



# First aid self-teach workbook

**Participant name:**

**eDofE ID:**

**DofE level:**

**Start date:**

# The Duke of Edinburgh's Award (DofE) and St John Ambulance

**A workbook for using first aid from St John Ambulance for your DofE skill section.**

Thank you for choosing the very important skill of first aid for your DofE award. St John Ambulance teaches people first aid so they can be the difference between life and death and that includes you.

By choosing to learn first aid you are not only developing a new talent but you will also boost your self-esteem, develop practical and social skills and learn how to set and rise to a challenge. If this isn't enough, it should also be good fun too!

The DofE first aid self-teach workbook will give you everything you need to learn lifesaving skills at your own pace as part of your DofE award. You will find suggested activities, worksheets and case studies in this workbook which will enable you to put together your own personalised schedule of activity, to help meet the aim(s) of your DofE section.

## Timescales

Each activity should last on average one hour per week for the minimum times suggested below. This pack is specifically designed for the Bronze award, lasting three months, however this can be extended to meet the below timelines for the Silver and Gold awards.

Level	Minimum time	Notes
Bronze	3 to 6 months	You need to do one of your Volunteering, Physical or Skills sections for six months, the others for three.
Silver	6 to 12 months	You need to do either the Physical or Skills section for six months, the other for three. If you haven't achieved your Bronze award you must extend your Volunteering or the longer of your Physical or Skills sections to 12 months.
Gold	6 to 18 months	You need to do either the Physical or Skills section for 12 months, the other for six. If you haven't achieved your Silver award you must extend your Volunteering or the longer of your Physical or Skills sections to 18 months.

**I will be learning first aid for the skills section of my DofE award for \_\_\_\_\_ months.**

## Choosing your Assessor

Just like every section of your DofE award you will need to enlist the help of an Assessor for this section. The Assessor's role is to check and assess what you are doing for an activity. They should be a skilled, qualified or experienced person on the topic of first aid. For example, you may ask a St John Ambulance volunteer or anyone who holds a valid first aid certificate, such as a teacher, youth leader or a health care professional (such as a paramedic, nurse or Doctor). It is important you share your completed workbook with your Assessor when you have finished the section.

**My Assessor is:** \_\_\_\_\_

## Assessor's guidance notes

Thank you for your time and commitment in offering to assess the Skills section of this participant's DofE programme. For this section of their DofE programme, the participant has to show development of practical, social or personal skills over a set period of time: first aid encompasses all of this. The participant will need to regularly learn and practice first aid, averaging at least one hour per week.

In your role you will help the participant in the following ways:

- Help them set some goals and understand what they want to get out of learning first aid.
- Act as a subject matter expert in first aid by providing advice, supervision, feedback and training as needed. This could be virtually such as looking through answers on a first aid worksheet or face to face such as showing the correct technique for the recovery position.
- Review all of the work the participant completes including case studies, worksheets, quizzes, posters, etc.
- Support and encourage the participant while they are learning a new skill.
- Monitor progress.
- Do a final assessment at the end which should include the practical demonstration of a first aid skill such as treating a major bleed.

Participants meet the DofE requirements if they have undertaken their activity regularly, averaging at least one hour per week, over the agreed timescales and have demonstrated effort, perseverance and improvement.

Once they have completed this you should produce an Assessor's report. What you write will celebrate the achievement of the participant and will form part of their permanent record of their DofE programme. With this in mind please make your comments personal, positive and engaging. Remember to include the activity start and end dates.

To enter your report online, visit [www.DofE.org/assessor](http://www.DofE.org/assessor) and follow the instructions. You will need the participant's name, their eDofE ID number, their DofE level and the section you are assessing.

For more information and support please speak to your DofE Leader or contact [DofE@sjambulance.org.uk](mailto:DofE@sjambulance.org.uk)

## Activity

The following table provides a programme for a three month DofE Skills section. The programme you develop should be relevant and appropriate to you and can include many other different activities, providing your programme averages at least one hour per week. Remember, first aid is a practical skill so the more you physically practice these skills and techniques the better. Completing a first aid course is highly recommended to ensure you can have supervision from an expert in first aid who can check your skills.

As you go through the programme ensure you are gathering evidence to upload into eDofE. For example, you could upload photos of you: practicing treating a patient; photos of completed worksheets; write ups of what you have learnt; or certificates etc.

<b>Week 1</b>	<b>Coping in an emergency</b> Keeping safe, emergency calls, communication and casualty care
<b>Week 2</b>	<b>Primary survey and management of an unresponsive casualty</b> DR ABC and recovery position
<b>Week 3</b>	<b>Introduction to resuscitation</b> Cardiopulmonary resuscitation (CPR) & Automated External Defibrillator (AED)
<b>Week 4</b>	<b>Minor injuries, bleeding and shock</b> Minor and severe bleeds, abrasions, blisters, splinters and shock
<b>Week 5</b>	<b>Bites, stings and allergic reactions</b> Bites and stings and recognition and management of an allergic reaction
<b>Week 6</b>	<b>Bone, muscle and joint injuries</b> Fractures, sprains and strains
<b>Week 7</b>	<b>Burns and scalds</b> Different types of burns and management of a casualty who has burns or scalds
<b>Week 8</b>	<b>Extremes of temperature</b> Understanding exposure to high and low temperatures
<b>Week 9</b>	<b>Foreign objects and poisons</b> Exposure to poisons and incidences of foreign objects
<b>Week 10</b>	<b>Head injuries and spinal injury</b> Spinal and head injury
<b>Week 11</b>	<b>Airway emergencies</b> Asthma and choking
<b>Week 12</b>	<b>Chest pain</b> Heart attack and angina attack
<b>Week 13</b>	<b>Case studies</b>

## Additional modules

We have added some additional modules to the guide also if you would like to carry on learning first aid for longer than 3 months, or need some additional activities to fill this time.

<b>Week 14</b>	Secondary survey and First aid kits
<b>Week 15</b>	Slings
<b>Week 16</b>	Fainting
<b>Week 17</b>	Seizures
<b>Week 18</b>	Diabetic emergencies
<b>Week 19</b>	Electric shock
<b>Week 20</b>	Meningitis
<b>Week 21</b>	Stroke

# Week 1 - Coping in an emergency

Keeping safe, emergency calls, communication and casualty care

**1**

Fill in the gaps using the following words (each may be used more than once):

help response injured dangers yourself bystanders  
accident casualty information emergency aid assess

If you come across an emergency situation when someone has had an \_\_\_\_\_ or has been \_\_\_\_\_, as a first aider you must quickly \_\_\_\_\_ the situation. It is very important to find out what has happened. You must make sure that you remove any \_\_\_\_\_ to the \_\_\_\_\_, any \_\_\_\_\_ or to \_\_\_\_\_. Never rush straight in to help, as you may make the situation worse if you do not realise the \_\_\_\_\_. For example, many people panic when they see an accident, run straight into the road and get themselves \_\_\_\_\_ by a passing car. Once you are sure that there is no further danger, you should check the \_\_\_\_\_ from the casualty to decide if they are responsive or not. The appropriate \_\_\_\_\_ should then be applied. Once you have gathered all the \_\_\_\_\_ you need, get \_\_\_\_\_.

**2**

Unscramble the words to find out how to cope in an emergency:

sasses het oatniistu: \_\_\_\_\_

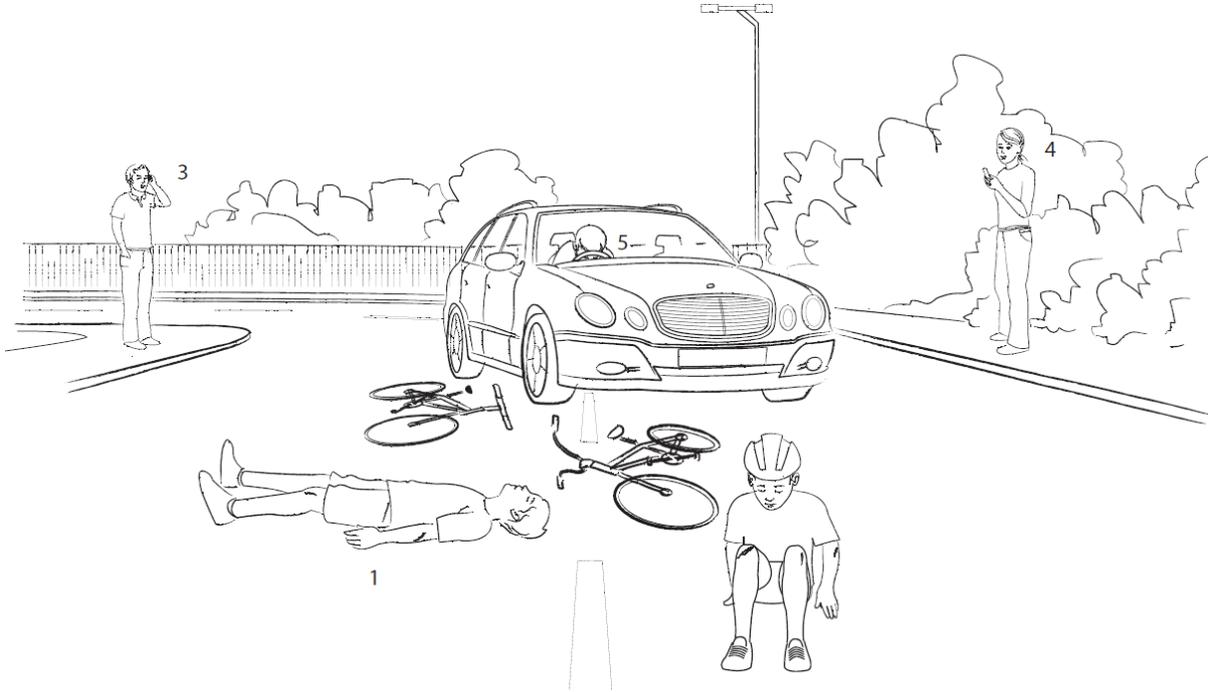
kaem eht aera esaf: \_\_\_\_\_

geiv egeenyrmc ida: \_\_\_\_\_

teg lphe fmor sheotr: \_\_\_\_\_



**4** Imagine that you are a bystander, and you are also a first aider. What would you say to each of the other people in the picture?



