



## Instructor's Guide

# First Aid Basics: Knowing What to Do in an Emergency

## INTRODUCTION

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This Instructor's Guide provides information to help you get the most out of *First Aid Basics*. The contents of this guide will allow you to prepare your students before using the program, and to present follow-up activities to reinforce the program's key learning points.

## PROGRAM DESCRIPTION

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Chances are, most of us will encounter a medical emergency in our lifetimes—a circumstance where we need to act quickly, decisively, and correctly. Our actions could even be the difference between life and death for the victim. This program prepares students for this situation with basic, useful first aid information; for instance, how to react when someone is unconscious or suffering from serious burns. Additionally, the program provides general information on common ailments and diseases, which not only expands students' general health and medical awareness, but also alerts them to symptoms to which they should be alert. After viewing this program, students are prepared to respond to common medical emergencies with calm, rational, and informed actions.

## LEARNING OBJECTIVES

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After viewing the program, students will be able to:

- Understand and demonstrate basic actions to take in the event of an emergency
- Feel prepared to react to a variety of common medical emergencies and situations
- Recognize symptoms and warning signs of common ailments and emergencies
- Explain the causes behind common ailments and emergencies

## **EDUCATIONAL STANDARDS**

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To view the educational standards to which this video correlates, visit its page at <http://ffh.films.com/>—search for item # 43708.

## **PROGRAM OVERVIEW**

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Unsure on how to perform CPR? Don't know what a defibrillator actually is? Think you'd recognize an allergic reaction but aren't sure? Confused on the best way to treat a burn? *First Aid Basics* addresses these questions and many more with practical information, clear descriptions, and direct mandates for appropriate action. This program introduces viewers to Chris Mills, a registered paramedic. Drawing on his training and years of hands-on experience, Chris walks students through a variety of common medical situations and emergencies. He not only prepares students to respond effectively in these situations with decisive action, but also puts these emergencies into medical context—explaining why, for instance, heart attacks and strokes actually occur. Informative and straightforward, this program is a great tool, empowering viewers to respond effectively should they encounter a family member, friend, or even a stranger in medical distress. *First Aid Basics* emphasizes common sense, basic techniques, and viewer confidence—key components to making a difference in an emergency situation.

## **MAIN TOPICS**

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### **Topic 1: First Aid Basics**

At the start of the program, viewers meet narrator Josh and paramedic Chris, both of whom set the stage for *First Aid Basics* and the information it covers.

### **Topic 2: Heart Attacks**

Here, the program covers what heart attacks are, common symptoms, and how to respond should you believe someone is suffering one. The section includes information on CPR and defibrillators.

### **Topic 3: Strokes**

In this section, viewers learn basic information on strokes, including what they are, symptoms, and the best actions to take in response.

### **Topic 4: Cuts and Broken Bones**

It's easy to imagine a friend suffering a serious cut or broken bone, but how should you best respond in this situation? This section covers the appropriate way to respond to the medical need while protecting yourself as well.

**Topic 5: Burns**

Burns run the gamut from quite mild to extremely serious. Here, the program covers these different degrees of burns and how to best react to them.

**Topic 6: Diabetic Emergencies**

Diabetes is a very common disease—in this section, the program reviews what diabetes is, visible symptoms to be alert for, and how to respond in a diabetic emergency.

**Topic 7: Seizures**

Watching someone suffer a seizure can be quite scary. Here the program reviews how to respond in the event that you encounter someone suffering from one.

**Topic 8: Allergic Reactions & Asthma Attacks**

Allergic reactions can be mild, but they can also be deadly. In this section of the program, viewers are introduced to the symptoms of and appropriate responses to allergic reactions and asthma attacks.

**Topic 9: Choking**

Choking can occur suddenly and without warning. Knowing how to respond effectively, such as with the Heimlich maneuver, can save a life, as this section of the program illustrates.

**Topic 10: Drowning**

Unfortunately, many situations occur in which a would-be rescuer ends up drowning alongside the original victim. This section reviews how to avoid this tragedy and respond more effectively if faced with this emergency.

**Topic 11: Head Injuries**

In this concluding section of the program, viewers review how to best react and respond in the event of a head injury.

## **FAST FACTS**

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- In a medical emergency, call 911 first, before taking any other action.
- Heart attacks are the most common cause of sudden death. In the US, there are over one million heart attacks each year.
- While a common assumption is that strokes only occur in older people, the truth is that anyone can suffer from a stroke.
- When assisting someone in an emergency, protect yourself from direct contact with his or her blood. Blood can transmit serious diseases, such as hepatitis and HIV/AIDS. If available, wear rubber gloves to prevent exposure.
- Only use a tourniquet if you feel very sure someone is in jeopardy of bleeding to death. A tourniquet cuts off blood supply, and can result in someone losing a limb.
- There are varying degrees of burn severity. First degree burns are minor, such as sunburns. Second degree burns are somewhat more serious, resulting in blistering to the skin. Third and fourth degree burns are extremely serious. With third degree, skin turns black and possibly burns off. Fourth degree burns occur when so much skin and flesh has burned away that the bone is visible.
- If someone is on fire, running is a poor choice as it will fan the flames. If you see someone on fire, try to get him or her to the ground and smother the fire with a blanket or coat.
- Seizures are very common, with one in ten Americans experiencing a seizure in his or her lifetime.
- An estimated three to four thousand people die from drowning each year in the US.
- Roughly 1.7 million people sustain a head injury each year, according to the CDC.

