

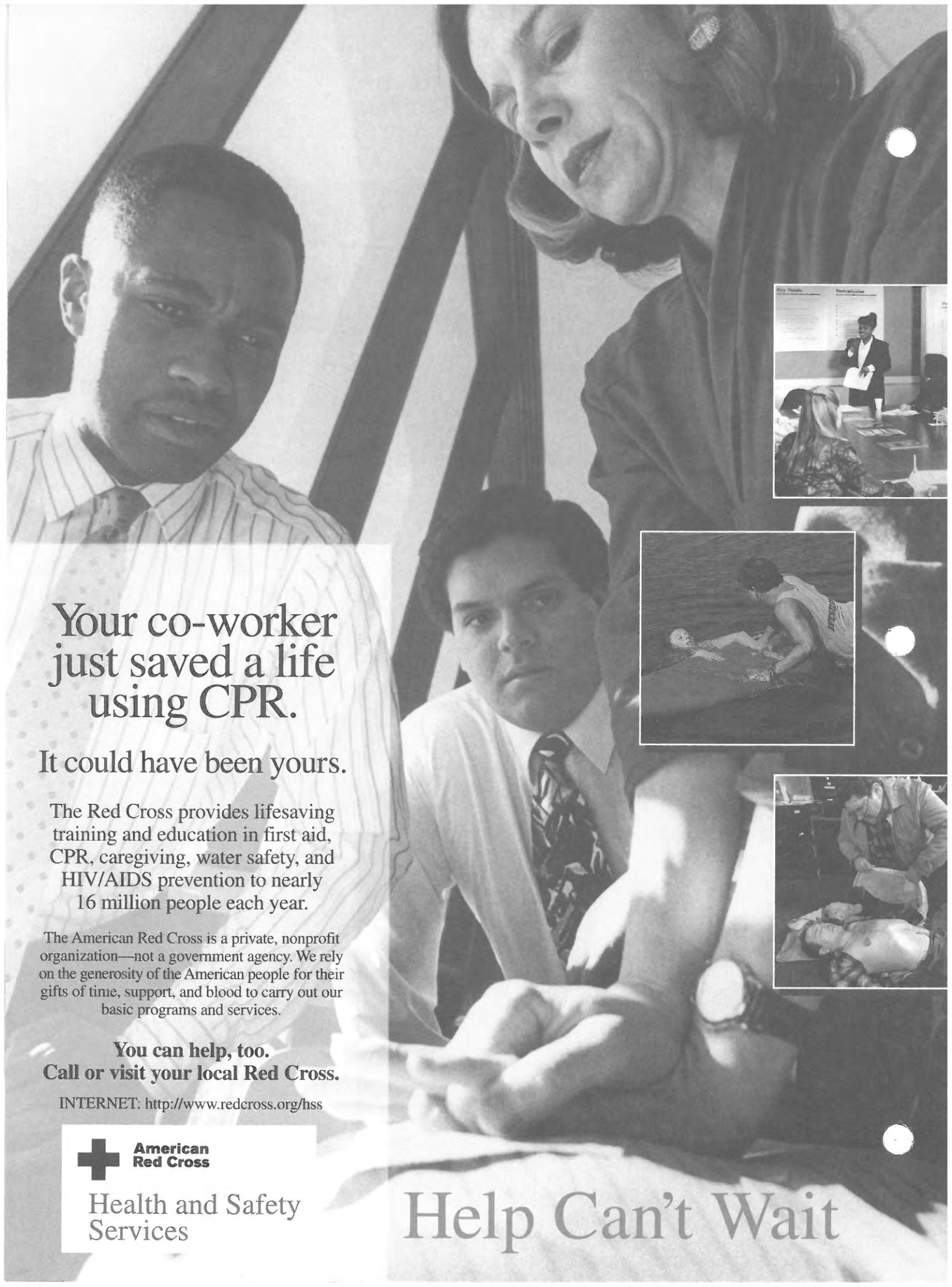


**American
Red Cross**

American Red Cross Basic Aid Training Instructor's Manual



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***American Red Cross
Basic Aid Training
Instructor's Manual***

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Revised 1996

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Printed in the United States of America

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Acknowledgments

This version of the American Red Cross Basic Aid Training (BAT) program was updated and rewritten by the BAT Project Team. Team members include Donna M. Feeley, M.P.H., project director for BAT, Health and Safety Development; Lori Jacob, M.S., director, Health and Safety Services, St. Joseph County Chapter, South Bend, Indiana; Thomas J. S. Edwards, Ph.D., editor, Health and Safety Development; and Barbara J. Monfort, M.P.A., project analyst, Health and Safety Development. Review and guidance was provided by Frank Carroll, manager, Health and Safety Development; Susan Walter, M.S., youth associate, Programs and Services; Jean Wagaman, associate, Health and Safety Operations; and Julie Huff, B.S.N., project analyst, Health and Safety Development. Special thanks are given to Jane Moore for her desktop publishing skills and to Roz Schanzer for her creative illustrations on the student materials and the *BAT Maze Poster*.

The idea for the Basic Aid Training program originated in the Lakeland Chapter of the Red Cross in Green Bay, Wisconsin, when, in 1967, volunteer Barbara Grove developed and implemented her idea for a first aid and safety program for young people. The BAT program was introduced to the Minneapolis Area Chapter shortly after by Ms. Grove and was adopted as a chapter program. In May 1976, as recommended at the annual convention in Portland, Oregon, BAT became an official program of the American Red Cross.

In 1987, Ms. Lois Smith of the Fairfax County Chapter thoroughly revised and updated the program. The project team members responsible for rewriting and updating the materials in 1987 (listed in position and location at that time) were:

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National Institute on Drug Abuse
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Grateful appreciation is extended to the staff at national and operations headquarters who provided ongoing technical guidance and review.

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Mile High Chapter, Denver, Colorado
Central Iowa Chapter, Des Moines, Iowa
Indianapolis Area Chapter, Indianapolis, Indiana
Prince George's County Chapter, Hyattsville,
Maryland
Crawford County Chapter, Bucyrus, Ohio
Tulsa Area Chapter, Tulsa, Oklahoma
Oregon Trails Chapter, Portland, Oregon
Salt Lake Area Chapter, Salt Lake City, Utah

"Lost and Found"

This program was developed in 1981 by Albert S. "Ab" Taylor, Tom Jacobs, and a group of search and rescue volunteers from San Diego, California. The cooperation and assistance of Ab Taylor in developing Unit 9 is gratefully acknowledged. Permission has been given for use of the term "Hug-a-Tree," a registered trademark of The National Association for Search and Rescue (NASAR) and Ab Taylor, on behalf of the national Hug-a-Tree program.

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Part I: Administration

Introduction

Need for the Course

Injury is the number-one killer of children. The leading causes of injury deaths among children under 12 years of age are motor vehicle crashes, drownings, and fires and burns.

Injuries cause more disability in children than all other diseases combined. The National Safe Kids Campaign reports that each year injuries lead to 360,000 hospitalizations and 10.4 million emergency room visits for children and adolescents. In 1989, unintentional poisonings involving children under the age of six accounted for 964,573 calls to poison control centers. The high costs of medical care and lost productivity of parents caring for injured children are major expenses that our society incurs due to childhood injuries.

Although the average age for the first use of alcohol and marijuana is 13, children of younger ages are often pressured to begin use. The U.S. Department of Health and Human Services reports in its publication, *Healthy People 2000, National Health Promotion and Disease Prevention Objectives* (1990), that 26 percent of fourth graders and 40 percent of sixth graders said that many of their classmates had tried alcoholic beverages.

About the Course

Purpose of the Course

The BAT program is designed for children who are 8 to 10 years old. At this age, children begin taking part in more activities away from home, often without adult supervision, and they begin making decisions governing the activities of others. When a child is injured, a friend or sibling is most often the first person at the scene. Unfortunately, their first aid and safety knowledge is generally fragmented and often incorrect.

BAT teaches basic skills and knowledge necessary for children to identify and prevent potentially harmful situations, to be able to treat common injuries, and to respond in emergency situations. The program emphasizes prevention to highlight its importance in reducing injuries.

This *American Red Cross Basic Aid Training Instructor's Manual* does more than give you information and resources to teach young people first aid and safety techniques. Information in this manual assists instructors to teach young people how to think preventively—how to stop an emergency from occurring and how to respond effectively if it does.

Through discussions, practice sessions, and activity sheets, you will be able to instill in your students the confidence to respond safely and logically to situations and to apply the knowledge and skills gained from this course. The number of injuries and deaths can be diminished if more children are trained in injury prevention and control. People like you, who have an interest in the safety of young children, can make a difference.

About the Manual

This manual was designed to serve as a guide for certified instructors of the American Red Cross Basic Aid Training course. It replaces the 1987 version of *American Red Cross Basic Aid Training Instructor's Guide*. Information and teaching suggestions are provided to help you teach the course effectively. Before you teach the BAT course, you should become familiar with the material in the *American Red Cross Basic Aid Training (BAT) Book* (Stock No. 654200) and this instructor's manual.

Purpose and Design of the Instructor's Manual

The lesson plans in this manual contain the information and approaches necessary for conducting the BAT course. The manual is designed to be used with the BAT Book, which contains student pages and assignments that emphasize important course content for units 1–11. The units of the instructor's manual parallel those of the BAT Book.

This manual is divided into two parts. Part I, Administration, includes information needed to conduct the course. It provides a course overview, describes course structure and organization, explains how to set up and teach the course, and describes what to do after the course is completed.

Part II, Course Outline and Lesson Plans, includes the course outline and a table of scheduling options, as well as detailed lesson outlines and lesson plans for all the units. The course outline lists the titles of each unit and gives a brief description when the title is not self-explanatory. It also lists the classroom activities for each unit. It is intended to be used as a quick reference (e.g., to administrators, the media, parents). The lesson outlines in each unit are designed as a guide for instructors who are very familiar with the content. The lesson plans in each unit provide a step-by-step process for teaching the course, useful for instructors who are less familiar with the content. Instructors who are very familiar with teaching students of this age may wish to present this information using other creative teaching techniques.

Setting Up the Course and Getting Started

There are several things you should do to prepare to teach this course. You should become familiar with your responsibilities as a Basic Aid Training instructor. You should gather materials for the course and arrange for the equipment you will need. You should try to assess the backgrounds of the students so you are prepared for unusual topics and questions. If the size of the class warrants it, you should explore the possibility of using additional instructors or instructor aides to assist you with the course, or at least with specific units. These issues are discussed in more detail below. (See "Instructor aides," page 7.)

Instructor's Responsibilities

Your responsibilities as an authorized Red Cross BAT instructor are to—

- ◆ Be familiar with the course materials and know how to use them effectively.
- ◆ Plan, coordinate, and manage the course in conjunction with the local Red Cross unit.
- ◆ Inform the students of course completion requirements.
- ◆ Create a warm, nonthreatening atmosphere conducive to student learning.
- ◆ Adapt your teaching approaches to the experience and ability of the students, while enabling them to meet course objectives.
- ◆ Remain up to date in the content areas.
- ◆ Be prepared to answer the students' questions, or know where to find the answers.
- ◆ Be able to demonstrate and explain all the skills taught in this course.
- ◆ Supervise the students as they practice skills.
- ◆ Provide for the safety of students.
- ◆ Provide the students with constructive feedback as they practice skills.
- ◆ Supervise and provide guidance to any instructor aides that may be assisting with the course.
- ◆ Issue course-completion certificates.
- ◆ Submit completed course records and reports to Red Cross representatives within the time required by the local Red Cross unit.
- ◆ Be familiar with Red Cross courses and programs that are related to this course.
- ◆ Be familiar with other Red Cross publications and brochures available from your local Red Cross unit that can be used as handouts in this course.
- ◆ Not smoke or show other unhealthy habits when working with the students.
- ◆ Abide by the obligations in the Instructor Agreement and, if applicable, the Authorized Provider Agreement. Note that Administrative Terms and Procedures (Appendix A), defines many of the terms and procedures you should know as a Red Cross instructor.

Course participants

BAT has been designed for children who are old enough to be in the fourth grade. The local unit may make adaptations for mixed age or upper elementary groups, latchkey children, and physically or learning disabled children. The course is also ideal for teaching first aid and basic personal safety to mentally handicapped adults. There is no American Red Cross prerequisite for BAT, and BAT is not a prerequisite for any other American Red Cross course.

An information letter to parents of students can be helpful in developing interest in safety awareness and better understanding of the BAT course content (see sample in Appendix B). Should parental permission be necessary because of local school policies, a tear-away section can be added to this letter.

Instructor aides

It is especially desirable to have additional instructors to assist you during the practice session for Unit 2, Rescue Breathing. However, if such instructors are not available, look into the possibility of using instructor aides. One instructor or instructor aide for each six students is ideal for large classes. If this is not possible,

have exercises and/or activities planned to keep students occupied while you check individual skills.

Guest speakers

Guest speakers can be an asset to your class. Develop a list of agencies that provide entertaining and experienced speakers for young children on the topics covered in BAT. If you do not feel comfortable teaching a given unit, schedule a guest speaker; this may include another BAT instructor. To be sure the speaker covers the intended course content, provide him or her a copy of the educational objectives and a course outline in advance, e.g., when you are confirming the date.

Classroom teacher or youth group leader

When you teach the BAT course as a guest of a school or youth group, the classroom teacher or youth group leader should—

- ◆ Be present during sessions so he or she can answer follow-up questions between sessions or after the course.
- ◆ Approve any extra assignments before you make them.
- ◆ Decide how to use the BAT test and determine whether it is used for review or for grading purposes.

You could also ask the classroom teacher or youth group leader if he or she wouldn't mind being involved in student practices such as rescue breathing and choking.

Gathering Course Materials

To teach the course, you will need the items listed below. These are Red Cross materials and can be ordered through your local Red Cross unit. Make sure that you order the materials well in advance.

Instructor's materials

- ◆ *American Red Cross Basic Aid Training (BAT) Book* (Stock No. 654200)
- ◆ *American Red Cross Basic Aid Training Instructor's Manual* (Stock No. 654205)
- ◆ *Basic Aid Training* course-completion certificate (Cert. 653201)
- ◆ Manikins and supplies for their use and care.

Optional materials

You may find materials or teaching tools besides those listed above that will be helpful in teaching this course. These could include other videos, brochures, posters, magazines, and books mentioned in the Extra Resources section at the end of each lesson plan.

Students' materials

Each student will need the *American Red Cross Basic Aid Training (BAT) Book*.

Optional materials

The student's experience in class will be enhanced if you are able to provide additional materials on subjects related to the BAT course content. These additional materials could include promotional items from other Red Cross courses of interest to students, as well as appropriate materials produced by the local Red Cross unit or other community organizations. If your class includes members whose first language is not English, find materials in their native language that will augment BAT. Some instructors choose to create a lending library for their students.

Red Cross materials listed in the Equipment and Materials Checklist (Appendix C), may be ordered through your Red Cross unit.

Preparing the Space

BAT may be taught in formal classroom or informal class settings. In either case, the setting should provide a safe, comfortable, and appropriate learning environment. Make sure the room is well lit and well ventilated and that it has a comfortable temperature. The classroom should provide enough space to practice skills and exercises. It may be necessary, when the activity changes from discussion to practice exercises, that chairs be pushed against the wall to gain more floor space. If possible, the area for discussion should be separate from the practice area. The room should be convenient to rest rooms and exits.

If you are teaching in a classroom other than your own, it will be helpful to acquaint the classroom teacher or youth group leader with the course by providing him or her with a letter of introduction (see sample in Appendix D), as well as the Course Outline.

Classroom environment

The following helpful hints will help you prepare for the course:

- ◆ Each session should begin and end on time. Plan to be in the classroom before each session in time to arrange the room, supplies, and equipment for easy and effective use.
- ◆ Use the children's names. This is very important in giving individual attention to students. Have name badges or tents to help you remember their names.
- ◆ Make sure that each child can see the visual aids, as student interest will decline if equipment is hidden from view. This may require that equipment be placed on a high table or that individual students be asked if they can see. You may wish to walk around the room or up the aisles to accent a point or make materials more visible.
- ◆ If possible, allow several students to help in setting up equipment. Use this time to talk to the students and to set the atmosphere for relaxed, open communication in class. Take time to answer questions about materials or equipment whenever possible.
- ◆ It is as important to be warm and friendly to the students as it is to be well prepared with materials and equipment.

- ◆ Speak loudly and clearly so that each student can hear and understand.
- ◆ When a child asks a question, repeat the question so that everyone can hear it. Then give the answer to all the students.
- ◆ Don't be afraid to admit that you don't know the answer to a question. Explain that you will find the correct answer and give it at a later date. You could even ask the students to help you research the answer.
- ◆ Most topics covered in this course are familiar to students, but be certain that students understand the correct meaning of any unfamiliar words. To assist you with simple definitions, a glossary is provided.
- ◆ Before any student activity begins, give clear, complete instructions to avoid confusion.
- ◆ Vary teaching methods to maintain interest. Try not to lecture, but present the materials in a way that draws students to "discover" correct answers by thinking through the options and relating factors. The material in each lesson plan can be presented as it is proposed, or you may use your own creative approaches to convey the same information. (See "Class Activities," page 14.)
- ◆ Never force a child to participate in any activity. Allow hesitant children to sit out and watch until they are ready to become involved.
- ◆ Children love to tell stories of emergencies they have had or seen. Relating experiences to course materials can aid learning, but at times you may have to cut story-telling short in order to complete the unit in the allotted time. It can be most effective to set aside time at the end of each class for telling stories.
- ◆ Strive to teach with confidence, patience, and enthusiasm.

Recommended class size

If BAT is taught in a classroom during school, the number of participating students can range from 15 to 30. Outside the formal classroom situation, such as community youth or scout groups, it is recommended that the class size be limited to 12 to 15 students. These numbers allow enough time to carry out demonstrations and student practice. Minimum class size for all Red Cross Health and Safety courses is six, unless a smaller class is approved by the Health and Safety administrator of your local Red Cross unit.

Equipment

To demonstrate and practice rescue breathing you will need manikins. The recommended manikin-to-student ratio is 1:3. If you use videos or films, you will need a 1/2-inch videocassette player (VCR) and monitor or a projector and screen. If you are not familiar with the equipment, make arrangements for proper instruction, and practice prior to class. All equipment should be checked to ensure that it is working properly and that you have any additional supplies, such as an extension cord.

Some equipment and supplies needed to teach this course are available through your local Red Cross unit, but some units may have limited supplies. Therefore, it is important to be aware of your unit's equipment reservation policies. Early planning is necessary to determine the dates and times when certain equipment and supplies will be needed. If you are dependent on your

local Red Cross unit for equipment and supplies, you should make contact several weeks in advance to ensure that you can obtain the proper equipment and supplies needed to teach this course. (See sample Equipment and Materials Request Form, Appendix E.)

How to Conduct the Course

The different elements of the Basic Aid Training course are described below and suggestions are made as to how they can best be used together for effective presentation of the course content. No one element of the course is meant to stand alone—all are meant to support each other. The instructor's manual and the BAT Book were designed to be parallel in content and order of presentation, so that the information covered is easily assimilated by both the instructor and the students.

Keep in mind when presenting the course material that the underlying purpose of the course is to encourage the students to adopt healthy behaviors and to learn how to avoid situations that could cause injuries. You can assist this process by taking advantage of any opportunity in class to steer discussions and lectures in that direction.

Instructor's Materials

Preparatory material for each unit

Educational objectives, suggestions for instructor preparation, and a checklist of materials needed are given at the beginning of every unit.

Lesson outlines

Each lesson outline describes in detail the components of the given unit and can be used by experienced BAT teachers as a lesson plan.

Lesson plans

The lesson plan in each unit is designed for instructors who wish a detailed guide for how to present that unit. It includes the major headings of each topic covered in the unit, references to the Student Pages, and detailed step-by-step instructions for presenting the material.

Symbols

For quick reference, symbols in the text denote the following:



Sketch—



Prevention—



Film or video—



Student practice—



Instructor demonstration—



Student pages and handouts—

Instructor's notes

The instructor's notes contain background information and suggestions for teaching the course. This material is presented in boxes throughout the lesson plans.

Conclusion and review

The review questions at the end of each unit relate to the Educational Objectives and will help you determine whether the students understand the key concepts.

Extra assignments and Extra resources

These are listed at the end of each unit. Extra assignments can be incorporated to provide variety, especially if you teach a number of BAT classes in a short period of time. These suggestions can also be used between class sessions by a classroom teacher or youth group leader who is not the BAT instructor.

Appendixes

The appendixes in this manual include:

- ◆ Appendix A: Administrative Terms and Procedures
- ◆ Appendix B: Information Letter to Parents
- ◆ Appendix C: Equipment and Materials Checklist
- ◆ Appendix D: Introduction Letter to Teacher/Youth Group Leader
- ◆ Appendix E: Equipment and Materials Request Form
- ◆ Appendix F: Answers to Student Assignments
- ◆ Appendix G: American Red Cross Basic Aid Training Instructor's Evaluation

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- ◆ Appendix H: Instructor Self-Assessment and Development
 - ◆ Appendix I: Dispatcher Script
 - ◆ Appendix J: Manikin Use and Decontamination Procedures
 - ◆ Appendix K: Skill Sheets
 - ◆ Appendix L: Information on Abuse and Neglect Disclosure
 - ◆ Appendix M: Student Test, Answer Sheet, and Answer Key

Glossary

The glossary gives definitions of key words. Words included in the glossary are shown in boldface type the first time they are used in the instructor's manual.

Videos

Videos are not required for BAT. However, they are an effective means of presenting or reviewing important material. For this reason, some videos are recommended in the lesson plans and others are listed as extra resources. For your convenience, these recommended videos are also listed in Appendix C.

Students' Materials

The BAT Book presents information in a comic book format. It contains Student Pages, which are posters of BAT material, and Student Assignments, which are puzzles and one game that students can use outside of class times.

Student Pages

The Student Pages reinforce key unit concepts. There are several Student Pages per unit. You may want to separate the pages of the activity book to use the Student Pages as visual aids by—

- ◆ Coloring and laminating.
- ◆ Making transparencies for an overhead projector.
- ◆ Enlarging and coloring on poster board.

Student Assignments

These puzzles require completion by the students to reinforce topic or unit concepts. A 45-minute class generally does not allow sufficient time to complete them during class. However, they may be given as homework and used as a review tool during the following unit. Answers are in Appendix F.

Student handouts

These cost items, available through your local Red Cross unit, can be a positive reinforcement for students, as well as good advertising for the BAT course. For a list of possible student handouts, see Appendix C.

BAT Maze Poster

This student handout (Stock No. 654207) can be used during Unit 12 or at the end of the course. It also serves as a course review. In addition, the poster makes an effective marketing or advertising tool. It may take more than 20 minutes to complete this maze.

Class Activities

BAT is not a lecture course. Rather, the instructor facilitates group participation and interaction. Having students discuss their fragmented knowledge eliminates wrong information and helps them learn, through reasoning and deduction, the appropriate actions to take. Thus, students begin to develop first aid and personal safety “common sense.”

Since children today are accustomed to fast-moving, action-packed media, try to vary your presentation methods. A good rule of thumb is one-third guided discussion, one-third visual (e.g., films, demonstrations, handouts), and one-third hands-on practice. Be creative. Use combinations of teaching techniques such as those listed below.

- ◆ Summarize often, incorporating concepts from previous lessons and applying them to new materials to reinforce the learning objectives.
- ◆ Use group discussion frequently. You should set the direction by using discussion-oriented questions—versus questions that require only yes or no answers—to get to the key points, as well as to keep the class on the subject.
- ◆ Use role playing. If time permits, have students engage in a simple role-playing situation based on one or more of the sections. This is a very effective method for the target age group. They love to ham it up, especially when they can identify with the situation. It can be used to relate material from previous lessons with new subjects. Ensure that all students have an opportunity to do role play during the course.
- ◆ Use teaching aids to enhance role playing. For example, in the Famous Fire Facts unit, draw a stove top using poster board and place it on a table or desk top. Have a pan sitting on the stove. Have a container of oil, a glass of water, some baking soda, and the lid to the pan in sight. Have one student cook with the oil and simulate a grease fire (you may even have red paper flames suddenly appear around the pan). Have one person respond, who must use the correct method of putting out a grease fire.

Student action activities

The student action activities reinforce learning through physical activity. The activities are listed at the ends of the units. They may be used during recess or activity periods or in physical education class for interdisciplinary learning. They may also be combined to create a “competition day” (such as the First Aid Festival described in Unit 12) between BAT-trained groups or individuals. They require varying degrees of additional planning and materials.

Monitoring and Evaluating Student Skills

The following points will help you with this important aspect of student learning:

- ◆ Be positive and constructive when you identify errors and provide corrective feedback. During practice sessions, point out what the student is doing well and then explain what he or she can do to correct an error. It is best to correct a mistake at the time it is made so that the skill is practiced and learned correctly. Thus, the student will not continue to practice errors. You may have to show the student what he or she should be doing. Remember, an effective teaching method for this age group is giving cause-and-effect relationships.

-
- ◆ Like the photographic eye, the ear can hear and retain a pattern of sounds and movement at any given moment. The “rhythmic” ear can detect an uneven rhythm once a specific pattern is learned. This can be significant when teaching certain techniques such as rescue breathing. For example, the sound of air escaping, rather than a smooth flow into the lungs, acts as a signal that there is not a tight seal over the injured person’s mouth. Not hearing a smooth air flow into a manikin’s lungs usually indicates that the rescuer allowed the head to fall back into the normal position, blocking the air passage.

Course Conclusion

Requirements for Course Completion

To receive a *Basic Aid Training* certificate (Cert. 654207), Units 1 through 6 must be completed. A course review is recommended but not required. If you teach one or several units that, together, do not meet the minimum requirements for a BAT course, you may issue a “Has Completed” certificate (Cert. 3002) or a certificate developed at the local level. If the “Has Completed” certificate is used, it should reflect the name of the unit covered, such as “BAT Unit 1—First Things First”.

Because of the importance of and interrelatedness of all materials covered in this course, it is strongly recommended that all units be included.

Criteria for Grading Students

The test is not required for certification. It can be used in several ways: (1) as a review tool, (2) as a source of questions from which a classroom teacher can devise a quiz or test, or (3) as a final test.

The complete BAT test contains 35 questions (50 answers, 2 points each). The first 25 questions (40 answers, 2.5 points each) cover only the mandatory units. If not all units have been covered, questions referring to the omitted materials must be deleted.

The *Course Record* (Form 6418) and the *Course Record Addendum* (Form 6418A) require that you enter a grade of pass, fail, or incomplete for each student. The following information will help you assign the correct grade:

- ◆ “Pass” (P) would be entered for a student who has attended all the required units.
- ◆ “Fail” (F) should be entered for a student who did not attend all the required units and did not make arrangements for course completion.
- ◆ “Incomplete” (I) should be entered for a student who is unable to complete the course for some reason, such as moving out of the area.
- ◆ “Audit” should be entered as the final grade for a participant who attends the course and desires no completion certificate. This is not a substitution for Fail.

Awarding Certificates

Upon completion of this course, each attending student is entitled to a *Basic Aid Training* course-completion certificate (Cert. 654207) from the sponsoring American Red Cross unit. Procedures for obtaining these certificates should be discussed with your local Red Cross unit. Be sure to follow approved procedures. You must sign the certificates before they are given to the students. If you will be obtaining the certificates after the course is completed, you should make arrangements for getting them to the students.

BAT instructors and students who have completed the BAT course are eligible to receive—

- ◆ *Certificate of Merit* (Form 5785). This is awarded to individuals who have saved or sustained a human life and have successfully completed a Red Cross course in First Aid, CPR, Boating Safety, or Water Safety prior to the performance of the life-saving or life-sustaining act covered by the nomination. The nomination must be received within one year of the date of occurrence. Students who have completed the BAT course may also be eligible for the *Certificate of Recognition for Extraordinary Personal Action* (Cert. 1718).
- ◆ *Health and Safety Award* (Form 6448). This award recognizes schools, individual youth, youth groups, and adult youth leaders who have, through the development and direction of specific activities, improved health and safety practices of the schools and community. This award is given at the local and national levels. Local winners may be nominated for a national Health and Safety Award. Use Cert. 1400 for local awards.
- ◆ *Woodrow Wilson Award* (Form 6444—youth instructors only). This award is made in recognition of enduring and significant volunteer contributions by youth to their communities and to the Red Cross. It is the highest award given to youth for their Red Cross volunteer service.
- ◆ *BAT Amazing Action Award* (Cert. 654208). Criteria for this award are to be developed by local Red Cross units. Following are examples of how the award may be used:
 - ◆ Students: Classrooms or youth groups can keep a BAT record book to have an ongoing list of students who have applied their knowledge and skills in real situations. At the end of the year, awards can be given to the individual students at a school assembly or group district meeting. This is a positive reinforcement for responding to situations, and it motivates younger students to look forward to the course.
 - ◆ Schools: Consider promoting the award throughout the elementary schools in the unit's jurisdiction. To encourage teacher/instructors and schools to submit course records in a timely manner, set criteria based on a percentage of the individual school's fourth grade population who have completed the BAT course. For example:
 - 100%—Gold BAT Amazing Action Award
 - 75%—Silver Award
 - 50%—Bronze Award

At the end of the school year, present a framed award (which has a greater possibility of being displayed in the school hall) for the appropriate level (e.g., seal or ribbon) to the principal at a school awards assembly.

- ♦ Instructors: The local unit is also responsible for setting the criteria for outstanding BAT instructors.

Reporting Procedures

At the conclusion of the course, the American Red Cross *Course Record* (Form 6418) and *Course Record Addendum* (Form 6418A) must be completed, signed, and turned in promptly to your Red Cross unit in order for you to receive course-completion certificates. It is important that you complete a copy for your records and make a copy for the institution or organization at which the course was conducted. Your local Red Cross unit may require that you complete other forms, such as an equipment log sheet. If you used equipment belonging to your Red Cross unit, report any problems to the unit.

Evaluation Procedures

Evaluations are beneficial in assessing the course structure, content, instructional aids, and instructor. Several types of evaluations should be completed at the conclusion of this course.

Instructor's evaluation

To help keep this important BAT course current and appropriate, please have the American Red Cross Basic Aid Training Instructor's Evaluation (Appendix G) completed by the classroom teacher or youth group representative for each course.

Have teachers and youth group sponsors return evaluations to your local Red Cross unit for review. Submit your own evaluation directly to—

American Red Cross National Headquarters
Health and Safety Course Evaluations
8111 Gatehouse Road
Falls Church, VA 22042

Instructor self-assessment

You may find it useful to use the Instructor Self-Assessment and Development (Appendix H) to rate your own instructional skills.

Part II: Course Outline and Lesson Plans

Introduction to Course Outline and Lesson Plans

The course is divided into 12 Units, 6 of which are required for certification. It is recommended that Unit 12 (Review and Test) be included with the six required units. Moreover, since the other units contain information that may be very important for children to know, you are strongly urged to include them in the course. It is suggested that BAT be taught in periods of 45 minutes to one hour. Possible arrangements of units, depending on the amount of time available, are listed in the scheduling options below.

Each lesson in this manual includes a lesson outline and a lesson plan. The lesson outlines are guides for instructors who are familiar with the course content. The lesson plans include more detailed steps for those less familiar with the content. A complete list of materials, equipment, supplies, and audiovisual aids needed for the course is included in Appendix C. At the beginning of each lesson, there is a list of educational objectives, steps to take to prepare to teach the unit, and a checklist of specific materials needed for that unit. At the end of each lesson are review questions that can serve to reinforce the material learned in that unit, as well as extra assignments and extra resources. On the next page is the outline for the entire course.

