you head home or go to school or play outside. Will you be able to give help when there is an emergency?		

ATTITUDE: Children are willing to give First Aid.

SKILL: Children can apply their knowledge of first aid to real or simulated emergencies.

EVALUATION: Children can apply First Aid skills and knowledge in simulated emergencies. They know how to respond when there is a minor emergency at home and they know when to call for more medical help.

MATERIALS:

- First aid supplies (bandages, scissors, materials to make splints, materials to make a sling, materials to make a stretcher, etc.)
- Paper and pen to keep score
- Injuries written out on slips of paper

This lesson is used in: Children – Physical, Health Promotion – First Aid

KAP FOR KIDS—FIRST AID 1 (RESPONDING TO EMERGENCIES; CHOKING)

Choose the best answers to each question. There may be one or more good answers.

- 1) Have you talked with your parents and family about First Aid?
 - a) Yes
 - b) No

- 2) How many times have you talked with your friends and neighbors about First Aid?
 - a) Never
 - b) 1-2 times
 - c) 3-4 times
 - d) 5 or more times

- 3) What should you always do when you arrive at the scene of an accident?
 - a) Run away!
 - b) Look to see if there is any danger.
 - c) Try to fix the problem yourself. You can be a hero!
 - d) Call for help.
 - e) Stay calm.
 - f) Pray for God's help

- 4) What are the ABCs for taking care of someone who is seriously ill?
 - a) Open the **A**irway.
 - b) **A**lways act fast.
 - c) Check the **B**reathing.
 - d) **B**e a hero.
 - e) **C**heck the circulation.
 - f) **C**arry lots of supplies.

- 5) What are some ways to prevent choking?
 - a) Don't give babies toys with small parts.
 - b) Don't run with your mouth full.
 - c) Babies like to eat whole grapes and peanuts.
 - d) Who needs a knife? Just swallow that chunk of meat.

- 6) What would you do if someone is choking? Show how to do the Heimlich maneuver.

- 7) What can you do if a baby is choking?
 - a) Hold him upside down and shake him.
 - b) Put your fingers in her mouth and try to scoop it out.
 - c) Put him mouth down over your arm or leg and give him back blows.
 - d) Just wait. She'll get over it.

These KAP questions are used in: KAP questions; Children/ Physical

KAP FOR KIDS—FIRST AID 2 (WOUNDS, FRACTURES, AND BURNS)

Choose the best answers to each question. There may be one or more good answers.

- 1) Have you talked with your parents and family about wounds, fractures or burns?
 - a) Yes
 - b) No

- 2) How many times have you talked with your friends and neighbors about wounds, fractures, or burns?
 - a) Never
 - b) 1-2 times
 - c) 3-4 times
 - d) 5 or more times

- 3) Show how to take care of a small wound that is bleeding.

- 4) How do you treat a nosebleed?
 - a) Tilt the head back.
 - b) Put a coin on the forehead.
 - c) Pinch the soft part of the nose firmly until the bleeding stops.
 - d) Other home remedy:

- 5) What is the First Aid for arm and leg injuries? Think of RICE.
 - a) **R**est the limb.
 - b) **I**gnore the problem.
 - c) Put **I**ce on the injured area.
 - d) **C**ompress (hold firmly) the injured limb.
 - e) **E**levate (raise) the arm or leg.
 - f) **E**xercise a lot so it gets better quickly.

- 6) How can you immobilize a fracture (keep it from moving)?
 - a) Buddy tape two fingers together.
 - b) Make a splint out of some soft rags.
 - c) Make a splint out of a board or a stiff piece of cardboard.
 - d) Make a sling to immobilize an arm or shoulder.

- 7) Show how to make a splint.

- 8) Show how to give first aid for a burn.

- 9) How can you prevent a snake bite?
 - a) Know what snakes live in your area.
 - b) Collect snakes from rock piles.
 - c) Wear high boots if you are hiking in the woods.
 - d) Never poke or pick up a snake.

These KAP questions are used in: KAP questions; Children/ Physical/ First Aid.

FIRST AID WORKSHEET

Check when completed	Skill or Accomplishment:
1.	<p>I know the first things to do when you arrive at an emergency.</p> <ul style="list-style-type: none"> • Pray • Look around. • Remove the danger. • Call or send someone for help. • Look at the injure person. • Always behave calmly.
2.	I can describe the steps in mouth to mouth breathing.
3.	I demonstrated the Heimlich maneuver for choking.
4.	I showed how to care for a baby who is choking.
5.	I showed how to take care of a small wound.
6.	I showed what to do for a nosebleed.
7.	I demonstrated the first aid for leg and arm injuries. (Remember RICE.)
8.	I showed how to use a splint.
9.	I demonstrated how to care for a burn.
10.	I taught my family how to do first aid.
11.	I taught ten friends and neighbors how to do first aid.
12.	I made a poster about first aid.
13.	I made a first aid kit and know how to use it.



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