

# Jay Curriculum: Unit Cover Page

**Unit title:** First Aid, CPR

**Grade Level:** 10

**Content Area(s):** Health

**Date Created:**

**Designed By:** J. Robinson

## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

- B2 Evaluate factors that influence personal selection of health products and services
- B3 Access school and community health services
- B4 Analyze various health problems and identify those that require professional care services

**Unit:** First Aid, CPR

**Brief Summary of Unit/Topic**

**Summary:**

Basic first aid, care for bleeding, bandages, other care for medical emergency. Emergency checklist, CPR instruction and certification, and Heimlich.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

The Heimlich maneuver. Define first aid. Demonstrate and perform CPR.

**Students will know:**

Explain good Samaritan law, put together first aid kit, practice locating community resources.

**Students will be able to:**

List steps for controlled bleeding. Apply the DECIDE process to help someone in danger.

**Enduring Understanding/s:**

How to be of assistance during a medical emergency (where to turn for help)

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Are you prepared worksheet	B2			
QUIZZES, TESTS, PROMPTS				
Quizzes, homework	B3			
OTHER				
Chapter test, Practical CPR test	B4			

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### Stage #3: Plan learning experiences & instruction

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

- Day One
  - What is First Aid – immediate care given to a victim of injury or sudden illness before professional medical help arrives
  - Priority List...guidelines for First Aid
    - When reacting to a situation where someone is hurt
      - Assess the situation and the environment for possible dangers to you and the victim. Don't put your own safety at risk. Example: burning building or busy highway – what do you do?
  - Determine if the victim is conscious...tapping them on the shoulder and shouting “Are you OK?” If no response, send someone to call local emergency number (911 or 897-3600).
    - Speak slowly and clearly
    - ID yourself and give telephone number from which you are calling
    - Give exact location of the accident
    - Describe what has happened, how many victims, their injuries, and what first aid has been given.
    - Ask what you can do
    - Hang up last
  - If person is not conscious (not responsive) then open their airway (head tilt/chin lift) – (demo this)
  - Check breathing – look, listen, feel if not breathing – begin ventilations – giving 2 breaths (we will do this later)
  - Check pulse – carotid artery in the neck. If no pulse (an indication that the heart is not beating!). Give chest compressions (we will do this later).
  - Check for bleeding – use compression, elevation, pressure points. Last resort: tourniquet.
- Day Two
  - Control of Bleeding review
    - Direct pressure – avoid exposure to blood – wear rubber gloves
    - Elevation – raise level of bleeding above the heart
    - Pressure points – locate on diagram. Brachial PP Demo to “turn off” radial/ulna pulse
    - Tourniquet – as a last resort because of possible amputation. Used when the first 3 above fail or it is obvious when a limb has been cut off.
  - Bandaging – bandages are used to immobilize a limb (dislocation/fracture) or to aid in the control of bleeding and hold a compress in place.
    - Demo: use a student and show the proper bandaging techniques for the following:
      - Forehead bandage
      - Scalp bandage
      - Cheek, ear, head bandage
      - Hip bandage
      - Shoulder Bandage
      - Sling
    - Allow students to partner with another to practice these bandages on each other. 20-30 minutes.
- Day Three
  - CPR – Cardio Pulmonary Resuscitation: first aid procedure used when a person's heart and lungs are not working (Cardiac arrest). Pulse and breathing have stopped. This can occur during a heart attack, a stroke, drug overdose, poisoning, and electrical shock. When the heart and lungs stop, immediate action is necessary to prevent brain damage.
    - Talk about prudent heart living:
      - Eliminate cigarette smoking
      - Control high blood pressure
      - Decrease cholesterol
      - Get more exercise
      - Control diabetes
      - Eliminate obesity

- Care for Heart Attack
    - Have victim rest – sting may make breathing easier
    - Call for an ambulance
    - Give heart medication, nitroglycerin
    - Monitor condition, CPR may be necessary
  - Show position of heart in chest. Talk about external compressions and how they provide an artificial circulation of blood.
  - Discuss rescue breathing – how exhaled air still contains 16% oxygen.
  - Review Priority List. Demo:
    - Assess the scene: are there any dangers to you or the victim
    - Check responsiveness: “Are you OK?” Shake and shout.
    - Open airway: Head tilt/chin lift
    - Look, listen, and feel for breathing (5-10 seconds). If no breathing: give 2 breaths by pinching nostrils and sealing your lips over the victim’s lips.
    - Check carotid pulse (5-10 seconds). If no pulse: position heel of hand on sternum – 2 fingers width from xiphoid process – pull back other fingers and give 15 compressions (1 1/2”-2” deep). Count the compressions 1 and 2 and 3....deliver at a fast pace so as to give 4 cycles of breaths and compression in 1 minute. After 4 cycles check breathing and pulse and continue CPR if necessary.
  - When do you stop CPR?
    - Victim starts to breathe and heart beats
    - You are exhausted and unable to continue
    - Medical personnel arrive and take over
    - Doctor pronounces victim dead
  - Have students practice and demonstrate proficiency. Ask questions. Have students correct mistakes and demonstrate proper CPR technique.
- Day Four and Five
  - Psychological First Aid
    - Your state of mind is extremely important during a First Aid emergency. If you are panicked you are more likely to forget what to do. Also you can influence the state of mind of a conscious injured person. Try to stay calm during an emergency (easier said than done). The victim will be more calm if you assure him/her that they will be alright.
  - Child and Pediatric CPR
  - Heimlich Maneuver – conscious and unconscious obstructed airway
    - Universal distress signal for choking: person will hold their hands to their throat.
      - Ask them, “can you breathe?” If they can respond verbally then let them cough the obstruction out. If they cannot respond verbally or if there is a high pitched noise then you tell them you know how to help them.
      - Position yourself behind the victim with your right foot between their feet
      - Place the fist of one hand (thumb side in) into their abdomen. Find the proper hand position by locating the belly button and xiphoid process and your fist goes between those locations. Cup your fist with the other hand and pull in and up forcefully (with enough power to lift them onto their toes).
      - Continue the abdominal thrusts until the obstruction is gone or they become unconscious.
    - Unconscious obstructed airway – call for help
      - Open the airway – head tilt/chin lift. Look into mouth – if you can see the obstruction, attempt to remove.
      - Look, listen and feel for breathing. Attempt to ventilate (2 times). If air does not go in, then the obstruction is still there.
      - Kneel astride victim (straddle them) and position the heel of your hand into their abdomen halfway between the naval and xiphoid. Pull back the fingers with the other hand and push in and up 5 times.
      - Go back to head – establish airway – look for obstruction: attempt to sweep. Attempt to ventilate (2x). Go back to #3 if obstruction continues.
- Day Six
  - Review:
    - 3 controlled bleeding
    - Ratio breaths to compression

- First thing in prelim evaluation
- Why good Samaritan
- Multiply guess

**REFERENCES:**