Scheduling Options

Six lessons (1 hour each); required for certification:	Eight lessons (1 hour each); all units covered:	Ten lessons (1 hour each); all units covered:
1. Unit 1 2. Units 2 and 3 3. Unit 4 4. Unit 5 5. Unit 6 6. Unit 12	1. Unit 1 2. Units 2 and 3 3. Unit 4 4. Units 5 and 6 5. Unit 7 6. Unit 8 7. Units 9 and 10 8. Units 11 and 12	1. Unit 1 2. Units 2 and 3 3. Unit 4 4. Unit 5 5. Unit 6 6. Unit 12

Course Outline

Unit	Title	Content	Activity
1	First Things First	Basic procedures for responding to an emergency in an organized way.	Demonstration/ Discussion
2	Rescue Breathing	What to do when someone is not breathing.	Demonstration/ Discussion; Practice on Manikins
3	All Choked Up	Ways to prevent choking and what to do in a choking emergency.	Demonstration/ Discussion
4	Ouch!	Prevention of wounds and first aid for wounds, nosebleeds, animal bites, bruises, fractures, and electric shock.	Demonstration/ Discussion
5	Famous Fire Facts	Prevention of fire and burns, emergency measures for fire, and first aid for burns.	Demonstration/ Discussion
6	Poison Patrol	How to identify poisons and prevent poisoning; first aid for poisoning.	Demonstration/ Discussion
7	Just Say No	Information on substance abuse and how to avoid it; first aid for substance abuse emergencies.	Discussion
8	Water Whiz	Safety precautions for swimming and boating, as well as on ice, and appropriate rescue procedures.	Demonstration/ Discussion
9	Lost and Found	Ways to avoid getting lost and what to do if lost.	Demonstration/ Discussion
10	Cautious Kids	Ways to respond to strangers and to deal with abuse.	Discussion
11	Safe Wheels	Precautions to take in motor vehicles, around school buses, and on bicycles.	Demonstration/ Discussion
12	Review and Test	Course conclusion.	Discussion, Test

1

First Things First



Educational Objectives

By the end of this unit, students will—

- ◆ Know the first rule for every emergency.
- ◆ Understand the four-step Emergency Action Plan.
- ◆ Know some things they should do in an emergency, when to get help, how to get help, and what to do until help arrives.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 1 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's Checklist

- ☐ Student Pages i–7
- ☐ Student Assignments:
 - ☐ BAT Word Search Puzzle (Page 8)
 - ☐ First Things First Puzzle (Page 9)
 - ☐ Emergency Call Code (Page 10)
- ☐ Unit 1 Action Activity: First Aid Scavenger Hunt
- ☐ Name tags/cards for each student
- ☐ Telephones for student practice activity
- ☐ Dispatcher script (Appendix I)
- ☐ Student Handout:
 - ☐ *How to Get Medical Help Fast* (Poster, Stock No. 652043), with reverse side in Spanish

Lesson Outline

Content	Teaching Materials
Introduction to BAT The First Emergency Rule: Stay Calm The Emergency Action Steps 1. Check the scene and the person 2. Call for help 3. Give care	Student Page i Student Page 1
Check the Scene 1. Is it safe to approach? 2. What happened? 3. How many people are hurt? 4. Is there someone nearby who can help?	Student Page 2
Check the Person 1. Tap or shake the person; ask, "Are you OK?" 2. Yell for help 3. Open the airway ♦ Head tilt, chin lift 4. Look, listen, and feel for breathing 5. Give 2 slow breaths ♦ Pinch the nose shut 6. Check circulation (for a pulse) 7. Check for bleeding	Student Page 3
Call for Help 1. Get an adult 2. Make a phone call ♦ Send someone else to call ♦ Make the call yourself	Student Practice
How to Phone for Help 1. Call 9-1-1 or local emergency number 2. Say, "This is an emergency call!" 3. Report: Who, what, where, when, how many 4. Don't hang up!	Student Page 4
Give Care 1. Care for the injury 2. Give general care: 1. Try to have the person lie down 2. Try to keep the person calm 3. Try to keep normal body temperature	Student Page 5
When to Go for Help Where to Get Help Unit Summary	Student Page 6 Student Page 7
	Student Practice

Lesson Plan

Introduction to BAT

Instructor's note:

Wear a Red Cross name tag or other means of identifying you as a certified Red Cross instructor. Be sure you have a way to identify students, such as name tags or seating chart. Strive to set a positive but relaxed mood from the start.

- ◆ **Introduce yourself:** Write your name on the board and tell the students your background (how and why you became interested in BAT).
- ◆ **Explain:** This course is sponsored by your American Red Cross unit. The Red Cross has taught first aid for over 75 years.
- ◆ **Mention:** Other youth activities that your local unit also sponsors.
- ◆ **Pass out** name cards to each student. These will enable you to call the children by name during the course. Suggest that these name cards be available for each class.
- ◆ **Set** any ground rules regarding use and location of rest room facilities, break times, asking questions (e.g., meanings of unfamiliar words).
- ◆ **Explain** the length and number of classes to be held and expected schedule. You may wish to give each student a course or unit outline.



BAT Basic Aid Training

Student Page i

- ◆ **Introduce:** The letters B-A-T refer to Basic Aid Training. BAT will teach ways that you can prevent accidents, what you can do in an emergency, when to get help, how to get help, and what to do until help arrives. BAT will cover emergencies inside and outside the home.
- ◆ **Explain:** Prevention is a very important aspect of safety. "Accidents" don't just happen; often they are a result of careless behavior or of not paying attention. Emergencies can be prevented if you know what to do, so it is important to think preventively. You will be discussing ways to prevent accidents in each unit. But, when accidents do happen, you will also need to know how to respond to them.
- ◆ **Brainstorm:** Can you tell me some emergencies that may happen inside and outside the home? (Probable answers will include: [inside] fires, poisoning, choking, falls, wounds, electrical shock; [outside] falls, wounds, animal bites, bicycle or auto accidents, water accidents).
- ◆ **Explain:** To best help yourself or someone else, when an accident has occurred, you must understand the importance of "first things first."
- ◆ **Ask:** What do the words **first aid** mean? What is first aid? (Answers will probably include: first help, emergency care.)
- ◆ **Define:** **First Aid** is the immediate help given to a suddenly sick or injured person.

- ◆ **Explain:** First aid can be temporary care given until help arrives. Explain that first aid does not replace a doctor's care, but often what is done in the first few minutes after an accident is very important. First aid can mean the difference between more and less serious results from an injury, and sometimes the difference between life and death. After you learn correct first aid, you may share your knowledge by letting others know when they are doing something that is incorrect or harmful. You can help if you know what to do.



The First Emergency Rule: Stay Calm

Student Page 1

- ◆ **Explain:** Whether the emergency has happened inside or outside... whether you or someone else is the injured person, the first, most important rule to remember is: stay calm.
- ◆ **Discuss:** Why is staying calm so important? (Our bodies can function better if we can stop and be calm, think clearly, and then act correctly.)
- ◆ **Think:** Remember a time that you were really excited about something, perhaps your last birthday party or those last important minutes in a close ball game? Think about how you felt and what happened in your body. Did your heart beat faster or slower? Did the blood move through your body faster or slower? Did you breathe faster or slower? When you haven't taken time to stop and think, do you always make the smartest decisions?
- ◆ **Ask:** Realizing that staying calm is so important, what things can you do to stay calm in an emergency situation?
 1. Learn proper first aid—which is just what BAT will teach you.
 2. Stop, take a deep breath, and take five seconds to tell yourself to stay calm and to think about what you should do.
- ◆ **Review:** Stay calm means stop, think, and then act!

The Emergency Action Steps

Instructor's note:

"Emergency Action Steps" refers to the *Check-Call-Care* steps taught in other Red Cross first aid materials. It is the process recognized as necessary to deal with all emergencies.

- ◆ **Introduce:** In every emergency situation you need a plan. When you stay calm, you can think about the Emergency Action Steps.

The three Emergency Action Steps are *Check-Call-Care*.

 1. *Check* the scene. *Check* the person.
 2. *Call* for help.
 3. Give *Care*.

We will talk about each of these in this unit.



Check the Scene

Student Page 2

- ◆ **Ask:** What do you think it means when we say “check”? (To look at.)
- ◆ **State:** When you check the scene, you are *quickly* looking around the person so you can take in as much important information as possible. To do this, it is important to ask yourself some questions:
 1. **Is it safe to approach?**
 - ◆ **Brainstorm:** Why is this an important question? (To avoid any dangerous situation that could hurt me.) What kinds of danger could there be? (Maybe there’s a fire, or the person is in a place where he or she might fall off or have something fall on him or her. Perhaps there is heavy traffic, live electrical wire, or deep water. Any of these situations could be harmful, or they could interfere with your helping the person.)
 - ◆ **Explain:** If it is not safe to help the person, you can get help by calling 9–1–1. You will learn how to do this in Step 2 of the Emergency Action Steps, but right now it is important to collect as much information about the situation as you can. So, you try to answer a few more questions.
 2. **What happened?**
 - ◆ **Explain:** You are looking for clues to help you understand the situation and the person’s problem.
 - ◆ **Ask:** What clues could tell you what happened? (A wrecked bicycle, poison containers, the person giving a choking signal, the person lying at the bottom of stairs.)
 3. **How many people are hurt?**
 - ◆ **Explain:** There might be others, besides the first person you see, who need help even more. This is also important information to give the operator when you make an emergency call.
 4. **Is there someone nearby who can help?**
 - ◆ **Explain:** If it is not safe for them to help the person, or if they do not know how to help the person, tell them to get help (Step 2 of the EAS).



Check the Person

Student Page 3

- ◆ **State:** When you check the person, you are really asking yourself, “What is the person’s problem?”

This may take a few seconds or, as with a nosebleed, you may know the problem immediately and can go to the fourth step, giving first aid.
- ◆ **Explain:** To check the person, you ask yourself several questions and perform a series of skills (steps):
 - Is the person conscious?**
 1. Tap or shake the person; ask, “Are you OK?”
 2. Yell for help
 - Is the person breathing?**
 3. Open the airway
 - ◆ Head tilt, chin lift
 4. Look, listen, and feel for breathing
 5. Give 2 slow breaths
 - ◆ Pinch the nose shut

Is the person's heart beating?

6. Check circulation (for a pulse)

Is the person bleeding?

7. Check for bleeding

Check Steps

1. Tap or shake the person; ask, "Are you OK?"

- ♦ **Explain:** You are trying to find out if the person is conscious or unconscious. You must be sure that the person is not just sleeping. Sometimes this step is called "tap and shout".
- ♦ **Brainstorm:** What are some differences between a person who is conscious and unconscious? (Test definitions, using person asleep, deaf, speech impaired, or other examples.)

A **conscious** person will breathe and be aware of his or her surroundings. People usually show an awareness of their surroundings by being able to talk (communicate), hear (comprehend), and move.

An **unconscious** person is not aware of his or her surroundings... does not talk, seem to hear, or move. He or she may or may not be breathing.

2. Yell for help

- ♦ **Ask:** Why do you yell for help? (To get someone who can help you take care of the person.)
- ♦ **Explain:** If the person is unconscious, send someone to call 9-1-1 or the local emergency number right away.

3. Open the airway

- ♦ **Explain:** The most important thing to check is whether the person's airway is clear so they can breathe. (If available, use a cutaway jaw model to illustrate as you explain.) When you are unconscious, your tongue, which is a muscle, relaxes and falls back in your throat. Since your tongue is attached, it is not "swallowed" as is sometimes thought, but just blocks the air passage to make breathing impossible. The tongue must be moved to open the airway before breathing can begin.

Head tilt, chin lift

- ♦ **Explain:** To open the airway, you must tilt back the head and lift the chin. Have students tilt their own heads back to feel how this pulls on their tongues.

4. Look, listen, and feel for breathing

- ♦ **Discuss:** A person's breathing may be weak (shallow), which will make it difficult for you to know if they are really breathing or need your help. Take five seconds to check for breathing by using the look, listen, and feel method.

Instructor's note:

The range of three to five seconds is correct. However, emphasis on the longer time is easier for students to remember and allows greater benefit to the injured person.

- ♦ **Explain:** By placing your ear just above the injured person's mouth, you can look at the chest for movement, listen for breathing, and feel for air coming out of the injured person's mouth. If the person is not breathing, you must continue with the look, listen, and feel for breathing method.
 - ♦ **State:** Remember to call for help in a loud voice whenever you have a chance if there has been no answer to your previous calls for help.
5. **Give 2 slow breaths**
Pinch the nose shut
- ♦ **Explain:** Since the nose and mouth are connected (show on jaw model) you must pinch the nose shut to prevent the air from taking a shortcut and escaping through the nose.
 - ♦ **Explain:** Make a tight seal with your mouth over the injured person's mouth and blow. Give 2 slow breaths. This tells you right away if you have an exchange of air, and the 2 slow breaths get lots of air into the injured person's lungs.
 - ♦ **State:** You will be practicing this skill in Unit 2.
6. **Check circulation (for a pulse)**
- ♦ **Discuss:** When we talk about circulation, we are talking about the flow of blood through our body. In an emergency, it is important to know if the heart is pumping to get blood where it is needed. You should check circulation by feeling the person's pulse.
 - ♦ **Ask:** Where can you feel a person's pulse? (Wrist, thumb, carotid artery/neck.)
 - ♦ **Explain:** As you feel for the pulse, check again for breathing using the look, listen, and feel method for 5 seconds, because the person may have begun breathing.



Student Practice

Instructor's note:

Have each student find a carotid pulse. If head is tilted back a little, the carotid is easier to locate. The directions that follow are for students practicing in pairs, but individual students can also find their own carotid pulse.

- ♦ **Give** the following instructions: (One student in each pair is the injured person, the other is the first aider. The first aider takes a position beside his or her partner.) Place 3 fingers on the person's throat at the Adam's apple, near the center of the neck. Use the tips of the fingers. (Caution the students not to use their thumbs, as it has a pulse.) Move fingers toward yourself until they fall into the groove where the carotid pulse can be felt. (Students reverse roles.)
- ♦ **Explain:** While the pulse can also be found in the wrist, in first aid it is usually taken at the neck. The carotid pulse is normally stronger and often easier to locate.
- ♦ **Ask:** What does the pulse tell you? (If the heart is pumping blood through the body.)

- ♦ **Explain:** If there is no pulse, CPR (cardiopulmonary resuscitation) is needed. You must go for help immediately.

8. Check for bleeding

- ♦ **Ask:** How can you tell if a person is bleeding? (You can see the blood. Clothing may be wet, red.)
- ♦ **State:** You will be learning about first aid for bleeding in a later unit.



Call for Help

Student Page 4

- ♦ **Explain:** If you need emergency help, the first thing to do is—

1. Get an adult

If an adult is not around, the next thing to do is—

2. Make a phone call

If someone is there, and you know first aid, you should—

Send someone else to call

Explain to them what they need to say.

If you are alone, you should—

Make the call yourself

- ♦ **Point out:** If neither an adult nor a telephone is nearby, you must go to the closest location to find help.



How to Phone for Help

Student Page 5

- ♦ **Explain:** In such an emergency you may need to call the fire department, rescue squad, police department, poison or burn center, power company, gas company, ambulance, hospital, or doctor. How many of those phone numbers do you know?
- ♦ **Discuss:** It is very difficult to know all of those numbers, especially when they are different from community to community. But there is one number you can call to get any type of emergency help in any community. Just call “9-1-1” or “0” (zero) for operator.
- ♦ **Explain:** If you want to check if there is a direct, all-purpose emergency number such as “9-1-1” for your area, look in the front of your local telephone directory.

Instructor's note:

You may wish to include here information about using pay phones and, if applicable, dialing from military or foreign post phone systems. Point out that many pay phones will show 9-1-1 or the proper local emergency number. You may also wish to bring a phone book to class to show students where emergency numbers can be found.

- ◆ **State:** These are the steps for making an emergency phone call:
 1. **Call 9-1-1 or the local emergency number**
 - ◆ **Explain:** Call 9-1-1 (9-1-1, not 9-11) or the local emergency number. Remember, not all communities have the 9-1-1 system or you might not know the seven-digit emergency number. You may always call the number 0 (zero—not the letter O) for help.
 2. **Say, “This is an emergency call!”**
 - ◆ **Explain:** This does two things: it calms you down and lets the operator know that your call is not a joke.
 3. **Report: Who, what, where, when, how many**
 - ◆ **Explain:** You must give only the most important details.
 - ◆ **Illustrate:** Tell a long, drawn-out, descriptive story that gives many unnecessary, lengthy details. Then ask students to list the facts that they think should be told (e.g., power lines down, number of people involved, animals running loose).
 - ◆ **Discuss:** Report your name, address of accident, and telephone number from which you are calling.
 - ◆ **Explain:** Location might have to include cross streets or landmarks. (Think about visiting a country relative on a farm or a city relative in a high-rise apartment building.)

Use the phone number from which you are calling—not necessarily your home phone!

Remember, not all phones have a visible number, so you may have to ask the person who owns the phone.
 - ◆ **Remind:** Tell what happened—who, what, where, when, how many—with only as much detail as you need.
 4. **Don’t hang up!**
 - ◆ **Explain:** You must wait until the operator or dispatcher hangs up or says you may. He or she may need to ask you for more information. The operator or dispatcher might tell you what you should do. Listen to these instructions very carefully.
 - ◆ **Ask:** What questions might the operator ask? (Something you forgot to report.)
 - ◆ **Emphasize:** A very important step in making an emergency call is: **Don’t hang up!**

Instructor’s note:

You might point out that if students are worried that they are not giving enough information, the operator or dispatcher will ask them questions. This prevents them from being too wordy in what they say.



Give Care

Student Page 6

♦ **State:** To give care, you—

1. Care for the injury.
2. Give general care.

Care Steps

1. Care for the injury

- ♦ **Discuss:** How do you know which injury to care for in giving first aid?
- ♦ **Explain:** You must first open the airway, if necessary. If the person is not breathing, you should begin rescue breathing. (Point out that if a person stops breathing, he or she can suffer brain damage or die in four to six minutes if rescue breathing is not begun immediately.) If the person is breathing, you should give first aid for circulation or bleeding emergencies.
- ♦ **State:** You will be learning the correct way to care for specific injuries in other lessons.



2. Give general care

Student Page 7

- ♦ **State:** The second part of correct first aid is to give general care.
- ♦ **State:** There are three steps in giving general care:
 1. Try to have the person lie down.
 2. Try to keep the person calm.
 3. Try to keep normal body temperature.

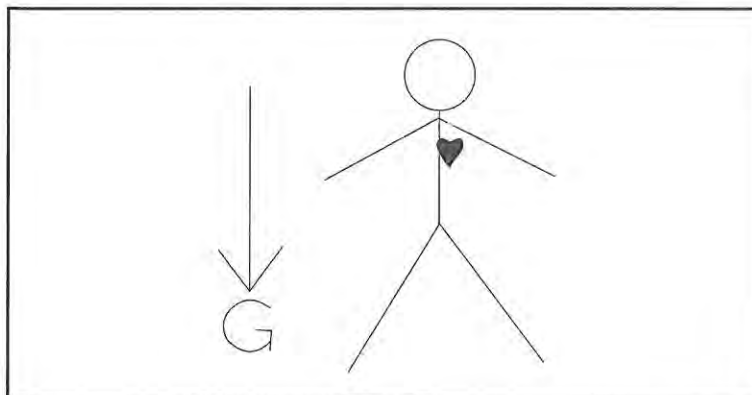
General Care Steps

1. Try to have the person lie down

- ♦ **Think:** Can you remember a time when you had an accident and you began to feel dizzy when you stood up?
- ♦ **State:** Dizziness is often caused by a lack of blood to the brain. Let's discuss why having the injured person lie down will help.



- ♦ **Sketch:** Draw a simple stick figure with a heart. Beside it, draw a downward arrow labeled “G” for gravity.



- ♦ **Ask:** What does your heart do? (It is the pump that forces blood throughout your body.) What does gravity do? (It pulls downward constantly.) If you are standing, is it easier for your heart to pump blood to your head or your feet? (Feet.)
 - ♦ **Explain:** Keeping gravity in mind, you can see that when you help a person lie down on a flat surface, the blood can more easily reach the head, thus preventing dizziness.
 - ♦ **State:** Lying down can also keep the injured person from falling down and perhaps receiving more injuries.
2. **Try to keep the person calm**
- ♦ **Explain:** You have already talked about why staying calm is so important for yourself as well as for the injured person.
 - ♦ **Brainstorm:** How can you help keep the injured person calm and not frightened? (One way is by calm conversation—telling the person he or she will be okay.) What would be good, reassuring comments? (Help is on the way. I know first aid. I can help. You will be okay.)
 - ♦ **Brainstorm:** What comments would be unhelpful? (Wow, you are really bleeding! Aren't you afraid?)
3. **Try to keep normal body temperature**
- ♦ **Ask:** How do you find out a person's body temperature? (Touch to feel.)
 - ♦ **Brainstorm:** If it were very cold outside, what would you use instead if you had an emergency? (Jackets, sweaters, blankets, newspapers, whatever is at hand.)
 - ♦ **Brainstorm:** If it were very hot outside, what could you do for the injured person to maintain normal body temperature? (It may be important to provide shade.)

- ◆ **Illustrate** with a story: A woman was driving along the highway one icy winter day, and she saw two cars that had been involved in a crash. An injured man had been taken from one of the cars and laid on the side of the road to wait for an ambulance. He had been carefully covered with blankets. The woman stopped her car, got out, and went over to see if she could help.
- ◆ **Brainstorm:** What do you suppose happened to the injured man's body when it was placed on the icy road? (His body temperature was lowered because of the icy road.) What do you think was done right or wrong by those trying to help?
- ◆ **Explain:** The adults who removed the injured person from the car should have left him in the car. Often, an injured person is removed from a car because people think the car will catch fire. Actually, less than one half of one percent of cars burn as a result of an accident.
- ◆ **State:** You will learn more about this in a later lesson, but now, remember not to move an injured person unless it's necessary.
- ◆ **Explain:** If it had been necessary to remove the man from the car, it would have been better to also lay him on top of some blankets instead of putting him on the icy ground. The man should have been protected both over and under his body.
- ◆ **State:** In any cold weather, you must consider the possibility of hypothermia.
- ◆ **Define: Hypothermia**—when your body begins to lose heat faster than you can produce it, your internal body temperature rapidly lowers, you become easily confused, and you lose control of muscles. If hypothermia is not treated, death may result.
- ◆ **State:** You will learn more about hypothermia in another lesson.
- ◆ **Summarize:** The goal is to maintain the correct (normal) body temperature. Sometimes that means keeping the person warm. Sometimes it means helping them stay cool. It is just as important to insulate (protect) an injured person from the cold or wet ground by placing blankets underneath as well as over the person.
- ◆ **Review:** The correct first aid sequence—
 - ◆ Care for the injury.
 - ◆ Give general care.
 1. Try to have the person lie down.
 2. Try to keep the person calm.
 3. Try to keep normal body temperature.

When to Go for Help

- ◆ **Explain:** Earlier we said that to give correct first aid you must know first things first. Let's talk about what you think about first.
- ◆ **Illustrate** with a story: Three boys were playing one day. To pass the time, they walked over to a large sand pit nearby. While they were playing, a portion of the sand wall collapsed and covered one of the boys. The other two boys uncovered the person until his head was free and he could breathe.
- ◆ **Brainstorm:** What should they do next?

◆ **Discuss:** Choices (options) of action:

1. Both boys go for help. (Incorrect action.)
2. One boy stays to care for the person and prevent further injuries while the other goes for help.

—or—

3. Both boys remove the person from the dangerous area, then one goes for help. (Sometimes moving the injured person is necessary to prevent further injury.)

◆ **Ask:** What can you do if there are only two people together, one is hurt, and help is urgently needed?

◆ **Explain:** You must ask yourself, "Is there time?" Think "First things first!" Use the order in your Emergency Action Steps to help you decide.

Where to Get Help

- ◆ **Brainstorm:** Where can you go if someone is hurt on the playground? (Playground supervisor, teacher, school nurse.) Where should you go if someone is hurt on the playground when the school is closed? (Nearest home, nearest telephone, nearest store.)



Student Practice

Instructor's note:

Ideally, each child may make a simulated emergency telephone call. If time does not permit, have three or four children make demonstration calls, with yourself as the operator. Class practice making emergency calls should take no more than 25 minutes.

You may bring real or toy telephones from home, or it may be possible to arrange with the local telephone company to have an operator on call for the students when they make their simulated emergency call. You may be able to borrow a Teletrainer, which simulates real dialing, from the local phone company.

You might have emergency situations printed on three-by-five-inch cards for the students to use when making their calls.

◆ **Give the following instructions:**

1. I will give a telephone to the first person in each row.
2. The first person will make up an emergency situation and telephone it correctly to the second person. That person will be the operator.
3. When the operator has received a correct call with all the necessary information, he or she will hang up or tell the person making the call to hang up the receiver.
4. The operator then becomes the caller and the phone is passed on.
5. Those of you who are waiting to make your call, listen to be sure that calls are made correctly and think of your own emergency situation.

First Things First

- ◆ **Think:** Some of you were calling the fire department to report a fire in your own home. What could happen if you use the telephone before you escape? (You could be trapped inside.)

Instructor's note:

Throughout the BAT course, to reinforce learning, remind the students of the Emergency Action Steps and repeat the telephone emergency call practice (or allow additional students to practice making such a call).

Unit Summary

- ◆ **Explain:** If you can remember to stay calm—
If you think about the Emergency Action Steps—
If you can remember to do first things first—
then you can help in any emergency.
If you do all you can do properly, then no matter what happens, you were the best you could be. You helped!



Student Assignments

BAT Word Search Puzzle (Page 8)
First Things First Puzzle (Page 9)
Emergency Phone Code (Page 10)



Student Handout

How to Get Medical Help Fast (Poster, Stock No. 652043), with reverse side in Spanish

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. What is the first rule in BAT?
2. What are the three Emergency Action Steps?
3. What do we mean by “tap and shout”?
4. Explain how to look, listen, and feel.
5. How do you decide which injury to treat first?
6. What are the three steps in giving general care?
7. If there are three people together and one is hurt, what should the other two people do?
8. What number do you call on the telephone to get any type of emergency help?
9. What information should you give the emergency operator?
10. Why should you not hang up the receiver until told to do so by the operator?

Extra Assignments

1. Ask students to teach younger brothers and sisters their correct street address and phone number. A seven-digit phone number fits well to the familiar tune “Twinkle, Twinkle, Little Star.” Have students create appropriate words for the second line.
2. Ask students to write accurate directions to their homes or other locations, giving as many landmarks as possible.
3. Create a BAT “Hero Book” to be kept in the classroom for the year. When a student performs correct first aid in an emergency situation, or prevents an emergency from occurring, his or her name is put into the book with a short description of the heroic action.

Remember, students may be eligible for special recognition awards for special action (e.g., *BAT Amazing Action Award*, *Certificate of Merit*).

4. Have students create a pocket-sized “Emergency Action Steps” card that lists *Check–Call–Care* steps and emergency telephone call procedures.
5. Unit 1 Action Activity: First Aid Scavenger Hunt.

Extra Resources

1. Local telephone company
2. Local police or fire department for emergency phone stickers
3. *Standard First Aid* (Stock No. 652029)—Brochure that describes the Red Cross Standard First Aid course

Lesson Outline

Content	Teaching Materials
Introduction to Unit 2 Definition of Rescue Breathing When to Use Rescue Breathing How to Do Rescue Breathing Steps for rescue breathing 1. Maintain an open airway 2. Pinch the nose shut 3. Give one breath Count (adult/child/infant rate) Rescue Breathing on Manikins Possible problems 1. Incorrect position 2. Incomplete seal 3. Blocked airway Unit Summary	Student Page 11 Student Practice

Lesson Plan

Review of Unit 1

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion. Review the three Emergency Action Steps: *Check–Call–Care*.

Introduction to Unit 2

Instructor's note:

Breathing emergencies can be caused by an obstruction of the airway or other serious injuries. Rescue breathing is a way to supply oxygen to someone whose breathing has stopped. It can be learned by children of this age group and can easily save a life.

- ◆ **Introduce:** Today you will be learning rescue breathing. First we will discuss what happens when you stop breathing. Next you will see the skills demonstrated. Then each of you will have an opportunity to use the rescue breathing technique on a manikin. Remember to use your Emergency Action Steps in every emergency situation.

Instructor's note:

If optional course outline is followed, individual student practice with manikins may be done in Unit 12 during the review test. This allows more time for hands-on practice.

Definition of Rescue Breathing

- ◆ **Define:** Rescue breathing is giving mouth-to-mouth or mouth-to-nose breathing; in other words, breathing for someone else.
- ◆ **State:** A breathing emergency occurs when breathing stops or when the amount of air inhaled is not enough to support life.
- ◆ **Brainstorm:** Have you ever had the wind knocked out of you... and it was hard to get a full breath of air for a few seconds? What happened? Can you name some causes of breathing emergencies?
 - ◆ Impact or blow to chest or throat area: hit by car, fall.
 - ◆ Swelling of throat: allergic reaction or bee sting, burns.
 - ◆ Obstructed air passage: food, small items, tongue.
 - ◆ Electrocution.
 - ◆ Disease of lungs.
 - ◆ Suffocation or drowning.
 - ◆ Shock.
 - ◆ Overdose of drugs.

Rescue Breathing

When to Use Rescue Breathing

- ◆ **Discuss:** If a person stops breathing, they can suffer brain damage or die in four to six minutes if rescue breathing is not begun immediately.
- ◆ **Explain:** Before you go to get help for an injured person, you must begin rescue breathing. Of course, if there is another person with you, send him or her for help right away.
- ◆ **Think:** Suppose you are watching TV with your grandfather, and at a break you decide to get something to drink. You are out of the room only a few minutes but, when you return, you find your grandfather on the floor not breathing. Do you really have four to six minutes to start rescue breathing? (You must begin rescue breathing immediately, because you don't know when he actually stopped breathing.)



How to Do Rescue Breathing

Student Page 11

- ◆ **Explain:** In this unit you will learn about rescue breathing and begin to practice this skill. With rescue breathing you are trying to help a person who has stopped breathing to breathe again.

Steps for Rescue Breathing

- ◆ **State:** The steps for rescue breathing are—
 1. Maintain an open airway.
 2. Pinch the nose shut.
 3. Give 1 breath and count.
- ◆ **Remind:** Steps 1 and 2 were learned in Unit 1.

Count (adult/child/infant rate)

- ◆ **Explain:** If you give breaths too quickly, you will tire very fast and become unable to help. If you give breaths too slowly, the person will not get enough air to breathe on his or her own.

The correct breathing rate is:

- ◆ **Adults (over 8 years)—**
Give 1 breath every 5 seconds.
- ◆ **Children (1–8 years)—**
Give 1 breath every 3 seconds.
- ◆ **Baby (infant) (1 year or less)—**
Give 1 breath every 3 seconds.

Count aloud—Practice together

Adult: One, one-thousand
Two, one-thousand
Three, one-thousand
Four, one-thousand
Give breath

Child: One, one-thousand
Two, one-thousand
Give breath

Infant: One, one-thousand
Two, one-thousand
Give breath

- ♦ **Explain:** Because a baby's face is so small, you must cover both the mouth and nose with your mouth.
- ♦ **State:** If you are alone and no one has been able to phone for help, give breaths for one minute (about 12 breaths), then phone for help before continuing. Resume rescue breathing after the phone call is made.



Rescue Breathing on Manikins

Instructor Demonstration

Begin by pointing out the parts of the manikin, then demonstrate.

1. **Show** how far to tilt the head to provide an open airway.
2. **Show** how, between breaths, you turn your head to look at the person's feet, placing your cheek and ear close to the person's mouth so that you can look, listen, and feel the return of air from the mouth.
3. **Tell** the students to count aloud for you when you demonstrate. This will help teach proper timing.
4. **Point out** that at every possible chance you should yell for help. There may be someone else close enough who can hear you to come help. A rescuer may have to tell someone to phone 9-1-1 or the local emergency number for help.
5. **Explain** that, if you are alone, rescue breathing must be continued for one minute or until the person can breathe on his or her own. If the person does not respond after one minute, the rescuer should phone for help before continuing.



Student Practice

You may wish to have supervised practice of the head tilt, chin lift, and nose pinch for pairs of students. Be certain to tell students not to actually give breaths to one another: Rescue breathing is used only in a real emergency.

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. Before you give rescue breathing, what should you do?
2. What is the main purpose of giving rescue breathing?
3. What are the three steps for rescue breathing?
4. How is rescue breathing different from the deep breaths given in the primary survey?
5. What will happen if you do not pinch the nose of the person?
6. How do you count rescue breathing for an adult? Child? Infant?

Extra Assignments

1. Have students research the history of artificial respiration and manikins.
2. Collect newspaper stories about students who have saved lives by using rescue breathing.

Extra Resources

From the American Red Cross video, *Community CPR* (Stock No. 652033), the segment, "When Breathing Stops (Rescue Breathing)"



Basic Aid Training (BAT)

Rescue Breathing Practice Checklist

Checkpoints:

- ☐ Tap Shoulder; Ask "Are you OK"?
- ☐ Yell for help
- ☐ Head tilt, chin lift
- ☐ Look, listen, and feel
- ☐ Pinch the nose shut
- ☐ Seal mouth
- ☐ Give 2 slow breaths
- ☐ Look, listen, and feel
- ☐ Check circulation (pulse)
- ☐ Tell someone to call 9-1-1
- ☐ Give breaths and count (for one minute)
- ☐ Phone for help if no one else is around
- ☐ Continue rescue breathing

3

All Choked Up



Educational Objectives

By the end of this unit, students will—

- ◆ Know some ways to prevent choking.
- ◆ Know first aid procedure for choking (blocked airway).

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 3 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's Checklist

- ☐ Student Pages 13–15
- ☐ Student Assignment: Choking Sentence Maze (page 16)
- ☐ Student Handouts:
 - ☐ *Choking* (Poster, Stock No. 652039)
 - ☐ *Choking* (Poster, Stock No. 652042)
- ☐ Doll or infant manikin(s)
- ☐ Empty plastic bottle and lid



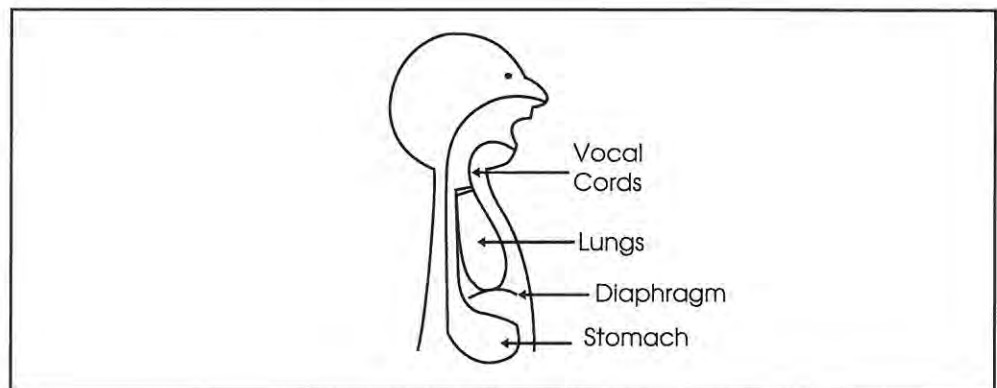
Student Page 14

1. Try to keep the person calm

- ♦ **Review:** Remember that this is the first rule in every BAT emergency.