## **VOCABULARY TERMS**

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**Closed Fracture**—Occurs when a bone breaks underneath the skin

**CPR**—Cardiopulmonary Resuscitation—chest compressions that, when done correctly, can increase a victim's chances of survival by 20-30%

**Defibrillator**—Device that analyzes a victim's heartbeat and gives them a shock if necessary

**Diabetes**—Disease in which the body does not produce enough of the hormone insulin

**EpiPen**—Needle containing the drug epinephrine. People who suffer from serious allergic reaction carry these to administer to themselves in the event of exposure to the allergen

**Heart Attack**—Medical emergency that occurs when one or more blood vessels transporting blood to the heart are blocked, potentially stopping the heart from beating

**Open Fracture**—Occurs when a bone breaks and comes through the skin

**Stroke**—Medical emergency caused by a blockage or rupture of a blood vessel in the brain. This cuts off blood supply to the brain

**TIA**—Transient Ischemic Attacks—mini-strokes

**Xiphoid Process**—Depression in the center of your chest, just below the nipples

## **PRE-PROGRAM DISCUSSION QUESTIONS**

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1. Have you ever assisted someone in a medical emergency? What happened?
2. How do you think you would react if a friend or family member was experiencing medical distress? What's the first action you would take?
3. What first aid basics should everyone know?
4. If you wanted to get more exposure to or experience with responding effectively to a medical emergency, how might you do so?
5. Do you have an interest in a career in a medical field? Why or why not?

## **POST-PROGRAM DISCUSSION QUESTIONS**

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1. What do you think a typical day is like for an EMT? Is this a job you'd be interested in having?
2. Describe how to perform CPR.
3. What new information did you learn from this program? How might it help you in the future?
4. How might you now react if a friend or family member experienced medical distress? How would this differ from your reaction before viewing this program?
5. If you were personally experiencing a medical emergency and were still conscious, how would you instruct someone to best assist you?

## **SUGGESTED ACTIVITIES**

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It's one thing to observe lifesaving actions—such as CPR chest compressions—being performed by others or to hear a description of how to perform them. Feeling confident to actually utilize them successfully can take hands on practice. Ideally using a medical dummy, students should try out the various actions (CPR, Heimlich maneuver, using a defibrillator, administering an EpiPen, etc) depicted in the film. If possible, invite a trained EMT, nurse, or other medical professional to observe and provide feedback. Encourage students to ask questions or express discomfort—just knowing what to do in an emergency won't save any lives! It's precise and accurate action that makes a difference. Hands-on practice provides students the opportunity to increase their comfort level with basic medical interventions.

What kind of training do EMTs actually go through? What qualifies someone to make a career as a paramedic or even volunteer with a local rescue squad? What's a typical day for a paramedic? Invite EMTs / paramedics / police / fire professionals or volunteers to your classroom to answer these questions and describe their jobs in more detail. This is a great opportunity for local squads to possibly recruit future volunteers! Guest speakers should cover training, types of medical and other emergency situations they encounter, and how they educate the public about first aid basics. If possible, it's also an excellent chance for them to demonstrate some intervention techniques and show and explain some of their equipment to students. Encourage students to prepare questions in advance. If hosting guest speakers is not a possibility, contact local squads to see if they are willing to answer student questions over email or phone, or open to hosting a visit from your class.

Everyone can benefit from exposure to the basic first aid information presented in this program. Ask students to design and create posters that communicate the key knowledge learned from the film, and to hang posters around the school and school property. Students should be especially conscious of younger grades, and also of locations that may benefit most from the addition of first aid information (for instance, the cafeteria and athletic fields). In creating these posters, students should keep in mind a balance of information and illustrations that are clear, concise, and easy to read and understand. Ahead of producing the posters, students may want to research what colors and fonts have the most effect, as well as determine the most pressing medical and first aid information to include.

How aware is your surrounding community of first aid basics and how to respond in a medical emergency? Ask students to brainstorm and present a campaign to improve first aid knowledge in your town. Questions to keep in mind include: Are certain populations (i.e. students or senior citizens) in particular need of this information? Are there public areas where posters or other visual aids could be added? Does your town have forums to make presentations to residents? What role can the school and students play? What role can local emergency services play? What is the most critical first aid information to share with the wider community? Campaigns should include proposals for multi-faceted, multimedia solutions for reaching as much of the population as possible. If realistic, support students in actually executing some or all of their ideas with the support of the school and town.

## **ASSESSMENT QUESTIONS**

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Q1: In a medical emergency, what should you always do first?

