



# JROTC Virtual Learning

LET 2 Wellness, fitness, and first-aid Unit 4  
The need for first-aid/your response

April 13, 2020



## STANDARDIZED TRAINING SESSION

JROTC TRAILS WEST BRIGADE: Truman, Van Horn, William Chrisman High Schools

Lesson Created by: SFC(R) Nestor Torres, 1SG(R) Timothy Dougherty, 1SG(R) George Sutton, SFC(R) Alphonso Davis, and LTC(R) Bruce Hoover

Student Learning Plan LET 2 Unit 4:

Wellness, Fitness, and First Aid The need for first aid/your response [U4C2L3]



Courtesy of Army JROTC

U4C2L1

## The Need for First Aid/Your Response

### Key Words:

Cardiopulmonary  
Resuscitation (CPR)

Catastrophes

Consent

Emergency Medical  
Service (EMS)

Evaluate

First Aid

Good Samaritan Law

### What You Will Learn to Do

Assess first aid situations

### Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world

### Skills and Knowledge You Will Gain Along the Way

- Assess the need for knowing how to perform first aid
- Explain the significance of the Good Samaritan Law
- Identify the steps of first aid intervention
- Identify the information needed when calling an emergency number such as 911
- Describe the purpose of Universal Precautions
- Identify the steps for checking the ABCs
- Demonstrate how to treat for shock
- Describe considerations taken when providing first aid to infants or elderly

## Introduction

At some point in life, most people encounter a situation requiring the use of first aid. Whether a friend falls when rollerblading and breaks an arm, or a younger brother cuts his foot on broken glass, someone should administer first aid until the injured person receives proper medical attention. That someone can be you, if you acquire basic first aid knowledge. By learning basic first aid, you will know what to do, and what not to do, in different accident situations. Remember, first aid may mean the difference between life and death, permanent and temporary disability, or long- and short-term recovery for an accident victim.

In addition to the first aid taught in this lesson, consider taking a first aid class from a qualified instructor. Many schools, hospitals, and fire departments offer first aid classes that provide demonstrations and hands-on experience with medical models of victims. Hands-on training is especially important before actually performing mouth-to-mouth resuscitation and **cardiopulmonary resuscitation (CPR)**, both of which can be hazardous to a victim if performed improperly.

## Definition of First Aid

**First aid** is the immediate care given to an injured or ill individual to keep him or her alive or stop further damage until qualified medical treatment can be administered. It is caring for people involved in accidents, **catastrophes**, and natural disasters such as hurricanes, tornadoes, and earthquakes. First aid includes dealing with the situation, the person, and the injury, as well as encouraging the victim and showing a willingness to help.

## Good Samaritan Law



*Courtesy of Army JROTC*

The **Good Samaritan Law** is designed to protect the rescuer and encourage people to assist others in distress by granting them immunity against lawsuits. This law protects

people from lawsuits as long as the rescuer is acting in good faith, without compensation and administers first aid correctly and without malicious misconduct or gross negligence.

Before acting as a Good Samaritan, be sure to use the Universal Precautions outlined below. By following these standard precautions you are protected from viruses and diseases that can be carried through blood-borne pathogens of an injured victim.



*Courtesy of Army JROTC*

## First Aid Kit

Administering first aid is easier with a first aid kit. It is a good idea to keep one in your house and car and take one along on camping trips and hikes. A well-stocked first aid kit contains an assortment of bandages, Band Aids, tape, aspirin or aspirin substitutes, antiseptic cream and cleanser, safety pins, scissors, tweezers, cotton, and tissues. To protect against infectious diseases, include rubber gloves and face shields in the kit. Rubber gloves will keep you from contact with blood and body fluids, and face shields will allow you to give mouth-to-mouth resuscitation and CPR without direct contact.