2. Allow the person to cough

- ♦ **Explain:** When a person coughs, his or her body is automatically doing the best thing to clear the airway.
- ♦ **Sketch:** Draw a simple diagram of a person's breathing system, showing nose and mouth connecting to the airway (with the esophagus behind). The esophagus takes food into the stomach for digestion, and the airway (trachea) takes air into the lungs for breathing. Just below the lungs show large muscle, the diaphragm. Draw lines across the airway to indicate vocal cords.



- ♦ **Explain:** When a person talks, what actually happens is that air comes from the lungs and strums across the vocal cords, similar to strumming the strings on a guitar.

When a person coughs, what happens is that the diaphragm contracts and pushes on the lungs, forcing air out of the lungs to clear the airway.

This is the correct, normal action your body automatically takes when you are choking.

- ♦ **Point out:** If you pound the person on the back at this point, you may make the situation worse than it is already! If you do this, the person may gasp, causing what is stuck (obstruction) to go deeper into the airway.
- ♦ **State:** Instead of pounding on the back, stand by. Allow person to cough. Be ready if the next steps are necessary.



If the person can't cough, speak, or breathe

Student Page 15

- ♦ **Illustrate:** Using the diagram you have drawn, show that if the airway is totally blocked, it is impossible for a person to speak to you. No air is able to pass from the lungs across the vocal cords to make sounds.
- ♦ **Remind:** How do you know if a person can't cough, speak, or breathe? (Ask, "Are you choking?") Remind the students of the Emergency Action Steps: *Check-Call-Care*.
- ♦ **State:** You must immediately begin first aid if a person is unable to cough, speak, or breathe, because the person will become unconscious very quickly in this condition.

- ◆ **State warning:** *This is an extremely valuable first aid skill for you to learn. It is very important that you use these techniques only on someone who is choking. If you give thrusts on someone just for practice, he or she could be injured.*
- ◆ **Explain:** If a person can't cough, speak, or breathe, correct first aid is to—
Give thrusts until the airway is clear
- ◆ **Explain:** A thrust is a quick strong movement.



Instructor Demonstration

- ◆ **Demonstrate** the “pop gun” effect by using an empty plastic bottle with lid. When quickly squeezed, the lid (obstruction) will pop off, showing the effect of air being expelled from the lungs by use of thrusts to dislodge an obstruction.
- ◆ Then **ask** students to stand and give them these directions: Place one finger on your navel (belly-button) and, with your other hand, follow the edge of your rib cage from the lower bottom side up toward the center of your body where your ribs meet. Now make a fist and place it, with your thumb against your body, on a spot half way between those two places. This is where you make the thrusts.
- ◆ **Explain:** To perform this skill on another person, stand behind that person. Wrap your arms around him or her to make the thrusts. Place one closed fist, thumb toward the body, in the spot you just found. Grab and cover this fist with your other hand. Keep your elbows pointed out, not against the body. The thrusts should be both in and upward (toward the head).
- ◆ **Show** proper hand and fist placement for thrust procedure on a student volunteer. Stand directly behind the student. Explain that your body helps the choking person stay in a standing position. Simulate thrusts. Be sure to thank student for helping!
- ◆ **Explain:** What you are actually doing is pushing on the diaphragm (refer to diagram), which causes air to come from the lungs and make a pop-gun effect that will push out the object stuck in the airway.
- ◆ **State:** If thrusts do not work the first time you try, repeat thrusts until they work.
- ◆ **Brainstorm:** What could you do if you were choking and no one was around to help you?
- ◆ **Discuss:**
 - ◆ Make noise to get attention. Do not hide. Instead, get out where someone might see you and be able to help you.
 - ◆ Do the thrusts on yourself. Use your fist or something like the back of a chair to give thrusts to yourself.



Student Practice

Have students work in pairs to practice correct hand placement and simulation of thrusts on each other. Emphasize again the warning not to use thrusts for practice, but only when someone is actually choking.

First Aid for Choking—Unconscious Adult/Child

Instructor's note:

You may want to pass out *Choking* (Poster, Stock No. 652039) and have students follow along while you demonstrate.

- ♦ **Introduce:** How can you help a person who is unconscious (has already passed out and is on the floor or who became unconscious while you watched or were attempting first aid)? Or a person who is too large for you to get your arms around?

1. Give 5 thrusts

- ♦ **Explain:** Lay the person gently on the floor. Tell someone to call 9-1-1 or the local emergency number for help. Straddle one or both of the person's thighs (upper legs) to help center your thrusts. Place the heel of one of your hands in the same place you would put your fist on a conscious person. Place the other hand on top. Be sure your fingers are pointing toward the person's head. Keep your arms fairly straight and give 5 thrusts.

Instructor's note:

When students practice what to do for an obstructed airway, they should simulate (pretend to do) the finger sweep. They should not put their fingers in anyone else's mouth or into the mouth of a manikin.

2. Do a finger sweep

- ♦ **Explain:** Use your index finger to remove anything loose in the mouth. Do not poke with finger, but move across the mouth from side to side.
- ♦ **Point out:** This is an unconscious person. You do not do the finger sweep on a conscious person.

3. Give 2 slow breaths

- ♦ **Remind** the students that they learned about giving breaths in Units 1 and 2.
- ♦ **Explain:** If the person's chest does not rise, this will tell you the blockage is still there.

4. Repeat thrusts, finger sweep, and 2 slow breaths until airway is clear

- ♦ **State:** If it doesn't work the first time you try, repeat the steps until they do work.

If the airway is clear but breathing does not begin, you must continue care. Give 2 slow breaths and, if necessary, begin rescue breathing. Quickly review rescue breathing.

First Aid for Choking—Conscious Infant

- ♦ **Introduce:** First aid for choking is different for an infant (a baby who is less than one year old). Now you will learn the correct procedure for an infant.



Instructor's Demonstration

Using a doll or infant manikin, show the proper first aid for a choking infant less than one year old. Again, conscious and unconscious situations are different. You may want to pass out *Choking* (Poster, Stock No. 652042) and have students follow along as you demonstrate.

Allow to cough

- ♦ **Explain:** Conscious or unconscious infant (same signals as for adult).

If the infant can't cough, cry, or breathe—

1. Lower head

- ♦ **Explain:** Sit down and support infant's head and body, face down, on your arm and lap. Lower the infant's head below the rest of his or her body. This allows gravity to help you.

2. Give 5 back blows

- ♦ **Explain:** Keeping infant face down, give 5 firm back blows. Use flat (open palm) hand—not a fist—between the shoulder blades.

3. Give 5 chest thrusts

- ♦ **Explain:** Turn infant over (face up), supporting head and neck. Place two fingers in middle of sternum (one finger width below imaginary line between the nipples). Compress breastbone 5 times. Keep infant's head lower than the rest of the body.

4. Repeat 5 back blows and chest thrusts until airway is clear

- ♦ **Explain:** If airway is clear but breathing does not begin, you must continue care, using the Emergency Action Steps. Give 2 slow breaths and, if necessary, begin rescue breathing. (Quickly review rescue breathing for an infant.)



Student Practice

Let students practice first aid for a conscious, choking infant on manikin or doll. Check each student's skills.

First Aid for Choking—Unconscious Infant

- ♦ **Explain:** For an unconscious infant, use the following steps:

1. Give 5 back blows

2. Give 5 chest thrusts

3. Do a finger sweep if you see an object

- ♦ **Explain:** Sweep the mouth with the little finger of one hand to remove object. Do not sweep the mouth if you cannot see an object.

4. Give 2 slow breaths

5. Repeat the sequence until airway is clear

Lesson Outline

Content	Teaching Materials
Introduction to Unit 4 Some Ways to Prevent Wounds 1. Be careful with tools, scissors, and knives. 2. Don't go barefoot where there may be broken glass, nails, rocks, or other sharp objects. 3. Never use power tools, including lawn mowers, without adult supervision. 4. Never play with a gun.	Student Page 17
Small Wound With Little Bleeding 1. Wash the wound 2. Apply direct pressure 3. Apply dressing and bandage	Student Page 18
Wound With Severe Bleeding 1. Have the person sit or lie down 2. Apply direct pressure ♦ Use a pressure point 3. Apply dressing and bandage 4. Clean your hands	Student Practice
Specific Injuries ♦ Nosebleed: 1. Have the person sit down 2. Have the person lean forward and pinch nose shut	Student Practice
♦ Animal bites: 1. Wash the wound 2. Control the bleeding 3. Try to identify the animal 4. Tell an adult	Student Page 19
♦ Bruise: 1. Apply a cold compress 2. Tell an adult	Student Page 20
♦ Fracture (fall): If you suspect a broken bone— 1. Don't move the person 2. Try to keep the person calm	Student Page 21
Electric shock 1. Turn off the power before touching the person 2. Give first aid ♦ Kite safety	Student Page 22
Unit Summary	

Lesson Plan

Review of Unit 3

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion. Review the three Emergency Action Steps: *Check–Call–Care*.

Introduction to Unit 4



Instructor's note:

One half of childhood deaths (over the age of one) are caused by unintentional injuries.*

In a given year, one out of every four children or youth (0–19 years of age) will sustain an injury severe enough to require medical treatment, and each year, injuries lead to 360,000 hospitalizations and 10.4 million emergency room visits for children and adolescents.**

Following basic safety guidelines can prevent many injuries. Giving simple first aid for injuries is easy to learn and can prevent more serious complications that may occur as the result of an injury.

*National Safety Council, *Accident Facts* (Chicago, Ill.: 1990).

**National Safe Kids Campaign, 1991.

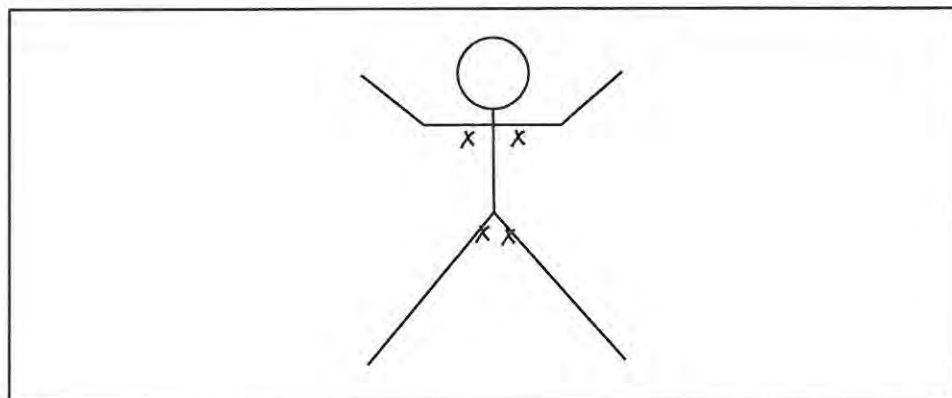
- ♦ **Introduce:** Often we say “Ouch!” Today we are going to talk about some “ouch” injuries and the correct first aid for each. Remember to use the Emergency Action Steps — *Check–Call–Care* — in every emergency situation.
- ♦ **Brainstorm:** What are some different kinds of wounds or injuries that could happen to you?
- ♦ **Illustrate:** As students list wounds, demonstrate:
 - Apple can be used to show—
 - ♦ Scrape: Rub with food grater or score with fork.
 - ♦ Cut: Make small and large cuts with knife.
 - ♦ Puncture: Stab with sharp object like pencil or nail.
 - ♦ Bite: Take a small bite!
 - ♦ Bruise: Drop on floor.
 - Chicken or turkey bone (dried overnight) or pencil can be used to show—
 - ♦ Break: Break in half to show splintering and jagged edges.

Instructor's note:

If burn is mentioned, explain that this “ouch” will be discussed in the fire unit.



- ◆ **Sketch:** Draw a simple stick figure showing location of pressure points.



- ◆ **Explain:** The blood supply and bleeding will be slowed down when pressure is applied by pushing the blood vessel against the bone (brachial: arm, use a dressing and the flat part of your fingers; femoral: leg, use a dressing and the heel of your hand). If you use a pressure point, you must still continue the direct pressure over the wound.
- ◆ **Review:** Using the Emergency Action Plan—first care for the injury and then give general care.

3. Apply dressing and bandage

- ◆ **Explain:** This is the same as first aid for a small wound. However, with severe bleeding you might need a larger dressing or you might need several of them.
- ◆ **Brainstorm:** What do you have on today that you could use as a dressing or bandage?
- ◆ **Illustrate:** Show several dressing and bandaging materials. Ask students to name good or bad points about each, giving reasons why:
 - ◆ Sock (Good as bandage, easy to tie, but generally too dirty to use as a dressing because it contains germs that could cause infection).
 - ◆ Fuzzy scarf (Has too many fibers that could get into the wound if used as dressing).
 - ◆ Thin silky scarf (Slippery, not absorbent).
 - ◆ T-shirt (Clean, absorbent, few fibers). Best of these choices.
- ◆ **Think:** Suppose the dressing you have used becomes blood soaked. Should you remove it to put on a fresh one? (No. Add more dressing.)
- ◆ **Explain:** Removing the first dressing would be like picking a scab. Once clotting has begun, it should not be disturbed.
- ◆ **Define: Clotting**—Platelets, one of the cells (parts) in blood, act like building blocks to seal off a damaged area to prevent further blood loss.



4. Wash your hands immediately

- ◆ **Ask:** Why should you clean your hands after providing first aid for severe bleeding? (To reduce the risk of infection to you.)



Instructor Demonstration

Demonstrate where the pressure points are and how to control severe bleeding. To add to the drama, you may wish to use bandaging materials at hand and artificial “blood” (corn syrup and red food coloring). Note that this “blood” can stain. Adding a teaspoon of a mild liquid detergent will reduce stains.



Student Practice

Have students practice direct pressure and pressure points. Pressure points can be practiced using a manikin or by pairs of students.

Specific Injuries

♦ **Introduce:** Let’s talk quickly about a couple of special injuries.



Nosebleed

Student Page 19

- ♦ **Brainstorm:** What are some of the ways you stop a nosebleed?
 - ♦ **Explain:** You or your parents may have been taught to lean your head backward if you have a nosebleed. This is now considered incorrect. The correct procedure is to lean your head forward. Doctors have learned that if you lean your head back, blood can run down your throat and into your stomach—possibly making you sick to your stomach.
1. **Have the person sit down**
 - ♦ **Explain:** This can help prevent falling and further injury.
 2. **Have the person lean forward and pinch nose shut**
 - ♦ **Explain:** The best way to stop bleeding is to gently pinch the nostrils shut so that you have to breathe through your mouth. You may have to pinch for several minutes until the bleeding stops. It’s a good idea to watch the clock to be certain you are holding for at least 10 minutes.
 - ♦ **State:** A cold compress, such as an ice pack or a cold, wet cloth, can be helpful. (If mentioned, explain you should not pack anything in the nose because, if done incorrectly, this can cause more damage.)
 - ♦ **Remind:** You should wash your hands right away if you are helping someone else. (To reduce risk of infection.) In addition, you should always tell an adult about a nosebleed.



Animal Bites

Student Page 20

Instructor’s note:

Know poisonous insects and snakes, as well as other wild animals, that live in your area. In the discussion of rabies, stress prevention.

- ♦ **Introduce:** A bite, be it an insect sting, snake bite, or other animal bite, needs special first aid.



- ◆ **Brainstorm:** Why might an animal bite you? (Possible answers: the animal did not know you, was afraid of you, was playing and did not intend to hurt you. The last is especially true of young puppies.)

What special rules should you obey when meeting animals? (Allow animals to sniff you. Do not pull an animal's tail. Stay away if animals are fighting. Do not tease or try to play with animals while they are eating.)

What is especially dangerous about an animal bite? (A severe allergic reaction or, in the case of unvaccinated animals, the possibility of infection with tetanus or rabies virus.)

- ◆ **Discuss:** What is **rabies**? Rabies is mostly a problem with wild animals. It is a disease that attacks the spinal cord and brain, causing convulsions, paralysis, and finally death. Once signs of rabies appear, the disease is almost always fatal. However, the person or animal can usually be saved if treated with rabies vaccine immediately after being infected.
- ◆ **Explain:** Some **symptoms of rabies** in animals are foaming at the mouth, unnatural behavior (wild seems tame and tame seems wild), and fear of water.

First aid for animal bites

- ◆ **Introduce:** It's best to prevent bites by treating animals with respect and making sure your pets have up-to-date vaccinations (shots) to prevent certain diseases. In case of a bite, you should know what to do.

1. Wash the wound

- ◆ **Explain:** Small bites—like other puncture wounds—often do not bleed much, so germs that cause infections may remain in the wound. The wound should be carefully and thoroughly washed. Soaking and gently scrubbing with soapy water for several minutes is best.

In case of an insect bite or sting, do not squeeze. If the stinger is in the skin, scrape the stinger away from the skin with your fingernail or a plastic card such as an ID card. Wash well with soap and water. Apply a dressing and bandage. A cold compress will help reduce swelling. Do not put ice directly on the skin. You may want to have an adult help you.

2. Control the bleeding

- ◆ **Explain:** If bleeding occurs, use first aid for wounds, including direct pressure and applying a dressing.

3. Try to identify the animal

- ◆ **Brainstorm:** How can you describe or identify an animal? (Color or marking, size, long or short hair, breed.)

How can you identify snakes, spiders, squirrels, or other wild animals? (Color or marking, size.)

Instructor's note:

Since wild animals are more difficult to identify individually, advise students to use extra preventive care around all wild animals.

If pertinent to your area, you may wish to discuss treatment of snakebites. See current Red Cross materials on first aid for snakebites.

4. Tell an adult

- ◆ **Discuss:** Be sure to do this. Don't be afraid to tell an adult because you think your pet might get in trouble. It is most important to prevent dangerous illness for you and your pet by reporting any bites.
- ◆ **Think:** Is it dangerous to be bitten by a person? (Yes. Human bites can be more dangerous than dog bites, since we have more germs in our mouth! A human bite requires the same first aid as any animal bite.)
- ◆ **Explain:** Three phone calls must be made by your mom or dad if someone is bitten:
 1. The doctor will have to decide if any additional medical care is needed for the victim.
 2. The veterinarian can give you more information about animal diseases (rabies and others) and verify immunizations.
 3. The animal's owner should be notified by your parents or the police.

Bruise

- ◆ **Define: Bruise**—A wound under the skin when the skin has not been broken. Often discoloration and swelling around the injured area are the result of broken blood vessels near the surface of the skin. A black eye is an example of a bruise.

1. Apply a cold compress

- ◆ **Explain:** A cold compress on an injured area can help slow bleeding and prevent swelling.

2. Tell an adult

- ◆ **Explain:** This is especially important if the injury is very large, painful, or swollen or if it involves the eyes, abdomen, chest, or head.



Fracture (Fall)

Student Page 21

- ◆ **Review:** *Check-Call-Care*

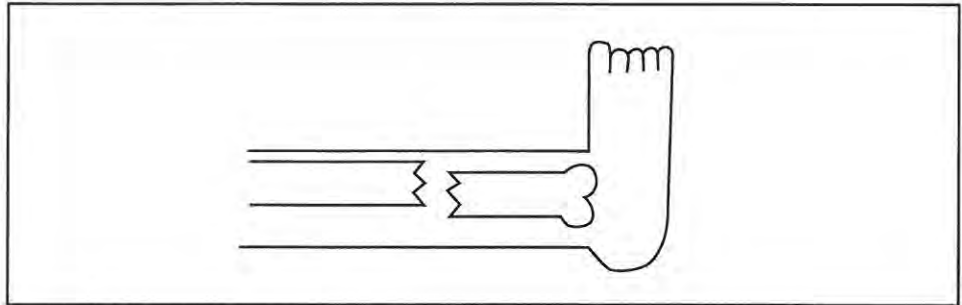
If you suspect a broken bone—

1. Don't move the person

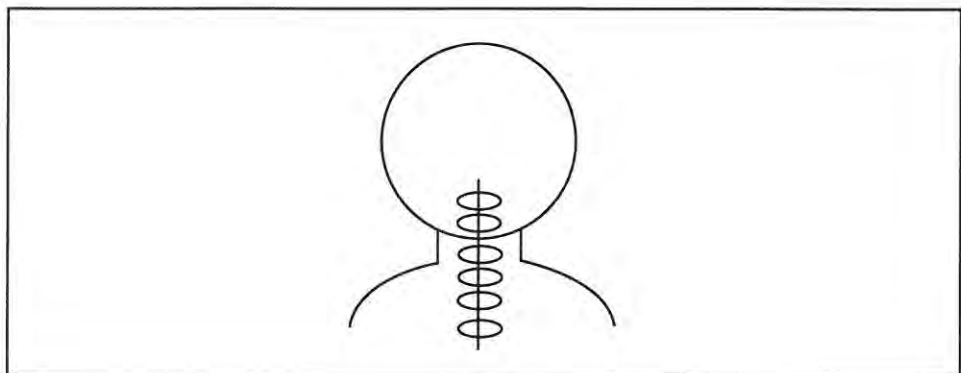
- ◆ **Think:** Suppose your friend just fell off her skateboard. She is in great pain and her leg seems to be bending in an unusual direction. Should you straighten out her leg to make it feel more comfortable? Why not? (No. Do not move an injured person if you suspect any broken bones, because you could cause more damage.)



- ◆ **Illustrate:** Show broken chicken or turkey bone or broken pencil.
— or —
- ◆ **Sketch:** Draw a simple sketch showing jagged broken bone ends.



- ◆ **Illustrate:** Hold a pencil in the middle and move eraser end. Show students how the pointed end also moves and compare to moving ends of broken bone.
- ◆ **Discuss:** How can you tell if a bone is broken? Although pain, swelling, and redness are signals, the only sure way is to take an X ray. The best first aid requires that when you have reason to suspect a broken bone, you treat it as if it were broken.
- ◆ **Explain:** In case of a back or neck injury, it is most important not to cause further damage. The spinal cord, which runs inside the vertebrae, is the message line between your brain and the rest of your body. Damage to the spinal cord can cause **paralysis**. (Partial or complete loss of feeling or movement of a part of the body.)
- ◆ **Sketch:** Draw a simple sketch showing vertebrae (doughnut-like bones) of neck and back with spinal cord running through them, or use a paper Halloween skeleton—or an actual skeleton—to show spinal structure.



2. Try to keep the person calm

- ◆ **Remind:** Staying calm is the first rule in any emergency. Also, it is important to give general care.

Instructor's note:

You may wish to include a discussion of "safe falling" techniques here and make connection to skateboards, etc. See Unit 11, "Safe Wheels," for more information.

Electric Shock

- ◆ **Introduce:** Another "ouch" injury is electric shock. Electricity is energy. Lightning is a form of electricity that you can see. You may see sparks coming from a damaged or cut wire; however, most of the time you cannot see electricity. Instead you see the results of what electricity does for us—light in our lamps, action of our running motors and machines, etc.
- ◆ **State:** When you discuss correct response to electrical emergencies, it is important to know about conductors and nonconductors of electricity.
- ◆ **Define:** A **conductor** of electricity is something through which electricity easily passes. A **nonconductor** of electricity is something through which electricity does not easily pass.
- ◆ **Illustrate:** An extension cord with one end cut to expose the wires can be used to illustrate conductors and nonconductors of electricity.
- ◆ **Brainstorm:** Can you tell me some examples of conductors and nonconductors? (Nonconductors: rubber, wood; conductors: metal, wire, water.)
If you know that people are mostly made up of water, do you think you are conductors or nonconductors of electricity? (Conductors.)
If someone is being shocked by electricity, should you touch that person? (No. People are such good conductors of electricity, you would be shocked too.)
- ◆ **Discuss:** Possible electrical emergencies inside and outside your home.
- ◆ **Brainstorm:** Should you have a plug-in radio, hair blowdryer, or fan near a bathtub? (No. If it fell into the tub accidentally, the person in the tub could be electrocuted instantly.)
Should wire cords be put under rugs? (No. The constant wear can rub off insulation, creating a potential for fire or shock.)
What are some ways to keep small children from wall plug outlets? (Use safety plug covers, cover outlets with tape or cardboard, move heavy furniture in front of outlets.)



First aid for electric shock

Student Page 22

- ◆ **Review** *Check–Call–Care.*

Instructor's note:

Field test results for this BAT material showed that large numbers of students incorrectly believed that one should push a person away from a fallen wire before disconnecting the power source.

1. Turn off the power before touching the person

- ♦ **Think:** If a person is being shocked, what must you do so that you can rescue him or her? (Turn off the electricity.)
- ♦ **Discuss:** How do you turn off the electricity? (Turning off the switch may work, but in a larger emergency you may need to shut off all the electrical power in the house. You should know that there is one switch or fuse in every home that will turn off all the electricity. First make sure that it is safe for you to turn it off.)
- ♦ **Suggest** that students discuss with their parents the switch or fuse in the main power box and how the power can be turned off. Students who live in an apartment or high-rise might not have the same access to power shutoff control; they may have to discuss with their parents what they should do instead.

Instructor's note:

As an extra assignment, students could write down this information and bring it to the next class. They could be asked what they learned during the review of this unit at the beginning of the next class. Note that there is an optional student assignment (drawing a floor plan as a basis for a fire escape plan) that can be given at the end of this unit. You could ask the students to mark on their floor plan the location of the electrical box where they can turn off the power for their home or apartment.

2. Give care

- ♦ **Review:** Giving care.
- ♦ **Remind:** Rescue breathing may be needed if breathing has stopped.



Kite Safety

- ♦ **Think:** Only string that does not contain wire is safe to use in kite flying. Because any wet string can be a conductor of electricity, do not fly a kite in the rain or when rain might be due.
Never climb a tree or power line pole to retrieve a kite. You could fall and be injured or touch a power line and be electrocuted.

Unit Summary

Nobody likes to feel pain. In this unit we have discussed ways to prevent "ouch" injuries, and we have learned how to give first aid for several kinds of injuries. Now, if you hear somebody say "ouch," you'll know what to do!



Student Assignments

Ouch! Crossword Puzzle (Page 23)
What's Wrong? Puzzle (Page 24)



Student Handout

Infant and Child Lifesaving Steps (Poster, Stock No. 652038)

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. What are some ways to prevent wounds from occurring?
2. How should you clean a small cut or wound?
3. What step is used first to stop severe bleeding?
4. If direct pressure does not stop bleeding, what is the next step?
5. How many and where are your body's pressure points?
6. What is correct first aid for a bite wound?
7. How can you identify an animal that has bitten you?
8. What is most important to remember in case of suspected broken bones?
9. What should you do if you think someone has been shocked by electricity?
10. What is dangerous about flying a kite in the rain?

Instructor's note:

Unit 5 contains a possible pre-assignment in which students prepare a floor plan of their homes. If you plan to make this assignment, tell the students at the end of this unit.

Extra Assignments

1. Discuss falling safely (rolling fall) as it pertains to skateboard safety. (See Unit 11.)
2. Have students learn additional bandaging procedures as taught in other Red Cross first aid courses.
3. Have students make a simple first aid kit.
4. Draw a cartoon illustrating animal-people manners. Give rules for meeting strange animals.
5. Make a display showing possible electrical hazards and safety devices. Include overloaded plugs, broken light bulbs, safety plugs, and outlet protectors.
6. Make a display of conductors and nonconductors of electricity.
7. Unit 4 Action Activity: Stop the Bleeding Relay.

Extra Resources

1. Film or video: *After the Ouch!*, 14–1/2 minutes
Churchill Films
12210 Nebraska Avenue
Los Angeles, CA 90025
(213) 207-6600
2. Local humane society or department of animal control
3. Local electrical power company



Basic Aid Training (BAT)

Unit 4 Action Activity

Stop the Bleeding Relay

Materials and supplies for each team:

- 1 blanket
- 1 gauze pad
- 1 judge with procedure checklist

Directions:

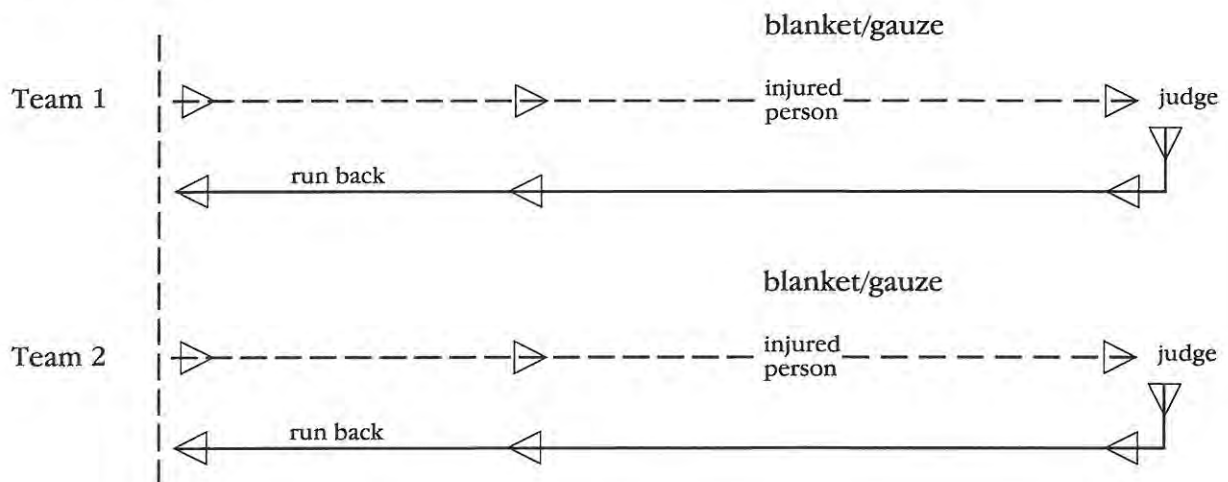
First member of each team is first injured person. Next team member, first aider, is given instructions that state "The person lying at the end of the field has a bad cut on his (or her) right forearm. Help him (or her)!" The first aider team member will run to the injured person and demonstrate proper first aid techniques for treatment of cut before receiving an okay from the judge.

First aid procedures:

1. Use gauze pad to apply direct pressure on top of cut.
2. While continuing direct pressure, use brachial pressure point.
3. Cover with blanket to treat for shock.
4. Get help.

(After judge okays procedures, first aider becomes injured person, and injured person returns to tag next member. Judge returns blanket and gauze to original place before next first aider comes.)

Suggested Set-up





Educational Objectives

By the end of this unit, students will—

- ◆ Know some ways to prevent fires.
- ◆ Understand the importance of controlling air flow to fire.
- ◆ Have developed a fire escape plan that includes:
 - ◆ Family meeting place.
 - ◆ Primary and secondary escape routes.
- ◆ Know what to do if there is a fire in their home.
- ◆ Know some ways to prevent burns.
- ◆ Know how to classify burns and how to give first aid for burns.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 5 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's note:

At the end of the previous lesson, you might have given students the home-work assignment of drawing a floor plan of their home that shows all windows and doors. After learning about fire safety in this unit, have students draw escape routes in pencil and note a meeting place. As a follow-up assignment, all family members may sign a plan to acknowledge the escape agreement. This assignment also may be given upon completion of this unit.

Instructor's Checklist

- ☐ Student Pages 25–30
- ☐ Student Assignment: Fire Safety Maze (Page 31)
- ☐ Unit 5 Action Activity: Hot Stuff Relay
- ☐ Film and projector (if you use optional film)
- ☐ Smoke detector
- ☐ Candle, jar, matches, and ash can for demonstration
- ☐ Fire extinguisher
- ☐ Pan with lid
- ☐ Eggs (for first aid demonstration)

Lesson Outline

Content	Teaching Materials
Introduction to Unit 5 Some Ways to Prevent Fires 1. Never play with matches. 2. Pay attention to fire prevention signs posted in forests and parks and along roadways. 3. Start a campfire only where it can't spread. 4. Store flammable materials away from heat. 5. Don't overload electrical outlets and extension cords.	Student Page 25
Fire Can't Burn Without Air Responding to household fires	Student Page 26
The Fire Escape Plan 1. Help install and maintain smoke detectors 2. Create an escape plan 3. Practice the plan	Student Page 27
In the Event of Fire 1. Get out, stay out, get help 2. Crawl low for fresh air 3. Test doors for heat before opening them 4. Use the secondary escape route 5. Don't hide or be afraid to tell 6. Stop, drop, and roll	Student Page 28
Fire Safety Procedures 1. Use your fire escape plan 2. Crawl low for fresh air 3. Test doors for heat before opening them 4. Don't go back into a burning building	Student Page 29 Optional Film
Some Ways to Prevent Burns 1. Be careful with hot liquids. 2. Don't play with lit candles. 3. Be careful around fireplaces, wood-burning stoves, and space heaters. 4. Don't play around outdoor grills or the kitchen stove when food is cooking. 5. Use a sunscreen when playing outdoors for a long time. 6. Never play with fireworks without adult supervision.	Student Page 30
First Aid for Burns 1. Run cool water over burned area. 2. Cover burn with dry, clean (sterile) dressing and loosely bandage. 3. Provide general care.	
Unit Summary	

Lesson Plan

Review of Unit 4

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion. Review the three Emergency Action Steps: *Check–Call–Care*.