Person 1: \_\_\_\_\_

\_\_\_\_\_

Person 2: \_\_\_\_\_

\_\_\_\_\_

Person 3: \_\_\_\_\_

\_\_\_\_\_

Person 4: \_\_\_\_\_

\_\_\_\_\_

Person 5: \_\_\_\_\_

\_\_\_\_\_

**5** Why is it important to communicate well in an emergency situation?

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**6** What is the number(s) you should dial for emergency help?

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**7** What is the emergency number that can be used throughout the European Union?

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**8** Tick the information that you think you should give when calling for an ambulance.

- |   |   |
|---|---|
| <input type="checkbox"/> Your name.                               | <input type="checkbox"/> The number of casualties.      |
| <input type="checkbox"/> The casualty's name.                     | <input type="checkbox"/> The type of accident.          |
| <input type="checkbox"/> The age of the casualty, if it is known. | <input type="checkbox"/> What the casualty is wearing.  |
| <input type="checkbox"/> Your telephone number.                   | <input type="checkbox"/> Information about any hazards. |
| <input type="checkbox"/> The height of the casualty.              | <input type="checkbox"/> That you are a first aider.    |

**9** What other important information should you give?

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# Week 2 - Primary survey and management of an unresponsive casualty

## DR ABC and recovery position

**1** Learn how to do the primary survey (DR ABC) by reading the steps and watching the video on our website: [www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-do-the-primary-survey](http://www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-do-the-primary-survey).

Practise carrying out a primary survey on a friend or family member. Why not take a photo to upload to your eDofE profile.

**2** Complete the words below to show the stages of the primary survey. After each word, explain why the stage is important.

D \_\_\_\_\_

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R \_\_\_\_\_

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A \_\_\_\_\_

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B \_\_\_\_\_

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C \_\_\_\_\_

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**3** Learn how to put an adult in the recovery position by reading the steps and watching the video on our website: [www.sja.org.uk/get-advice/first-aid-advice/unresponsive-casualty/how-to-do-the-recovery-position](http://www.sja.org.uk/get-advice/first-aid-advice/unresponsive-casualty/how-to-do-the-recovery-position)  
 Practise putting a friend or family member into the recovery position. Why not take a photo to upload to your eDofE profile.

**4** Put these statements relating to the recovery position in the correct order.

<b>Pull on their leg while supporting their head. Roll the casualty towards you until they are lying on their side.</b>		<b>Treat any injuries and monitor the casualty's condition until the ambulance arrives.</b>	
<b>Make sure that both of the casualty's legs are straight.</b>		<b>Dial 999 or 112 for an ambulance, if this has not been done already.</b>	
<b>Reopen the airway. Ensure that the hand under their cheek is positioned so that the head remains facing slightly down and towards the floor, and the airway stays open.</b>		<b>Place the arm closest to you at a right angle to the casualty's body.</b>	
<b>Position the upper leg to stop the casualty from rolling on to their front.</b>		<b>Lift their furthest leg from just above the knee and pull it up, keeping their foot flat on the ground. Do not let go of their leg.</b>	
<b>Bring the other arm across the casualty's chest and hold the back of their hand against their cheek on your side. Do not let go of their hand.</b>		<b>Kneel beside the casualty and remove any bulky objects from their pockets. Quickly check for injuries. Remove their glasses.</b>	

## Week 3 - Introduction to resuscitation

### Cardiopulmonary resuscitation (CPR) and Automated External Defibrillator (AED)

**1** Learn how to do CPR on an adult by reading the steps and watching the video on our website: [www.sja.org.uk/get-advice/first-aid-advice/unresponsive-casualty/how-to-do-cpr-on-an-adult](http://www.sja.org.uk/get-advice/first-aid-advice/unresponsive-casualty/how-to-do-cpr-on-an-adult)

**2** Number the statements to give the correct order for carrying out resuscitation. For each one, write why it is important.

Give two rescue breaths.

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Open the airway by tilting the casualty's head back.

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Repeat the cycle of 30 chest compressions and two rescue breaths until the casualty breathes normally, medical help arrives or you are too tired to continue.

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Give 30 chest compressions.

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Check for any dangers.

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Check if the casualty is breathing.

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Dial 999 or 112 for an ambulance.

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Gently tap the casualty's shoulders and give them a command to check if there is a response.

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**3** Learn how to use a defibrillator by reading the steps and watching the video on our website: [www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-use-a-defibrillator](http://www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-use-a-defibrillator)

**4** Research the chain of survival, fill the gaps in below and put the steps in order.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
----- -----	----- defibrillation	----- advanced ----- support	Early recognition and ----- for -----

**5** Find your closest defibrillator, take a selfie with it and upload it to your eDofE account and social media.

# Week 4 - Minor injuries, bleeding & shock

## Minor and severe bleeds, abrasions, blisters, splinters and shock

**1** Learn how to treat minor injuries, bleeding and shock by reading the steps and watching the videos on our website:

- Cuts and grazes: [www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/cuts-and-grazes](http://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/cuts-and-grazes)
- Blisters: [www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/blisters](http://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/blisters)
- Nosebleeds: [www.sja.org.uk/get-advice/first-aid-advice/bleeding/nosebleeds](http://www.sja.org.uk/get-advice/first-aid-advice/bleeding/nosebleeds)
- Severe bleeding: [www.sja.org.uk/get-advice/first-aid-advice/bleeding/severe-bleeding](http://www.sja.org.uk/get-advice/first-aid-advice/bleeding/severe-bleeding)
- Shock: [www.sja.org.uk/get-advice/first-aid-advice/bleeding/shock](http://www.sja.org.uk/get-advice/first-aid-advice/bleeding/shock)

Tick the correct answers (more than one answer may be correct):

**2** What are the two most important things we need to do as first aiders to help someone who is bleeding heavily?

- Get them to hospital
- Keep them warm
- Stop the bleeding
- Try to prevent infection entering the body by covering with a clean dressing or other clean material.

**3** What is the best way to stop or slow the bleeding?

- Press very firmly directly on wound
- Put a dressing on the wound
- Raise the injured part (above the casualty's heart)
- Raise the casualty's legs. Apply dressing or other clean material
- Put casualty in the recovery position.

**4** What do you do if you notice there is a piece of glass sticking in a wound?

- Pull it out quickly
- Leave it in and put a dressing firmly over it
- Leave it in and ask the casualty to firmly press on each side of the object, pushing the edges of the wound together.

**5** If blood soaks through a dressing what should you do?

- Take the dressing off and put a clean one on
- Keep the injured part raised
- Put another dressing on top of the soaked one
- Tie a plastic bag over it.

**6** If the casualty is in shock, what signs and symptoms would they show?

- Nausea
- Grey-blue skin
- Shallow breathing
- Weakness
- Thirst.

**7** It is common for someone with severe blood loss to also have which conditions

- Blood poisoning
- Haemophilia
- Shock
- Headache
- Asthma.

**8** Fill in the gaps to complete the first aid treatment for a wound with an embedded object.

Put on disposable \_\_\_\_\_, if available. \_\_\_\_\_ firmly on either side of the object to push the \_\_\_\_\_ of the wound together. Help the casualty to \_\_\_\_\_ down. If shock is suspected, \_\_\_\_\_ and support the casualty's \_\_\_\_\_. Build up \_\_\_\_\_ on either side of the embedded object. Carefully place a dressing over the object without \_\_\_\_\_ on it. Support the injured part with a \_\_\_\_\_ or bandage to \_\_\_\_\_ swelling.

**9** When dealing with an amputated limb, what steps can be taken to increase the chances of it being successfully reattached?

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# Week 5 - Bites, stings and allergic reactions

## Bites and stings and recognition and management of an allergic reaction

**1** Learn first aid treatment for someone who has been bitten by an animal or stung by an insect by reading the information on our website: [www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/animal-bites](http://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/animal-bites) and [www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/insect-stings](http://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/insect-stings)

**2** Complete the following word search on bites and stings. You will find the answers to the questions and statements below in the grid. The numbers show how many letters make up each word in the answer.

Click each letter to mark

N	I	A	P	D	E	V	H	M	I	S	T
Y	T	D	B	X	A	W	F	P	N	H	G
T	C	O	M	P	R	E	S	S	R	R	G
W	J	F	E	O	U	T	W	O	A	E	E
E	P	A	I	D	S	J	A	K	I	A	R
E	E	L	E	V	A	T	E	E	P	C	E
Z	A	R	T	G	H	C	E	D	R	T	V
E	W	A	L	L	E	R	G	I	C	I	E
R	R	E	D	E	K	O	P	A	O	O	S
S	S	H	R	T	Y	L	D	E	L	N	P
O	B	S	T	R	U	C	T	F	D	R	F
D	T	R	A	O	T	H	H	T	U	O	M

1. The colour skin may turn when someone has been bitten or stung (3)
2. If someone is stung in these two places it could be very serious (5,6)
3. The casualty will feel this when they have been bitten or stung (4)
4. What should you do to the bitten or stung area, if possible? (7)
5. What you should place on the bitten or stung area (4,8)
6. Bites and stings in the mouth and throat are dangerous because they can do this to the airway (8)
7. The name given to a particularly bad reaction to a bite or a sting (6,8,8)
8. What could you use to remove a sting? (8)

**3** Learn about severe allergic reactions by reading the information and watching the video here: [www.sja.org.uk/get-advice/first-aid-advice/severe-allergic-reaction](http://www.sja.org.uk/get-advice/first-aid-advice/severe-allergic-reaction)

**4** What do we mean by a 'severe allergic reaction'?

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**5** What do we mean by a trigger. Name 3 possible triggers of severe allergic reactions

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**6** By what other name is a severe allergic reaction known?

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**7** Complete the following to describe how you would treat someone who is having a severe allergic reaction.

If someone is having a severe allergic reaction, immediately dial \_\_\_\_\_ or 112 and ask for an \_\_\_\_\_. You should give the operator as much \_\_\_\_\_ as you can about the casualty's condition. If the casualty is carrying their medication, help them to use it. The medication is delivered using a piece of equipment called an \_\_\_\_\_. If the casualty is \_\_\_\_\_, help them to sit in a comfortable position to ease their breathing; this will most likely be \_\_\_\_\_ up and leaning \_\_\_\_\_. The casualty may also need to be treated for \_\_\_\_\_.

