

Identifying Dangers

Focus:

- *Identifying dangers in first aid situations.*

Worksheet information:

- Remind the students that the first step in the St John DRSAB action plan is to identify any dangers to themselves, others or the casualty. Discuss different dangers that they might come across at school.
- Students look at the picture and identify the dangers that could harm them or the casualty. There are five: the spilled water near the toaster cord, the tennis balls on the ground that could trip someone, the knife on the edge of the bench, the puddle of water that someone could slip on, and the boiling pot that could bubble over or burn.

Additional activities

- Link this activity to a science lesson in which students learn the different sources and kinds of energy that can cause injury.
- Students could survey the class, school grounds or their homes and identify things that could be dangerous and plan ways to make them safe.

Check for a Response

Focus:

- *Checking a casualty for a response.*

Worksheet information:

- Discuss the reasons for checking to see if a person is sleeping or unconscious. Briefly review the ways to check. Remind students that someone who is unconscious might still be able to hear them, so it is important to talk to that person.
- Students first find words in the wordsearch to complete the sentences. The answers are: (a) talk, (b) questions, hear (c) shoulders (d) name, help (5) move, unconscious. They then plan a poster informing others how to tell if someone is asleep or unconscious. When the plan is complete, they make their posters using markers or paints.

Additional activities

- In pairs or groups of three, students could devise their own first aid situations. Another group of students tries to work out what has happened to the casualties and whether they are unconscious or asleep.
- Students could investigate sleep and how it works to better understand the difference between sleeping and being unconscious.

Airway and Breathing

Focus:

- *Opening the airway and checking the breathing of an unconscious casualty.*

Worksheet information:

- Revise the DRSAB plan, and what the 'D', 'R' and 'S' stand for. Ask the students what the 'A' stands for (airway), and the 'B' (breathing). Discuss why it is important to have the airway open so a person can breathe. Ask students to locate their jaw, neck, lungs and nose, and discuss how they form part of the breathing mechanism. Teachers could demonstrate how to open the airway by tilting the head back.
- Students then describe how to open an airway on an unconscious patient. They look at the pictures in Question 2 and write what is happening in each one, with reference to the tongue's position and

how that affects breathing. They then choose the correct word in each word pair in Question 3 to describe how to check if an unconscious casualty is breathing.

Additional activity

- Students could come up with a list of things that could block an airway, then decide on some ways to prevent this happening.