Introduction to Unit 5



Instructor's note:

Fires rank second after traffic injury as the cause of death for children under the age of 14. Each year, more than 1,200 children aged 0–14 die and 11,400 are injured in residential fires.*

Teaching students to recognize potential dangers, to conduct fire drills in the home, and to treat injuries can have a significant impact on their well-being and that of their families.

*National Safety Council, *Accident Facts* (Chicago, Ill.: 1990) and National Safe Kids Campaign, 1991.

- ◆ **Introduce:** Today we are going to focus on fires. Perhaps you are thinking that you already know a lot about fires. You have fire drills at school and you might have seen TV commercials about fire safety, but now we want to think about why the things you already know make sense.



Some Ways to Prevent Fires

Student Page 25



- ◆ **Brainstorm:** What are some ways that you can make your home safe from fires? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the items on the Student Page and discuss them.)

1. Never play with matches.
2. Pay attention to fire prevention signs posted in forests and parks and along roadways.
3. Start a campfire only where it can't spread.
4. Store flammable materials away from heat.
5. Don't overload electrical outlets and extension cords.



Fire Can't Burn Without Air

Student Page 26



- ◆ **Demonstrate:** As you prepare the demonstration, ask or explain what three things a fire needs to burn.

1. Something to burn—in this case, the candle.
2. A source of energy—in this case, a match.
3. Air or oxygen.

Famous Fire Facts

Attach a candle to the inside of the lid of a wide-mouth jar and light the candle. (Be sure to have a coffee can with a lid or other safe place to dispose of matches and other hot items used in demonstrations.)

Invert the jar on the lid and have the students slowly count with you until the flame goes out.

- ◆ **Brainstorm:** Why did the fire go out? (The fire used up all the air or oxygen.)

Responding to Household Fires

Instructor's note:

Brainstorm with the students about the following situations. You may wish to have students role-play fire safety procedures by providing simple props (toaster, pan, etc.) and allowing them to propose responses.

1. What is the best way to put out a fire in a pan? (Put a lid on the pan to cut off air supply.) (Students may suggest baking soda, but remind them that baking soda works by smothering and lots of soda is required for it to work. The lid is much faster and safer.)
(*Caution:* In case of fire involving grease, water should not be used to put out the fire. Water will have an explosive effect.)
2. What should you do if the oven catches fire? (Close the oven door and turn off the oven.)
3. How would you put out a fire in a toaster? (Unplug it and smother any burning material.) (Caution them never to reach over a fire to unplug.)
4. What would you do if a waste basket catches fire? (Smother fire by putting cookie sheet or heavy material over it; pour water on it; or, if metal, let it burn if you can safely remove nearby materials that might catch fire easily.)

Instructor's note:

Students may suggest turning over or otherwise touching the waste can, but this could result in severe burns and spreading the fire. State that to be safest, leave fire where it is.



The Fire Escape Plan

Student Page 27

- ◆ **Explain:** Preparation is the key to survival in case fire starts in your home.

1. Help install and maintain smoke detectors

- ◆ **Explain:** Because most home fires occur at night when you may be sleeping, your home should be equipped with smoke detectors to be as safe as possible.

An important part of being prepared is regular testing of alarms to be certain they are working correctly. The Red Cross recommends that smoke detectors be tested every six months.



- ♦ **Suggest:** If you do not have smoke detectors in your home, they would be valuable gifts for you to give to your family.
- 2. **Create an escape plan**
 - ♦ **Explain:** You should have a prearranged primary (first choice) escape route and one or more secondary (second choice) escape routes for each room. These routes take you to the place where you and your family have already decided to meet after each escape.
 - ♦ **Ask:** What do you need to think about when you plan a meeting place? (Not too near or far from house; no need to cross the street.)
 - ♦ **Home assignment:** If not previously assigned, have each student talk to his or her family and decide upon an escape plan and meeting place. Check at the next lesson to be sure this has been done.
 - ♦ **Brainstorm:** What special precautions should be taken in a high-rise apartment building or hotel? (Do not use elevators. Instead, know where you can locate and use a stairway.)
- 3. **Practice the plan**
 - ♦ **Explain:** Your family should conduct a home fire drill at least once a year.



In the Event of Fire

Student Page 28

1. Get Out, Stay Out, Get Help

- ♦ **State:** The most important BAT fire rule is: In case of fire, get out safely and fast. There is nothing in your house more important than you. If you are awakened by the smell of smoke or the sound of a smoke detector, or if you are alerted by someone that there is a fire in your home, you must follow your escape plan and get out.
- ♦ **Discuss:** There is not one thing in your house worth your life. Do not stop to take anything with you. If there are other people nearby whom you can reach safely and fast, take them out with you. Once you are outside a burning building, stay out and do not return!
- ♦ **Illustrate with a story:** Imagine that a home has caught fire and that the fire department has been called. There are three children and two parents in the family, and they all get out safely. One child comes out the front door and goes over to a friend's house to get warm. The second child comes out the front door a few minutes later and goes to a neighbor's house to watch the fire from their picture window. The third child comes out the back door several minutes before the parents do and goes to stand by the fire truck to watch the fire fighters.
- ♦ **Brainstorm:** When the parents come out, who are they going to look for? (Their children.)
 What might they do if they cannot find their children? (They might do the wrong thing and return to the burning house.)
 What should the children have done when they got out of the house? (Met with their parents at their prearranged place.)
- ♦ **Emphasize:** You should never go back into a burning building.

2. Crawl low for fresh air

- ♦ **Think:** If you awaken and your room is full of smoke so that it is difficult to breathe or see, what should you do? (Get out of bed and crawl low, near to the floor, to the escape route that will get you to fresh air the quickest way. This will probably be your window.)
- ♦ **Brainstorm:** Why is it important to crawl low? (Bad air and smoke fill a room from the top down; good air is generally low, about knee high.) Think about the last time you were in a place where people were smoking. Where does the smoke stay? (Near the ceiling, just as in a fire situation.)
- ♦ **State:** Remember, more people are killed in fires each year from the smoke than from the flames. Smoke can be deadly.

3. Test doors for heat before opening them



- ♦ **Demonstrate:** Use a classroom door to demonstrate these procedures as you explain.

- ♦ **Explain:** Ideally, you should sleep with your bedroom door closed.

If you wake up because you smell smoke, hear a smoke alarm, or are alerted by someone, and if you can escape easily out your ground-floor window, do so immediately.

If your bedroom is on the second floor, or if you cannot escape easily out your window, and there is little or no smoke in your room, go to your door and test it before opening. Remember to crawl low. Feel a panel or wooden part using the back of the hand. Do not touch the door knob or any metal part; it could be extremely hot and burn you.

If the door feels hot, do not open it. Instead, go right away to your secondary (second choice) escape route.

If the door feels cool, be sure you are completely behind the door as you brace the toes of your foot against the bottom of the door, with your heel on the floor. Open the door only a crack, holding it with your foot. This will prevent the door from being forced open by a sudden rush of very hot air.

Look through the slightly opened doorway. If you do not see smoke or fire, you may slowly open the door and escape by your primary (first choice) escape route. If you do see smoke and/or fire, close the door! Go to your secondary (second choice) escape route, probably a window.

- ♦ **Ask:** Why should you close the door? (It will usually take a fire at least 20 minutes to burn through the door. Closing the door will slow the spread of smoke and fire to other rooms. Remember, fire can't burn without air.)

4. Use the secondary escape route

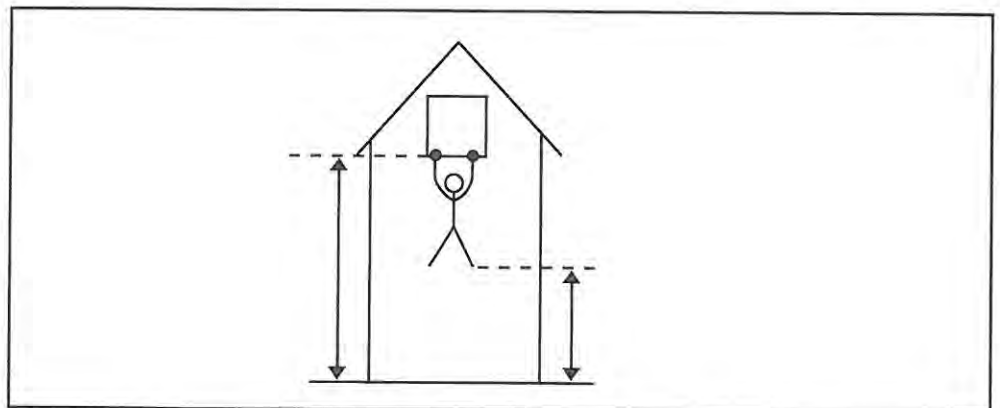
- ♦ **Explain:** Several times already you have seen that you should go to your secondary escape route. That will probably be your window.

If room is on the first floor, you could open the window and crawl through. You may still need a plan for this. If the window is difficult to open, you may have to break the glass. If you must break the glass, be sure to use a blanket or other covering to protect your face, hands, and arms—not only while breaking the glass, but also to protect yourself as you crawl through.

Stuck windows or those with small panes (sections) may require more drastic action, perhaps even a heavy object to break away the frames. Think about what you could use, if necessary.

If room is on the second floor and you cannot escape through your door—

- ◆ First, make certain your door is closed. It is a good idea to put padding (pillows, blankets) around the bottom of the door to keep smoke out.
- ◆ Second, go to the window farthest from your door.
- ◆ Open the window two inches (demonstrate two inches with your fingers). What have you already talked about that could be the reason to do this? (Fire can't burn without air.) Two inches allows enough air for you to breathe without giving the fire more air.
- ◆ Send a signal: Hang a blanket, sheet, rug, or clothing out the window for a signal to the fire department. Yell to attract someone's attention.
- ◆ Stay by the open window for—
 - Fresh air.
 - Greater visibility for fire fighters to rescue you in case you are forced by flames to make a more drastic escape.
- ◆ If there is a balcony or roof part outside your window, you could sit there, if it is safe, until help arrives.
- ◆ Last, if you are forced to escape because of flames, remember to crawl from the window in such a way that you can hang by your hands from the sill (the lowest part of the window). The average height of the bottom part of a second story window is about 12 feet from the ground. If you hang down by your hands, the distance from your feet to the ground will be not nearly as great.
- ◆ **Sketch:** A simple stick figure drawing with help students understand this relationship.



- ◆ **Suggest:** If the distance is too great to drop to the ground (perhaps a third-story window) or if the window is over a concrete drive or patio, your room could be equipped with a collapsible aluminum rope ladder. These are available and easy to store.
- 5. Don't hide or be afraid to tell**
- ◆ **Explain:** Your job in case of fire is to alert others and escape, even if you accidentally caused the fire. Do not try to put out a fire that is already spreading and out of control. If the smoke is making you cough, it's time to leave!

Famous Fire Facts

- ◆ **State:** Remember, don't try to reach a telephone in another room of your house. Leave the house and go to a neighbor's house to call the fire department.
- 6. **Stop, drop, and roll**
 - ◆ **Think:** When someone's clothing catches on fire, that person is terrified. Their first reaction is to run. Why should you stop them from running? (When running, the air goes by faster and therefore makes the fire burn faster.)

It is best to push them to the ground quickly and roll them back and forth to smother the flames.

Instructor's note:

Students will often say to use a rug or coat to wrap around the person, smothering the flames. These materials are often unavailable, and time will be lost trying to locate them. Instead, it is recommended that you teach the student the more reliable and immediate solution: stop, drop, and roll.

When practicing this method, have students learn to cover their faces with their hands, since fire travels upward, and then stop, drop, and roll.



Fire Safety Procedures

Student Page 29

- ◆ **Review:** The most important points about what to do in a fire. Refer the students to the Student Page and summarize each item.
 1. Use your fire escape plan.
 2. Crawl low for fresh air.
 3. Test doors for heat before opening them.
 4. Don't go back into a burning building.



Film

Donald's Fire Survival Plan (revised), 15 minutes

—or—

Challenge of the E.D.I.T.H. Superstars, 13 minutes

(For more information on films, see "Extra Resources" at the end of this unit.)

- ◆ **Introduce** the film by encouraging the students to remember as many rules shown in the film as they can.
- ◆ **Ask:** What rules were shown in the film and why do they make sense? (As students list rules, discuss each, noting their importance.)



Some Ways to Prevent Burns

Student Page 30

- ◆ **Brainstorm:** What are some ways, besides fires, that people are burned? What can you do to prevent burns to yourself and others? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the items on the Student Page and discuss them.)
 1. Be careful with hot liquids.
 2. Don't play with lit candles.



3. Be careful around fireplaces, wood-burning stoves, and space heaters.
4. Don't play around outdoor grills or the kitchen stove when food is cooking.
5. Use a sunscreen with a Sun Protection Factor (SPF) of at least 15 when playing outdoors for a long time. An SPF of 15 means that the sunscreen provides 15 times the protection of unprotected skin.
6. Never play with fireworks without adult supervision.

First Aid for Burns

- ◆ **Review:** The three Emergency Action Steps: *Check–Call–Care*
- ◆ **State:** Correct treatment for burns is—
 1. Run cool water over burned area.
 2. Cover burn with dry, clean (sterile) dressing and loosely bandage.
 3. Give general care.

Instructor's note:

Some burns cause blisters on the skin. A blister serves as a protection for the new skin forming underneath. Breaking the blister might result in an infection. Point out that if a blister is accidentally broken, it is important to protect from infection by covering the area to keep it clean.

Severe burns (where skin is white or charred) require professional attention. Tell students that, in such a case, they should get medical help immediately and provide general care.

- ◆ **State:** American Red Cross first aid does not recommend the use of cream or antiseptics for burns.
- ◆ **Explain:** If someone has put cream or lotion on a burn and must go to a doctor, the cream will have to be wiped off before giving further care. These substances retain heat, thus the skin may continue to burn. If students suggest using butter, explain that the salt in butter damages the skin tissue.
- ◆ **Remind:** Be sure to tell your parents or another adult any time you have a burn.



Instructor Demonstration

At the beginning of class or before class, soft boil (3 minutes) two eggs and “rescue” them (remove them from the water) at the same time. Give no “first aid” to one egg by allowing it to just sit on the counter and cool slowly (about one-half hour). Give first aid to the other egg by immediately immersing it in very cold water to stop cooking. Explain what you have done, then cut each egg in half, showing how the first egg—which did not receive first aid—kept cooking (burning), even though it was rescued (removed from the heat). The second egg—which received first aid—stopped cooking much sooner and is rawer inside.

- ◆ **Summarize:** Because we want to stop our burn from “cooking,” correct first aid means cooling as quickly as possible by immersing in cold (not ice) water.

Famous Fire Facts

Unit Summary

If you stop and think about the famous fire facts you know, you can see that they make sense. You can help prevent fires and burns, but it is also important to know what to do if fires or burn injuries occur.

If a home burns, remember that you can get disaster help—food, clothing, and shelter—from your local American Red Cross unit.



Student Assignment

Fire Safety Maze (Page 31)

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. What are some ways to prevent fires?
2. Why won't a candle burn in a jar?
3. What is the most important rule in case of fire?
4. What should you do when you get out of the house?
5. Why should you crawl in a smoke-filled room?
6. If you suspect fire, what should you do before you open your door?
What if the door is hot?
What if the door is not hot?
7. How long does it take for fire to burn through a door?
8. If you cannot use your secondary escape (window), what three things must you do at your window?
9. What must you do to help someone whose clothing has caught on fire?
10. What are some ways to prevent burns?
11. What is the correct first aid for burns?

Extra Assignments

1. Have a fire fighter give demonstrations with flammable and inflammable materials: paper, wood, hair, and various fabrics (especially flameproof materials as often required for children's clothing).
2. Have each student make a floor plan of his or her home, showing all windows and doors with planned escape routes. Ask that their parents sign the floor plan to indicate the family has discussed a meeting place.
3. Unit 5 Action Activity: Hot Stuff Relay

Extra Resources

1. Local fire department
2. Film: *Donald's Fire Survival Plan* (revised), 15 minutes. Check availability through your local fire department or through:
Coronet MTI Film and Video
108 Wilmont Road
Deerfield, IL 60015
(800) 621-2131
3. Film: *Challenge of E.D.I.T.H. Superstars*, 13 minutes. Check availability through your local fire department or through:
National Fire Protection Association
Batterymarch Park
Quincy, MA 02269
(800) 344-3555



Basic Aid Training (BAT)

Unit 5 Action Activity

Hot Stuff Relay

Materials and supplies for each team:

Plastic bowl labeled "sun screen" containing hand lotion.

Plastic bowl for cool water.

Signs or tape to mark each section of relay.

Situation clues.

Situation 1: The room is filled with smoke; demonstrate the proper way to escape.

Crawl Low

Situation 2: It is a very sunny day; you need sunburn prevention.

Apply Lotion

Situation 3: Demonstrate proper procedure if your clothing catches fire.

Cover Face, Then Stop, Drop, and Roll

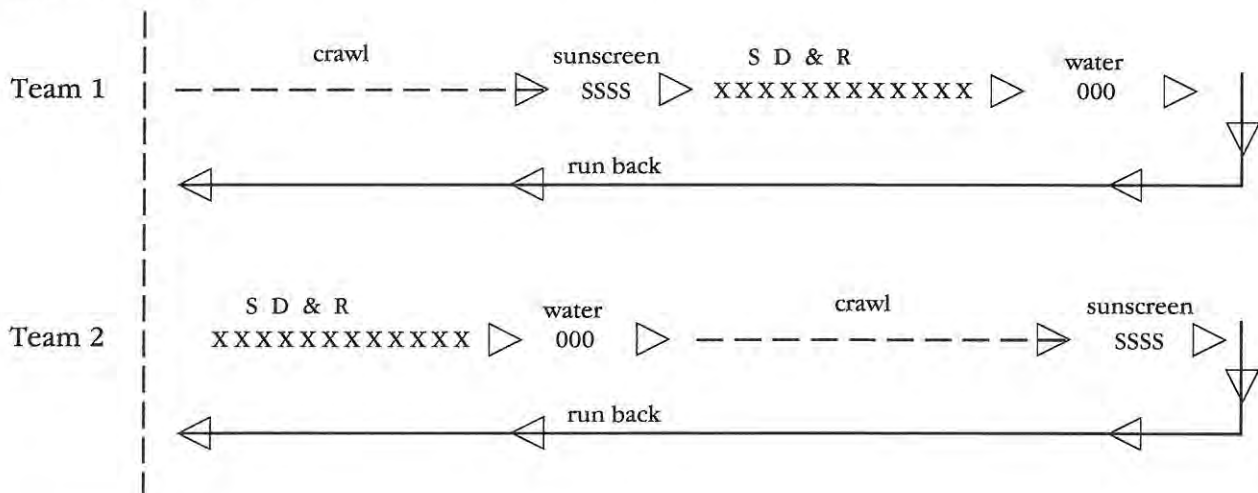
Situation 4: Demonstrate first aid for minor burns.

Apply Cool Water

Situation 5: You have been asked to run to the start line for help.

Run Back to Starting Line

Suggested Setup:



6

Poison Patrol



Educational Objectives

By the end of this unit, students will—

- ◆ Know some ways to prevent poisoning.
- ◆ Be able to identify common household poisons.
- ◆ Know first aid procedure for poisoning.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 6 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Check local Poison Control Center for appropriate local adaptation of Mr. YUK symbol.
- ◆ Prepare a list of poisonous plants indigenous to your area. Call the poison control center, a pediatrician, or hospital emergency room for this information.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's note:

If the home assignment from Unit 5 (home floor plan with escape routes) was made at the end of that unit, check to see that it was completed.

Instructor's Checklist

- ☐ Student Pages 32–33
- ☐ Student Assignment: Poison Picture Clues Puzzle (Page 34)
- ☐ Unit 6 Action Activity: Mr. YUK/Ms. A-OK Relay
- ☐ Poison Patrol Kit

Lesson Outline

[illegible]

Lesson Plan

Review of Unit 5

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion.

Introduction to Unit 6

Instructor's note:

In 1989, children under the age of six accounted for 964,573 calls to poison control centers around the country and there were 24 deaths by poisoning of children of this age group. That same year, there were 40 deaths by poisoning of children aged 5–14. (This includes poisoning by solids, liquids, gases, and vapors.)*

All children should have information about how to avoid being poisoned, how to react to a poisoning emergency, and how to get help in case of a poisoning.

*Litovitz, T.L.; Schmitz, B.F.; and Bailey, K.M. "1989 Annual Report of the American Association of Poison Control Centers' National Data Collection System." *American Journal of Emergency Medicine*, vol. 8, no. 5, September 1990, and National Safety Council, *Accident Facts* (Chicago, Ill.: 1990).

- ◆ **Explain:** Before we talk about first aid for poisoning, let's learn some good rules for preventing it in the first place. Then we will think about what things are poisonous and what you can do in the case of poisoning.
- ◆ **Ask:** What is a poison?
- ◆ **Define: Poison** is a substance—solid, liquid, or gas—that can severely injure or even kill you when taken into the body or put on the surface of the skin.



Some Ways to Prevent Poisoning

Student Page 32

- ◆ **Brainstorm:** What are some ways that you can make your home safe to prevent poisoning yourself and others? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the items on the Student Page and discuss them.)
 1. Never play with pesticides, medicines, vitamins, detergents, cosmetics, or other household chemicals.
 2. Take only medicines that are prescribed for you.
 3. Never take medicine in the dark.
 4. Don't eat berries, flowers, or plants inside the house or outside unless an adult says they are okay.



after using these products. Be certain that poisonous items have proper labels and are stored in a safe place.)

Plants and flowers

Can be poisonous

Swallowed • Absorbed

Instructor's note:

Have a list of poisonous plants indigenous to your area. Call the poison control center, a pediatrician, or hospital emergency room for this information.

- ◆ **Brainstorm:** Can you name some plants that are poisonous? Many common indoor and outdoor plants are poisons when chewed, swallowed, or rubbed on the skin.
Poison ivy, poison oak, and poison sumac often cause rashes or skin irritation. Mistletoe, lily of the valley, rhubarb leaves (not stem), and dumb cane (diffenbachia can paralyze breathing passages) are examples of plants that are poisonous if eaten.
- ◆ **Think:** While you would not be tempted to chew on a house plant, a small curious child, puppy, or cat might do so.
- ◆ **Think:** Why might any plant be dangerous? (It may have been sprayed with a poisonous insect spray or fertilizer.)
- ◆ **Brainstorm:** What poison prevention steps can be used here? (Be certain to avoid contact with poisonous plants. Caution others of potential danger.)

Vitamins, aspirin, prescription medicine

Can be poisonous

Solid • Liquid

Swallowed

- ◆ **Brainstorm:** How many of you take a vitamin every day? If you forget to take your vitamin for several days, can you make it up by taking more than the regular amount? (No. This could be poisonous to you.)
- ◆ **Explain:** Your bodies can use only a very limited amount of some vitamins each day, so to take more than the daily amount could be harmful. Some vitamins contain iron and/or fluoride, which can be harmful if you take too much at one time.
- ◆ **Think:** Suppose your big brother or sister was sick last week and your family doctor prescribed medication for him or her. This week, you have what seems to be the same illness. Can you take his or her prescription medicine? (No, not without first checking with your doctor.)
- ◆ **Explain:** Doctors prescribe medication depending on many things: what the illness is, your size and weight, your individual reaction to medication. Each person is chemically different, so you must use great care in deciding what is correct medication for you. Take medication only as needed when prescribed just for you by your doctor.

- ◆ **Brainstorm:** What poison prevention steps can be used here? (Never call medicine “candy” to get young children to take it. Turn on the light at night to make sure you have the correct medicine bottle. To be careful about poison prevention, students should check their homes to be sure that vitamins and medications, especially aspirin and acetaminophen, are out of the reach of young children who might be tempted by the interesting color, shape, or taste of these items.)
- ◆ **Discuss:** Although these items should all be stored in containers that have childguard caps, remember that children are very smart and can often figure out how to open them.

Instructor's note:

You may wish to discuss expiration dates or shelf life of medication. Suggest throwing away unlabeled or unused medicine to prevent accidental poisoning.

Unlabeled or mislabeled container

Can be poisonous Solid • Liquid

Swallowed • Absorbed

- ◆ **Discuss:** People sometimes make the mistake of putting poisonous items in a container not intended for that use. Be certain to make a new label!
- ◆ **Brainstorm:** What poison prevention step can be used here? (Be certain that poisonous items have proper labels and are stored in a safe place. Never store poisonous items in empty food containers, for example, putting detergent in a coffee can.)

Jewelry

Can be poisonous

- ◆ **Brainstorm:** Why are these dangerous and possibly poisonous? (Possibility of choking, possible lead paint poisoning.)

Instructor's note:

It is important to discuss lead to make the point that our bodies retain some substances they are unable to eliminate quickly.

- ◆ **Review:** First aid for choking.
- ◆ **Discuss:** In the next few years you may begin babysitting for small children. Be careful what pins, badges, or jewelry you wear. A baby can quickly grab jewelry, put in his or her mouth, and choke on it. The child could even choke you by pulling tightly on a necklace or bandanna.
- ◆ **Explain:** Items that have been painted with shiny, pearly, iridescent colors often have paint that contains lead, a substance that your body cannot eliminate. Because of this, lead can accumulate in your body tissues until it poisons you. It is important to remember that anything used by children or that might be put in someone's mouth should be painted only with lead-free paint.

- ◆ **Brainstorm:** What poison prevention step can be used here? (Be alert to possible dangers and remove item if necessary.)

Children's bubble-blowing liquid

Nonpoisonous

Liquid

Swallowed • Skin reaction

- ◆ **Think:** This item often says **nontoxic** on the container. What does this word mean?
- ◆ **Define:** **Nontoxic** means not poisonous. **Toxic** means poisonous. Although it would not be good for you to drink the bubble solution (you might, in fact, get sick to your stomach), it has been made nonpoisonous because it is used mainly by children.
- ◆ **Brainstorm:** On what other products have you seen a label with the word "nontoxic"? What about perfume or makeup made especially for children? (It is usually safe. Suggest that students look for the nontoxic label that is required for children's products.)
- ◆ **Brainstorm:** What poison prevention step can be used here? (Be certain that poisonous items have proper labels and are stored in a safe place.)



First Aid for Poisoning

Student Page 33

- ◆ **Introduce:** Despite our best efforts to prevent poisoning, sometimes accidents happen. You must know the correct first aid.

In the *Check* step of the Emergency Action Steps, when you check the scene, what might you observe (see) to tell you the person has been poisoned? (Bottle, etc.)
- ◆ **State:** To give first aid for poisoning, follow these rules:
 1. **Call 9-1-1 (or the local emergency number) or the Poison Control Center**
 - ◆ **State:** Do not wait until the person feels sick. If you suspect poisoning, get help right away. If the person is conscious, call the Poison Control Center. If the person is unconscious or if you don't know the number for the Poison Control Center, call 9-1-1 (or the local emergency number) before you do anything else!
 - ◆ **Review:** Be ready to give the information you practiced in Unit 1:
 - Who, what, where, when, how many
 - Give your name, address, phone number, and—
 - Don't hang up the phone until the operator or dispatcher does or until you are told you can
 2. **Take the label or container to the phone**
 - ◆ **Discuss:** Labels with a description of ingredients, size of container, or amount can be helpful to the Poison Control Center or a doctor in determining proper care.
 3. **Follow the advice given to you**
 - ◆ **Discuss:** The Poison Control Center may ask you other questions about the person who feels sick and may tell you some things you must do to help. Be sure to follow their exact instructions carefully. Some instructions are mentioned below.

Dilute the poison

- ◆ **Ask:** If the Poison Control Center says to “dilute the poison,” what does that mean?
- ◆ **Explain:** A cup of water is often recommended to dilute the poison. If told to do so by the Poison Control Center, give 1/2 glass (four to eight ounces) of water to a conscious person only.
- ◆ **Think:** To “dilute” means to make a less strong solution. To illustrate, ask students to think of a time when they added too much water while making orange juice from concentrate. The result was very weak (diluted). Or, they may have added too much chocolate milk mix to the liquid, and the result was a very strong (concentrated) solution.

Instructor's note:

Automatically giving milk or water is no longer recommended. Check your local Poison Control Center for appropriate response. In case the person has taken dry medicine, like aspirin, some centers recommend against giving water, as this dissolves the medicine and makes it work faster.

Get the person to vomit

- ◆ **Discuss:** First aid for some poisons is to make the person vomit (throw up); in others, vomiting can make the person feel worse. This depends on the type of poison he or she has taken. Only the Poison Control Center or doctor should make this decision. The center will tell you what to do.
- ◆ **Advise:** **Syrup of ipecac** (IP pi kak), which Poison Control Centers often recommend, should be in every home where young children live or visit. It can be purchased without a prescription in any drugstore. It is used to help the body eliminate the poison by making the person vomit. However, before using anything, check with the Poison Control Center first!

Give an antidote

- ◆ **Caution:** On the labels of many poisonous items like insecticides, first aid advice is given. Sometimes the label will even tell you an antidote.
- ◆ **Define:** **Antidote** is a medicine or remedy used to reverse the action of a poison. Caution students not just to follow directions on a jar or container, as more up-to-date, better methods may be available. Check with the Poison Control Center first.

Have the person lie down on one side

- ◆ **Explain:** In case of poisoning, it is important to have the person lie down on one side. This is to prevent fluids or vomit from being inhaled by the person.

Provide general care

- ◆ **Discuss:** Remember that in giving first aid, you care for the injury then you also provide general care. (Quickly review general care.)



Educational Objectives

By the end of this unit, students will—

- ◆ Know the basic types of psychoactive drugs and their effects.
- ◆ Be aware of health and safety dangers in use of alcohol, drugs, and tobacco.
- ◆ Know common reasons for defense against substance abuse.
- ◆ Know some ways to prevent substance abuse.
- ◆ Know first aid for substance abuse emergencies.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 7 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Become familiar with all drug-related terms in this unit.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's Checklist

- ☐ Student Pages 35–36 and 33
- ☐ Student Assignment: Just Say No Maze (Page 37)
- ☐ Unit 7 Action Activity: Dilemma Discussion Decision

Lesson Outline

Content	Teaching Materials
Introduction to Unit 7 “Only sick people use drugs.” Psychoactive Drugs Definitions (drugs, drug abuse) Psychoactive drugs and their effects 1. Slow down—Depressant 2. Speed up—Stimulant 3. Distort reality—Hallucinogen Drugs Young People Often Use First Alcohol 1. Alcohol can have a dangerous effect on you ♦ Physical damage to the body ♦ Secondary damage 2. Alcohol, like all drugs, affects each person differently 3. Alcohol is an addictive drug 4. Use of alcohol is not legal at your age Tobacco 1. Tobacco contains poisons 2. Tobacco use can shorten your life 3. Tobacco use is against the law for you Marijuana 1. The long-term effects of marijuana are still unknown 2. There is no quality control for marijuana 3. Marijuana is against the law Where to go for help Some Reasons for Using Drugs and Ways to Respond 1. Peer pressure: Be firm 2. Escape: Consider other options 3. Experiment or satisfy curiosity: Get facts, learn dangers 4. Unknowing use or being tricked: Tell someone Some Ways to Prevent Substance Abuse 1. Always remember that illegal drugs, alcohol, and tobacco will harm you. 2. Don't associate with people who use them. 3. Be smart; say no. 4. Do what's good for you—keep active and be creative. 5. If you have a problem, find someone to talk to.	Student Page 35 Student Page 36

Lesson Outline

Content	Teaching Materials
First Aid for Drug Abuse Emergencies First aid for poisoning, with these notes— 1. Check for breathing and give general care 2. Get help—don't just assume you can let a friend "sleep it off." 3. Remove dangerous objects from the person's reach, if possible 4. If the person becomes dangerous, you may have to remove yourself from the scene Unit Summary	

These psychoactive drugs can be sorted into groups by the effects they produce:

1. Slow down—Depressant

- ♦ **Explain:** Alcohol, morphine, heroin, and tranquilizers are depressants and work to slow down the central nervous system. They make the body relax, dull body senses, and induce sleep. If used in overdose, they can cause coma and death.
- ♦ **Define: Overdose—**When too much of a drug is taken, the result may be convulsions, permanent brain damage, or even death. The exact amount of a drug that causes an overdose depends on the type of drug, its quality, and the way in which it was taken, as well as some characteristics of the individual's body. Each person has inherited a slightly different body chemistry, so each person will react differently to a drug.

Narcotics (morphine, heroin, and codeine) reduce pain and promote sleep. Their side effects include suppressed heart rate, slowed respiration, and dilated pupils.

2. Speed up—Stimulant

- ♦ **Explain:** Caffeine, cocaine, crack, and amphetamines speed up the nervous system. It is dangerous to increase your heart rate and blood pressure artificially because of the risk of stroke (broken or clogged blood vessels in the brain) or heart attack.