# Week 6 - Bone, muscle and joint injuries

## Fractures, sprains and strains

**1** Learn how to treat bone, muscle and joint injuries by reading the steps and watching the videos on our website:

- Sprains and strains: [www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/strains-and-sprains](http://www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/strains-and-sprains)
- Fractures (broken bones): [www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/broken-bones-and-fractures](http://www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/broken-bones-and-fractures)
- Dislocated joints: [www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/dislocated-joints](http://www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/dislocated-joints)

**2** List three features of a sprain and a strain

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**3** List three features of a broken bone

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**4** What do each of the following letters stand for when treating a sprain or strain?

R \_\_\_\_\_

I \_\_\_\_\_

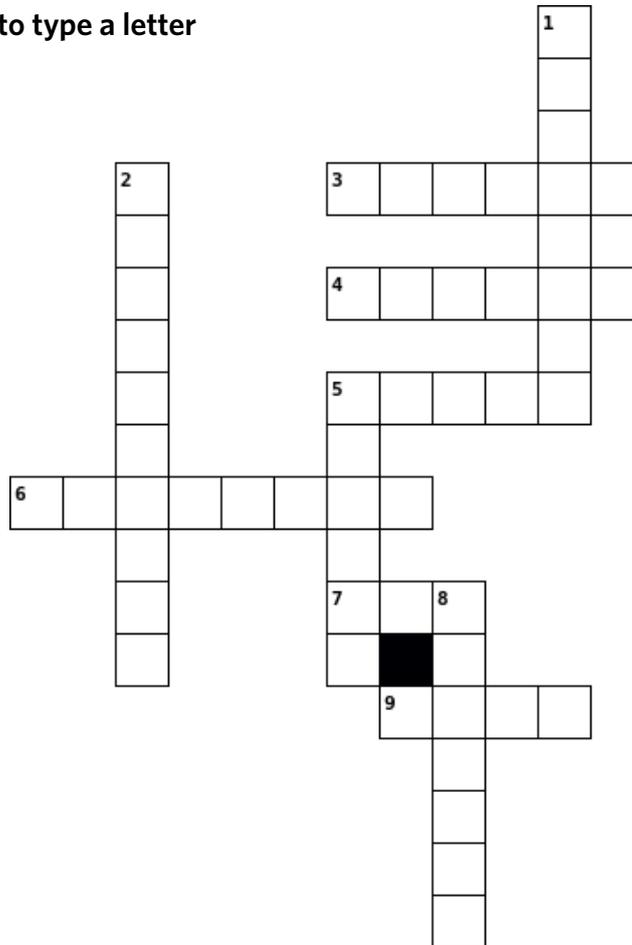
C \_\_\_\_\_

E \_\_\_\_\_

# 5

## Complete the following crossword on bone, muscle and joint injuries

Click each box to type a letter



### Across

- 3** If you suspect someone has a broken bone, you should advise them not to do this (4,2)
- 4** A common form of ligament injury (6)
- 5** You can use this to support someone's arm if it is broken (5)
- 6** Another word for a bone that has been broken (8)
- 7** You should apply this to a sprain or strain (3)
- 9** You should always allow a casualty with a bone, muscle or joint injury to do this (4)

### Down

- 1** You may see this if someone sprains or strains a muscle, or fractures a bone (8)
- 2** This is what we call a joint that has moved out of place (10)
- 5** An injury which occurs when a muscle is overstretched (6)
- 8** Another word for raise (7)

## Week 7 - Burns and scalds

Different types of burns and management of a casualty who has burns or scalds

**1** Learn how to treat minor and severe burns and scalds by reading the steps and watching the videos on our website:

- Minor burns and scalds - [www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/burns-and-scalds](http://www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/burns-and-scalds)
- Severe burns and scalds - [www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/serious-burns](http://www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/serious-burns)

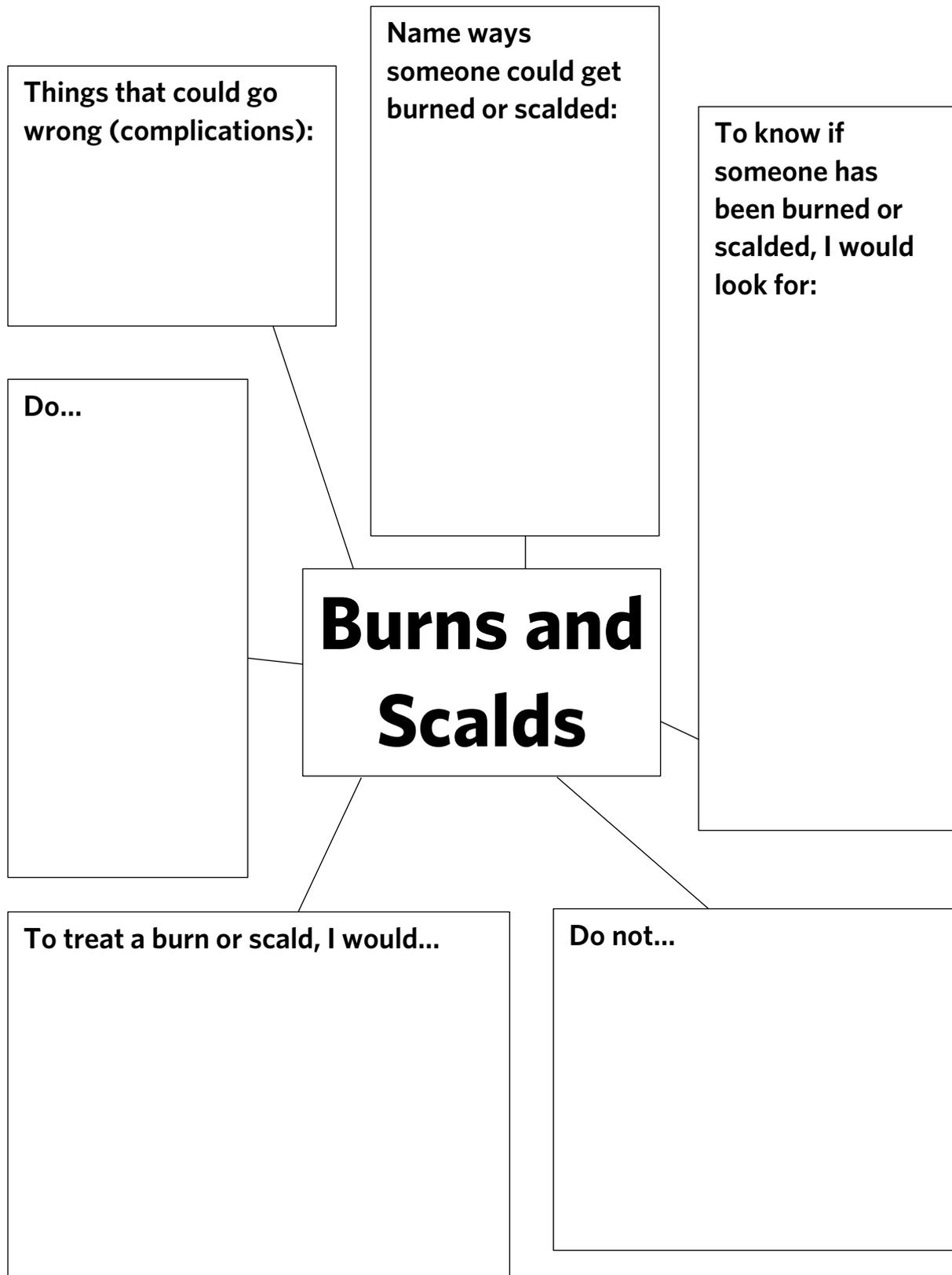
**2** Which of these statements are true and which are false?

True/ False

<b>1</b>		You should always put butter on a burn or scald.
<b>2</b>		Always remove clothing that is sticking to a burn or scald.
<b>3</b>		You can cover a burn or scald with a plastic bag or cling film.
<b>4</b>		You should hold the burned or scalded area under cold running water for at least 20 minutes.
<b>5</b>		You should never pop blisters.
<b>6</b>		It is better to remove any jewellery or watches.
<b>7</b>		Sunburn is not really that dangerous.
<b>8</b>		Burns are always caused by heat.

# 3

Complete this mind map by adding words or phrases relevant to the treatment of burns and scalds.



## Week 8 - Extremes of temperature

### Understanding exposure to high and low temperatures

**1** Learn how to treat hypothermia, heat exhaustion and heatstroke by reading the steps and watching the videos on our website:

- [www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/hypothermia](http://www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/hypothermia)
- [www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/heat-exhaustion](http://www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/heat-exhaustion)
- [www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/heatstroke](http://www.sja.org.uk/get-advice/first-aid-advice/effects-of-heat-and-cold/heatstroke)

**2** Which of these statements about hypothermia are true and which are false?

	True/ False	
<b>1</b>		You should give a casualty alcohol to warm them up
<b>2</b>		Hypothermia is when your body temperature gets too high
<b>3</b>		Always place someone with hypothermia next to a heater
<b>4</b>		The elderly and very young are most likely to get hypothermia
<b>5</b>		A casualty with hypothermia can be placed in a hot bath to warm them up
<b>6</b>		You should give a casualty with hypothermia chocolate and warm drinks
<b>7</b>		If you are outside, you should give a casualty with hypothermia some of your own clothing
<b>8</b>		Someone is more likely to develop hypothermia on a windy day.

# 3

Complete the following crossword on hypothermia. Click each box to type a letter.

	1					2				
				3						
	4						5			
6										
							7			
				8						
	9									
10										

### Across

- 3 This is a good drink to give someone with hypothermia (3)
- 4 If these are wet, they should be replaced with dry ones (7)
- 6 When you warm someone with hypothermia, you should do it like this (6)
- 7 You should protect a casualty from this if they are outside (4)
- 9 This group of people is likely to develop hypothermia (7)
- 10 You should never give this to someone with hypothermia (7)

### Down

- 1 This type of food could be given to someone with hypothermia (9)
- 2 If someone has hypothermia, their skin may appear like this (4)
- 5 The rate of breathing of someone with hypothermia (4)
- 8 This may occur if hypothermia is not treated (5)

**4** How would you recognise that someone has heat exhaustion? Tick the correct answers.

- Loss of appetite and nausea.
- Watering eyes.
- Sweating.
- Pale, clammy skin.
- Persistent dry cough.
- Cramps in their arms, legs or abdominal wall.
- Headache, dizziness and confusion.
- Rapid, weakening pulse and breathing.
- Swelling around their neck.

