**FIRST AID**

Resuscitation

*In which cases do we initiate resuscitation?*

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

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

<https://www.youtube.com/watch?v=ea1RJUOiNfQ> primary survey

<https://www.youtube.com/watch?v=BQNNOh8c8ks> CPR adult

<https://www.youtube.com/watch?v=ea1RJUOiNfQ> AED

Correct performance of resuscitation:

* Arms stretched
* Extended elbows
* Interwoven fingers
* Resuscitate at the centre of the sternum
* Frequency 100/minute
* Depth 4 to 5 cm

Proper artificial respiration:

* Head tilt
* Chin tilt
* Pinch nose
* Open mouth
* Exhale fluently into mouth

*In which cases do we not provide artificial respiration?*

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

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

Resuscitation of a child:

Video: <https://www.youtube.com/watch?v=avYRvVHAvfM> - baby

<https://www.youtube.com/watch?v=ea1RJUOiNfQ> – child

What are the specifics of first aid?

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

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

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

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

EPILEPSY

Play students a video: <https://www.youtube.com/watch?v=Ovsw7tdneqE> at about 1:00 stop the video - space for discussion: **How can I help a disabled person? What comes next?** Then play the rest of the video where all the important points are summarised.

*Scenarios: Students get assigned or draw a situation and try to simulate it as best as they can. The other students work as an onlookers and evaluate the performance of first aid.*

Scenarios suggestions:

|  |
| --- |
| **Student A – disabled/injured**A student simulates unconsciousness. He/she lies on the ground, does not move, does not breathe, and we cannot feel his heartbeat. |
| **Student B – rescuer**Passer-by. He/she notices the unconscious and initiates the correct first aid procedure. |
| **C – other students decide whether student B provided first aid correctly** |

|  |
| --- |
| **Student A – disabled/injured**A student simulates unconsciousness. He/she lies on the ground, does not move, does not breathe, and we cannot feel his heartbeat. |
| **Student B – rescuer**Passer-by. He/she notices the unconscious and initiates the correct first aid procedure.  |
| **Students C – other passer-by**The task of others will be to deliberately interfere with the provision of first aid - so the rescuer will work under pressure.  |

|  |
| --- |
| **Student A – disabled/injured**A student simulates myocardial infarction. Symptoms: chest pain, constricting upper pain in limb, neck and abdomen; vomiting, sweating, restlessness, shortness of breath |
| **Student B – rescuer**The rescuer recognizes the symptoms of a heart attack and initiates first aid. |
| **C – other students will recognize what non-injury emergency status it was and decide whether student B provided the PP correctly**[**https://www.youtube.com/watch?v=gDwt7dD3awc**](https://www.youtube.com/watch?v=gDwt7dD3awc) |

|  |
| --- |
| **Student A – injured pupil**A student simulates a fracture of the upper limb. He/she stumbles over a school backpack in the aisle between the benches. |
| **Student B – teacher, treating**A teacher expects a fracture and provide first aid, involves other pupils (C) |
| **C – other pupils in the class** |

|  |
| --- |
| **Student A – disabled/injured**Asthma attack. Dyspnoea seizure, tickly cough, breathing with wheezing. |
| **Student B – rescuer**A student decides on the condition of the affected person and starts first aid. |
| **C – other students decide whether student B provided first aid correctly** |

After each scenario, summarize the situation and the main points.

A table can be made in which students will fill in the information:

|  |  |  |
| --- | --- | --- |
| **INJURY/STATE** | **DESCRIPTION-SYMPTOMS** | **FIRST AID** |
|  |  |  |