3. Distort reality—Hallucinogen

- ♦ **Explain:** So-called “street” drugs or psychedelic drugs (including marijuana, LSD, and PCP [angel dust]) distort reality, produce illusions, and cause mood changes of a strange nature. Hallucinogens have no proven medical use and are illegal to have or use.

Drugs Young People Often Use First



- ♦ **Show film:** *Saying No to Alcohol and Drugs*, 12 minutes, Filmfair Communications (For more information on this film, see “Extra Resources” at the end of this unit.)
- ♦ **Introduce:** Let's focus quickly on the drugs that young people most often use first: alcohol, tobacco, and marijuana. Even though they are not legal for you to use, you may still have to make a decision about them in the next few years.

Alcohol

- ♦ **Introduce:** We've already discussed some of the reasons that people begin to misuse drugs, including alcohol. Let's think specifically about how alcohol affects you.
- ♦ **Ask:** When you hear someone talk about alcohol, do you think of beer and wine or hard liquor like scotch, vodka, or whiskey? (All of these are alcohol.)
- ♦ **Brainstorm:** What is dangerous about drinking?
 1. **Alcohol can have a dangerous effect on you**
 - ♦ **Explain:** Because it affects every major system in your body, alcohol is considered one of the most dangerous of all drugs. Alcohol is a psychoactive (mind-altering) drug. It works as a sedative, slowing body functions.

- ♦ **Discuss:** The damage the use of alcohol can cause—
 - Physical damage to the body. It can permanently destroy brain cells and can damage the liver, stomach, and intestines. Alcohol robs the body of Vitamin B, leaving the body short on defense against various infections. Alcohol can cause abnormalities in unborn babies.
 - Secondary damage. Besides the health problems that occur with alcohol abuse, people may lose coordination, look and act stupid, get sick, be hurt, pass out, be involved in traffic accidents, and get into fights.
- ♦ **State:** Did you know that drunk driving is the number-one killer of teens in America?
- ♦ **State:** Why drink?
- 2. **Alcohol, like all drugs, affects each person differently**
 - ♦ **Brainstorm:** What are some factors that change this effect? (Your body, its weight and size, what foods you have recently eaten, your emotions and expectations, the mood and setting in which you use alcohol.)
 - ♦ **State:** Why drink?
- 3. **Alcohol is an addictive drug**
 - ♦ **Explain:** Dependence can develop very quickly—in as little as six months for adolescents (children) because their bodies are still developing. Anyone who must drink to be able to cope with life has a drinking problem; so does a person who goes to school or work drunk. These people can get help!
 - ♦ **State:** Why drink?
- 4. **Use of alcohol is not legal at your age**
 - ♦ **State:** Why drink?

Tobacco

- ♦ **Explain:** When we talk about tobacco, we are talking not only about cigarettes and cigars but also about chewing tobacco.
- ♦ **Brainstorm:** What is dangerous about tobacco?
 1. **Tobacco contains poisons**
 - ♦ **Ask:** If someone offered you something to eat or drink that they told you contained toxins (poisons), would you take it? (No.)
 - ♦ **Explain:** Because tar and nicotine are very toxic (poisonous), strict warnings about these ingredients and their amounts must be put on each pack of cigarettes or chewing tobacco. So, why smoke?
 2. **Tobacco use can shorten your life**
 - ♦ **Ask:** If someone offered you something that you knew would shorten your life, would you take it? (No.)
 - ♦ **State:** Remember, research has proven that for each cigarette you smoke, you shorten your life by 6 to 14 minutes! (That's at least two hours for every pack of cigarettes!) So, why smoke?
 3. **Tobacco use is against the law for you**
 - ♦ **Ask:** If someone offered you something that was illegal (against the law) for you to have and use, would you take it? (No.)
 - ♦ **Explain:** It is against the law for young people to have or use tobacco products.

- ◆ **State:** Why smoke?

Marijuana

- ◆ **Introduce:** Smoke from a marijuana cigarette can be even more dangerous than smoke from tobacco. In lab tests, the tars from marijuana smoke have produced tumors when applied to animal skin.
- ◆ **Discuss:** Three especially good reasons not to use marijuana—
 1. **The long-term effects of marijuana are still unknown**
 - ◆ **Explain:** When any dangerous substance is taken into your body, your body reacts by eliminating that substance as quickly as possible. For example, if alcohol is consumed, a person may perspire, get sick, or go to the bathroom more than usual, so that the body can eliminate as much of the dangerous substance as quickly as possible.

When you use marijuana, your body cannot easily get rid of the dangerous chemicals because these chemicals do not dissolve in the body's main liquid, water. Instead, the dangerous substances are stored in the fatty tissues of the body (e.g., the brain) for a long period of time, even as long as 30 days after the last use.

Especially important to you is the fact that marijuana can interfere with learning. Marijuana impairs (decreases) memory, reading comprehension, thinking, and verbal and math skills.

Marijuana use increases the heart rate as much as 50 percent, which is dangerous because it can cause heart failure or stroke.

Marijuana use can be very dangerous for young people because of their rapidly changing (developing) bodies. Marijuana decreases the sex hormone levels in the body.
 2. **There is no quality control for marijuana**
 - ◆ **Explain:** Because there is no quality control for marijuana cigarettes, a very great risk you must consider is that marijuana cigarettes could contain other, more dangerous drugs such as PCP—an extremely hazardous drug because of the violent behavior it can produce in people.
 3. **Marijuana is against the law**
 - ◆ **State:** Using or even having marijuana is against the law, not only for young people, but for everyone.

Where to go for help

- ◆ **Discuss:** What can you do to help yourself or someone who has a drug problem? (Talk to your parents if you can. Ask for their help. If you cannot talk to your parents, talk to a teacher, a member of the clergy, or an adult you especially trust.)

Instructor's note:

You could give specific telephone numbers for help—Alcoholics Anonymous, crisis line, etc.

- ◆ **State:** Remember, if you need help, there are people who care and will help you if you just ask!



Some Reasons for Using Drugs and Ways to Respond

- ◆ **Explain:** Probably no one knows the whole story of why a person “goes on” drugs or starts using them in a way for which they are not intended. Most people probably use drugs to change the way they feel.
- ◆ **Brainstorm:** Why do you think people start to abuse drugs? Tell if you think the reasons are good ones.

List student answers on the chalkboard. Most often answers will fall into four groups: (1) peer pressure—“Everyone’s doing it,” (2) to escape from difficult problems or an unpleasant situation, (3) to experiment or satisfy curiosity, (4) unknowing use or being tricked.

1. Peer Pressure: Be Firm

- ◆ **Discuss:** “Everyone’s doing it.”
First, not everyone is doing it! Remember, you aren’t just everybody... you are somebody special!
- ◆ **Explain:** I hope you have the same best friend your whole life, but chances are that you won’t. As you grow older, your friends will probably change. The one person you will always have to live with is yourself. Try to think it through ahead of time and make your own responsible decisions!
- ◆ **Brainstorm:** Practice what you can say.
What if they say “Go ahead, try it” or “What’s the matter, you chicken?”
You might try this answer: “You must think I’m pretty dumb to fall for that one. It takes a lot more guts to do your own thing than to just go along with the crowd.”
Or, better yet, one of the best things is to just say no.



Student Page 35

- ◆ **Suggested handout:** Just Say No Maze (Page 37)
 - ◆ **Role-play activity:** Using common peer pressure statements, ask students to give comeback answers. Note to students that good answers do not have to be putdowns to the other person to be effective ways of saying no.
- #### **2. Escape: Consider other options**
- ◆ **Discuss:** Advertising has convinced us that the moment we experience any emotional stress or physical discomfort, however slight, we should use a chemical substance to eliminate it. Too often people develop the habit of looking for a chemical escape from their problems.
 - ◆ **Think:** Quote the first line of several radio or TV ads for over-the-counter medications and ask the students to complete the phrase. Note that these advertisers are not trying to hurt you, but they are trying to get you to use their particular product so their company can make money.
 - ◆ **Brainstorm:** If you are aware of the approach of advertising, you can help protect yourself. Let’s think about some alternate (other) solutions to these problems:
 - It’s two o’clock in the morning and Sam can’t get to sleep. He has an important test tomorrow and is frightened he won’t do well. He is considering taking a sleeping pill. (He could drink a glass of milk, take a hot bath, or try reading for a while.)

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. What is the number-one killer of teens in America?
2. What are psychoactive drugs?
3. Why is alcohol considered one of the most dangerous of all drugs?
4. Tell some reasons you should not use tobacco products.
5. What are three good reasons not to use marijuana?
6. How can you respond to the reasons people give for using drugs?
7. What are some ways to prevent substance abuse?
8. What is correct first aid for someone having a drug abuse emergency?

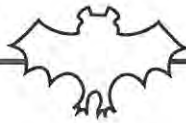
Extra Assignments

1. Have students read about specific drugs and their abuse, researching history and known potential dangers.
2. Discuss the ways peers often use "putdown" statements to control or pressure others.
3. Have students report about drunk driving and its results.
4. Examine the role that mass media (TV, radio, and print) have in influencing our wants, likes, and dislikes.
5. Unit 7 Action Activity: Dilemma Discussion Decision

Extra Resources

1. Film: *Saying No to Alcohol and Drugs*, 12 minutes
Filmfair Communications
10621 Magnolia Boulevard
North Hollywood, CA 91601
(818) 985-0244
2. Local police department
3. State or local departments of social services, drug and/or alcohol authorities
4. Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9325
(202) 783-3238
Request the lists of publications on (1) drugs and (2) children and youth.
5. National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852
(800) 729-6686 or (301) 468-2600
Request that your group be placed on the mailing list for prevention and education, or order printed and audiovisual materials for elementary school children and their teachers.

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6. PRIDE (Parents Resource Institute for Drug Education)
Suite 210
50 Hurt Plaza
Atlanta, GA 30303
(404) 577-4500
Order materials for school-aged children, teachers, and parents.
 7. Local units of organizations such as MADD (Mothers Against Drunk Driving) and SADD (Students Against Drunk Driving). Telephone numbers can be found in white pages of local directory.
 8. Boy Scouts of America
1325 Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
(214) 580-2000
Request *Drugs: A Deadly Game*, a packet of free materials, including video.



Basic Aid Training (BAT)

Unit 7 Action Activity

Dilemma Discussion Decision

These dilemma questions have no right or wrong answers, but thinking about them can help you see how many choices you make each day and what things are most important to you. If none of the suggested answers seems right, create your own answer.

Directions:

With a friend (even your parents!): Read each dilemma question aloud. Each person chooses an answer. See if you can predict your friend's answers. If you predict wrong, discuss the reasons each of you had for your choice.

By yourself: Read each dilemma question and make a decision. Pretend you are someone else—your parents, a famous TV personality, your teacher—and predict what they would choose and why.

1. What would you rather do on a Sunday morning?
 - a. Sleep late
 - b. Hang around with a friend
 - c. Watch TV
 - d.
2. Which is more important to you?
 - a. To get good grades
 - b. To be good looking
 - c. To have lots of friends
 - d.
3. How many friends do you need?
 - a. A large number of acquaintances
 - b. A group of 4–10 casual friends.
 - c. One–three really close friends
 - d.
4. Which would you rather be?
 - a. The only child
 - b. The oldest child
 - c. The youngest child
 - d. A middle child
5. Where would you rather spend a sunny afternoon?
 - a. In the woods
 - b. On the beach
 - c. By a lake
 - d. In a park
6. If you could take a trip to any place you wanted, where would you go?
7. What is most important?
 - a. To set a goal and try to reach it
 - b. To love and be loved
 - c. To enjoy yourself
 - d.
8. What would you do if someone came up to you on the street and hit you?
 - a. Walk away
 - b. Hit back
 - c. Tell a police officer
 - d.



9. Is there something you believe so strongly that you can't imagine ever changing your mind about it?
10. If you failed a test, whom do you worry about most?
 - a. Yourself
 - b. Your parents
 - c. Your teacher
 - d.
11. When was the last time you admitted you were wrong?
12. If you were against an issue (like war, nuclear weapons, or trying drugs) and found out that your best friend supported it, what would you do?
 - a. End the friendship
 - b. Forget about the difference
 - c. Try to change your friend's mind
 - d.
13. What would you like to be able to do very well?
 - a. Play a guitar
 - b. Do gymnastic stunts
 - c. Make people laugh
 - d. Write poetry
 - e.
14. Which would be better?
 - a. To be praised by your teacher
 - b. To have friends praise you
 - c. To get a great grade on your report card
 - d.
15. With a group of people, would you feel pressured to do something unusual (put peanut butter all over your face, wear all your clothes inside out, etc.) if—
 - a. Only your best friend did it
 - b. Everyone else did it
 - c. More than half of the people did it
 - d.



Educational Objectives

By the end of this unit, students will—

- ◆ Know some ways to prevent drowning.
- ◆ Know appropriate safety precautions for swimming, boating, and ice skating or ice fishing.
- ◆ Know appropriate rescue procedures for swimming, boating, and ice skating or ice fishing.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 8 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's Checklist

- ☐ Student Pages 38–40
- ☐ Student Assignment: Backward Words Puzzle (Page 41)
- ☐ Unit 9 Action Activity: Save-a-Life Relay
- ☐ Life jacket
- ☐ Desk or table
- ☐ Student Handouts:
 - ☐ *Safety Poster Package* (Poster, Stock No. 654121)

Lesson Outline

Content	Teaching Materials
To rescue yourself 1. Extend both arms along the ice surface. 2. Kick vigorously. This will help your body out onto the ice. 3. Turn over only when most of your body is on the ice, then roll to thicker ice before trying to stand up. To rescue someone else 1. Use the reach, throw, and get help rule. 2. Give general care and be especially careful about hypothermia. Also, be aware of the danger of frostbite. Unit Summary	

Lesson Plan

Review of Unit 7

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion.

Introduction to Unit 8

Instructor's note:

In 1989, there were 1,200 drownings of children under 15.* Each year, near-drownings cause an estimated 3,600 to 4,600 children under 15 to be admitted to hospitals and 14,000 to 19,000 to be treated in emergency rooms and released.**

Drowning is the second leading cause of death for most younger age groups and in some states it is the leading cause of death. Incidents can occur in very little water and in a very short time.

*National Safety Council, *Accident Facts* (Chicago, Ill.: 1990).

**National Safe Kids Campaign, 1991.



In or Near the Water, Think Safety

Student Page 38

- ◆ **Think:** You probably already know many water safety rules. In this unit, you will review some of these by discussing water activities such as swimming, boating, and (if appropriate for your area) ice skating and ice fishing.

Swimming Safety

- ◆ **Think:** Water is different in different places. Waves, currents, and undertows can be very dangerous. Always look for posted signs that tell you whether the water is safe for swimming. If a local authority has not posted signs, a parent or adult should determine whether the water is safe for swimming.

Instructor's note:

Discuss the types of water conditions that exist in your area. The following points might be useful to make:

- ◆ **Waves in open water:** May change quickly with change in weather; all swimmers can be knocked over by a breaking ocean wave; nonswimmers may find themselves suddenly over their heads if carried or pushed by a wave.
- ◆ **Currents:** Exist in rivers as well as in oceans; all currents are unpredictable; even very strong currents might not be visible at the surface.
- ◆ **Undertows:** Are common; can make anyone—especially small children—lose their footing.



Some Ways to Prevent Drowning

Student Page 39



- ◆ **Brainstorm:** Once the water has been determined to be safe for swimming, what are some of the things you could do to prevent drowning? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the items on the Student Page and discuss them.)
 1. Don't rely on swimming aids like swim rings, arm bands, or floats.
 2. Swim with a buddy in a supervised area.
 3. Obey all rules and warning signs around the water.
 4. Wear a life jacket that fits properly when around water, boating, or water skiing.
 5. Never swim when you hear thunder or see lightning.
 6. Never swim when you're tired or ill.
 7. Dive only in areas marked safe for diving.
 8. Take an American Red Cross swimming course.

Instructor's note:

In their brainstorming, students might also mention such skills as rescue breathing and first aid for burns (especially for sunburn). Reinforce these as important skills but distinguish them from rules of safety that everyone should know and follow.

Safe Ways to Help

Instructor's note:

Water is not necessary to practice the rescue techniques taught in this unit.

- ◆ **Brainstorm:** How many of you can swim? Encourage all who cannot swim to take American Red Cross lessons as soon as possible.

Even if you can swim, you should never go near the water unless an adult is nearby. This applies not only to swimming pools and lakes, but also to ditches, canals, and ponds.
- ◆ **Brainstorm:** What can you do to save someone who is drowning? (Do not jump in to attempt a swimming rescue.)
- ◆ **Explain:** There is not one person in this class who has the size, skill, or training to make a swimming rescue. When you are older and stronger, that training will be available to you. For now, you should know and use these safe ways to help.



Water Rescue Procedure

Student Page 40

- ♦ **Introduce:** Even though you should never go into the water to rescue a swimmer who needs help, there are things you can do. Let's see what these are.

1. Reach

- ♦ **Explain:** If the victim is close to you, first lie down to spread out your weight, then reach out with an arm or a leg, or with available equipment, such as a towel, cleaning tool, long stick, oar, or rope. Be sure to anchor yourself by holding on to something before you try to pull the victim to safety. You must keep your weight low, and you should back away from the edge of the water as you reach.

2. Throw

- ♦ **Explain:** If the victim is too far away to reach, throw an object that will help the drowning victim float: A life jacket, styrofoam picnic jug, or an empty gallon milk jug with the top on.

3. Get help

- ♦ **Explain:** If you cannot help the victim by reaching or throwing, go for help immediately. Do not go into the water!

You may be concerned that you should not leave the victim, but it is best to get help if you cannot throw something to them or reach them.

- ♦ **State:** In case of near-drowning, rescue breathing is usually necessary. This should be started as soon as possible.

Boating Safety

Rules for Safe Boating



- ♦ **Brainstorm:** What are some safe boating rules? (On a chalkboard or newsprint, make a list of student answers. Then refer to the items below and discuss them.)

1. Wear a life jacket.
2. Learn how to swim.
3. Use a boat you know how to operate.
4. Never overload the boat.
5. When a small boat is moving, never stand or sit on the side with legs and arms hanging over the edge.
6. Be sure the boat has all required and recommended safety equipment.
7. Get to shelter at the first sign of bad weather.
8. Obey all boating regulations.

Instructor's note:

In their brainstorming, students might also mention such skills as rescue breathing. Reinforce these as important skills but distinguish them from rules of safety that everyone should know and follow.

- ◆ **Emphasize:** The importance of using a life jacket.
- ◆ **Brainstorm:** Besides the people, what is the most important thing in a boat? (A life jacket for each person.)

Will your life jacket help you if your boat overturns and the life jacket floats away? (No, a life jacket will help you only if you are wearing the right size correctly. If it is too large, you could slip out. If it is too small, it will not hold you up. Life jackets should be Coast Guard approved. Show approval mark on the life jacket.)



Student Practice

If sufficient life jackets are available, have each child take a turn correctly putting one on himself or herself and on someone else.

If Your Boat Overturns

1. Stay with your boat

- ◆ **Discuss:** In case of an overturned boat, it is most important to stay with the boat.
- ◆ **Explain:** When a person looks across a lake, the distance is misleading. The distance is actually greater than it looks. Each year, many people drown while trying to swim to shore after their boats have overturned. Perhaps they would have survived had they stayed with the boat and waited to be rescued.
- ◆ **Illustrate:** Using a desk or table as an overturned boat, show how to stay with your boat safely. If two or more persons are together, place people on opposite sides of the boat, then lock arms by grabbing wrists over the boat (table).



2. Roll boat right side up

- ◆ **Explain:** A canoe or small boat can usually be rolled right side up. With everyone on one side of the boat, grab the keel (ridge along the bottom of the boat). Pull it toward you, as though you were going to climb up on the bottom of the boat, until it rolls over.
- ◆ **Caution:** Do not attempt to get into the boat from the side as it will probably roll over again—this time on top of you.

Ice Safety

- ◆ **Explain:** One of the most important things you need to remember is to stay off the ice if you don't know if it is safe. Perhaps you have wondered how thick ice must be for it to be safe for skating or walking. A parent or other adult must always determine the safety of any ice before you go on it. In urban areas, local authorities may post signs that show whether the ice is safe.
- ◆ **Brainstorm:** How can you tell how thick ice is? (An adult must cut a hole in the ice to be sure of the depth. Do not try to do this yourself.)
- ◆ **Explain:** There are guidelines for ice thickness. If you are with an adult, these guidelines can be used to determine how safe the ice is:
 - ◆ If the ice is one inch thick—Keep away.
 - ◆ If the ice is two inches thick—One person may walk on it.
 - ◆ If the ice is three inches thick—Small groups can use it.
 - ◆ If the ice is four or more inches thick—It's okay to use.

- ◆ **Brainstorm:** Is ice thickness the same everywhere on a lake or pond? (No.)
- ◆ **Explain:** The thickness of ice on rivers and streams changes because of currents. Also, different parts of a lake, pond, or other area may be uneven or cracked. You should designate a safe area to use and avoid cracks.

Rules for Ice Safety



- ◆ **Brainstorm:** What are some rules for safety on the ice? (On a chalkboard or newsprint, make a list of student answers. Then refer to the items below and discuss them.)
 1. Always have a parent, adult, or authority determine the safety of the ice before you use it.
 2. Know the guidelines for ice thickness.
 3. Stay off the ice if you don't know it is safe.
 4. Stay away from cracks in the ice.
 5. Designate a safe area to use.
 6. Think safety first.

To Rescue Yourself

- ◆ **Discuss:** If you should fall or break through the ice, don't panic. Don't try to climb out by pulling on the edge of the ice, as it will just break off more. Think about it. When you stand with your feet together, all your weight is on a small space. If you lie down and spread out your arms and legs, you weigh as much, but your weight is spread out so that each part of the floor has less weight to hold.
- ◆ **Explain:** To rescue yourself—
 1. Extend both arms along the ice surface.
 2. Kick vigorously. This will help lift your body out onto the ice.
 3. Turn over only when most of your body is on the ice, then roll to thicker ice before trying to stand up.

To Rescue Someone Else

- ◆ **Explain:** To help someone else who has fallen through the ice—
 1. Use the reach, throw, and get help rule. Remember to spread out your weight as you reach or throw. Ice near the hole is thin and weak. If you stand there, it will probably break since all your weight is in one spot. Instead, stay on a secure place on land with something the victim can grasp. Then you can reach out to the victim.
 2. Give general care and be especially careful about hypothermia (see Unit 1). Also, be aware of the danger of frostbite. Remember to warm the frostbitten part quickly. Do not rub a frostbitten part.

Unit Summary

Most water accidents happen not because people don't know the rules, but because they are not thinking about safety. In and around water, think safety!



Student Assignment

Backward Word Puzzle (Page 41)



Student Handouts

Safety Poster Package (Poster, Stock No. 654121)

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. What are some ways to prevent drowning?
2. What three things can you do to help in ice or water emergencies?
3. If your boat overturns, what should you do?
4. What must you know to determine ice safety?
5. Why is it important to spread out your weight during an ice rescue?

Extra Assignments

1. Create a display poster or skit demonstrating water safety rules.
2. Discuss rules for special water activities such as water skiing, sailing, white water rafting, and canoeing.
3. Make a bulletin board display of swimming and boating rules.
4. Unit 9 Action Activity: Save-a-Life Relay

Extra Resources

1. *Longfellow's Whale Tales Packet* (Stock No. 654700)
2. *Longfellow's Whale Tales* video (Stock No. 654710)
3. From the American Red Cross video, *Selected Aquatics* (Stock No. 321895), sections on "Boating Safety and Rescues" and "Non-Swimming Rescues"
4. *He May Never Dive Again* (Poster 1821)
5. U.S. Coast Guard Auxiliary
Contact: Commodore Stanley Kennedy
7113 Elizabeth Drive
McLean, VA 22101
(202) 267-1001
6. Council for National Cooperation in Aquatics
901 W. New York Street
Indianapolis, IN 46202
(317) 638-4238
7. *Aquatics Programs* (ARC 3535)—Brochure that describes Red Cross offerings



Basic Aid Training (BAT)

Unit 8 Action Activity

Save-a-Life Relay

Materials and supplies for each team:

One appropriate size life jacket.

Two persons needing assistance (judge).

Boat (real rowboat or outline of boat with tape) containing insulated cooler, life preserver with rope, and two inappropriate rescue items.

Tape to mark each section of relay.

Situation clues.

Directions:

Team member is given situation clues at each point in relay. He or she must perform the correct procedure before returning to tag the next team member.

Clues and first aid procedures:

Situation 1: You are going boating. Even though you can swim, for safety's sake, put on a life jacket.

Correctly put on and fasten life jacket.

Situation 2: Your brother needs help getting on his life jacket.

Put life jacket on the first person.

Situation 3: Your friend's boat has overturned, and you want to help (Person 2). Using what you have with you in this boat, do what you should do first.

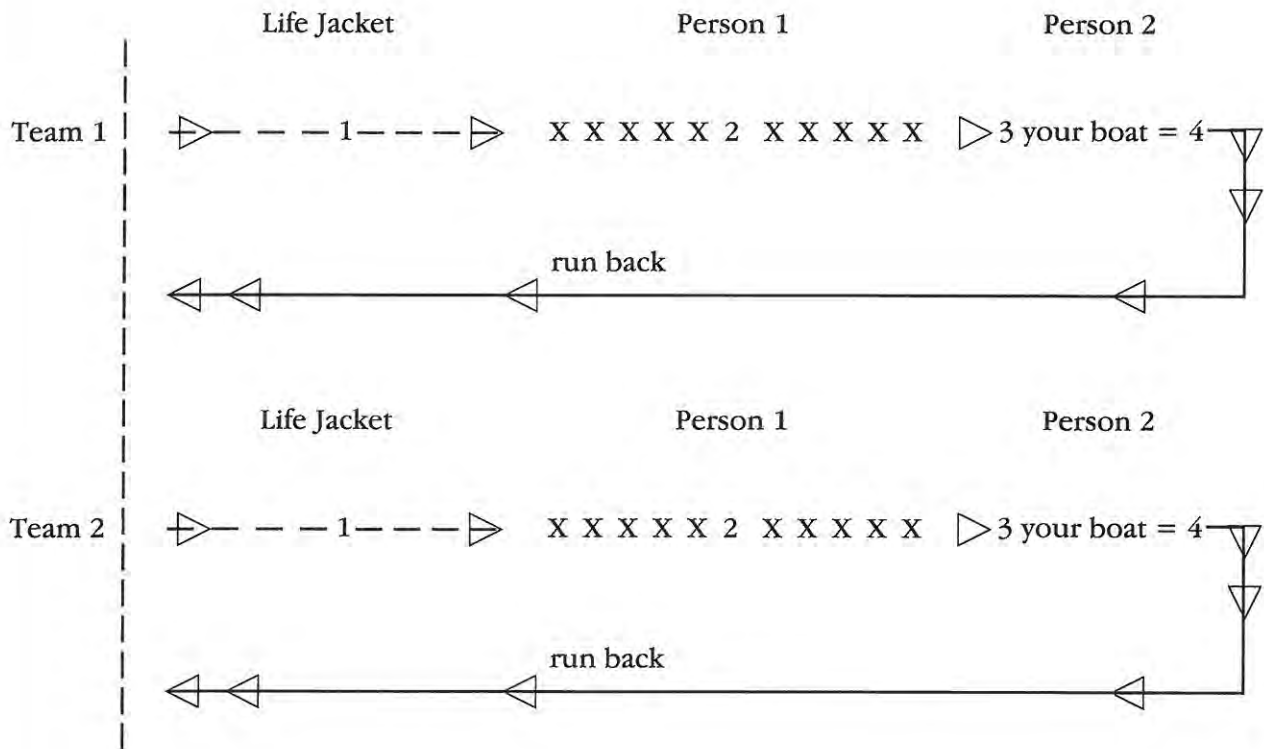
Reach and throw.

Situation 4: If you cannot reach or throw something to help your friend, do what you should do next.

Get help (Run back to start).



Suggested Set-up:



9

Lost and Found



Educational Objectives

By the end of this unit, students will—

- ◆ Know some ways to prevent getting lost.
- ◆ Know how to make a preparation plan for the wilderness.
- ◆ Know appropriate safety and rescue measures if lost.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 9 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's Checklist

- ☐ Student Pages 42–43
- ☐ Student Assignment: Hug-a-Tree Maze (Page 44)
- ☐ Unit 8 Action Activity: Search and Rescue
- ☐ Fingerprint sample
- ☐ Aluminum foil
- ☐ Whistle and trash bag
- ☐ Brightly colored hat
- ☐ Plastic block display

Instructor's note:

"Lost and Found" was compiled from information made available by "Hug-a-Tree," a basic survival education program for children. Material from that program has been reordered slightly, so that the basic approach used in BAT (prevention, preparedness, and response) is followed in this unit. Additional material has been supplied to account for areas besides the wilderness where children might get lost.

If you use the *Hug a Tree and Survive* slides or tape (see "Extra Resources" at the end of the unit), you will have to adapt your presentation.

Lesson Outline

Content	Teaching Materials
Introduction to Unit 9 Some Ways to Prevent Getting Lost 1. Let an adult know where you're going and when you'll be back. 2. Know your destination and have a plan of how to get there. 3. Pay attention to where you are going. Note landmarks. 4. Ask for directions if you get confused. 5. Use the buddy system and never go places alone. 6. If you are in a public place and get separated from your parents or friends, don't wander around looking for them. Go to the security office or lost and found and tell the person in charge. Have a Preparation Plan 1. Wear bright colors 2. Take two ◆ Trash bag ◆ Whistle 3. Foil your tracks ◆ Fingerprints and photographs Lost and Found in the Wilderness 1. Hug-a-tree ◆ Stay calm ◆ Stay in one place 2. Take shelter... save your energy ◆ Danger of hypothermia 3. Make yourself big ◆ Wear bright colors ◆ Spread yourself out ◆ Use your whistle 4. Yell at noise 5. Don't give up hope Unit Summary	Student Page 42 Student Page 43

Lesson Plan

Review of Unit 8

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion.

Introduction to Unit 9

Instructor's note:

In 1990, 139,100 children were reported lost, injured, or otherwise missing.*

Children need basic information on how to avoid getting lost and what to do if they get lost, both in woodland and in urban situations.

*"Fact Sheet on Missing Children" (Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, May, 1990).

- ◆ **Think:** Everyone gets lost once in a while, even adults! It's frightening to be lost and alone... whether you are in a shopping center, a big city, an amusement park, or outdoors camping and hiking. To be found as quickly and safely as possible, you should know what you can do to help yourself!



Some Ways to Prevent Getting Lost

Student Page 42



- ◆ **Brainstorm:** What are some ways that you can keep from getting lost—anytime you go somewhere? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the list of precautions on the Student Page and discuss them.)

1. Let an adult know where you're going and when you'll be back.
2. Know your destination and have a plan of how to get there.
3. Pay attention to where you are going. Note landmarks.
4. Ask for directions if you get confused.
5. Use the buddy system and never go places alone.
6. If you are in a public place and get separated from your parents or friends, don't wander around looking for them. Go to the security office or lost and found and tell the person in charge.

Have a Preparation Plan

- ◆ **Discuss:** No one plans to get lost, but simple safety exercises done in advance can help find you, if necessary. You should have a preparation plan to help you if you become lost in the wilderness. Here are some steps to follow.

1. Wear bright colors

- ◆ **Brainstorm:** What colors are easier to see if you are in the wilderness? (Red, orange.) At least one thing that you wear should have these colors (hat, scarf, or jacket) when you go into the woods or desert. (A hunter's orange hat and a camouflage hat are good visual illustrations.)

2. Take two

- ♦ **Brainstorm:** What things are important to have with you if you are lost in the wilderness? (Something to keep you warm and dry. Things that help others to find you.) On a picnic, a hike or a camping trip, each person should carry—
 - Trash bag.
 - Whistle.

Do you need these if you are lost in a large city? What else might be helpful? (Yes, these might each be helpful. You should also take identification: your name, address, phone number, and whom to contact in an emergency. You can take this information in your mind or written down.)

3. Foil your tracks

- ♦ **Illustrate:** Have several students make foil prints, as you explain.

Make footprints each day before you go on a hike. Have each person step on a piece of aluminum foil lying on a soft surface, such as carpeting, a sleeping bag, or a towel. Even if the shoes are the same, each track will be slightly different. Mark the foil with your name or initials and leave it at the campsite. In an emergency, trackers can use this foil print to separate your track from hundreds of others in one area. Trackers can quickly determine the direction you traveled, perhaps cutting down search and rescue time by hours.

When you return safely to your campsite, be certain to dispose of the foil properly.

- ♦ **Brainstorm:** How can you foil your tracks at home? (If you are going somewhere, tell someone where you are going, when you will be home, and a phone number where you will be.)
- ♦ **Discuss:** Another way to foil your tracks at home is to have fingerprints and current photos for each member of your family. These are easy to do. Keep items at a safe place at home. These prints and photos are extremely helpful to police and search teams if you are missing.
- ♦ **Show:** Samples of fingerprints. Although not a necessity, special fingerprint cards are usually available through the police department.