*Courtesy of Army JROTC*

## Evaluating the Victim

When you encounter an injured person, you must **evaluate** that person to determine what kind of first aid, if any, is needed. This preliminary check of the person follows a series of steps to pinpoint and correct the most serious health risks first and then continue with less life-threatening problems. We will explain these steps in more detail later in this lesson; but basically, check for breathing and heartbeat first, for severe bleeding second, then for signs of shock, and finally for broken bones, burns, and head injuries. Depending on what problems your evaluation of an accident victim reveals, perform the life-saving steps in a sequence that parallels this evaluation sequence:

### The Order in Which You Evaluate a Victim

- 1: Open the airway
- 2: Assess breathing
- 3: Assess circulation
- 4: Assess disability

When evaluating a conscious victim, ask the victim if you can help and get **consent** to provide first aid. Then get as much information as possible about the situation and how the victim feels. If the victim is unconscious and others witnessed the accident, get as much information from the witnesses as possible. Check the victim for medical alert identification. Many people with heart disease, epilepsy, diabetes, and allergies to medications wear medical alert identification bracelets or necklaces, which can give you a clue as to their medical condition.

Have someone at the scene dial 911 for **emergency medical services (EMS)**. If you are alone and the victim's condition is life-threatening, give first aid first, and then call 911. When calling 911, calmly state your name and exact location, the telephone number from which you are calling, details of what has happened, and the condition of the victim or victims.

Other important rules to follow at the scene of an accident include:

- Remain calm, but act quickly. This will reassure the victim and help him or her to remain calm as well.
- Do not move an injured person. If the person has a neck or spine injury or broken bones, moving him or her could worsen the condition. Only move a victim if there is potential danger in remaining at the accident location. If you must move the victim for this reason, pull him or her in a straight line from the shoulders keeping the head and body in line. Support the head and pull the victim as short a distance as possible.
- If there is more than one injured person at an accident scene, evaluate them quickly, then help the most seriously injured first. For example, help the person with severe bleeding before you help the person with a broken arm.

## The Life-saving Steps

The following steps list evaluation procedures and specify treatment if necessary. Specific procedures for treatment of different injuries are covered in detail later in this chapter.

1. Check to see if the victim is conscious.
  - a. Ask in a loud but calm voice, “Are you okay?”
  - b. Gently shake or tap the victim on the shoulder.
  - c. Watch for response. If the victim does not respond, go to Step 2.
  - d. If the victim is conscious, ask where he or she feels different than usual or where it hurts. Go to Step 3.
  - e. If the victim is conscious but is choking and cannot talk, stop the evaluation and begin treatment for clearing the airway of a conscious victim.
2. Check for breathing and heartbeat.
  - a. Look for rise and fall of the victim’s chest.
  - b. Listen for breathing by placing your ear about one inch from the victim’s mouth and nose.
  - c. Feel for breathing by placing your hand or cheek about one inch from the victim’s mouth and nose.
  - d. At the same time, check for a pulse in the victim’s neck.
  - e. If there is a pulse but no breathing, stop the evaluation and begin treatment to restore the breathing.
  - f. If there is no pulse, stop the evaluation and begin CPR.
3. Check for bleeding.
  - a. Look for spurts of blood and blood-soaked clothing.
  - b. Look for entry and exit wounds.
  - c. If bleeding is present, stop the evaluation and begin treatment for stopping the bleeding.
4. Check for the following signs of shock:
  - a. Sweaty, but cool skin
  - b. Paleness

- c. Restlessness or nervousness
- d. Thirst
- e. Loss of blood
- f. Confusion
- g. Faster than normal breathing rate
- h. Blotchy or bluish skin
- i. Vomiting or nausea

If any of these signs are present, discontinue the evaluation and treat for shock.

#### 5. Check for fractures (broken bones).

- a. Check for the following signs of neck or back injury:
  - Pain or tenderness of neck or back area
  - Wounds of neck or back area
  - Paralysis
- b. Ask the victim if he or she can move.
- c. Touch the victim's arms and legs and ask whether he or she can feel it.
- d. If you suspect a neck or back injury, immobilize the victim by doing the following:
  - Tell the victim not to move.
  - If you suspect a back injury, place padding under the natural arch of the lower back.
  - If you suspect a neck injury, place padding under the victim's neck and place objects such as rocks or shoes on both sides of the head.
- e. Check the victim's arms or legs for fractures or broken bones. Signs are:
  - Swelling
  - Discoloration
  - Unusual angle or position of arm or leg
  - Bones sticking through the skin



*Courtesy of Army JROTC*

- If you suspect a fracture, stop the evaluation and begin treatment for fractures.
6. Check for burns. If you find burns, cover them with a clean dry cloth.
  7. Check for head injury. Some possible signs of head injury are:
    - a. Pupils of eyes unequal size
    - b. Fluid from ear(s), nose, mouth or wounds to the head or face
    - c. Slurred speech
    - d. Confusion
    - e. Sleepiness
    - f. Loss of memory or consciousness
    - g. Staggering when walking
    - h. Headache
    - i. Dizziness
    - j. Vomiting
    - k. Paralysis
    - l. Convulsion or twitching



**NOTE:**

If a head injury is suspected, keep the person awake. Watch the victim for signs that would require restoring breathing or treating for shock.