**5** Complete the following statements about the treatment of heat exhaustion.

Help the casualty to a cool place. Ask them to lay down then  
raise their legs. Give the casualty plenty of  
water. If possible, follow it with a weak salt solution (one teaspoon of  
salt per litre of water). Even if the casualty  
improves quickly, ensure that they see a doctor. If the casualty's  
condition deteriorates, place them in the recovery position  
and dial 999 or 112 for an ambulance.

# Week 9 - Foreign objects and poisons

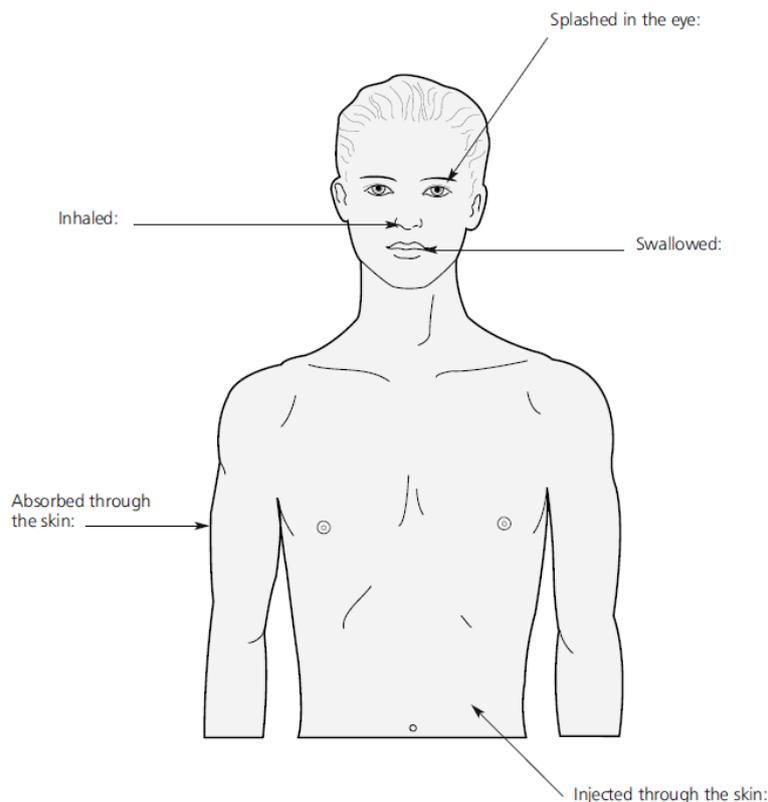
## Exposure to poisons and incidences of foreign objects

**1** Learn how to treat swallowed poisons, objects in the ear or nose and foreign objects in the eye by reading the steps and watching the videos on our website:

- [www.sja.org.uk/get-advice/first-aid-advice/poisoning/swallowed-poisons](http://www.sja.org.uk/get-advice/first-aid-advice/poisoning/swallowed-poisons)
- [www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/foreign-object-in-nose-or-ear](http://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/foreign-object-in-nose-or-ear)
- [www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/eye-injuries](http://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/eye-injuries)

**2** Label the diagram below to show how each poison could access the body.

berries      paracetamol   alcohol      wasp   mushrooms   bleach  
weed killer   capsules   lighter fuel fumes   undercooked meat  
industrial chemical   needle and syringe



### 3 The definition of a poison is...

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### 4 Use the words below to complete the sentences about food hygiene.

raw   waterproof plaster   bacteria   wash   hands  
food   meat   fridge   multiply   waterproof gloves

You should never eat \_\_\_\_\_ meat. It needs to be cooked properly first to kill any harmful \_\_\_\_\_. Always \_\_\_\_\_ your \_\_\_\_\_ before eating or preparing food. Never keep food lukewarm for a long time; bacteria can \_\_\_\_\_ very quickly. Always store perishable food (food that will go off), such as \_\_\_\_\_ in the \_\_\_\_\_. If you have any cuts on your hands and you are touching \_\_\_\_\_, always make sure you wear \_\_\_\_\_ or a \_\_\_\_\_ over the area.

### 5 If a foreign object is found in the eye, you should:

- a Rub the eye until the foreign object is removed.
- b If you can see the foreign object, try to remove it using tweezers.
- c Carefully wash out the foreign object by leaning the casualty's head back and pouring clean water in to the corner of their eye.

# Week 10 - Head injuries and spinal injury

## Spinal and head injury

### 1

Learn how to treat head injuries and spinal injuries by reading the steps and watching the videos on our website:

- [www.sja.org.uk/get-advice/first-aid-advice/head-injuries/adult-head-injury](http://www.sja.org.uk/get-advice/first-aid-advice/head-injuries/adult-head-injury)
- [www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/spinal-injury](http://www.sja.org.uk/get-advice/first-aid-advice/bones-and-muscle-injuries/spinal-injury)

### 2

Complete the following statements.

- Someone who has a head injury may feel n\_\_\_\_\_ and, if their condition deteriorates, may v\_\_\_\_\_.
- Following a blow to the head, a person may become l\_\_\_\_\_ and d\_\_\_\_\_.
- Someone who is deteriorating may become u\_\_\_\_\_ very quickly.
- A forceful movement causing the brain to shake may result in c\_\_\_\_\_.
- C\_\_\_\_\_ is a build-up of fluid causing direct pressure on the brain.
- Someone who has a head injury may appear d\_\_\_\_\_ and state that they are t\_\_\_\_\_.
- Direct pressure on the brain following a head injury will cause the casualty to complain of a h\_\_\_\_\_.
- A casualty who forgets things has a\_\_\_\_\_.
- A casualty who is becoming unresponsive, but who is still breathing, should be placed in the r\_\_\_\_\_ p\_\_\_\_\_.
- Clear fluid or watery blood coming from the nose or ear of a casualty may indicate they have a s\_\_\_\_\_ f\_\_\_\_\_.

### 3 What is the spine?

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### 4 List three causes of a spinal injury.

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### 5 Put the following sentences in the correct order to show how to treat someone who may have a spinal injury.

- a. Continue to support the casualty's head until medical help arrives.
- b. Kneel behind the casualty's head.
- c. Monitor vital signs until medical help arrives.
- d. Without moving the casualty's head, support it at either side, making sure not to cover the casualty's ears.
- e. Steady the casualty's head so it does not move.
- f. Advise the casualty not to move.
- g. Dial 999 or 112 for an ambulance.

# Week 11 - Airway emergencies

## Asthma and choking

**1** Learn how to treat an asthma attack and choking by reading the steps and watching the videos on our website:

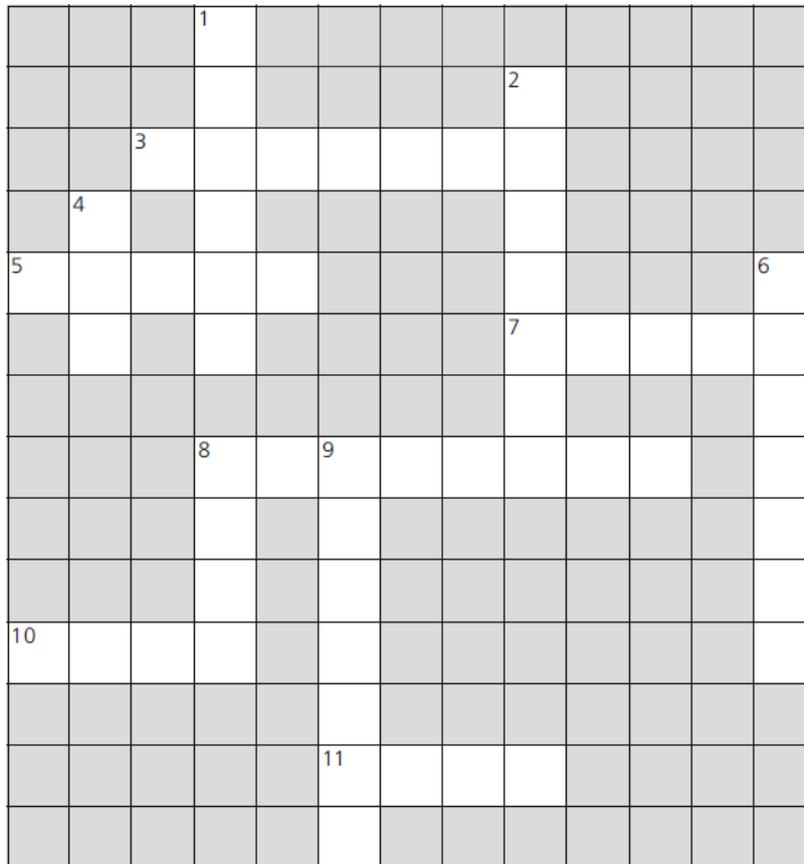
- [www.sja.org.uk/get-advice/first-aid-advice/asthma-attack](http://www.sja.org.uk/get-advice/first-aid-advice/asthma-attack)
- [www.sja.org.uk/get-advice/first-aid-advice/choking](http://www.sja.org.uk/get-advice/first-aid-advice/choking)

**2** Complete the following quiz on asthma.

<b>1</b>	Name three factors that may trigger an asthma attack	
<b>2</b>	When do people with asthma usually use the preventer inhaler?	
<b>3</b>	When do people with asthma usually use the reliever inhaler?	
<b>4</b>	Make a list of the symptoms of asthma (they can be different for different people)	
<b>5</b>	How long does it take for an inhaler to work?	
<b>6</b>	How could you help someone who is having an asthma attack?	
<b>7</b>	What should you do if the person's inhaler doesn't work or their asthma attack gets worse?	
<b>8</b>	If the casualty becomes unresponsive, what should you do?	

# 3

Complete the crossword on choking. Click each box to type a letter.