Lost and Found in the Wilderness

Student Page 43

- ♦ **Explain:** Even when people are being very careful, they can get lost. If this happens to you, here are some steps that you can take to be safe and to help those who are looking for you.

1. Hug a tree

- ♦ **Brainstorm:** Why is it a good idea to hug a tree? (To keep you calm and to make sure you stay in one place.)

Keep calm

- **Explain:** One of the greatest fears a person of any age can have is that of being alone and lost. Hugging a tree and even talking or singing to it calms you down and prevents panic. Remember, staying calm is the first rule of BAT.

- **Discuss:** Have you ever watched your cat or dog chase his tail? What happens? He just goes round in circles, right? Think about being lost when someone is looking for you. The same thing could happen: You and the person looking for you could just go in circles and not meet.

Stay in one place

- **Explain:** By staying in one place, hugging that tree, you will be found more quickly. Also, you won't risk additional injury.
- **Emphasize:** If the weather is stormy, there is a chance of lightning. In that case, you would not want to pick a tree out by itself or sit under the tallest tree in a group. Do not stay out in an open area, on a bare ridge, or at a high spot. What is most important is that you remember the rule to stay put in a safe place.
- **Brainstorm:** What if you are lost in a place with no trees? (Stay by a bush or large rock. Just stay put!)
What if you are lost in a large store or shopping center, where there are no trees?
- **Explain:** Go to the checkout counter nearest to where you last saw your parents or friends. First, ask the person if he or she works there. If so, tell the salesperson that you are lost. Stay put! Do not approach just any stranger to ask for help.

2. Take shelter... save your energy

- ♦ **State:** Save (conserve) your energy and body heat by taking shelter.
- ♦ **Ask:** Think with me: If it's a cold day outside, how does your dog or cat sleep—all sprawled out or some other way? (Curled up in a ball.)
1. First, do as your animal would do. Curl up out of the wind to rest.
2. Second, you must stay dry.
- ♦ **Explain:** To protect yourself from **hypothermia** (sometimes referred to as cold exposure), you must stay dry and take shelter.
- ♦ **Remind:** You discussed hypothermia when you learned about general care. **Hypothermia** occurs when your body begins to lose heat faster than you can produce it. Your internal body temperature rapidly lowers, your mental state deteriorates, and you lose control of muscles. Death may result if hypothermia is not treated.
- ♦ **Discuss:** To prevent hypothermia, staying dry is very important! When your body and clothes are wet, body heat is lost 240 times faster than normal. In other words, the heat that your body would normally lose in four hours is lost in one minute!

Before you get wet, remember your trash bag. First, make a hole for your face in the trash bag to prevent suffocation. Then put the bag over your head to help keep you dry and warm.

Covering your head is especially important. An unprotected head may lose up to 50 percent of the body's total heat production at 40° F. If your feet are cold, be certain you are wearing a hat before you put on another pair of socks.

- ♦ **Think:** Prevention steps for hypothermia will also help prevent frostbite. (See hypothermia in Unit 1 and frostbite and ice rescue in Unit 8.)

3. Make Yourself Big

- ♦ **Explain:** There is no magic potion to make you big, but there are several things you can do: wear bright colors, spread yourself out, and use your whistle.

Wear bright colors

- **Remind:** We just talked about the importance of bright colors in the preparation plan.

Spread yourself out

- **Explain:** Looking down over a large area from a helicopter or high ground, it is hard to see people when they are standing up, when they are in groups of trees, or when they are wearing dark and drab clothing. Find your tree to hug near a small clearing, if possible. Lie down in the clearing if you hear or see a helicopter. Signal by slowly making "snow angels" (lying-down jumping jacks). If it is cool and you are rested, make crosses or spell out "SOS" with broken shrubbery or rocks, or by dragging your foot in the dirt.
- **Illustrate:** Using dark and light small plastic building blocks to portray a forest setting, make a display with plastic block people to show how bright clothing makes a person more visible than does dark clothing. Also show how the person lying down makes a larger body signal than one who is standing and waving fingertips.

Use your whistle

- **Explain:** When people are "looking" for you, they are "listening" for clues, too.
- **Brainstorm:** Why is a whistle better than just yelling? Clue: think about your playground teacher or the referee at a ball game. (A whistle makes a bigger sound than your voice. The sound of the whistle will carry farther than your voice. It also helps you save energy.)



Instructor Demonstration

You may wish to have one student or the entire class yell as loudly as they can, stopping when they hear the whistle. This helps convince students how well a whistle works.

- ♦ **Discuss:** Suppose you were foolish and didn't plan ahead. What if you didn't have any equipment? Then remember the first rule of BAT: Stay calm. Use your head! It's your best survival tool... you can't lose it! Stop and think before you act!
- ♦ **Brainstorm:** If you are lost in an amusement park, how can you make yourself big? (Tell someone that you are lost. Remember not to approach just any person; ask someone who works there to help you.)

4. Yell at noise

- ♦ **Brainstorm:** Suppose you are out there all alone and it's getting dark. You hear footsteps coming toward you. What should you do?
- ♦ **Discuss:** If you hear a noise that frightens you, yell at it. If it is an animal, it will run away. If it is a searcher, you will be found more quickly.
- ♦ **Explain:** Fear of the dark and of "lions and tigers and bears" is a big factor in panicking children into running. Be reassured that to stay put is to be safe. Use your best defense instead: Your loudest voice!



5. Don't give up hope

- ♦ **Discuss:** Don't give up hope. You have hundreds of friends whom you haven't even met, and they will all be looking for you. Besides these search personnel, there are many volunteers helping to look for you because they all care about you! They all will be looking for you, probably calling your name.
- ♦ **Explain:** Time and again, children have avoided or hidden from searchers because they were ashamed of getting lost or afraid of punishment. Remember, anyone can get lost—adult or child.

Unit Summary

Taking trips should be an enjoyable experience. You can help make sure they are fun if you know how to prevent getting lost and if you have a preparation plan before you start. However, even the most careful people can get lost from time to time. If this happens, there are several simple things you can do to stay safe and to help those who are trying to find you.



Student Assignment

Hug-a-Tree Maze (Page 44)

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. What steps can you take to prevent getting lost?
2. What can you do before you go into the wilderness that can be helpful to rescuers?
3. What two things should be taken when you go on a hike?
4. What are two reasons for hugging a tree if you are lost?
5. What three ways can you make yourself big?
6. How can you conserve energy if you are lost?
7. What should you do if you are lost and you hear noises?

Extra Assignments

1. As a family or class activity, photograph, videotape, and/or fingerprint each child.
2. Practice making foil prints of your shoes. Note similarities and differences.
3. Study correct safety procedures for possible natural disasters: earthquake, flood, hurricane, or tornado.
4. Unit 9 Action Activity: Search and Rescue

Extra Resources

1. "Hug-a-Tree" is affiliated with the:
National Association for Search and Rescue (NASAR)
P.O. Box 3709
Fairfax, VA 22038
(703) 352-1349
2. The "Hug-a-Tree" program is administered nationwide as a nonprofit, educational activity by:
Hug-a-Tree
1219 Arnold Way
Alpine, CA 91901
3. *Hug-a-Tree and Survive* slides or tape (20 minutes) can be ordered from Hug-a-Tree at the address above. You may wish to use a "Hug-A-Tree" presenter as a guest lecturer for this unit. Contact NASAR for the availability of this program in your area.
4. State or national park and forest services.
5. Girl Scouts, Boy Scouts, Campfire Boys and Girls, Pioneer, and other youth organization handbooks



Basic Aid Training (BAT)

Unit 9 Action Activity

Search and Rescue

Materials and equipment needed:

Injured persons equal to the number of teams

Appropriate first aid supplies

Search clues (Sample: "A fir tree wears a ribbon of red—20 paces east, you will find Fred. He's in need of your help and he's in plain sight. He turned left when he should have turned right.")

Setup directions:

1. Divide group into rescue teams, giving each team a number. Teams may wish to choose a team name such as "Able Aiders" or "Friendly First Aiders."
2. Hide 6–10 (equal to number of teams) injured persons, each tagged or moulaged to portray an injury (poisoning, cut, minor burn, bruise, etc.). Leave appropriate supplies with each injured person.
3. Give clues to injured persons. After receiving correct first aid, the injured person offers a clue to the rescue team, directing them to next injured person.
4. Each team will begin search and rescue with the injured person with the same number.



Educational Objectives

By the end of this unit, students will—

- ◆ Know some ways to stay safe.
- ◆ Know how to identify strangers.
- ◆ Know appropriate defense tactics for the common tricks used by strangers to lure children.
- ◆ Be aware of yelling as a safety procedure.
- ◆ Be able to distinguish good from bad touch and to identify abuse (physical or sexual).
- ◆ Know appropriate action to take if abused.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 10 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Review the suggested guidelines for disclosure found in Appendix L of this manual.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's Checklist

- ☐ Student Pages 45–46
- ☐ Student Assignment: Street Smart Game (Page 47)
- ☐ Unit 10 Action Activity: Detective Dee Scription

Lesson Plan

Review of Unit 9

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion.

Introduction to Unit 10

Instructor's note:

In 1988, as many as 4,600 children were abducted in the U.S. by those who were not family members.* In 1990, 2.5 million children were reported as victims of child abuse and neglect.**

Children can learn that they have basic rights to personal safety and that they can exercise these rights to avoid or disclose incidents of abuse by adults.

*"Fact Sheet on Missing Children" (Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, May, 1990).

***Current Trends in Child Abuse Reporting and Fatalities: the Results of the 1990 Annual 50 State Survey.* (Chicago, Ill.: National Committee for the Prevention of Child Abuse, April, 1990).

- ◆ **Introduce:** Every person has rights, including the right to breathe clean air, the right to have food and shelter, the right to truth—even the right to have parts of your body that only you can touch. No one, not someone you know or a stranger, has the right to hurt you.

In this unit, you will learn what you can do to protect some of those rights by becoming a cautious kid.



Some Ways to Stay Safe

Student Page 45



- ◆ **Brainstorm:** What are some ways that you and your friends can be safe around strangers or those who make you feel uncomfortable? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the list of precautions on the Student Page and discuss them.)

1. Don't talk to strangers.
2. If a stranger approaches you, keep your distance.
3. Don't take gifts or rides from strangers. If a stranger tries to give you something or take you somewhere, get away quickly and scream.
4. Walk with confidence, like you know where you're going.
5. If you're afraid, yell for help.
6. Trust your instincts. If something feels bad or if you don't trust someone close to you, tell an adult.
7. Carry a whistle.
8. Be assertive. You have the right to say "no" to someone who tries to take you somewhere, touches you, or makes you feel uncomfortable in any way.

Stranger Strategy

- ◆ **Explain:** Ever since you were a small child you've no doubt been told to be careful about strangers. We have talked about times that a person should go to the nearest home or adult for help. You should go for help if your rights are ever violated (harmed) by an **exhibitionist**, a **molester**, or a potential **kidnapper**.
- ◆ **Define:** An **exhibitionist** is a person—man or woman, teenager or adult—who takes off his or her clothes in public to show sexual parts of the body.
- ◆ **Define:** A **molester** is a person who intends to hurt someone else sexually.
- ◆ **Explain:** These actions and people are wrong. They have violated your rights. They should never be laughed at or teased. To best protect yourself, these people must be identified so that they can receive help.
- ◆ **Define:** A **kidnapper** is someone who tries to take you somewhere without your permission.
- ◆ **Explain:** A kidnapper is a dangerous person and does not have the best intentions for you. If someone tries to take you somewhere against your will, you must scream and get away as fast as you can. Then tell an adult exactly what happened.

Your number-one defense—your loudest voice

- ◆ **Brainstorm:** What if someone forces you to talk or walk with them. What should you do? (Scream loudly and get away as soon as possible.)
- ◆ **Explain:** Your best defense is your loudest voice!
- ◆ **Think:** Can you remember a time in a store when you heard a child begin to scream because his or her parent spanked him or refused to buy something he or she wanted? What does everyone around do when the child starts screaming? Everyone looks! If you need to attract attention, just remember your best defense: Open your mouth and scream!
- ◆ **Remember:** The best thing to scream is, "Help, this is not my parent!"

How to Identify Someone

- ◆ **Think:** If someone were trying to violate your rights or the rights of someone else, how could you identify that person? (Hair [color, style, and length], skin color, sex, height, weight, clothes, scars, or other identifying marks.)

Instructor's note:

You may point out the similarity to giving the description of an animal that has hurt a child.

- ◆ **Ask:** How could you identify someone in a car? (Color, style [two- or four-door], size of car, and license plates [state, colors, numbers or letters].)

Rules for Giving Directions

- ◆ **Ask:** If someone stops in a car to ask directions, do you need to go near the car to answer questions or give directions? (No!)

- ♦ **State:** The rules for giving directions are—
 1. Step back and, if necessary, yell the directions.
 2. Do not extend your hand or arm to point or gesture; that makes your arm an easy handle for the person to grab you.
 3. If someone moves toward you, run opposite the direction the car is facing. This will catch the driver off guard. He or she will have to back up to catch you, giving you more time to escape.
- ♦ **State:** Remember, a stranger can still be a stranger, even if they know your name.

Not every stranger you meet is dangerous. You should not be afraid. Instead, you should be a cautious kid.

The Four Most Common Lures (Tricks) and What to Do About Them

- ♦ **Introduce:** Sometimes people violate your rights by tricking you. I'm going to tell you the four most common tricks used today when children are abducted or kidnapped (taken unwillingly). Tell me what cautious kid defenses you could use to protect yourself from these tricks.
- 1. **Bribery: Beware of free gifts**
 - ♦ **Explain:** This is the old candy or ice cream cone trick. As you get older, the bribe might be a ride in a fancy car, motorcycle, or promises to make you rich and famous if you pose for a picture. No one should take your picture without a parent's approval. Be especially suspicious if a stranger suggests that you keep something secret.
 - ♦ **Defense:** Be cautious whenever someone offers you something "free." Just say no.
- 2. **Emergency: Family code word**
 - ♦ **Brainstorm:** Someone says, "Your mommy was in an accident and has been taken to the hospital. I'm supposed to take you there. Hurry, come with me!"
 - ♦ **Defense:** Select a code word that only you and your parents know. Unless the code word is used, do not go with someone you don't know. Beware if the person tries to trick you into telling the code word by pretending they just forgot it.
- 3. **Authority person: Verify with known authority**
 - ♦ **Brainstorm:** A person claims to be a delivery person or someone important—an undercover policeman or fireman, perhaps even with a badge or ID card.
 - ♦ **Defense:** Take time to call the police or fire station to check identification. Do not let the person in the house!
- 4. **I need help: Adults ask adults**
 - ♦ **Brainstorm:** Someone says, "My new little puppy is lost. Will you help me find him?"
 - ♦ **Defense:** Remember, adults usually ask adults, not children, for directions and help. Be cautious, move out of reach, take two steps backward, and be ready to run, if necessary.

Other safety rules

- ◆ **Brainstorm:** What are some other safety rules for dealing with strangers? What are special tips for those of you who stay home alone sometimes? (House key should not be visible, do not enter house if it looks disturbed, shirts and jackets should not advertise your name. To label something for identification [e.g., a baseball glove] mark on the inside, out of easy sight.)

Abuse by People You Know

- ◆ **Explain:** Just as not every stranger you see is dangerous, sometimes people you know can be dangerous. It is important to understand that, even as a child, you sometimes have the right to say no to adults. No one has the right to make you uncomfortable or hurt you.
- ◆ **Discuss:** Every day, lots of people touch you. Let's talk about the different ways people can touch you and how those different touches can make you feel.
- ◆ **Sketch:** Draw a "touch line" on the blackboard. Write positive (good) at one end and negative (bad) at the opposite end. Have students give examples of good and bad touches. Discuss and note each in an appropriate place on the touch line.



GOOD (hug) (hitting) BAD

1. Positive (good) touches: When your dog or cat licks you if you are sad; a kiss from someone you love. Positive (good) touches make you feel good.
2. Okay touches: When you shake hands with someone.
3. Negative (bad) touches: These make you feel uncomfortable for no good reason or even hurt you, as in cases of sexual or physical abuse (mistreatment).

Kinds of Abuse

- ◆ **Explain:** **Sexual abuse** can be when someone touches different parts of your body or has you touch different parts of his or her body when you don't want to. This touching is sexual abuse, whether or not you are wearing your clothes. Sexual abuse often involves touching the private parts of your body. **Private parts** is the area that is covered by your bathing suit.

A second kind of abuse or mistreatment that can happen to children is **physical abuse**. There is a difference between a spanking and a beating. In a beating, injuries such as cigarette burns, bruises, cuts, or broken bones often occur. A beating feels out of control and is physical abuse.

Another type of physical abuse is **neglect**. If someone doesn't feed you or doesn't get help for you when you are sick or injured, you are being neglected, physically and emotionally.

A third type of abuse is **emotional abuse**. Just as there is a difference between a spanking and a beating, there is a difference between someone yelling at you to correct your behavior and someone who **humiliates** you (takes away your self-respect) a lot or seems to criticize you a lot with no good purpose.

Emotional abuse can also happen when someone ignores you or leaves you alone too long and does not offer help when you need it. If these things happen to you over a long period of time, they could make you feel hurt, sad and confused, or sick.

7. Instructor background: Video: *Strong Kids, Safe Kids*
Check local video rental stores or contact:
Paramount Pictures
5555 Melrose Avenue
Los Angeles, CA 90038
(213) 956-5000
This film is also recommended as a parent education resource.
8. Instructor background: *Youth Protection Guidelines*
Boy Scouts of America
1325 Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
(214) 580-2000
Or contact your local Boy Scout Council.



Basic Aid Training (BAT)

Unit 10 Action Activity

Detective Dee Scription

Equipment and materials for each item:

One or more suspects (real people or photographs)

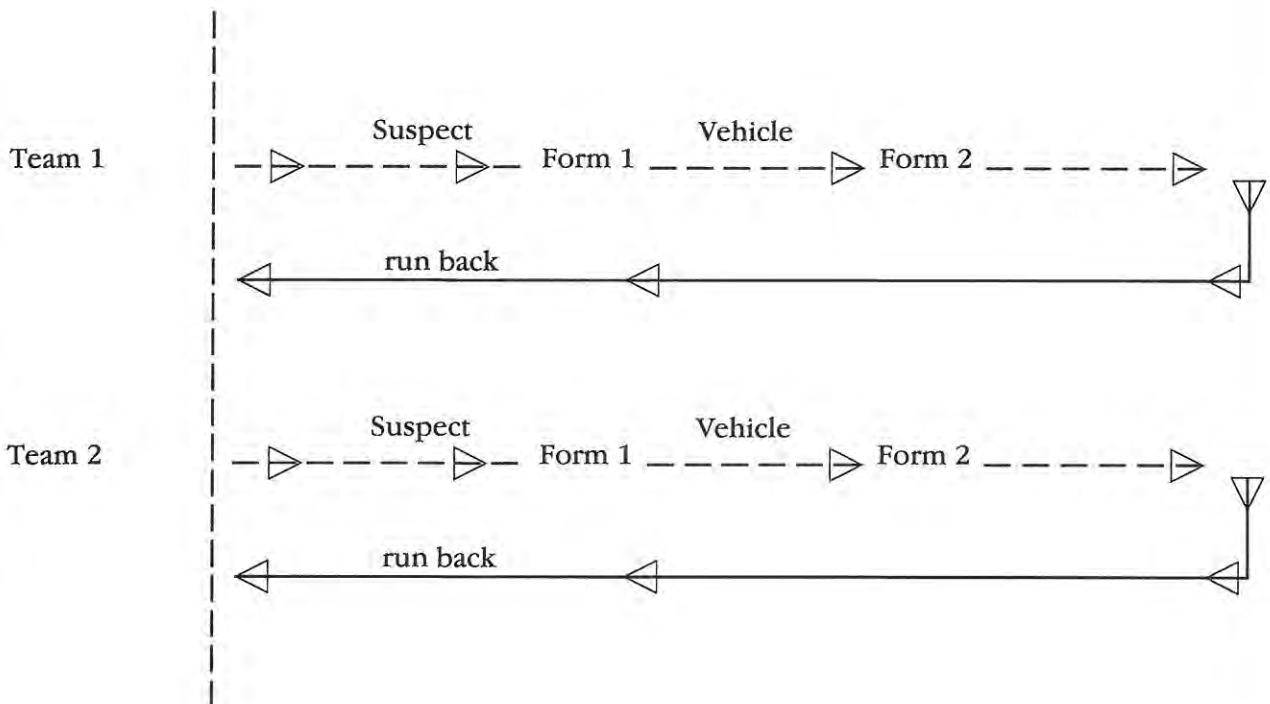
Two police persons

Large drawing or picture of "get-away" vehicle

Detective Dee Scription Report Form: One large group or individual play for each participant.

Directions:

- ◆ Individual play: Suspect, then vehicle are shown for 30–45 seconds. Each player then completes a report form for a high number of correct answers.
- ◆ Relay game: Each player moves through relay stations before returning to tag next member. Correct report items are added up for each team. Wrong information counts against team total.





Educational Objectives

By the end of this unit, students will—

- ◆ Know some ways to prevent motor vehicle injuries.
- ◆ Know the importance of using safety belts, cycling helmets, and knee pads.
- ◆ Know the rules for school bus safety and identify the danger zone.
- ◆ Know some ways to prevent bicycle injuries.
- ◆ Know bicycle safety rules.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Read Unit 11 in this manual and be familiar with the corresponding Student Pages in the BAT Book.
- ◆ Arrange chairs in a semicircle. Hand out name tags to the participants as they arrive.

Instructor's Checklist

- ☐ Student Pages 48–51
- ☐ Student Assignment: Dot-n-Name Puzzle (Page 52)
- ☐ Unit 11 Action Activity: Bike Safety Rodeo
- ☐ Several types of safety belts and latches
- ☐ Lunchbox egg demonstration

Lesson Plan

Review of Unit 10

Cover the main points from the previous unit by visually reviewing the Student Pages while asking the questions in the conclusion.

Introduction to Unit 11

Instructor's note:

Motor vehicle crashes are the leading cause of death for children under 15, and injuries in incidents involving school buses totaled about 11,800 in the 1988–89 school year.*

In 1989, there were 3,400 traffic fatalities to children (including passengers, pedestrians, and those riding bicycles). Each year, approximately 400 children under 15 are killed in incidents involving bicycles. Of these 400 deaths, more than 360 are the result of collisions with motor vehicles. In 1990, an estimated 383,459 children under 15 were treated in emergency rooms for bike-related injuries.**

Preventing motor vehicle injuries should have top priority in any health course for children because it is the leading cause of death and disability to children of all age groups.

*National Safety Council, *Accident Facts* (Chicago, Ill.: 1990).

**National Safe Kids Campaign, 1991.

- ◆ **Introduce:** Safe Wheels rules aren't very difficult to understand, be they for auto, bicycle, roller skates, bus, or skateboard wheels. Most rules of the road make sense. You just have to follow these rules carefully for good safe wheels habits.
- ◆ **Discuss:** Every day you take risks and make choices. How does what you know affect the risks you take? (The more we know about something, the easier it is to make a choice about it.) How do habits develop? (If we make the same choice over and over, it can become a habit.)



Some Ways to Prevent Motor Vehicle Injuries

Student Page 48



- ◆ **Brainstorm:** What are some things you can do to prevent traffic injuries? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the items on the Student Page and discuss them.)
 1. Always wear a lap belt and shoulder strap when riding in a motor vehicle.
 2. Don't ride with a driver who has been drinking alcohol or taking drugs.
 3. Don't stand or walk in the aisle of a moving bus.
 4. Cross the street only at a crosswalk. Before you start to cross, look at any signals or signs, and look and listen for oncoming traffic.
 5. If you must walk where there is no sidewalk, walk on the left side of the street where you can see oncoming traffic.



Safety Belts Save Lives

Student Page 49

Instructor's note:

The term "safety belt," which refers to both lap and shoulder belts, is preferred over the term "seat belt." "Safety belt" suggests that the function of the belt is to improve personal safety within a vehicle.

You should become familiar with and include any state and local safety belt laws.

- ◆ **Discuss:** Not wearing a safety belt is bad risk. What do you know about safety belts? Let's test ourselves with these six true/false statements. Decide if you agree or disagree: Are the statements true or false? (Read all seven statements together and have the students write down their answers, then discuss each one.)
1. Safety belts save lives.
TRUE. Every year, if every driver and passenger in the United States wore safety belts for every car trip, one-half of the people who die would be saved and one-half of the injuries suffered could be prevented.
 2. In an auto crash at 30 mph, you would be strong enough to brace yourself from injury.
FALSE. In a front-end crash at 30 mph, you'd be thrown forward at the same force as if you had dived head first off a three-story building and tried to break your fall with your arms.
 3. Safety belts protect people only on long trips or busy highways.
FALSE. Three out of four crashes happen within 25 miles of home. Most accidents (80 percent) occur at speeds of less than 40 mph. The accident rate is higher on city streets than on highways.
 4. A fastened safety belt keeps you inside a car during a crash or sudden stop.
TRUE. Without a safety belt, you could be thrown from the car during a crash or sudden stop. You could also be seriously injured by being thrown against other people or onto hard parts inside the car. The belt must be snug around the hips; if there is a shoulder strap, that must be worn also.
 5. An auto crash has two collisions less than a second apart.
TRUE. First is the car collision and second is the human collision, which occurs 1/50th of a second or less after the first collision.
 6. Safety seats don't have to be used for infants and small children (under three years old).
FALSE. Safety seats must always be used for infants and small children. Laws about how old a child must be are different from state to state, but every state requires infants and children under three to be properly secured in a safety seat.
 7. Air bags provide better protection than safety belts.
FALSE. Air bags protect only front seat passengers and are only one part of a total protection system. Safety belts must also be worn.



- ◆ **Illustrate:** Show several types of safety belts and latches.

Instructor Demonstration



Using a metal lunchbox and wide (2-inch), heavy-duty clear plastic tape, “seatbelt” an egg to the lid of the box. Drop the box on the floor, then open it to show how the egg survives the “crash.” Repeat without taping egg to lid, and allow students to observe the smashing difference.

- ◆ **Brainstorm:** Ways to help others remember to wear their safety belts. (Put a reminder sign in the car; agree with family to give a small fine or household chore to anyone who is caught without a safety belt.)



School Bus Safety

Student Page 50

- ◆ **State:** In the United States, one child is run over by a school bus every week. Because of this, it's very important to think about bus safety rules.

Danger zone

- ◆ **Explain:** All vehicles have a **danger zone** around them; if you can touch the vehicle you are within the danger zone. A bus danger zone is generally considered to be at least:
 - ◆ Two feet in front.
 - ◆ Three feet beside.
 - ◆ Five feet behind.

All vehicles also have blind spots—areas the driver is unable to see from his seat. The bigger the vehicle, the bigger the blind spot.

Bus stop rules

- ◆ **Brainstorm:** What are some bus stop rules you know? Why do they make sense?
 1. At the bus stop, line up facing the bus—not alongside it—so that you aren't close to the bus as it comes to a stop. The first person in line should be at least an arm's length away from the bus as it pulls up. Stay out of the danger zone.
 2. Don't play ball or tag in the street while waiting for the bus.
 3. If possible, carry your books and belongings in a knapsack or bag so that items do not become loose and fall to the ground.
 4. Never retrieve anything that has fallen under the bus. If it is something that you must take to school, inform the bus driver. If you're going home, wait for the bus to leave and traffic clears before you get your things.
 5. After getting off the bus, move immediately onto the sidewalk.
 6. When crossing the street, wait for a signal from the driver. Then walk at least 10 steps in front of the bus so that the driver can see you. Never cross the street behind the bus; oncoming motorists are not able to see you.
- ◆ **Brainstorm:** What other passenger safety rules can you name? (As rules are given, be sure to discuss why each makes sense.)
 - ◆ No horseplay; no loud conversation that could distract driver.
 - ◆ No standing up; do not put hands and/or arms out windows; do not block the aisle.

Instructor's note:

School buses achieve a high degree of safety without safety belts through compartmentalization, i.e., high padded seat backs and seats no more than 24 inches apart, although the issue remains controversial.

It is important to explain this concept and to urge students to buckle up whenever they can in a vehicle.

Bicycle Safety

- ◆ **Introduce:** Bicycling often brings freedom.... It may be freedom to ride to school or the store, or just to enjoy the wind blowing in your face. With the freedom comes the responsibility for you and others to know and follow good driver rules.



Some Ways to Prevent Bicycle Injuries

Student Page 51

Instructor's note:

Items 2 and 4 in this list are treated in greater detail in the following section.

- ◆ **Brainstorm:** What are some things that you can do to prevent bicycle injuries to yourself and others? (On a chalkboard or newsprint, make a list of student answers. Then refer the students to the items on the Student Page and discuss them.)
 1. Wear a helmet, knee pads, and closed shoes.
 2. Be visible—wear bright colors in the day and light colors with reflectors at night.
 3. Make sure your bike has a light and reflectors.
 4. Be predictable; ride defensively.
 5. Ride a bike that's the right size for you.
 6. Don't ride double.
 7. Ride on bike paths or sidewalks whenever possible.
 8. Don't ride on an icy surface.
 9. Keep your bike in good condition.

Good Rider Rules

- ◆ **Discuss:** The following rules for bicycle safety.
 1. **Be predictable**
 - ◆ **Discuss:** You are predictable when you let other vehicles know what you're going to do by obeying the law and signaling when you should.
 - Ride on the right side of the roadway, not facing traffic.
 - Ride on bike paths or sidewalks whenever possible.
 - Know and follow road signs. (Bicyclists are not exempt! They also must follow the rules.)

Conclusion and Review

It is recommended that you conduct a visual review of the Student Pages and/or ask oral questions such as:

1. What two collisions happen in an auto accident?
2. When is it best to wear a safety belt?
3. Each bus has a danger zone. Where is it?
4. When you scan, what three ways do you look? Why?
5. What are the three categories of hazards for a bicyclist?
6. What protective items should you wear when you ride a bicycle?

Extra Assignments

1. Create a bumper sticker slogan to promote wearing safety belts.
2. Make posters to promote bus safety.
3. Pretend that you are a bus driver and write a story about the students on your bus.
4. Make a flash card game using road signs.
5. Have students create a "Bike Driver's Education Course" for students.
6. Unit 11 Action Activity: Bike Safety Rodeo

Extra Resources

1. National Safety Council
444 N. Michigan Avenue
Chicago, IL 60611
(312) 527-4800
Request bicycle safety materials, especially appropriate:
Student Activity Book (45024)
Inspection Checklist Forms (45025)
Bicycle Safety Maintenance Manual (45021)
Bicycling Skills Booklet (59942)
2. National Highway Traffic Safety Administration (NHTSA)
Traffic Safety Programs, NTS-01
400 Seventh Street, S.W.
Washington, DC 20590
(202) 366-1755
Request information on automobile occupant protection, injury prevention on school buses, and bicycle safety.
Available audiovisual materials: *The Winning Combination*, 8-1/2 minutes, video on safety belt use, starring crash dummies Vince and Larry. *Otto the Auto*, 5 minutes, 16 mm film.

NHTSA does not distribute audiovisuals on bicycle safety, but recommends the following:

- ◆ *Be Safe on Your Bike*, video produced by the Los Angeles Police Department.

Contact:

Officer Forrest Wilkins
Los Angeles Police Department-STD
4125 S. Crenshaw Boulevard
Los Angeles, CA 90008
(213) 485-7742

- ◆ *Basics of Bicycling*, video aimed at children in grades 4-7. Contact:

The Bicycle Federation of America
1818 R Street, N.W.
Washington, DC 20009
(202) 332-6986

3. American Automobile Association

Contact local club, listed in white pages of your telephone directory. Request bicycle safety information publication 3287, *Bicycle Inspection Checklist*.

4. Bicycle clubs and sport shops

5. Scriptographic Booklets

Channing L. Bete, Co., Inc.
South Deerfield, MA 01372
(800) 628-7733

Request bicycle booklet number 1051C.7.74, *Be an Expert Bike Driver*.



Basic Aid Training (BAT)

Unit 11 Action Activity

Bike Safety Rodeo

Suggested sequence of events:

1. Registration—Participants bring in permission slips signed by parents and receive Checklist.
2. Safety talk—Explanation of inspection and driving course.
3. Safety inspection—Condition of bicycle noted on checklist. Note whether participant is using a cycling helmet and knee pads.
4. Driving course—Each participant takes a trial run and then an evaluated run.
5. Receipt of participant award.

Driving course could include:

1. Stop and start practice (points for complete stop and scan procedures).
2. Weaving through cones—patterns.
3. Four-way stop with other traffic.
4. Right and left turns with proper hand signals.
5. Intersection with traffic signals.

12

Review and Test



Educational Objectives

By the end of this unit, students will—

- ◆ Review all BAT course materials.
- ◆ Be tested on BAT course materials.
- ◆ Receive certification for course completion.

Instructor Preparation

Before teaching this unit, you should—

- ◆ Review the materials in Unit 12 in this manual, as well as all the Student Pages.
- ◆ Arrange chairs at desks or tables so students can take the BAT test.