- a) See if the victim is breathing
- b) Call 911
- c) Find someone else to help
- d) Look for signs of a heart attack

Q2: To check if someone has a pulse, you should put two fingers on his or her

- a) xiphoid process
- b) wrist
- c) carotid artery
- d) forehead

Q3: If necessary, a defibrillator will give \_\_\_\_\_ to a victim.

- a) epinephrine
- b) a tourniquet
- c) CPR
- d) a shock

Q4: A broken bone that has come through the skin is called a(n)

- a) open fracture
- b) closed fracture
- c) transient ischemic attack
- d) third-degree fracture

Q5: True or False: If someone is having a heart attack, he or she will always feel pain in the center of his or her chest.

- a) TRUE
- b) FALSE

Q6: People with diabetes don't produce enough

- a) EpiPen
- b) insulin
- c) adrenaline
- d) blood

Q7: True or False: CPR includes doing mouth-to-mouth

- a) TRUE
- b) FALSE



Q8: Which of the following are symptoms of an allergic reaction?

- a) hives
- b) swelling throat
- c) wheezing
- d) itchy skin
- e) all of the above

Q9: What's the most important thing to do when dealing with a head injury?

- a) move the person to a safe location
- b) ask the person questions
- c) move your finger in front of the victim's eyes
- d) keep the victim still

Q10: True or False: If someone starts choking, you should start with the Heimlich maneuver.

- a) TRUE
- b) FALSE

## **ASSESSMENT QUESTIONS ANSWER KEY**

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Q1: In a medical emergency, what should you always do first?

- a) See if the victim is breathing
- b) Call 911
- c) Find someone else to help
- d) Look for signs of a heart attack

A1: (b) Call 911

Feedback: Even if you are unsure if an ambulance is needed or if the situation is serious enough to warrant calling 911, do so anyway—get medical help on the way as quickly as possible.

Q2: To check if someone has a pulse, you should put two fingers on his or her

- a) xiphoid process
- b) wrist
- c) carotid artery
- d) forehead

A2: (c) carotid artery

The carotid artery is on both sides of a person's neck. When checking, you are looking for a slight pulse every second or less.

Q3: If necessary, a defibrillator will give \_\_\_\_\_ to a victim.

- a) epinephrine
- b) a tourniquet
- c) CPR
- d) a shock

A3: (d) a shock

Feedback: An automatic defibrillator will analyze a victim's heartbeat and, if it's needed, administer a jolt of electricity to the heart. Automatic defibrillators are often found in public places—if possible, have one person begin chest compressions on a heart attack victim while the other locates a defibrillator.

Q4: A broken bone that has come through the skin is called a(n)

- a) open fracture
- b) closed fracture
- c) transient ischemic attack
- d) third-degree fracture

A4: (a) open fracture

Feedback: If you are assisting someone who has an open fracture, proceed carefully. Wear rubber gloves if possible, apply direct pressure to the wound, and carefully raise the limb slightly to slow the bleeding.

Q5: True or False: If someone is having a heart attack, he or she will always feel pain in the center of his or her chest.

- a) TRUE
- b) FALSE

A5: (b) FALSE

Feedback: There are many different symptoms of heart attacks, including pain in the arms, back, neck or jaw; shortness of breath; cold sweat; nausea; and lightheadedness.

Q6: People with diabetes don't produce enough

- a) EpiPen
- b) insulin
- c) adrenaline
- d) blood

A6: (b) insulin

Feedback: If a diabetic has too much insulin, their blood sugar drops and then can go into a diabetic emergency. Symptoms of diabetic emergency include shallow breathing, headache, strong thirst, and nausea.

Q7: True or False: CPR includes doing mouth-to-mouth

- a) TRUE
- b) FALSE

A7: (b) FALSE

Feedback: CPR now involves just chest compressions. Doing CPR correctly when you can't find a pulse can improve the victim's chance of survival by 20-30%.

Q8: Which of the following are symptoms of an allergic reaction?

- a) odd sense of warmth
- b) swelling throat
- c) wheezing
- d) itchy skin
- e) all of the above

A8: (e) all of the above

Feedback: Allergic reactions can often be mild and don't require intervention. But if you witness symptoms such as the above, call 911 right away. Someone having a severe allergic reaction might stop breathing due to a completely swollen throat.

Q9: What's the most important thing to do when dealing with a head injury?

- a) move the person to a safe location
- b) ask the person questions
- c) move your finger in front of the victim's eyes
- d) keep the victim still

A9: (d) keep the victim still

Feedback: Don't try to move someone you know (or suspect) is suffering from a head injury—doing so could cause damage to the spine or an artery in the neck.

Q10: True or False: If someone starts choking, you should start with the Heimlich maneuver.

- a) TRUE
- b) FALSE

A10: (b) FALSE

Feedback: Actually, in the event of choking, you should first start by giving five blows to the victim's back between their shoulder blades. If that's not effective, then move to the Heimlich maneuver.