## Across

- 3 Someone who is choking will find this difficult or impossible to do (7)
- 5 Someone who is choking can't do this (5)
- 7 You should ask someone who is choking to do this (5)
- 8 The name given to the action of hitting someone on the back when they are choking (4,4)
- 10 The maximum number of back blows you should give in one cycle (4)
- 11 Do not give young children these as they can choke on them (4)

## Down

- 1 If someone is choking, they may point to this part of their body (6)
- 2 The type of advice sought if abdominal thrusts are used (7)
- 4 What you should do if a choking person becomes unresponsive (3)
- 6 Abdominal \_\_\_\_\_ (7)
- 8 The colour of a choking person's lips (4)
- 9 Someone who has an object blocking their airway is said to be... (7)

# Week 12 - Chest pain

## Heart attack and angina attack

**1** Learn how to treat an angina attack and heart attack by reading the steps and watching the videos on our website:

- [www.sja.org.uk/get-advice/first-aid-advice/heart-conditions/angina-attack](http://www.sja.org.uk/get-advice/first-aid-advice/heart-conditions/angina-attack)
- [www.sja.org.uk/get-advice/first-aid-advice/heart-conditions/heart-attack](http://www.sja.org.uk/get-advice/first-aid-advice/heart-conditions/heart-attack)

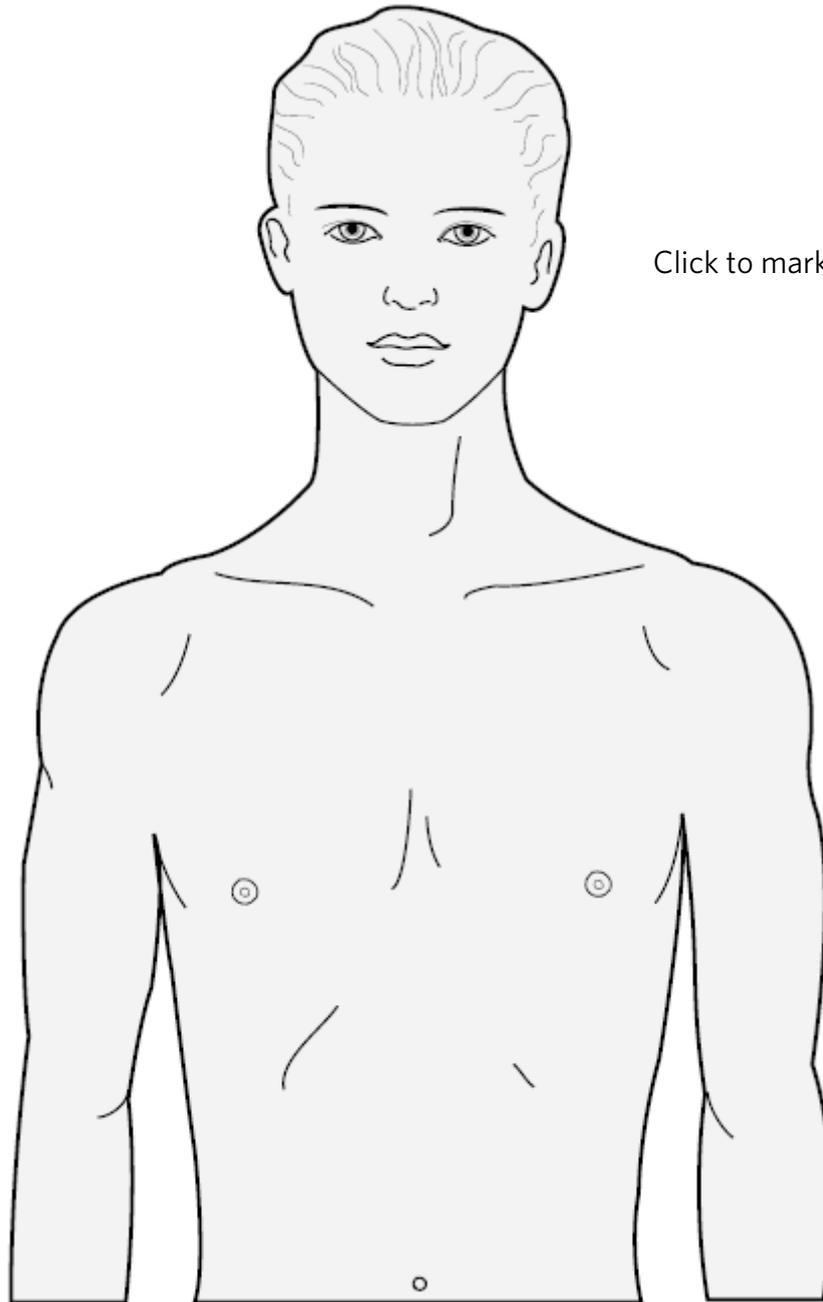
**2** Complete the following true or false quiz on chest pain.

True/ False

<b>1</b>		The risk of a heart attack is increased by eating a fatty diet and being overweight
<b>2</b>		A lot of exercise is dangerous for the heart as it may pump too fast
<b>3</b>		Smoking is dangerous to the lungs but not to the heart
<b>4</b>		When someone has a heart attack they always collapse and become unresponsive
<b>5</b>		Someone having a heart attack looks very pale, and possibly blue, in the face
<b>6</b>		Someone having a heart attack may have a lot of pain in the chest and sometimes also in the arms
<b>7</b>		If someone is unresponsive and breathing, you should put them in the recovery position
<b>8</b>		If possible, the first aider should stay with the casualty and ask someone nearby to dial 999 or 112 for an ambulance
<b>9</b>		The function of the heart is to pump blood around the body
<b>10</b>		When you call for an ambulance, you should never tell the emergency operator that you think it may be a heart attack in case you are wrong

### 3 On the picture below:

- Show where the heart is
- Show where the pain from a heart attack may be experienced.



Click to mark your chosen area

## Week 13 - Case studies

**1** Using the knowledge and skills you have learnt over the past 12 weeks look through the following case studies and decide what you would do in each scenario.



### Case Study 1

**Your teammate was sucking a boiled sweet when they tripped on a tree root.**

**They clutch their throat and can't talk.**

**What would you do?**

Download the case studies from [www.sja.org.uk/outdoorscenario cards](http://www.sja.org.uk/outdoorscenario cards)

**2** Request a certificate and provide feedback

**Well done** for completing the St John Ambulance DofE first aid self-teach workbook. To request a certificate and provide your valuable feedback please fill in the following online form:

<http://bit.ly/SJADofEWorkbookFeedback>

## Week 14 - Secondary survey & First aid kits

**1** After performing a primary survey and dealing with any life-threatening conditions, you can move on to the secondary survey. Remind yourself how to do the primary survey and then learn about the secondary survey here: [www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-do-the-secondary-survey](http://www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-do-the-secondary-survey)

**2** Complete the words below to show the stages in history taking as part of the secondary survey. After each word, list some questions you could ask the patient related to each stage.

A \_\_\_\_\_

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M \_\_\_\_\_

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P \_\_\_\_\_

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L \_\_\_\_\_

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E \_\_\_\_\_

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### 3 What is the difference between a sign and a symptom?

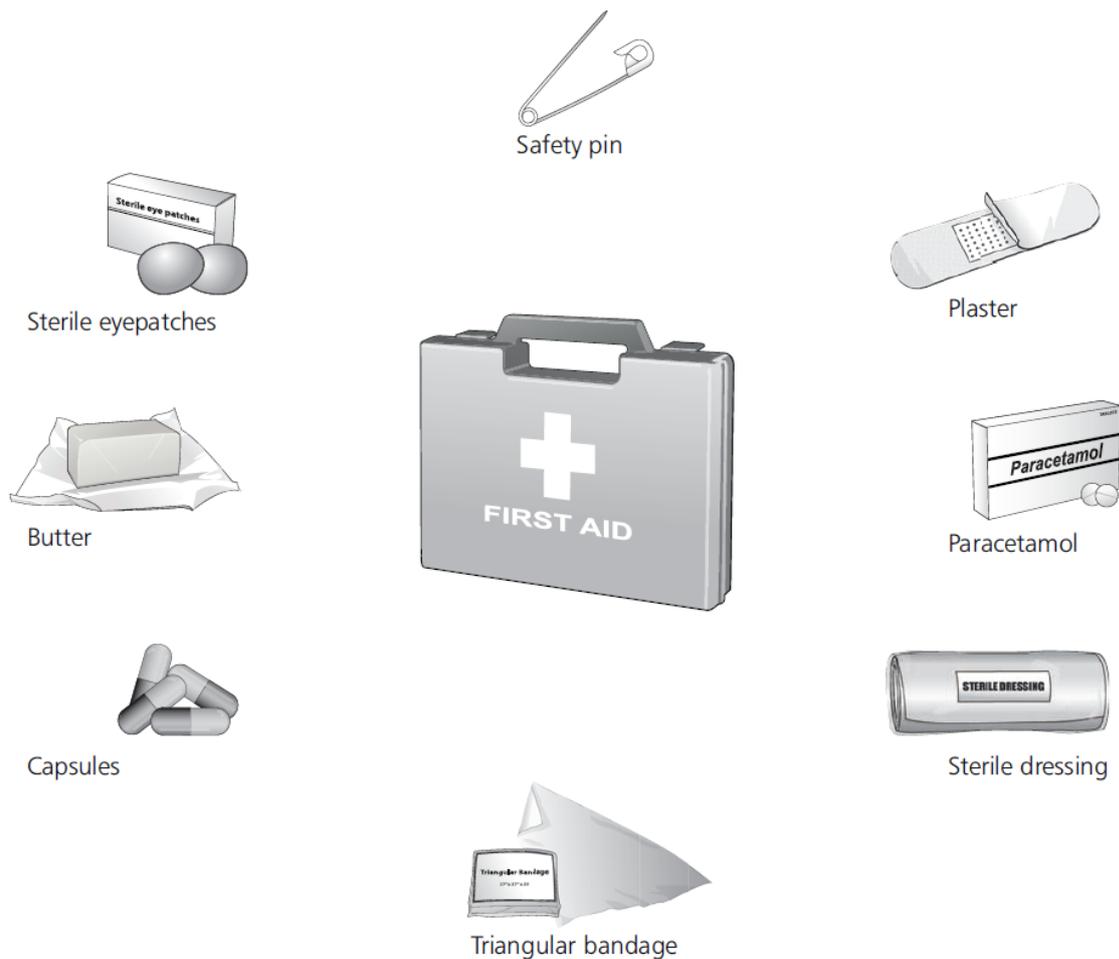
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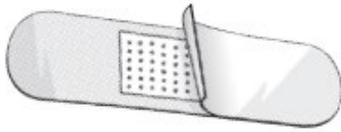
### 4 All homes, cars, leisure centres and workplaces should have first aid kits. Find out what should be in a first aid kit here: [www.sja.org.uk/get-advice/i-need-to-know/what-to-put-in-a-first-aid-kit](http://www.sja.org.uk/get-advice/i-need-to-know/what-to-put-in-a-first-aid-kit)

### 5 Look at the pictures around the first aid kit. Draw lines from the first aid kit to the items that should be included.