Instructor's Checklist

- ☐ All Student Pages
- ☐ Test and answer sheets (in sufficient copies for the number of students)
- ☐ Answer key
- ☐ Pens or pencils
- ☐ Copy of Instructor's Evaluation for classroom teacher or youth group leader
- ☐ Student handouts:
 - ☐ *Basic Aid Training* course-completion certificate (Cert. 653201)
 - ☐ *BAT Maze Poster* (Stock No. 654207)

Lesson Outline

<i>Content</i>	<i>Teaching Materials</i>
Introduction to Unit 12 BAT Course Review BAT Test and Course Evaluation Awarding of Certificates Course Completion	Student Page 53

Lesson Plan

Introduction to Unit 12

- ◆ **Explain:** Today we will review all the BAT units. Then you will have a written test to complete this course.

Instructor's note:

If the rescue breathing student practice activity is scheduled with this unit, explain that each student will have his or her individual practice time using manikins while other students are working on their tests.

BAT Course Review

- ◆ **Cover** the main points from each unit by visually reviewing the Student Pages while asking the questions in the conclusion of each unit.

BAT Test and Course Evaluation

Instructor's note:

If not all the units were taught during this course, some questions should be deleted before giving the test. Questions 26–35 relate to the optional units.

- ◆ **Explain:** Ask students to put their names on their answer sheets. Explain that the test has 35 questions: 11 are multiple choice, 3 are correct order, 1 is fill-in-the-blank, and the rest are true/false (yes/no). Remember what you have learned in BAT and give the best answer for each question.

Instructor's note:

A copy of the BAT Instructor's Evaluation, Appendix G, should be completed by the classroom teacher or youth group leader at this time.

If time is available, review the test answers together, allowing students to grade their own papers. Discuss any questions that have been missed.

Awarding of Certificates



Congratulations

Student Page 53

- ◆ **Award** each student a *Basic Aid Training* course-completion certificate (Cert. 653201).



Student Handout

BAT Maze Poster (Stock No. 654207)

Instructor's note:

You may wish to have students receive their posters when they finish their tests, as individual student practice using manikins may take longer to complete than the test.

Course Completion

- ◆ **Thank** students for their interest in the BAT course.
- ◆ **Suggest** that they continue first aid and safety education with the American Red Cross or become involved as a volunteer in their local community.

Extra Assignments

1. Create a "Nontrivia" BAT Game. Using information that students have learned in this course, create a question-and-answer game to test knowledge about safety procedures and first aid techniques.
2. Unit 12 Action Activity: First Aid Festival
Such an event can be devised by combining several Action Activities so that individuals and/or groups can compete. Note also that, each year, the Red Cross holds a National Youth First Aid Competition, in which BAT-trained teams of youth can compete at the basic level. For more information, contact your local Red Cross unit.

Extra Resources

1. Scriptographic Booklets
Channing L. Bete, Co., Inc.
South Deerfield, MA 01373
(800) 628-7733
Request child safety booklet, *What Everyone Should Know About Child Safety* (1006), Spanish version (15883).
2. National Safe Kids Campaign
111 Michigan Avenue, N.W.
Washington, DC 20010
(202) 884-4993
Child safety resource catalog available free of charge.

Appendixes

Administrative Terms and Procedures

The following information has been condensed from the *Health and Safety Services Manual of Administrative Policy and Procedures* (MAPP) (ARC 3530) and is intended to define some American Red Cross terminology and give you some background information in course administration. Contact your local unit for further clarification.

American Red Cross Unit — A Red Cross unit is any Red Cross chapter, field service area, or station on a military installation.

Audit — Audit should be entered as the final grade for a participant who has chosen the self-evaluation option for testing. This participant is allowed to choose his or her own level of participation and does not receive a course completion certificate. This should not be substituted for a Fail for a participant who attempts certification but is unable to pass the completion requirements.

Authorized — To be accepted by a local American Red Cross unit to teach an American Red Cross course in that unit's jurisdiction. To become authorized, the *Health and Safety Services Instructor Certificate* (Form 5736) and the *Instructor Agreement* (Form 6574) must be signed by the instructor and an official from the unit of authorization.

Authorized Provider — An outside company, organization, or individual that provides Red Cross instructional programs as outlined in the signed *Authorized Provider Agreement* (Form 6575). (See also Third-Party Instructor.)

Authorized Provider Agreement (Form 6575) — An agreement between an SDU and a third-party provider of Red Cross instructional courses outlining the responsibilities of each party.

Certificate — Formal recognition that an individual has passed an American Red Cross course of record.

Certified — Term used to describe the circumstance when a course participant passes an American Red Cross course and is issued a completion certificate.

Code of Conduct — A code that all volunteer and paid staff of the American Red Cross, in delivering Red Cross services, shall meet. It is signed, as part of the *Instructor Agreement*, by every authorized American Red Cross instructor, and it serves as a general agreement between the instructor and Red Cross SDU.

Co-teach — Sharing full participation in course leadership and instruction with one or more co-instructors; also known as team teaching.

Course of Record — A course taught, properly reported, and accepted by the American Red Cross unit in the jurisdiction the course was conducted.

Course Record (Form 6418) — A form that lists demographic information and the grades of participants and is completed by an instructor and turned in within 10 days after course completion to the American Red Cross unit in whose jurisdiction the course was taught. This record is used to document certificate issuance, instructor teaching activity, and service activity for statistical reports.

Course Record Addendum (Form 6418A) — A form that lists demographic information on participants and grades received for a course. Should be used in addition to the *Course Record* (Form 6418).

Extended Authorization — Permission granted by a local American Red Cross unit to an American Red Cross instructor from another jurisdiction to teach within that unit's jurisdiction. Instructors must request and receive extended authorization from that new unit prior to teaching.

Fail — A course grade signifying that a participant has not passed ALL the required skills and/or written tests and prefers not to be retested or does not pass a retest.

Incomplete — A course grade signifying that a participant is unable to complete the course because of certain circumstances, such as illness or death in the family. An incomplete is given only when arrangements to complete the training have been made.

Instructor — A member of a select group of individuals authorized by the American Red Cross to teach American Red Cross basic level courses and impart knowledge and skills consistent with American Red Cross policies, procedures, standards, and guidelines.

Instructor Agreement (Form 6574) — A form to be signed by American Red Cross instructors before being authorized to teach an American Red Cross course. It explains the rights and responsibilities of both the instructor and the American Red Cross unit of authorization.

Instructor Aide — An individual who successfully completes instructor-aide training to help an instructor with a basic level course.

Instructor Course Record — On successful completion of an American Red Cross instructor course, the original copy of an Instructor Certificate (Form 5736) is signed by the instructor trainer and issued to the instructor candidate. This **must** be endorsed by the local American Red Cross unit before teaching. Endorsement by the local unit authorizes you to teach and issue the appropriate American Red Cross certificates within the jurisdiction of that administrative unit.

Instructor Trainer (IT) — A member of a select group of individuals who exemplify the qualities of the American Red Cross and serve as role models for instructors and other instructor trainers. ITs are authorized by an American Red Cross unit to teach American Red Cross instructor courses and the Instructor Candidate Training (ICT) course within that unit's jurisdiction. An IT may assist the unit with training updates, recruitment, or other leadership responsibilities.

Minimum Enrollment for Courses — Each course must have enough participants to provide course participants with sufficient skill practice to accomplish the course objectives.

Pass — A course grade signifying that a participant has successfully completed ALL required skills and written tests according to national standards.

Reauthorization — To become authorized again by teaching or co-teaching at least one course during an authorization period. A new *Health and Safety Services Instructor Authorization Certificate* (C-3005) is issued upon reauthorization.

Record Card — A card maintained by a Red Cross unit (also called Instructor Record) that contains general demographic information, American Red Cross teaching history, and current authorizations of an instructor or instructor trainer. May be maintained in hard copy or on a computer.

Suspension — The temporary withholding of an instructor's authorization by a local unit while formal steps are undertaken to determine whether to continue or withdraw the instructor's authorization.

Third-Party Instructor — An authorized instructor who teaches American Red Cross courses under the supervision of an authorized provider. (See also Authorized Provider.)

Transfer of Authorization — When an American Red Cross unit accepts a current instructor from another American Red Cross unit to teach within the accepting unit's jurisdiction on a permanent basis. Contact the new American Red Cross unit for further information on how the American Red Cross can transfer teaching records to the new location.

Volunteer — An individual who, beyond the confines of paid employment and normal responsibilities, contributes time and service to the American Red Cross to assist in the accomplishment of its mission.

Withdrawal of Authorization — The removal of an instructor's authorization to teach within the American Red Cross unit's jurisdiction for due cause. Due cause generally means that the instructor does not or will not abide by the standards, policies, or procedures of the American Red Cross organization and its programs or in some way abuses the position of an authorized American Red Cross instructor.

Information Letter to Parents

Dear Parents,

No doubt your child will soon tell you about the American Red Cross Basic Aid Training (BAT) course that is scheduled to begin in his or her class.

Children of your son or daughter's age often take part in activities away from adult supervision. If they babysit they are responsible for making decisions that affect the health and safety of others as well. It is most important that they know correct safety precautions and actions in emergency situations. The BAT course is designed to teach basic first aid and safety skills. Topics that will be covered are:

What to do in an emergency
Where and how to get help
Rescue breathing
Choking
Wounds
Fire
Poisons

Substance abuse
Water safety
Being lost
Personal safety
Safety with bicycles,
buses, and cars

As part of this course, your child will learn how to perform rescue breathing for a person who has stopped breathing. These practice sessions involve using a Red Cross manikin along with other class members. Your child should not participate in this part of the training if he or she—

- ◆ Has a respiratory infection, such as a cold or sore throat.
- ◆ Has any cuts or sores on hands, head, face, lips, or mouth, for example, a cold sore.
- ◆ Has ever had a positive test for hepatitis.
- ◆ Is infected by HIV (human immunodeficiency virus, the virus that causes AIDS) or has AIDS.
- ◆ Has recently been exposed to or is showing symptoms of any infectious disease.

If your child has one of these conditions when the BAT course begins, please let me or their classroom teacher know.

We invite you, as parents, to take an active part in this course by discussing each lesson with your child. Should you have questions regarding any of the information covered in this letter, please contact your child's classroom teacher or me. My telephone number is _____.

Respectfully,

(name)

American Red Cross
Basic Aid Training (BAT) Instructor

(Note: The school principal or group leader may prefer this letter to be sent under his or her signature.)

Equipment and Materials Checklist

The following equipment and materials will be useful in teaching the Basic Aid Training course. Further information on handouts and audiovisuals can be found in the specific units for which they are listed.

For the classroom:

- ☐ Chalkboard, chalk, and eraser
or
- ☐ Flip chart, markers, and easel and tape
- ☐ Viewing equipment (if you use the optional videos or films): 1/2-inch VCR and monitor or 16 mm projector and screen
- ☐ Extension cord and grounded plug adaptor, if needed
- ☐ Manikins, face shields, and supplies for decontamination

For the students:

- ☐ Name tags or tents
- ☐ Pencils and/or pens
- ☐ *American Red Cross Basic Aid Training (BAT) Book* (Stock No. 654200)
- ☐ Handouts as needed:
American Red Cross materials:

Unit 1 First Things First
 - ☐ *How to Get Medical Help Fast* (Poster 3553), with reverse side in Spanish
 - ☐ *Standard First Aid* (ARC 4231)—Brochure that describes the Red Cross Standard First Aid course
Unit 2 Rescue Breathing
 - ☐ *Adult Lifesaving Essentials* (Poster, Stock No. 652037)
 - ☐ *Infant and Child Lifesaving Steps* (Poster, Stock No. 652038)
 - ☐ *Adult Lifesaving Essentials* (Wallet card, Stock No. 652044)
Unit 3 All Choked Up
 - ☐ *Choking* (Poster, Stock No. 652039)
Unit 8 Water Whiz
 - ☐ *Safety Poster Package* (Poster, Stock No. 654121)
 - ☐ *Community Water Safety Brochure* (Stock No. 654127)
Unit 12 Review and Test
 - ☐ Student Test, Answer Sheets, and Answer Key (Appendix M)
 - ☐ *Basic Aid Training* course-completion certificate (Cert. 3201)
 - ☐ *BAT Maze Poster* (Stock No. 320086)

Materials from other sources:

Unit 7 Just Say No

- ☐ *Drugs: A Deadly Game*, Boy Scouts of America

Unit 10 Cautious Kids

- ☐ *Youth Protection Guidelines*, Boy Scouts of America

Unit 11 Safe Wheels

- ☐ *Student Activity Book* (45024), National Safety Council
- ☐ *Inspection Checklist Forms* (45025), National Safety Council
- ☐ *Bicycle Safety Maintenance Manual* (45021), National Safety Council
- ☐ *Bicycling Skills Booklet* (59942), National Safety Council
- ☐ *Bicycle Inspection Checklist* (Publication 3287), American Automobile Association
- ☐ *Be an Expert Bike Driver* (Bicycle booklet number 1051C.7.74), Scriptographic Booklets

Unit 12 Review and Test

- ☐ *What Everyone Should Know About Child Safety* (Booklet 1006), Spanish version (15883), Scriptographic Booklets

For the instructor:

- ☐ Attendance list and/or seating chart
- ☐ American Red Cross identification
- ☐ Name tag
- ☐ *American Red Cross Basic Aid Training (BAT) Book* (Stock No. 654200)
- ☐ *American Red Cross Basic Aid Training Instructor's Manual* (Stock No. 654205)
- ☐ Equipment and Materials Request Form (Appendix E)
- ☐ American Red Cross Basic Aid Training Instructor's Evaluation (Appendix G)
- ☐ Instructor's Self-Assessment and Development form (Appendix H)
- ☐ Dispatcher Script (Appendix I)
- ☐ Manikin Use and Decontamination Procedures (Appendix J)
- ☐ Skill Sheets (Appendix K)
- ☐ Information on Abuse and Neglect Disclosure (Appendix L)
- ☐ *Course Record* (Form 6418) and *Course Record Addendum* (Form 6418A)
- ☐ Extra pens and/or pencils
- ☐ BAT Kit (containing items used in demonstrations during the Basic Aid Training course)
- ☐ *Longfellow's Whale Tales Packet* (Stock No. 654700)
- ☐ Optional audiovisual materials:

Unit 2 Rescue Breathing

- ☐ From the American Red Cross video, *Community CPR* (Stock No. 652033), the segment, "When Breathing Stops (Rescue Breathing—Adult), (Rescue Breathing—Child), (Rescue Breathing—Infant)."

Unit 3 All Choked Up

- ☐ From the American Red Cross video, *Community CPR* (Stock No. 652033), the segment, "Abdominal Thrusts, Conscious Adult," "Abdominal Thrusts, Unconscious Adult."
- ☐ From the American Red Cross video, *Community CPR* (Stock No. 652033), the segments, "Abdominal Thrusts, Unconscious Child," "Back Blows and Chest Thrusts, Conscious Infant," "Back Blows and Chest Thrusts, Unconscious Infant."

Unit 4 Ouch!

- ☐ Film or video: *After the Ouch!*, 14-1/2 minutes, Churchill Films

Unit 5 Famous Fire Facts

- ☐ Film: *Donald's Fire Survival Plan* (revised), 15 minutes, Coronet MTI Film and Video
- ☐ Film: *Challenge of E.D.I.T.H. Superstars*, 13 minutes, National Fire Protection Association

Unit 7 Just Say No

- ☐ Film: *Saying No to Alcohol and Drugs*, 12 minutes, Filmfair Communications

Unit 8 Water Whiz

- ☐ *Longfellow's Whale Tales* video (Stock No. 654710)
- ☐ *Water: The Deceptive Power* video (Stock No. 655011)

Unit 9 Lost and Found

- ☐ *Hug-a-Tree and Survive* slide or tape, 20 minutes, Hug-a-Tree

Unit 10 Cautious Kids

- ☐ Film: *Better Safe than Sorry II*, 20 minutes, Filmfair Communications
- ☐ Video: *Strong Kids, Safe Kids*, Paramount Pictures

Unit 11 Safe Wheels

- ☐ Video: *The Winning Combination*, 8-1/2 minutes, National Highway Traffic Safety Administration
- ☐ Film (16 mm): *Otto the Auto*, 5 minutes, National Highway Traffic Safety Administration
- ☐ Video: *Be Safe on Your Bike*, Los Angeles Police Department
- ☐ Video: *Basics of Bicycling*, contact the Bicycle Federation of America

Introduction Letter to Teacher/Youth Group Leader

Dear _____,

I'm looking forward to teaching your student/youth group the American Red Cross Basic Aid Training (BAT) course. Included with this letter are a tentative schedule, lesson outline, and a list of suggested extra activities you may wish to consider as a reinforcement for the units in the course. If there is a conflict please let me know in advance so that I can adjust my schedule.

I will need two things from you: a list of the students' names for their certificates (cards) and a 1/2" VCR and monitor (or a 16mm movie projector and screen) on the days indicated on the schedule.

Thanks for giving the American Red Cross the opportunity to teach this important first aid and safety course to your students. If you have any questions or problems, please call me at _____.

Respectfully,

(name)

American Red Cross

Basic Aid Training (BAT) Instructor

Class Time _____ Days _____

Equipment Needed _____

Lesson 1 Unit 1 Date _____

Lesson 2 Unit 2 Date _____

Lesson 3 Units 3 and 4 Date _____

etc.

Appendix E

Equipment and Materials Request Form

Instructor: _____ Request Date: _____

Course location: _____

Group: _____

Session Date & Time: _____

Circle the unit(s) you will be teaching:

Unit: 1 2 3 4 5 6 7 8 9 10 11 12

Pickup Date	Number Needed	Handouts	Unit
_____	_____	<i>American Red Cross Basic Aid Training (BAT) Book</i> (Stock No. 654200)	1
_____	_____	<i>Adult Lifesaving Essentials</i> (Poster, Stock No. 652037)	2
_____	_____	<i>Infant and Child Lifesaving Steps</i> (Poster, Stock No. 652038)	2
_____	_____	<i>Adult Lifesaving Essentials</i> (Wallet card, Stock No. 652044)	2
_____	_____	<i>Choking</i> (Poster, Stock No. 652039)	3
_____	_____	<i>Safety Poster Package</i> (Poster, Stock No. 654121)	8
_____	_____	<i>Longfellow's Whale Tales Packet</i> (Stock No. 654700)	8
_____	_____	Student test and answer sheets	12
_____	_____	<i>Basic Aid Training</i> course-completion certificate (Cert. 653201)	12
_____	_____	<i>BAT Maze Poster</i> (Stock No. 654207)	12
_____	_____	<i>Course Record</i> (Form 6418)	12
_____	_____	<i>Course Record Addendum</i> (Form 6418A)	12
_____	_____	American Red Cross Basic Aid Training Instructor's Evaluation (Appendix G)	12
_____	_____	Instructor's Self-Assessment and Development form (Appendix H)	12

Pickup Date	Return Date	Material	Unit
_____	_____	Film/Video: _____	_____
_____	_____	Film/Video: _____	_____
_____	_____	VCR and monitor	
_____	_____	Projector and screen	
_____	_____	BAT Kit	
_____	_____	Redhead/Cutaway Jaw Model	2
_____	_____	Manikins: Adult _____	2
		Child _____	
		Infant _____	
_____	_____	Face shields	2
_____	_____	Supplies for decontaminating manikins	2
_____	_____	Poison Patrol Kit	6

Answers to Student Assignments

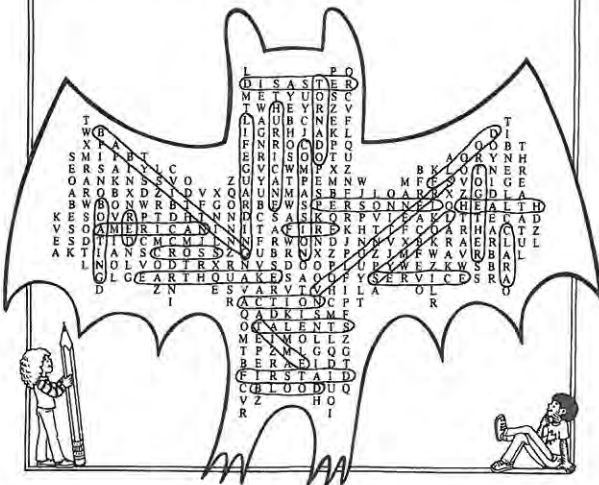
Unit 1 First Things First

DAY Word Search Puzzle

T

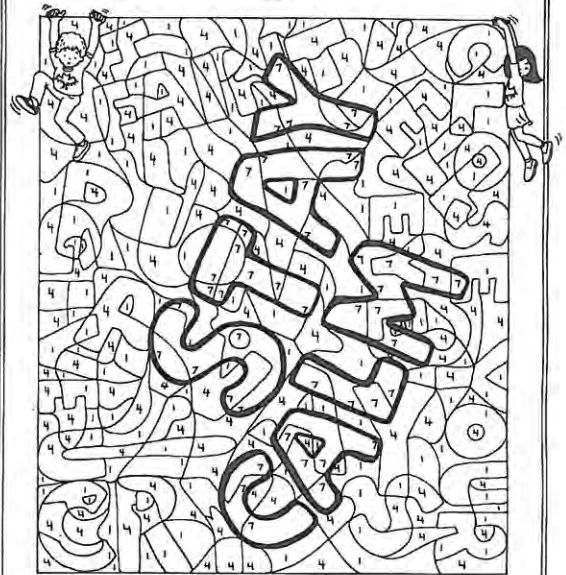
he **AMERICAN RED CROSS** was founded in 1881 by **CLARA Barton**. The Red Cross helps people when a **DISASTER** happens, like an **EARTHQUAKE**, **FIRE**, **FLOOD**, **TORNADO**, or **HURRICANE**. The Red Cross gives **SERVICE** to Military Families by providing a link between members of the armed forces and their families. The Red Cross teaches people about **HEALTH** and **FIRST AID**, water safety, swimming, **LIFEGUARDING**, **BOATING**, and other special classes like **BABYSITTING**. An active **BLOOD** Services program is run by the Red Cross. The Red Cross does its work by way of paid **PERSONNEL** and lots of **VOLUNTEERS** working **TOGETHER**. Volunteers are people who give freely of their **TIME** and **TALENTS** without pay. The Red Cross is recognized around the world as a **SYMBOL** of **COMPASSION** and humanitarian **ACTION**.

Find and circle the boldfaced words from the paragraph above in the puzzle.



Unit 1 First Things First

First Things First Puzzle

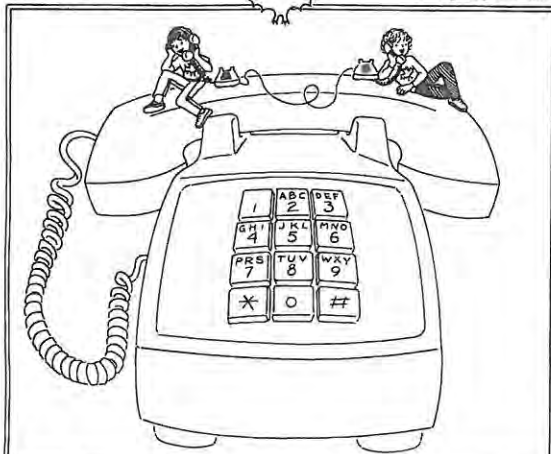


W

hat is the first rule to remember in any emergency?
To find the "FIRST THINGS FIRST" answer, color all the 1's and 4's blue, and color all the 7's red.

Unit 1 First Things First

Emergency Call Code



U

sing the code numbers as found on the telephone, choose the right letters to make the correct answer word which will complete the following emergency phone call rules. (Example: 2=the letter A, B, or C)

EMERGENCY CALLS:
(C-A-L-L) 2-2-5-5 911 or the local emergency number.
(W-H-O) Report 9-4-6 and how many people are involved.
(W-H-A-T) 9-4-2-8 happened.
(W-H-E-R-E) 9-4-3-7-3 the emergency happened.
(W-H-E-N) 9-4-3-6 it happened.
(N-A-M-E) Tell your 6-2-6-3
(T-E-L-E-P-H-O-N-E) and the 8-3-5-3-7-4-6-6-3 number from which you are calling.
(H-A-N-G) Do NOT 4-2-6-4 up!

Unit 2 Rescue Breathing

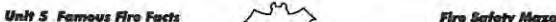
Matching Puzzle

D

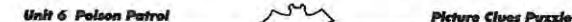
raw lines from the pictures to the skills to match these **RESCUE BREATHING** steps.

One-one thousand, Two-one thousand, Give breath.		1. COUNT FOR CHILD.
One-one thousand, Two-one thousand, Three-one thousand, Four-one thousand, Give breath.		2. MAINTAIN OPEN AIRWAY.
One-one thousand, Two-one thousand, Three-one thousand, Give breath.		3. COUNT FOR ADULT.
		4. PINCH THE NOSE.
		5. GIVE ONE FULL BREATH.
		6. COUNT FOR INFANT.

Cholding Sentence Maze

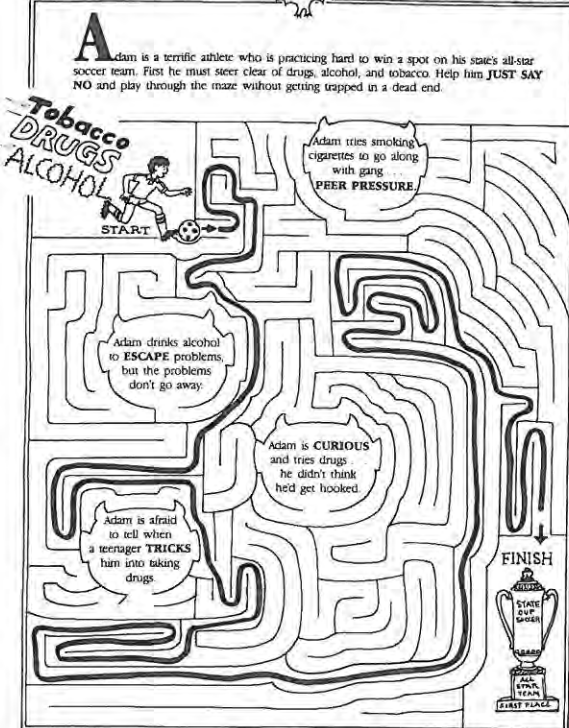


OUCH! Crossword Puzzle



Unit 7 Just Say No

Just Say No Maze



Unit 8 Water Whiz

Backward Words Puzzle

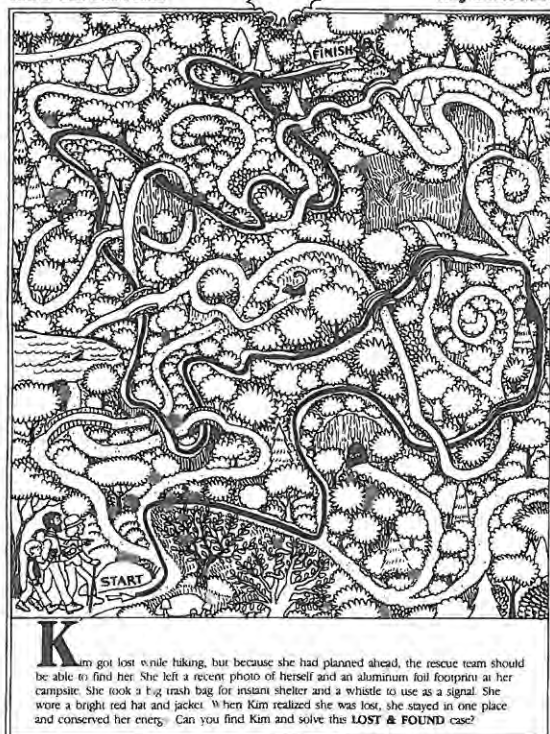
The funny-sounding sentences below should really be **WATER WHIZ** safety rules. To make each sentence make sense, draw a line through the word which has been spelled backward and write the correct word above. Example: Do you use a warts when you drink your milk at lunch? (warts = straw)



- The first rule in **BAT**s is to stay calm.
- If someone is drowning, the first **step** of a safe rescue is to reach to the person.
- Besides the people, the most important **tool** in your boat is your life jacket.
- To help someone in water or ice, do **not** jump in, **but** instead, use safe ways to help: reach, throw, and then get help.
- You must **keep** off ice unless it is at least 4 inches thick.
- Always swim with a **pal**; never swim alone.
- Even though you **may** think you could swim to shore, stay with your boat if it overturns.
- In a boating mishap, a life jacket of the right size and fit will help only if you have it **on**.
- At a swimming **pool**, you must obey all rules set by the lifeguard.
- In a safe water rescue on ice or water, if you reach to a person, be sure that you spread out your weight or anchor yourself before you **draw** the person toward you.
- If your boat overturns, you will not have **time** to put on your life jacket.
- To be a water safety **star**, remember to reach, throw, and then go for help.

Unit 9 Lost and Found

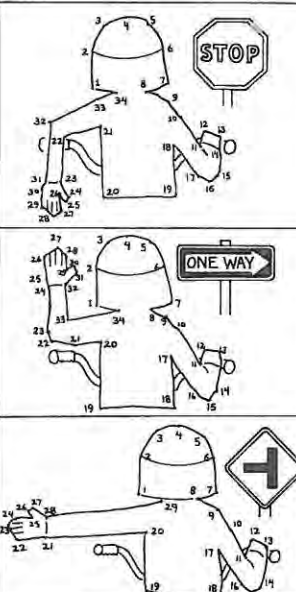
Hug-a-Tree Maze



Unit 11 Safe Wheels

Dot-a-Name Puzzle

To discover which hand signals the bike rider should use when approaching the signs, connect the dots in each picture. In the second column, color each **SAFE WHEELS** sign and write the correct message from the list at the top on the lines beside the picture.



HOSPITAL	NO RIGHT TURN
BIKE ROUTE	HILL
RED/BLACK/WHITE	NO RIGHT TURN
YELLOW/BLACK	HILL
GREEN/WHITE	BIKE ROUTE
HOSPITAL	H
BLUE/WHITE	

American Red Cross Basic Aid Training Instructor's Evaluation

To continue to improve this BAT course, the American Red Cross needs your help. Please complete the following evaluation form the **FIRST** time you teach this course. Detach and return the completed evaluation (either as a self-fold-and-seal mailer, or by placing a copy in an envelope) to:

American Red Cross
National Headquarters
Health and Safety Course Evaluations
8111 Gatehouse Road
Falls Church, VA 22042

We also invite you to share any observations that you may have about the course at any time by completing another evaluation or by writing to the above address.

American Red Cross Basic Aid Training Instructor's Evaluation

Background

1. Course completion date: ____/____/____
2. I taught:
☐ the mandatory six units
☐ optional units
list: _____
3. If you did not teach the optional units, please explain why.

4. Do you feel that the optional units are equally as important as the mandatory units?
☐ Yes ☐ No
Explain

5. Is this your first time teaching this course? ☐ Yes ☐ No
If no, how many times have you taught this course? _____
6. Total time required to complete the course: _____ hours
7. Total number of participants:
No. passed _____ No. failed _____
8. Number of sessions in this course: _____

9. How would you describe the participants in this course?
- ☐ Mostly fourth graders
☐ Mostly third graders
☐ Other

10. Did you teach this course to any special population groups?
- ☐ Hispanic
☐ American Indian
☐ African American
☐ Other

11. Do you have current Red Cross authorization to teach this course?
- ☐ Yes ☐ No

12. How long have you been an American Red Cross BAT instructor?

13. When you taught this course, which of the following did you use?
- ☐ BAT ☐ Instructor's Manual
☐ Book

14. List any additional materials used to teach this course.

15. List any additional audiovisuals used to teach this course.

16. List any questions about the course that are not answered in the instructor's manual.

Dispatcher Script

Student dials 9-1-1 or local emergency number.

Teacher/Leader: “ _____ 9-1-1”
(name of city or town)

Student: “This is an emergency call.”

The student should give the information as listed on BAT Student Page 5. If not, proceed as follows:

Teacher/Leader: “What is your name?”

Wait for reply.

Teacher/Leader: “What is the problem?”

Wait for reply.

Teacher/Leader: “How many people are hurt?” or “Is he (or she) the only person hurt or ill?”

Wait for reply.

Teacher/Leader: “What is the address?”

Wait for reply.

Teacher/Leader: “Stay on the line. I am going to send help. [pause] Help is on the way.”

Depending on the type of problem the “dispatcher” might ask other questions and/or give information on how to help the victim until professional help arrives.

Manikin Use and Decontamination Procedures

Preventing the spread of infectious disease through manikin use is of vital importance. The following health measures must be taken:

Precautions for Manikin Use

Do not allow students to use the training manikin if they—

- ◆ Have any cuts or sores on hands, head, face, lips, or mouth (e.g., cold sores).
- ◆ Have ever had a positive test for hepatitis.
- ◆ Have any respiratory infections, such as a cold or a sore throat.
- ◆ Are infected by HIV (human immunodeficiency virus, the virus that causes AIDS) or have AIDS.
- ◆ Have recently been exposed to or are showing symptoms of any infectious disease.

To protect yourself and students from infection, everyone should—

- ◆ Wash their hands thoroughly before working with the manikin.
- ◆ Not eat or drink immediately before or during manikin use.
- ◆ Use their own face shield, if one is provided, each time they practice on the manikin.

Before each class, inspect the manikins for cracks or rips in the face that make it difficult or impossible to clean the manikin properly. Do not use any manikin that has cracks or rips in the face.