## When to Call 911 or Your Local Emergency Number

Call for an ambulance if the victim:

- ✓ Is or becomes unconscious
- ✓ Has trouble breathing
- ✓ Has persistent chest pain or pressure
- ✓ Is bleeding severely
- ✓ Has persistent pain or pressure in the abdomen
- ✓ Is vomiting
- ✓ Has seizures, slurred speech, or persistent severe headache
- ✓ Appears to have been poisoned
- ✓ Has injuries to the head, neck, or back
- ✓ Has possible broken bones

Also call if there is:

- ✓ A fire or explosion
- ✓ A downed electrical wire
- ✓ Swiftly moving or rapidly rising water
- ✓ Poisonous gas present
- ✓ A vehicle collision

## Call the Emergency Number

Call or send someone to call for an ambulance. Calling your emergency number is often the most important thing you can do in an emergency. It is often critical to get professional medical help on the scene as soon as possible. In many communities, you can dial 911 for help in any type of emergency; otherwise, dial your local police or sheriff for medical emergencies, or dial 0, the operator, for assistance. Be prepared to follow these steps:

1. Speak slowly and clearly.
2. Identify yourself and the phone number from which you are calling.
3. Give the exact location of the accident. Give the town, street name, and number. If you are calling at night, describe the building.
4. Describe what has happened. Give essential details about the victim(s), the situation, and any treatments you have given.
5. Ask for advice. Let the person on the other end ask you questions and tell you what to do until help arrives. Take notes, if necessary.
6. Hang up last. The person on the other end may have more questions or advice for you. And they might want you to stay on the phone with them until help arrives. Whatever the case, let the other person hang up first.

## Conclusion

First aid is help you give an injured person until qualified medical personnel can administer treatment. In other words, think of first aid as aid given first before actual medical treatment. The type of first aid required by an individual depends upon his or her injuries, and you determine what those injuries are by carefully and quickly evaluating the person. This evaluation and the administration of first aid follows a sequence that deals with the most life-threatening problems first—breathing and heartbeat, followed by bleeding; then other health problems—shock, broken bones, burns, and head injuries.



## Lesson Check-up

1. When encountering an injured victim, what is the evaluation sequence?
2. What is the proper way to assess whether a victim is conscious?
3. What should you check for if a victim is bleeding?
4. What are the symptoms of shock?
5. Describe how to make an emergency call.



# Student Learning Plan

## Unit 4: Wellness, Fitness, and First Aid

### The Need for First Aid/Your Response

[U4C2L1]



#### What you will accomplish in this lesson:

Assess first aid situations



#### Why this lesson is important:

Most people encounter at least one situation requiring the use of first aid at some time in their lives. Perhaps a friend falls rollerblading and breaks an arm. Or, maybe a younger brother cuts himself on broken glass and requires stitches. In each of these cases, someone at the scene has to give the first aid until the injured person receives proper medical attention. That someone can be you if you acquire basic first aid knowledge of what to do and not to do in different accident situations. First aid can mean the difference between life and death.

In addition to the first aid taught in this lesson, consider taking a first aid class from a qualified instructor. Many schools, hospitals, and fire departments offer first aid classes that provide demonstrations and hands-on experience with medical models of victims.