**6** Describe what each of the items below that you may find in a first kit are used for.

Plasters are used to



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Triangular bandages are used to

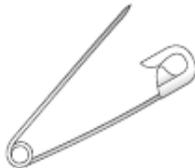


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Safety pins are used to



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Disposable gloves are used to



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Sterile dressings are used to

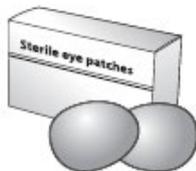


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Sterile eye patches are used to



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Clinical waste bags are used to



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**7** Keeping products in your first aid kit past their expiry date can be unsafe. Find out how to check and keep track of your product expiry dates. [www.sja.org.uk/get-advice/i-need-to-know/Do-first-aid-kits-expire](http://www.sja.org.uk/get-advice/i-need-to-know/Do-first-aid-kits-expire)

**8** Find your home first aid kit or your DofE expedition first aid kit. Do you know where it is? Does it have the correct items in it? Are they all in date?

# Week 15 - Slings

## How to make an arm sling and an elevation sling

**1** Learn how to make an arm sling and an elevation sling, by watching the video and reading the steps on these web pages on the St John Ambulance website: [www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-make-an-arm-sling](http://www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-make-an-arm-sling) and [www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-make-an-elevation-sling](http://www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-make-an-elevation-sling)

**2** What is the difference between an arm sling and an elevation sling?

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**3** Practice using an arm sling and elevation sling on your family and friends. Remember to take pictures to upload to eDofE for your evidence. You should be able to find a triangular bandage in your home or DofE group's first aid kit. If you cannot get one, see what else you may have around your home that you could use instead.



**4** Reflect on how you found putting someone in an arm and elevation sling, was it easy or was it hard? How did you improve with practice?

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**5** Learn about different types of bandaging here: [www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-put-on-a-bandage](http://www.sja.org.uk/get-advice/first-aid-advice/how-to/how-to-put-on-a-bandage)

## Week 16 - Fainting

**1** Sometimes people faint if there is not enough blood flowing to the brain. Find out what could cause fainting, and what to do: [www.sja.org.uk/get-advice/first-aid-advice/unresponsive-casualty/fainting](http://www.sja.org.uk/get-advice/first-aid-advice/unresponsive-casualty/fainting)

**2** What is a 'faint'?

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**3** What sort of things might cause someone to faint?

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**4** Draw a picture to show how you would treat someone who was feeling faint.

**5** Number these statements to show the order of treatment for someone who feels faint.

Reassure the casualty and help them to sit up slowly.

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Advise the casualty to lay down.

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Make sure the casualty has plenty of fresh air.

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If the casualty starts to feel faint again, advise them to lay down.

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Kneel down, raise their legs and support the casualty's ankles on your shoulder.

**6** Explain why laying someone down and raising their legs helps someone who is feeling faint.

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**7** A group of friends are playing in the park. Robyn slips over and lands heavily on her arm. She screams out in pain and faints. What would you do?

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## Week 17 - Seizures

**1** Epilepsy is the most common cause of seizures (fits) in adults, although there are other causes. Find out what to look for and what to do: [www.sja.org.uk/get-advice/first-aid-advice/seizures/seizures-in-adults](http://www.sja.org.uk/get-advice/first-aid-advice/seizures/seizures-in-adults)

Read the following scene and write down what you would do if you were the first person to find the casualty. Remember to think about keeping yourself safe and how you should treat the casualty.

Peter was going to his friend's house one evening after school. David's mum let him in to the house and Peter went to find David in the lounge. He opened the door to find David on the floor having a seizure. David had fallen off his chair and broken glass was all over the floor.

**2** What are the dangers to you and the casualty?

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**3** What would you do first?

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**4** What first aid action would you carry out?

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**5** When would you call for an ambulance?

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**6** Research what an SOS Talisman and MedicAlert is. Design your own medic alert for someone with epilepsy. The design should include how the medic alert will be displayed and the information it will show.

# Week 18 - Diabetic Emergencies

Hyperglycaemia (high blood sugar) and Hypoglycaemia (low blood sugar)

**1** People who have diabetes may experience a diabetic emergency, where their blood sugar becomes too high or too low. Find out what to look for and what to do by reading the advice and watching the video here: [www.sja.org.uk/get-advice/first-aid-advice/diabetic-emergencies/diabetic-emergency](http://www.sja.org.uk/get-advice/first-aid-advice/diabetic-emergencies/diabetic-emergency)

**2** Which of the following may be a sign that someone has low blood sugar? Tick the correct answers.

- Strange actions.
- Sweating with cold and clammy skin.
- Diabetic's warning card/medical alerts.
- Persistent headache.
- Swollen ankles.
- Angry and confused.
- Muscle tremors.

**3** Name three suitable products to give a person with low blood sugar.

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## 4 Are the following statements true or false? Tick the correct answer.

a) You should pour a sweet drink in to an unresponsive casualty's mouth.

True  False

b) Low blood sugar is infectious.

True  False

c) Someone with low blood sugar will improve if they are left to sit quietly.

True  False

## 5 Fill in the flowchart.

A person who has low blood sugar will be \_\_\_\_\_ and they will look \_\_\_\_\_ and \_\_\_\_\_.

Their pulse may be \_\_\_\_\_ and \_\_\_\_\_.



To treat the casualty you should allow them to \_\_\_\_\_ or \_\_\_\_\_ down.

They should eat \_\_\_\_\_ or drink \_\_\_\_\_ drinks.



If the casualty is not treated they may become \_\_\_\_\_.

# Week 19 - Electric shock

**1** Electrical currents can cause serious injury. Find out what to look for and what to do if someone suffers electrocution from low voltage current here: [www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/low-voltage-electrocution](http://www.sja.org.uk/get-advice/first-aid-advice/minor-illnesses-and-injuries/low-voltage-electrocution)

**2** You are at a friend's house watching TV when you both hear a scream from upstairs. Your friend's sister was drying her hair in her bedroom and received an electric shock.

a) What is the danger to you and the casualty?

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b) What will you do to make it safe?

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c) You have made the area safe, now describe how you would help your friend's sister (the casualty).

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### 3 Fill in the gaps

Electric shocks occur when electricity passes through the body. They can be caused by low voltage electricity, \_\_\_\_\_ voltage electricity and \_\_\_\_\_.

When treating someone who has had an electric shock you should first check that you can make the area \_\_\_\_\_ . You should then make sure that you

\_\_\_\_\_ the contact between the casualty and the electrical source.

Once it is safe to do so, you should check for a \_\_\_\_\_ from the casualty. If

they are unresponsive, you should open their \_\_\_\_\_ and check to see if they

are \_\_\_\_\_ . If they are not, you will need to give chest

compressions and \_\_\_\_\_ .

If the casualty is breathing, cool the burns by flooding with \_\_\_\_\_

\_\_\_\_\_ .

If possible, cover the burns with clingfilm, and then a clean, non-fluffy \_\_\_\_\_

and reassure the casualty whilst treating them for \_\_\_\_\_. Dial \_\_\_\_\_ or 112.

**4 Sanjeep hears a scream from the garage next door and runs in to find his next door neighbour lying on the ground. He is not moving. In his hand is an electric drill which is still plugged in. What should he do?**

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**5 Design a poster to convey the dangers of an electric shock and the correct first aid procedure.**

## Week 20 - Meningitis

**1** Anyone of any age can get meningitis. Find out what to look for and what to do by watching the videos and reading the advice here: [www.sja.org.uk/get-advice/first-aid-advice/meningitis](http://www.sja.org.uk/get-advice/first-aid-advice/meningitis)

**2** Which of these statements are true and which are false?

True/ False		
<b>1</b>		If you suspect someone has meningitis call 999/112 for emergency help, even if they have already seen a doctor.
<b>2</b>		Meningitis is not a life-threatening condition
<b>3</b>		Meningitis can affect anyone, of any age, at any time.
<b>4</b>		Those most at risk of meningitis are under 5, 15-24-year-olds and over 65s
<b>5</b>		Meningitis is easy to spot in the early stages.
<b>6</b>		The symptoms can appear in any order and some may not appear at all.
<b>7</b>		Someone with meningitis can get a lot worse very quickly.
<b>8</b>		Everyone who has meningitis has a distinctive red or purple rash that does not fade if you press it.

**3** Knowing the signs and symptoms of meningitis and the action to take really can save lives. Make sure you are armed with the information by requesting a meningitis symptoms card from Meningitis Now, the UK's biggest meningitis charity.

[www.meningitisnow.org/how-we-help/resources/view-download-order/signs-and-symptoms-cards](http://www.meningitisnow.org/how-we-help/resources/view-download-order/signs-and-symptoms-cards)

**4** Draw an image to represent each of the below signs and symptoms of meningitis

<b>Unwell with a flu-like illness</b>	<b>High temperature</b>	<b>Blotchy or pale skin</b>
<b>Cold hands and feet</b>	<b>Joint and limb pain</b>	<b>Severe headache</b>
<b>Neck stiffness</b>	<b>Vomiting</b>	<b>Drowsiness</b>
<b>Sensitivity to light</b>	<b>High pitched moaning or grunting</b>	<b>Red or purple rash that does not fade with glass test</b>

**5** Sepsis is a life-threatening condition. It can lead to multiple organ failure and possibly death. Find out what to look for and what to do here: [www.sja.org.uk/get-advice/first-aid-advice/sepsis/sepsis-in-adults-and-older-children](http://www.sja.org.uk/get-advice/first-aid-advice/sepsis/sepsis-in-adults-and-older-children) and [www.sja.org.uk/get-advice/first-aid-advice/paediatric-first-aid/sepsis-in-babies-and-young-children](http://www.sja.org.uk/get-advice/first-aid-advice/paediatric-first-aid/sepsis-in-babies-and-young-children)

## Week 21 - Stroke

**1** A stroke is a medical emergency and you need to act FAST. Find out what to look for and what to do by watching the video and reading the advice here: [www.sja.org.uk/get-advice/first-aid-advice/stroke](http://www.sja.org.uk/get-advice/first-aid-advice/stroke)

**2** Use the FAST guide if you suspect a casualty has had a stroke, fill in the gaps:



F _____ _____	A ____ _____	S _____ _____	T ____ _____ _____
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**3** Practice performing the FAST test on a friend or family member. Use this opportunity to teach them the FAST test also.