Manikin Decontamination During Practice Sessions

Before using the manikin, and between its use by the students, vigorously wipe the entire face of the manikin and the inside of the mouth with a clean gauze pad (4 inches by 4 inches), soaked with a disinfecting solution. Let the surfaces remain wet for at least 30 seconds before wiping them dry with another gauze pad.

The recommended solution for decontamination is 1/4 cup of liquid household chlorine bleach per gallon of tap water. This solution must be made fresh just before each class and discarded after use. Since bleach may be objectionable to some people, an alternative is 70 percent alcohol (isopropanol or ethanol). Although alcohols can kill many bacteria and viruses, there are some that they cannot kill. However, if the manikin's face is scrubbed vigorously with 70 percent alcohol and a clean gauze pad, it is unlikely that any infectious disease will be transmitted.

Prepackaged alcohol prep pads should not be used.

Manikin Decontamination After Class

To decontaminate the manikins after class, you will need, besides the decontamination solution and gauze pads, a bottle brush, soap and water, basins or buckets, nonsterile disposable gloves, and any other supplies recommended by the manikin manufacturer.

Skill Sheet: Rescue Breathing (Adult)

(Check each step as it is completed.)

- ☐ Tap or shake the person and ask, "Are you okay?"
- ☐ Yell for help!
- ☐ Open the airway. Use head tilt, chin lift method:
 - ☐ Place one hand on the injured person's forehead.
 - ☐ Place fingers of other hand under bony part of lower jaw near chin.
 - ☐ Tilt head and lift chin—avoid closing the person's mouth.
- ☐ Look, listen, and feel for breathing:
 - ☐ Keep airway open.
 - ☐ Place your ear just above injured person's mouth.
 - ☐ Look at chest for movement and listen.
 - ☐ Feel for air coming out of injured person's mouth.
 - ☐ Hold position for 5 seconds.
- ☐ Give 2 slow breaths.
 - ☐ Pinch the nose shut.
 - ☐ Keep airway open.
 - ☐ Open your mouth wide, take a deep breath, and make a tight seal around the outside of the person's mouth.
 - ☐ Give 2 slow breaths, pausing between breaths.
 - ☐ Look, listen, and feel for breathing.
- ☐ Check for pulse:
 - ☐ Keep head tilted with one hand on forehead.
 - ☐ Locate Adam's apple with middle and index fingers of hand closest to the person's feet.
 - ☐ Slide fingers down into groove of neck on side close to you.
 - ☐ Feel for carotid pulse for 10 seconds.
- ☐ Tell someone to call 9-1-1 or local emergency number.
- ☐ Begin rescue breathing:
 - ☐ Keep airway open.
 - ☐ Pinch nose shut.
 - ☐ Open your mouth wide, take a deep breath, and make a tight seal around outside of person's mouth.
 - ☐ Give 1 breath every 5 seconds.
 - ☐ Observe chest rise and fall; listen and feel for escaping air and the return of breathing.
 - ☐ Continue for 1 minute—about 12 breaths.
- ☐ Phone for help if no one else is around to do so.

Final Instructor Check _____

Skill Sheet: Rescue Breathing (Child)

(Check each step as it is completed.)

- ☐ Tap or shake the person and ask, "Are you okay?"
- ☐ Yell for help!
- ☐ Open the airway. Use head tilt, chin lift method:
 - ☐ Place one hand on the injured person's forehead.
 - ☐ Place fingers of other hand under bony part of lower jaw near chin.
 - ☐ Tilt head gently back and lift chin—avoid closing the person's mouth.
- ☐ Look, listen, and feel for breathing:
 - ☐ Keep airway open.
 - ☐ Place your ear just above injured person's mouth.
 - ☐ Look at chest for movement and listen.
 - ☐ Feel for air coming out of injured person's mouth.
 - ☐ Hold position for five seconds.
- ☐ Give 2 slow breaths.
 - ☐ Pinch the nose shut.
 - ☐ Keep airway open.
 - ☐ Open your mouth wide, take a deep breath, and make a tight seal around the outside of the person's mouth.
 - ☐ Give 2 slow breaths, pausing between breaths.
 - ☐ Look, listen, and feel for breathing.
- ☐ Check for pulse:
 - ☐ Keep head tilted with one hand on forehead.
 - ☐ Locate Adam's apple with middle and index fingers of hand closest to the person's feet.
 - ☐ Slide fingers down into groove of neck on side close to you.
 - ☐ Feel for carotid pulse for 10 seconds.
- ☐ Tell someone to call 9-1-1 or local emergency number.
- ☐ Begin rescue breathing:
 - ☐ Keep airway open.
 - ☐ Pinch nose shut.
 - ☐ Open your mouth wide, take a deep breath, and make a tight seal around outside of person's mouth.
 - ☐ Give 1 breath every 3 seconds.
 - ☐ Observe chest rise and fall; listen and feel for escaping air and the return of breathing.
 - ☐ Continue for 1 minute—about 20 breaths.
- ☐ Phone for help if no one else is around to do so.

Final Instructor Check _____

Skill Sheet: Rescue Breathing (Infant)

(Check each step as it is completed.)

- ☐ Tap or gently shake infant's shoulder.
- ☐ Yell for help!
- ☐ Open the airway. Use head tilt, chin lift method:
 - ☐ Place one hand on infant's forehead.
 - ☐ Place finger of other hand under bony part of lower jaw at the chin.
 - ☐ Tilt head gently back and lift chin.
- ☐ Look, listen, and feel for breathing:
 - ☐ Keep airway open.
 - ☐ Place your ear just above infant's mouth.
 - ☐ Look at chest for movement and listen.
 - ☐ Feel for air coming out of infant's mouth.
 - ☐ Hold position for 5 seconds.
- ☐ Give 2 slow breaths.
 - ☐ Keep airway open.
 - ☐ Open your mouth wide, take a breath, and make a tight seal with your lips around infant's mouth and nose.
 - ☐ Give 2 slow breaths, pausing between the breaths.
 - ☐ Look, listen, and feel for breathing.
- ☐ Check for pulse:
 - ☐ Keep head tilted with one hand on forehead.
 - ☐ Place thumb of other hand on outside of infant's upper arm closest to you. Thumb should be half way between shoulder and elbow.
 - ☐ Press gently with index and middle fingers on inside of arm.
 - ☐ Feel for brachial pulse for 10 seconds.
- ☐ Tell someone to call 9-1-1 or local emergency number.
- ☐ Begin rescue breathing:
 - ☐ Keep airway open.
 - ☐ Open your mouth wide, take a breath, and make a tight seal with your lips around infant's mouth and nose.
 - ☐ Give 1 breath every 3 seconds.
 - ☐ Observe chest rise and fall; listen and feel for escaping air and the return of breathing.
 - ☐ Continue for 1 minute—about 20 breaths.
- ☐ Phone for help if no one else is around to do so.

Final Instructor Check _____

Skill Sheet: First Aid for Choking (Conscious Adult/Child)

Remember: When practicing abdominal thrusts on a partner, do not give actual thrusts.

(Check each step as it is completed.)

- ☐ Try to keep the person calm.
- ☐ Allow the person to cough.
- ☐ Determine if the person is choking:
 - ☐ Ask: "Are you choking?"
- ☐ If the person can't cough, speak, or breathe—
 - ☐ Yell for help!
 - ☐ Tell someone to call 9–1–1 or local emergency number.
- ☐ Give thrusts until airway is clear:
 - ☐ Stand behind the person.
 - ☐ Wrap arms around the person's waist.
 - ☐ Make a fist with one hand and place thumb side of fist against middle of the person's abdomen just above navel.
 - ☐ Grasp your fist with your other hand.
 - ☐ Keeping elbows out, press fist into the person's abdomen with a quick upward thrust.
 - ☐ Continue thrusts until obstruction is cleared or the person becomes unconscious.
- ☐ Each thrust should be a separate and distinct attempt to dislodge the object.

Final Instructor Check _____

Skill Sheet: First Aid for Choking (Unconscious Infant)

(Check each step as it is completed.)

- ☐ Lay infant face up, on a firm, flat surface.
- ☐ Yell for help.
- ☐ Tell someone to call 9-1-1 or local emergency number, if not already called.
- ☐ Give 5 back blows.
 - ☐ Keeping infant face down, give 5 firm back blows.
 - ☐ Use flat (open palm) hand—not a fist—between the shoulder blades.
- ☐ Give 5 chest thrusts.
 - ☐ Turn infant over (face up), supporting head and neck.
 - ☐ Place two fingers in middle of sternum (one finger width below imaginary line between the nipples).
 - ☐ Compress breastbone 5 times. Keep infant's head lower than the rest of the body.
- ☐ Do a visual check. If you see an obstacle, do a finger sweep.
 - ☐ Using the hand nearest infant's feet, open the mouth and grasp both tongue and lower jaw between thumb and fingers; lift jaw.
 - ☐ Look for an object in the mouth. If you see an object, remove it by doing a finger sweep:
 - ☐ Slide the little finger of your other hand into infant's mouth. Slide your finger down along the inside of the cheek to the base of the tongue.
 - ☐ Use a "hooking" action to loosen the object and move it into mouth so that it can be removed.
- ☐ Give 2 slow breaths.
 - ☐ Open the airway to the neutral position.
 - ☐ Cover infant's mouth and nose. Give two slow breaths, pausing between the breaths.
- ☐ If airway is still obstructed—
 - ☐ Give 5 back blows.
 - ☐ Give 5 chest thrusts.
 - ☐ Do a visual check/finger sweep
 - ☐ Give 2 slow breaths.
- ☐ Repeat the sequence until the object is dislodged, the infant breathes on his or her own, or help arrives.

Final Instructor Check _____

Skill Sheet: Control of Severe Bleeding

(Check each step as it is completed.)

I. Brachial Artery

If direct pressure on the wound does not stop the bleeding in the arm or hand:

- ☐ Continue direct pressure on the wound with the hand over a dressing or over a dressing and tied bandage, and then—
- ☐ Locate brachial pressure point:
 - ☐ If the person is lying down, position yourself by head; if sitting, position yourself behind the person, and
 - ☐ With fingertips, locate the groove between muscles. The brachial artery is midway down the upper arm between the biceps and triceps.
- ☐ Apply pressure:
 - ☐ Using the flat, inside surface of your fingers, apply pressure by pushing the artery against the bone.
 - ☐ Apply pressure at the pressure point until bleeding stops.

II. Femoral Artery

If direct pressure on the wound does not stop bleeding in the leg or foot:

- ☐ Continue direct pressure on the wound with the hand over a dressing or over a dressing and tied bandage, and then—
- ☐ Locate femoral pressure point:
 - ☐ Straddle the person, at thighs. (One thigh if person is much larger than you.)
 - ☐ Locate area where person bends when sitting, where thigh (upper leg) meets abdomen.
 - ☐ Place heel of hand, fingers pointing towards navel, midway between groin and outside hip.
 - ☐ Rock forward so your weight is directly over your hand, elbow locked, to apply pressure on femoral artery against pelvic bone.
 - ☐ Apply pressure at the pressure point until bleeding stops.

Final Instructor Check: Brachial _____

Femoral _____

Information on Abuse and Neglect Disclosure

The American Red Cross, recognizing the increasing number of cases each year of missing children, child abuse, and child neglect, has devoted an entire unit to teaching children about their rights and providing the knowledge necessary to exercise those rights.

Class discussions will provide many opportunities to share experiences and to learn that it is important to tell someone when abuse and/or neglect occurs. The purpose of this information is to prepare you for the possibility that you might be the “someone” a child tells regarding abuse and/or neglect.

Direct Disclosure

You must be as prepared as possible, in the event a child tells you about having been sexually and/or physically abused or neglected. Above all you must listen and reassure the child. The following are guidelines to help the child cope:

- ◆ Be sensitive to the child’s need.
- ◆ Do not show your emotions in front of the child. This may make the child feel guilty about involving you and feel they are at fault.
- ◆ Believe the child: children do not usually make up stories about abuse.
- ◆ Tell the child it isn’t his or her fault.
- ◆ Tell her or him you are sorry it happened.
- ◆ Show your support and explain that you will tell the proper people.
- ◆ Don’t jump to conclusions. Without probing, make sure you understand what the child is saying.
- ◆ Positively reinforce the child’s action of telling you.

We recommend that you write down as much of the disclosure as you can remember (as soon as the child is no longer in your presence) so that you can accurately report and recall the incident.

Indirect Disclosure

You may also detect indirect disclosure. Children may present a variety of conditions and behaviors that suggest abuse and/or neglect to you. Such signs should be carefully explored by a mental health professional. If a child does not directly disclose abuse to you, do not discuss your suspicions with him or her but report this to the proper authorities.

Whom Do You Tell?

It is extremely important to remember that confidentiality is necessary in this situation.

There are two class settings through which BAT is taught and they require different reporting procedures.

1. The formal classroom setting: Teachers (public and private) are mandated by state statute to report suspected cases of abuse and/or neglect. Because of this most schools have a reporting policy. Your responsibility is to learn the reporting process for the school and then to tell the most appropriate person immediately. It might be a counselor, principal, or a designated teacher.



Student Test

IMPORTANT: Read instructions before beginning this test.

INSTRUCTIONS: Mark all answers in pencil on the separate answer sheet. **Do not write on this test.** The questions on this test are multiple choice, ordered lists, fill in the blank, and yes or no. Read each question slowly and carefully. Then choose the best answer and fill in the circle or write the number on the answer sheet. If you wish to change an answer, erase your first answer completely.

Directions: On the answer sheet, fill in the circle for the best answer.



Basic Aid Training (BAT)

Student Test

Name _____

1. _____ You should call the number 9-1¹ or the local emergency number when—
 - A. Your cat is in a tree.
 - B. You need emergency help and there is no adult nearby.
 - C. Your dog is lost.
2. _____ The first thing you must do to help in any emergency is—
 - A. Run for help.
 - B. Stay calm.
 - C. Take the victim home.
3. _____ To keep a victim calm—
 - A. Have him or her lie down comfortably.
 - B. Take him or her home.
 - C. Scream at him or her until he or she hears you.
4. _____ In case of fire, the first thing to do is—
 - A. Gather your toys and pets before escaping.
 - B. Call the fire department from the nearest phone.
 - C. Get out safely and quickly.
5. _____ If someone is injured by falling out of a tree—
 - A. Don't move him or her. Try to keep him or her calm until help comes.
 - B. Try to fix his or her broken bones.
 - C. Move the victim to a more comfortable position.
6. _____ If someone on the playground is severely bleeding—
 - A. Go home and get a clean bandage.
 - B. Put direct pressure on the wound, then get help.
 - C. Walk home with him or her.
7. _____ If you are bitten by a dog—
 - A. Wash the wound, call the doctor, and try to identify the dog.
 - B. Catch the dog and take it to a veterinarian.
 - C. Chase the dog away so it won't bite anyone else.
8. _____ If three friends are together and one becomes injured—
 - A. The other two should leave the victim and quickly go for help.
 - B. One must begin first aid while the other goes for help.
 - C. Both must stay and begin first aid.



9. _____ Toxic means—
A. Thick.
B. Clean.
C. Poisonous.
10. _____ In your Emergency Action Steps, to check the scene means—
A. Measure the area.
B. Look around quickly for clues that will help decide the problem.
C. Look carefully at the person.
11. _____ To prevent choking—
A. Never put anything except food in your mouth.
B. Eat Slowly.
C. Don't walk, run, or play with food in your mouth.
D. All of the above.

Directions: Answer questions by putting the steps in the right order.

12. The correct order for your Emergency Action Steps is—
_____ Give care.
_____ Check the person and check the scene.
_____ Call for help.
13. The correct order for rescue breathing is—
_____ Tell someone to call 9-1-1 or the local emergency number.
_____ Give breaths and count (for one minute).
_____ Open airway: head tilt, chin lift.
_____ Look, listen, and feel for breathing.
_____ Continue rescue breathing.
_____ Tap and shout; yell for help.
_____ Pinch the nose shut; give 2 slow breaths.
_____ Check pulse as you look, listen, and feel again.
_____ Phone for help if no one else is around.
14. The correct order for giving general care is—
_____ Try to keep the person calm
_____ Try to keep normal body temperature
_____ Try to have the person lie down



Directions: Complete this statement with correct answers.

15. The correct rate for rescue breathing is one breath every ____ seconds for adults, one breath every ____ seconds for a child, and one breath every ____ seconds for an infant.

Directions: If the statement is right, fill in the "Y" circle for yes on the answer sheet, or write "Y" in the space provided; if the statement is wrong, fill in the "N" circle for no on the answer sheet, or write "N" in the space provided.

16. ____ To stop bleeding, first apply direct pressure. If necessary, use a pressure point.
17. ____ Anytime someone is bitten by an animal, it's important to tell an adult.
18. ____ If someone has been shocked by electricity, the first thing to do is to shake them to see if they're okay.
19. ____ Fire cannot burn without air.
20. ____ If there is a fire, it's okay to go back into the building if you forgot something important.
21. ____ If someone has taken poison, wait to see if he or she gets sick before getting help.
22. ____ If a child or adult is choking, you should not pound them on the back. It is not correct first aid for this situation.
23. ____ If a person is choking and cannot cough, speak, or breathe, you should give thrusts.
24. ____ Prevention is important because you might be able to stop injuries and accidents from happening.
25. ____ Immediate first aid for burns is to run cool water over the burned area right away.
26. ____ In a drug abuse emergency, the best thing to do is to let the person get enough sleep.
27. ____ If someone is drowning, you should use the following steps: reach, throw, and get help.
28. ____ If you are lost, the idea of hugging a tree is a good survival method.
29. ____ Alcohol and tobacco are drugs to which you should say no.
30. ____ If you are uncomfortable about the way someone touches you, you should say no, get away, and tell someone.
31. ____ If you are boating and your boat overturns, you should try to swim to the shore instead of staying with the boat.



- 32. _____ If a stranger in a car asks you for directions, you do not need to go near the car to give helpful directions.
- 33. _____ Every school bus is surrounded by a danger zone.
- 34. _____ It's important to use knee pads and a helmet anytime you ride a bicycle or skateboard.
- 35. _____ You are using safe bicycle rules when you are predictable, visible, and ride defensively.



Basic Aid Training (BAT)

Answer Key

1. **B** You should call the number 9-1-1 or the local emergency number when—
 - A. Your cat is in a tree.
 - B. You need emergency help and there is no adult nearby.
 - C. Your dog is lost.
2. **B** The first thing you must do to help in any emergency is—
 - A. Run for help.
 - B. Stay calm.
 - C. Take the victim home.
3. **A** To keep a victim calm—
 - A. Have him or her lie down comfortably.
 - B. Take him or her home.
 - C. Scream at him or her until he or she hears you.
4. **C** In case of fire, the first thing to do is—
 - A. Gather your toys and pets before escaping.
 - B. Call the fire department from the nearest phone.
 - C. Get out safely and quickly.
5. **A** If someone is injured by falling out of a tree—
 - A. Don't move him or her. Try to keep him or her calm until help comes.
 - B. Try to fix his or her broken bones.
 - C. Move the victim to a more comfortable position.
6. **B** If someone on the playground is severely bleeding—
 - A. Go home and get a clean bandage.
 - B. Put direct pressure on the wound, then get help.
 - C. Walk home with him or her.
7. **A** If you are bitten by a dog—
 - A. Wash the wound, call the doctor, and try to identify the dog.
 - B. Catch the dog and take it to a veterinarian.
 - C. Chase the dog away so it won't bite anyone else.
8. **B** If three friends are together and one becomes injured—
 - A. The other two should leave the victim and quickly go for help.
 - B. One must begin first aid while the other goes for help.
 - C. Both must stay and begin first aid.



9. **C** Toxic means—
A. Thick.
B. Clean.
C. Poisonous.
10. **A** In your Emergency Action Steps, to check the scene means—
A. Measure the area.
B. Look around quickly for clues that will help decide the problem.
C. Look carefully at the person.
11. **D** To prevent choking—
A. Never put anything except food in your mouth.
B. Eat Slowly.
C. Don't walk, run, or play with food in your mouth.
D. All of the above.

Directions: Answer questions by putting the steps in the right order.

12. The correct order for your Emergency Action Steps is—
3 Give care.
1 Check the person and check the scene.
2 Call for help.
13. The correct order for rescue breathing is—
6 Tell someone to call 9-1-1 or the local emergency number.
7 Give breaths and count (for one minute).
2 Open airway: head tilt, chin lift.
3 Look, listen, and feel for breathing.
9 Continue rescue breathing.
1 Tap and shout; yell for help.
4 Pinch the nose shut; give 2 slow breaths.
5 Check pulse as you look, listen, and feel again.
8 Phone for help if no one else is around.
14. The correct order for giving general care is—
2 Try to keep the person calm
3 Try to keep normal body temperature
1 Try to have the person lie down



Directions: Complete this statement with correct answers.

15. The correct rate for rescue breathing is one breath every 5 seconds for adults, one breath every 4 seconds for a child, and one breath every 3 seconds for an infant.

Directions: If the statement is right, fill in the "Y" circle for yes on the answer sheet, or write "Y" in the space provided; if the statement is wrong, fill in the "N" circle for no on the answer sheet, or write "N" in the space provided.

16. Y To stop bleeding, first apply direct pressure. If necessary, use a pressure point.
17. Y Anytime someone is bitten by an animal, it's important to tell an adult.
18. N If someone has been shocked by electricity, the first thing to do is to shake them to see if they're okay.
19. Y Fire cannot burn without air.
20. N If there is a fire, it's okay to go back into the building if you forgot something important.
21. N If someone has taken poison, wait to see if he or she gets sick before getting help.
22. Y If a child or adult is choking, you should not pound them on the back. It is not correct first aid for this situation.
23. Y If a person is choking and cannot cough, speak, or breathe, you should give thrusts.
24. Y Prevention is important because you might be able to stop injuries and accidents from happening.
25. Y Immediate first aid for burns is to run cool water over the burned area right away.
26. N In a drug abuse emergency, the best thing to do is to let the person get enough sleep.
27. Y If someone is drowning, you should use the following steps: reach, throw, and get help.
28. Y If you are lost, the idea of hugging a tree is a good survival method.
29. Y Alcohol and tobacco are drugs to which you should say no.
30. Y If you are uncomfortable about the way someone touches you, you should say no, get away, and tell someone.
31. N If you are boating and your boat overturns, you should try to swim to the shore instead of staying with the boat.



- 32. Y If a stranger in a car asks you for directions, you do not need to go near the car to give helpful directions.
- 33. Y Every school bus is surrounded by a danger zone.
- 34. Y It's important to use knee pads and a helmet anytime you ride a bicycle or skateboard.
- 35. Y You are using safe bicycle rules when you are predictable, visible, and ride defensively.



Basic Aid Training (BAT)

Answer Sheet

Name _____

1. (A) (B) (C)
2. (A) (B) (C)
3. (A) (B) (C)
4. (A) (B) (C)
5. (A) (B) (C)
6. (A) (B) (C)
7. (A) (B) (C)
8. (A) (B) (C)
9. (A) (B) (C)
10. (A) (B) (C)
11. (A) (B) (C) (D)

12. _____

13. _____

14. _____

15. _____

16. (Y) (N)
17. (Y) (N)
18. (Y) (N)
19. (Y) (N)
20. (Y) (N)
21. (Y) (N)
22. (Y) (N)
23. (Y) (N)
24. (Y) (N)
25. (Y) (N)
26. (Y) (N)
27. (Y) (N)
28. (Y) (N)
29. (Y) (N)
30. (Y) (N)
31. (Y) (N)
32. (Y) (N)
33. (Y) (N)
34. (Y) (N)
35. (Y) (N)



Basic Aid Training (BAT)

Answer Key

Name _____

1. (A) ● (C)
2. (A) ● (C)
3. ● (B) (C)
4. (A) (B) ●
5. ● (B) (C)
6. (A) ● (C)
7. ● (B) (C)
8. (A) ● (C)
9. (A) (B) ●
10. ● (B) (C)
11. (A) (B) (C) ●

12.
$$\begin{array}{r} 3 \\ 1 \\ \hline 2 \end{array}$$

13.
$$\begin{array}{r} 6 \\ 7 \\ \hline 2 \\ 3 \\ 9 \\ \hline 1 \\ 4 \\ \hline 5 \\ 8 \end{array}$$

14.
$$\begin{array}{r} 2 \\ 3 \\ \hline 1 \end{array}$$

15.
$$\begin{array}{r} 5 \\ 4 \\ \hline 3 \end{array}$$

16. ● (N)
17. ● (N)
18. (Y) ●
19. ● (N)
20. (Y) ●
21. (Y) ●
22. ● (N)
23. ● (N)
24. ● (N)
25. ● (N)
26. (Y) ●
27. ● (N)
28. ● (N)
29. ● (N)
30. ● (N)
31. (Y) ●
32. ● (N)
33. ● (N)
34. ● (N)
35. ● (N)

Abuse/illicit drug use Using a drug that is not legal, using a drug for a purpose for which it has not been made, or using a substance not intended to be a drug to produce a drug-like state.

Antidote (ANT i dōt) A medicine or remedy used to reverse the action of a poison.

Bandage Material used to hold a dressing against the wound and to keep the wound clean and dry.

Bruise A wound under the skin when the skin has not been broken. Often discoloration and swelling around the injured area are the result of broken blood vessels near the surface of the skin. Example black eye.

Clotting Platelets, one of cells (parts) in blood, act like building blocks to seal off the damaged area of a wound to prevent further blood loss.

Collision hazard The risk of being involved in a wreck.

Conductor (of electricity) Something through which electricity passes easily. Examples water, metal.

Conscious When a person is awake, is not asleep, or has not fainted. The person will breathe and be aware of his or her surroundings.

Danger zone Area surrounding a school bus that cannot be easily seen by the driver.

Depressant One of the types of psychoactive drugs. Alcohol, morphine, heroin, and tranquilizers are depressants and work to slow down the central nervous system. They make the body relax, dull body senses, and induce sleep. If used in overdose, they can cause coma and death.

Dizziness Result of a lack of blood supply to the head, sometimes referred to as being "lightheaded."

Dressing Sterile or clean pad placed directly over a wound to help stop bleeding and prevent infection.

Drug A substance that, when put into your body, can change the way your body works.

Drug abuse See Abuse.

Drug dependent/addicted/hooked When the body becomes so used to having a drug or chemical that it needs the drug in order to feel normal. Addiction can be physical as well as emotional (psychological).

Emotional abuse Abuse that happens when someone humiliates you (takes away your self-respect) a lot or seems to criticize you a lot for no good purpose. Emotional abuse can also happen when someone ignores you or leaves you alone too long and does not offer help when you need it.

Exhibitionist A person (man or woman, teenager or adult) who takes off his or her clothes in public to show the sexual parts of the body.

First aid The immediate help given to a suddenly sick or injured person until more advance care can be obtained.

Hallucinogen (hah lu SI no jen) One of the types of psychoactive drugs. So-called "street" drugs or psychedelic drugs (including marijuana, LSD, and PCP [angel dust]) distort reality, produce illusions, and cause mood changes of a bizarre (strange) nature. Hallucinogens have no proven medical use and are illegal to have or use.

Hazard Something that might cause an accident if you aren't careful.

Hypothermia (hi po THER me ah) When your body begins to lose heat faster than you can produce it, your internal body temperature rapidly lowers, your mental state deteriorates, and you lose control of muscles. If hypothermia is not treated, death may result.

Kidnapper Someone who tries to take you somewhere without your permission.

Look, listen, and feel By placing your ear and cheek just above a victim's mouth, you can look at the chest for movement, listen for breathing, and feel for air coming out of the victim's mouth.

Molester A person who intends to abuse someone else sexually.

Neglect A type of physical abuse in which someone doesn't feed you or doesn't get help for you when you are sick or injured.

Nonconductor (of electricity) Something through which electricity does not easily pass (e.g., wood, glass).

Nontoxic Not poisonous.

Overdose When too much of a drug is taken, convulsions, permanent brain damage, or even death may result. The exact amount of a drug that causes an overdose depends on the type of

drug, its quality, and the way in which it was taken, as well as some characteristics of the individual's body.

Paralysis (pa RAL uh sis) Partial or complete loss of feeling or movement of a part of the body.

Physical abuse Beating that causes injury; includes cigarette burns.

Poison A substance—solid, liquid, or gas—that can severely injure or even kill you when taken into the body or put on the surface of the skin.

Pressure points Four places on your body, one on the inside of each upper arm and one where each leg joins your body, where a main blood vessel runs close beside the bone.

Private parts Sexual parts of the body, which are normally covered by a bathing suit.

Psychoactive (si ko ACT iv) Drugs that change your feelings, your perceptions, and/or your behavior. Normally grouped by effect: sedatives, stimulants, painkillers, and hallucinogens.

Rabies A disease that attacks the spinal cord and brain, causing convulsions, paralysis, and finally death. Once signs of rabies appear, the disease is almost always fatal. If treated with rabies vaccine (shots) immediately after being infected, a person or animal can usually be saved.

Symptoms of rabies are foaming at the mouth, unnatural behavior (wild seems tame and tame seems wild), and hydrophobia (fear of water).

Rescue breathing Mouth-to-mouth or mouth-to-nose breathing; artificial respiration. Breathing into a person's lungs when natural breathing has stopped or when a person cannot breathe properly on his or her own.

Safe water rescue Reach, throw, and go for help.

Scanning Searching for hazards by looking all around you. Scan left first (because the traffic is closest on this side), then right, then left again.

Sedative (SED uh tiv) *See* Depressant.

Sexual abuse The private parts of the body being touched by another person for incorrect reasons.

Stimulant (STIM yu lunt) One of the types of psychoactive drugs. Caffeine, cocaine, crack, and amphetamines speed up the nervous system. It is dangerous to increase your heart rate and blood

pressure artificially because of the risk of stroke (broken or clogged blood vessels in the brain) or heart attack.

Substance abuse *See* Abuse.

Surface hazard Something on the road that can cause you to lose control (rocks, gravel, wet leaves, bumps or holes, or sewer grates).

Syrup of ipecac (IP pi kak) Liquid that makes a person vomit.

Tetanus (TET ah nus) An infection that makes the muscles of the body tighten up, including the muscles that help us breathe. Tetanus is sometimes called "lockjaw."

Tolerance (TALL uh rents) When the body requires more and more of a drug to get the same effect.

Toxic Poisonous.

Unconscious A person who is not awake or has fainted; the person is not aware of his or her surroundings and might or might not be breathing.

Visual hazard Anything that blocks your view or a motorist's view of you (e.g., hedge, bright sun, or dusk light).

Withdrawal A person who is drug dependent (addicted) suffers physical and emotional problems, called withdrawal symptoms, if the drug is not used. Withdrawal symptoms include diarrhea, cramps, chills, sweating, nausea, runny nose and eyes, and shaking (tremors).

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MISSION OF THE AMERICAN RED CROSS

The American Red Cross, a humanitarian organization led by volunteers and guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disaster and help people prevent, prepare for, and respond to emergencies.

ABOUT THE AMERICAN RED CROSS

To support the mission of the American Red Cross, over 1.3 million paid and volunteer staff serve in some 1,600 chapters and blood centers throughout the United States and its territories and on military installations around the world. Supported by the resources of a national organization, they form the largest volunteer service and educational force in the nation. They serve families and communities through blood services, disaster relief and preparedness education, services to military family members in crisis, and health and safety education.

The American Red Cross provides consistent, reliable education and training in injury and illness prevention and emergency care, providing training to nearly 16 million people each year in first aid, CPR, swimming, water safety, and HIV/AIDS education.

All of these essential services are made possible by the voluntary services, blood and tissue donations, and financial support of the American people.

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The American Red Cross offers a variety of health and safety training opportunities. Italics signify a special youth training focus. If you are interested in any of the following areas, please contact your local Red Cross chapter.

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- American Red Cross Workplace Training:
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- American Red Cross Automated External
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(for children)
- American Red Cross First Aid for Children Today*
(FACT)
- * American Red Cross Adult CPR
- * American Red Cross Infant and Child CPR
- * American Red Cross Community CPR
- * American Red Cross Community First Aid
and Safety
- * American Red Cross Standard First Aid
- * American Red Cross 'Til Help Arrives
- American Red Cross CPR for the
Professional Rescuer
- American Red Cross First Aid—Responding to
Emergencies
- American Red Cross Emergency Response
- American Red Cross Oxygen Administration
- * American Red Cross Preventing Disease
Transmission
- American Red Cross When Help Is Delayed

HIV/AIDS

- American Red Cross African American
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- American Red Cross Basic HIV/AIDS Program
- * American Red Cross Hispanic HIV/AIDS Program
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- American Red Cross HIV/AIDS Youth Programs*

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- American Red Cross Child Care
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- American Red Cross Healthy Pregnancy,
Healthy Baby

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Tomorrow
- American Red Cross Basic Water Rescue
- American Red Cross Small Craft Safety
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- American Red Cross Infant and Preschool*
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- American Red Cross Longfellow's WHALE Tales*
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- American Red Cross Learn-to-Swim*
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- American Red Cross Head Lifeguard
- American Red Cross Waterpark Lifeguarding
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* Available in Spanish

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ISBN 0-86536-202-5



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STOCK NUMBER 654205
Revised 1996