#### What you will learn in this lesson:

- Explain the significance of the Good Samaritan Law
- Identify the steps for evaluating a victim
- Identify the seven life-saving steps of first aid
- Identify the information needed when calling an emergency number such as 911
- Describe the purpose of the Universal Precautions
- Define key words: Cardiopulmonary Resuscitation (CPR), catastrophes, consent, Emergency Medical Service (EMS), evaluate, first aid, Good Samaritan Law



#### You will have successfully met this lesson's purpose:

- by summarizing the important aspects of first aid
- when your summary details the ways to evaluate a victim
- when your summary details when to call for emergency help and what to tell them
- when your summary details the seven life-saving steps



#### Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

---

#### INQUIRE PHASE: What do you already know?



- 
1. THINK ABOUT what you know about first aid. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
  2. CONSIDER how you would react to an injured person. ANSWER the "What if" scenarios presented by your instructor.

- \_\_\_\_\_3. COMPLETE Exercise #2: Agree/Disagree. REVIEW the correct answers with your class.
- \_\_\_\_\_4. REFLECT on what you want to learn about first aid. ANSWER the reflection questions presented by your instructor.

---

### GATHER PHASE: So, what else do you need to know or learn?



- Part 1**
- \_\_\_\_\_1. VIEW the presentation on the Good Samaritan Law and Universal Precautions. VIEW the presentation on the “ABCs” used to evaluate victims and first aid kits.
  - \_\_\_\_\_2. LISTEN to a briefing on calling 911 for emergency help.
  - \_\_\_\_\_3. REFLECT on what is needed to respond to an emergency. ANSWER the reflection questions presented by your instructor.
- Part 2**
- \_\_\_\_\_4. VIEW the presentation on the Seven Life Saving Steps and Shock. With your team, CREATE a Tree Map showing the details about one of the steps. Use your student text as a resource. POST your map at the front of the room for class review.
  - \_\_\_\_\_5. REFLECT on the seven steps. ANSWER the reflection questions presented by your instructor.

---

### PROCESS PHASE: Now what can you do with this new information you've learned?



- Part 1**
- \_\_\_\_\_1. PRACTICE what you've learned about Universal Precautions and the “ABCs.” With your team, ROLE-PLAY the scenarios in Exercise #1: First Aid Scenarios.
  - \_\_\_\_\_2. REFLECT on the people you know who are qualified to give first aid. ANSWER the reflection questions presented by your instructor.
- Part 2**
- \_\_\_\_\_3. PRACTICE applying what you've learned. PARTICIPATE in the CERT-ALERT game with your class.
  - \_\_\_\_\_4. REFLECT on how you will use what you've learned. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

---

### APPLY PHASE: What else can you do with what you've learned today?



- \_\_\_\_\_1. COMPLETE the Need for First Aid/Your Response Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_2. REVIEW the key words of this lesson.
- \_\_\_\_\_3. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

## Exercise 2: Agree/Disagree

**Directions:** Circle true if you agree with the statement, and circle false if you disagree

- True False 1. In most localities, an ambulance will arrive in a few minutes so there is no need for most people to learn first aid or CPR.
- True False 2. Most injuries do not require life-saving first aid efforts.
- True False 3. Call for an ambulance and/or seek medical care for all injured victims.
- True False 4. In most situations before giving first aid, the victim must give you consent (permission).
- True False 5. A scene survey must be done before giving first aid to an injured victim.
- True False 6. Most communities use the 911-telephone number for emergencies.
- True False 7. A scene survey's purpose is to find life-threatening conditions.
- True False 8. Everyone will at some time have to make the decision whether to help another person.
- True False 9. Correct first aid can mean the difference between life and death.
- True False 10. Crying or screaming victims must be treated before quiet ones.

# Performance Assessment Task

## Unit 4: Wellness, Fitness, and First Aid

### The Need for First Aid/Your Response [U4C2L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

#### Assess first aid situations

---



#### Directions

---

For this performance assessment task, you will summarize what you have learned about first aid. For this assessment you will:

1. Obtain card stock or index cards from your instructor. Use them to create quick reference "How To" cards. Create "How To" cards for the following:
  - a. How to evaluate a victim
  - b. How to call for emergency help
  - c. How to practice the seven life-saving steps
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

**RECOMMENDATION:** It is recommended that you add this performance assessment task to your Cadet Portfolio.

## ***The Need for First Aid/Your Response Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
1. You detail how to evaluate a victim in the correct order	met    not met
2. You detail how to call for emergency help	met    not met
3. You detail how to practice the seven life-saving steps	met    not met
4. Your "How To" cards are neat and easy to read	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_