**4** Fill in the gaps about the different types of stroke, you may need to research on the internet to find the answers.

There are three different types of stroke:

- An \_\_\_\_\_ stroke is caused by a \_\_\_\_\_ cutting off the \_\_\_\_\_ supply to the \_\_\_\_\_. This is the \_\_\_\_\_ common type of stroke.
- A \_\_\_\_\_ stroke is caused by a \_\_\_\_\_ in or around the brain.
- A \_\_\_\_\_ or \_\_\_\_\_ is also known as a \_\_\_\_\_-stroke. It is the same as a stroke, except that the symptoms only last for a short amount of time.

**5** Jenny is at home with her husband Steve when she notices his speech has become slurred. She had seen the adverts for FAST on the TV, so decides to perform a FAST test and he is unable to lift his arm. What should she do?

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**6** Help spread the FAST message by sharing this on your social media accounts, the Stroke Association have some example posts here: [www.stroke.org.uk/what-is-stroke/what-are-the-symptoms-of-stroke](http://www.stroke.org.uk/what-is-stroke/what-are-the-symptoms-of-stroke)

**7** There are a number of factors that can increase someone's risk of stroke, research what these may be and list five of them below:

- 1.
- 2.
- 3.
- 4.
- 5.

# Answers

**The next pages contain the answers to the previous work sheets and case studies. Please do not look until you have attempted the activity first.**

# Week 1 - Coping in an emergency - Answers

**1** Fill in the gaps using the following words (each may be used more than once):

help   response   injured   dangers   yourself   bystanders  
accident   casualty   information   emergency aid   assess

If you come across an emergency situation when someone has had an **accident** or has been **injured**, as a first aider you must quickly **assess** the situation.

It is very important to find out what has happened. You must make sure that you remove any **dangers** to the **casualty**, any **bystanders** or to **yourself**.

Never rush straight in to help, as you may make the situation worse if you do not realise the **dangers**. For example, many people panic when they see an accident, run straight into the road and get themselves **injured** by a passing car.

Once you are sure that there is no further danger, you should check the **response** from the casualty to decide if they are responsive or not. The appropriate **emergency aid** should then be applied.

Once you have gathered all the **information** you need, get **help**.

**2** Unscramble the words to find out how to cope in an emergency:

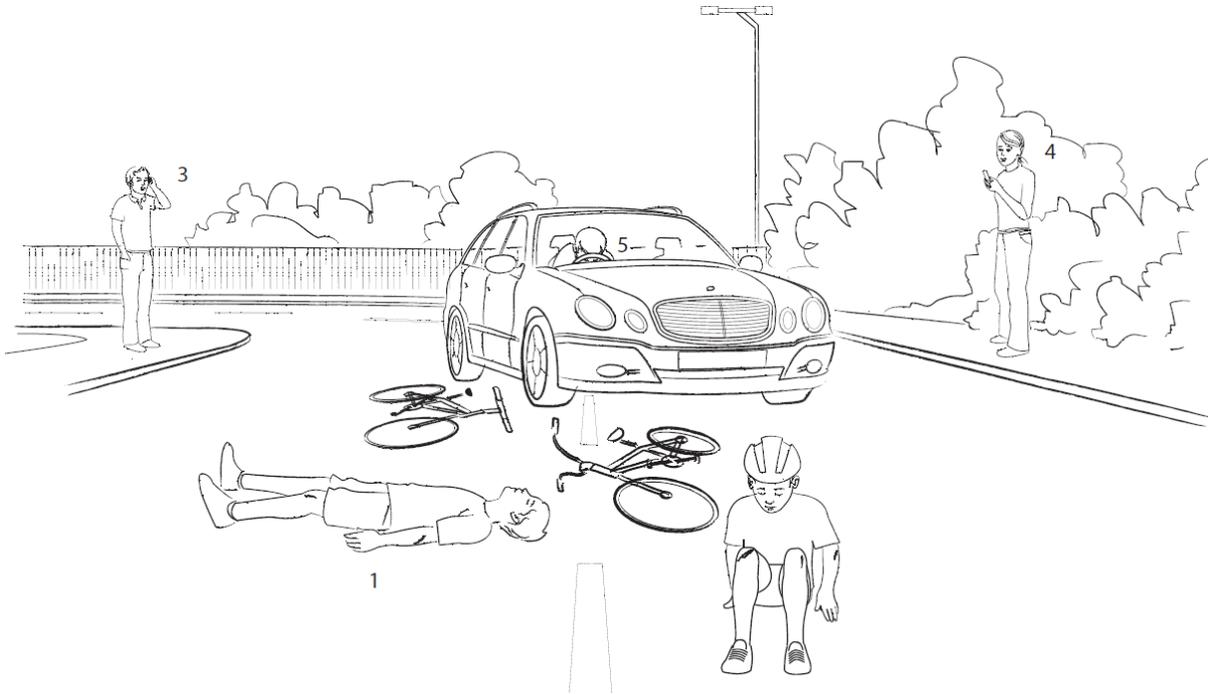
sasses het oatniistu: **assess the situation**

kaem eht aera esaf: **make the area safe**

geiv egeenyrmc ida: **give emergency aid**

teg lphe fmor sheotr: **get help from others**

**3** For each of the actions in part 2, explain what you would do in the situation shown below.



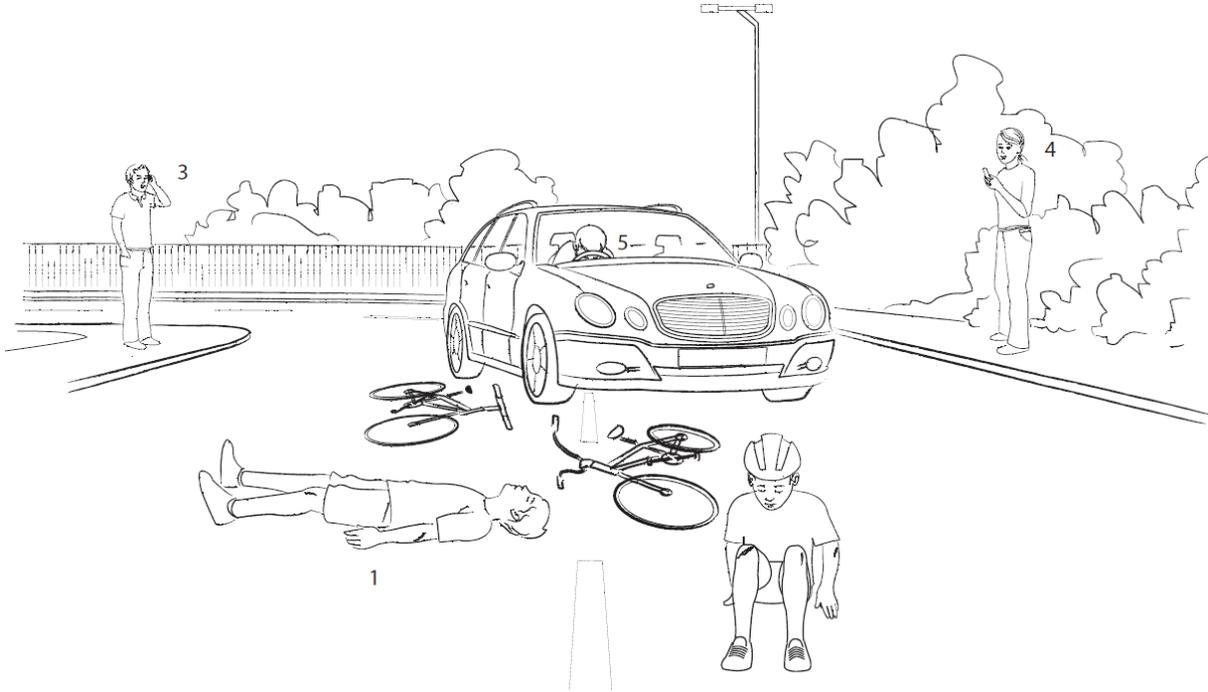
**Assess.** Identify any risks to yourself, casualties and bystanders such as other traffic, broken glass and petrol. Assess the resources available and the kind of help you may need, for instance the police, ambulance and fire brigade if the person is trapped in the car. State that you have first aid skills when offering help.

**Make safe.** Remember to put your own safety first. Remove any hazards and; if possible, switch off the car ignition.

**Emergency aid.** Ask a bystander to call an ambulance. For each casualty check their level of responsiveness, open their airway, check whether they are breathing and treat any serious bleeding.

**Get help from others.** Jobs that bystanders can do are: calling an ambulance; making the area safe; fetching first aid equipment; controlling traffic and other onlookers; controlling bleeding or supporting limbs; and maintaining a casualty's privacy.

**4** Imagine that you are a bystander, and you are also a first aider. What would you say to each of the other people in the picture?



**Person 1:**

“Hello. Can you hear me? Open your eyes.”

**Person 2:**

“Hello. I’m a first aider. Can you tell me what happened? Where does it hurt?”

**Person 3:**

“Did you see what happened? When did it happen? Can you warn other drivers that there has been an accident?”

**Person 4:**

“Did you see what happened? When did it happen? I will need you to call for an ambulance when I have all the information needed.”

**Person 5:**

“Hello. Can you hear me? Open your eyes.”

## 5 Why is communication important during an emergency?

Communication is important because it can help reassure all those involved in the situation. It allows the first aider to find out about the illness, injury or condition, how it occurred and whether any medication is being used. The first aider can also find out how the casualty feels, where there is pain, what is troubling the casualty and any other concerns. It is important to ask and answer questions, reassure bystanders, call an ambulance, if one is needed, and report to the ambulance crew.

## 6 What number should you dial for an ambulance?

999 or 112.

## 7 What is the emergency number that can be used throughout the European Union?

112.

## 8 Tick the information that you think you should give when calling for an ambulance.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Your name.                               | <input checked="" type="checkbox"/> The number of casualties.      |
| <input checked="" type="checkbox"/> The casualty's name.                     | <input checked="" type="checkbox"/> The type of accident.          |
| <input checked="" type="checkbox"/> The age of the casualty, if it is known. | <input type="checkbox"/> What the casualty is wearing.             |
| <input checked="" type="checkbox"/> Your telephone number.                   | <input checked="" type="checkbox"/> Information about any hazards. |
| <input type="checkbox"/> The height of the casualty.                         | <input checked="" type="checkbox"/> That you are a first aider.    |

## 9 What other important information should you give?

Details of injuries and medical conditions, the address of the incident, any relevant details of the location (room number, floor or other directions) and whether someone will be waiting for the ambulance.

## Week 2 - Primary survey and management of an unresponsive casualty - Answers

**2** Complete the words below to show the stages of the primary survey. After each word, explain why the stage is important.

**Danger.** Checking for danger is important so that you will not get hurt when approaching a casualty.

**Response.** Checking for a response is important so that you know whether a casualty is responsive or unresponsive.

**Airway.** Opening the airway is important as it allows the casualty to breathe if they are able to and allows you to check whether the casualty is actually breathing.

**Breathing.** Checking for breathing is important because if the casualty is not breathing you will need to call for help and start cardiopulmonary resuscitation (CPR) immediately.

**Circulation.** Checking circulation is important because if the casualty has any signs of severe bleeding you will need to control and treat the bleeding by applying direct pressure to the wound. Call 999/112 for emergency help.

**4** Put these statements relating to the recovery position in the correct order.

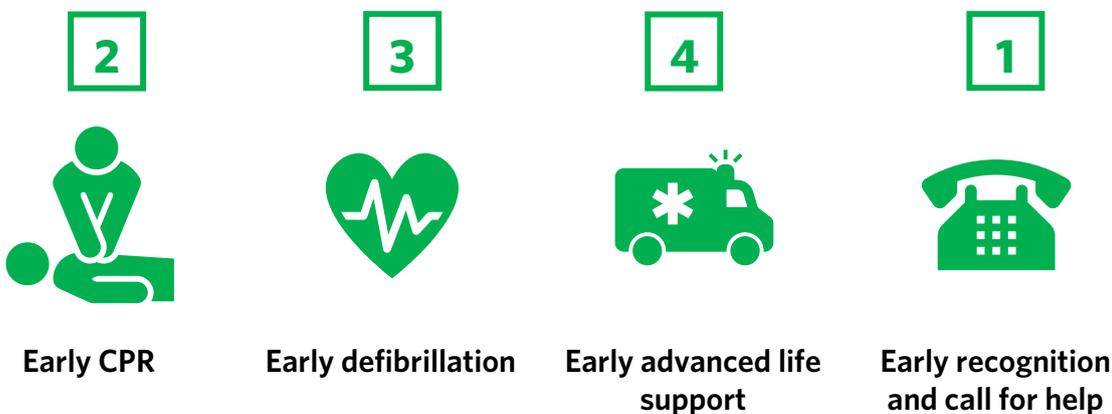
Pull on their leg while supporting their head. Roll the casualty towards you until they are lying on their side.	6	Treat any injuries and monitor the casualty's condition until the ambulance arrives.	10
Make sure that both of the casualty's legs are straight.	2	Dial 999 or 112 for an ambulance, if this has not been done already.	9
Reopen the airway. Ensure that the hand under their cheek is positioned so that the head remains facing slightly down and towards the floor, and the airway stays open.	8	Place the arm closest to you at a right angle to the casualty's body.	3
Position the upper leg to stop the casualty from rolling on to their front.	7	Lift their furthest leg from just above the knee and pull it up, keeping their foot flat on the ground. Do not let go of their leg.	5
Bring the other arm across the casualty's chest and hold the back of their hand against their cheek on your side. Do not let go of their hand.	4	Kneel beside the casualty and remove any bulky objects from their pockets. Quickly check for injuries. Remove their glasses.	1

## Week 3 - Introduction to resuscitation - Answers

**2** Number the statements to give the correct order for carrying out resuscitation. For each one, write why it is important.

- 7** Give two rescue breaths. - **Puts oxygen in to the casualty's lungs.**
- 3** Open the airway by tilting the casualty's head back. - **Allows the casualty to breathe if they are able to.**
- 8** Repeat the cycle of 30 chest compressions and two rescue breaths until the casualty breathes normally, medical help arrives or you are too tired to continue. - **Continuously supplying oxygen and helping to circulate the blood around the body will increase the casualty's chances of survival.**
- 6** Give 30 chest compressions. - **Helps to circulate the casualty's blood around their body.**
- 1** Check for any dangers. - **Stops you from getting hurt when approaching and treating a casualty.**
- 4** Check if the casualty is breathing. - **Lets you know whether to start resuscitation or put the casualty in the recovery position.**
- 5** Dial 999 or 112 for an ambulance. - **Medical assistance will increase the casualty's chances of survival.**
- 2** Gently tap the casualty's shoulders and give them a command to check if there is a response. Let's you know if the casualty is responsive or unresponsive.

**4** Research the chain of survival, fill the gaps in below and put the steps in order.



# Week 4 - Minor injuries, bleeding & shock - Answers

Tick the correct answers (more than one answer may be correct):

**2** What are the two most important things we need to do as first aiders to help someone who is bleeding heavily?

- Get them to hospital
- Keep them warm
- Stop the bleeding
- Try to prevent infection entering the body by covering with a clean dressing or other clean material.

**3** What is the best way to stop or slow the bleeding?

- Press very firmly directly on wound
- Put a dressing on the wound
- Raise the injured part (above the casualty's heart)
- Raise the casualty's legs. Apply dressing or other clean material
- Put casualty in the recovery position.

**4** What do you do if you notice there is a piece of glass sticking in a wound?

- Pull it out quickly
- Leave it in and put a dressing firmly over it
- Leave it in and ask the casualty to firmly press on each side of the object, pushing the edges of the wound together.

**5** If blood soaks through a dressing what should you do?

- Take the dressing off and put a clean one on
- Keep the injured part raised
- Put another dressing on top of the soaked one
- Tie a plastic bag over it.

**6** If the casualty is in shock, what signs and symptoms would they show?

- Nausea
- Grey-blue skin
- Shallow breathing
- Weakness
- Thirst.

**7** It is common for someone with severe blood loss to also have which conditions

- Blood poisoning
- Haemophilia
- Shock
- Headache
- Asthma.

## 8 Fill in the gaps to complete the first aid treatment for a wound with an embedded object.

Put on disposable **gloves** , if available. **Press** firmly on either side of the object to push the **edges** of the wound together. Help the casualty to **lay** down. If shock is suspected, **raise** and support the casualty's **legs**. Build up **padding** on either side of the embedded object. Carefully place a dressing over the object without **pressing** on it. Support the injured part with a **sling** or bandage to **minimise** swelling.

## 9 When dealing with an amputated limb, what steps can be taken to increase the chances of it being successfully reattached?

- Wrap the severed part in cling film or a plastic bag;
- Wrap it in gauze or soft fabric;
- Place it in a container full of crushed ice;
- Clearly mark the container with the time of the injury and the casualty's name;
- Make sure you hand it over to the emergency services personnel.

## Week 5 - Bites, stings and allergic reactions -

### Answers

**2** Complete the following word search on bites and stings. You will find the answers to the questions and statements below in the grid. The numbers show how many letters make up each word in the answer.

N	I	A	P	D	E	V	H	M	I	S	T
Y	T	D	B	X	A	W	F	P	N	H	G
T	C	O	M	P	R	E	S	S	R	R	G
W	J	F	E	O	U	T	W	O	A	E	E
E	P	A	I	D	S	J	A	K	I	A	R
E	E	L	E	V	A	T	E	E	P	C	E
Z	A	R	T	G	H	C	E	D	R	T	V
E	W	A	L	L	E	R	G	I	C	I	E
R	R	E	D	E	K	O	P	A	O	O	S
S	S	H	R	T	Y	L	D	E	L	N	P
O	B	S	T	R	U	C	T	F	D	R	F
D	T	R	A	O	T	H	H	T	U	O	M

- The colour skin may turn when someone has been bitten or stung (3)  
**RED**
- If someone is stung in these two places it could be very serious (5,6)  
**MOUTH, THROAT**
- The casualty will feel this when they have been bitten or stung (4)  
**PAIN**
- What should you do to the bitten or stung area, if possible? (7)  
**ELEVATE**
- What you should place on the bitten or stung area (4,8) **COLD**  
**COMPRESS**
- Bites and stings in the mouth and throat are dangerous because they can do this to the airway (8) **OBSTRUCT**
- The name given to a particularly bad reaction to a bite or a sting (6,8,8)  
**SEVERE ALLERGIC REACTION**
- What could you use to remove a sting? (8) **TWEEZERS**

## 4 What do we mean by a 'severe allergic reaction'?

A severe allergic reaction is a reaction that affects the whole body after it has come in to contact with a 'trigger'.

## 5 What do we mean by a trigger. Name three possible triggers of severe allergic reactions

A trigger is a substance that generates a reaction in the immune system of susceptible people.

- food such as peanuts
- insect sting
- medication
- skin contact or airborne contact with particular substances.

## 6 By what other name is a severe allergic reaction known?

Anaphylactic shock.

## 7 Complete the following to describe how you would treat someone who is having a severe allergic reaction.

If someone is having a severe allergic reaction immediately dial **999** or 112 and ask for an **ambulance**. You should give the operator as much **information** as you can about the casualty's condition. If the casualty is carrying their medication, help them to use it. The medication is delivered using a piece of equipment called an **auto-injector**. If the casualty is **responsive** help them to sit in a comfortable position to ease their breathing; this will most likely be **sitting** up and leaning **forwards**. The casualty may also need to be treated for **shock**.



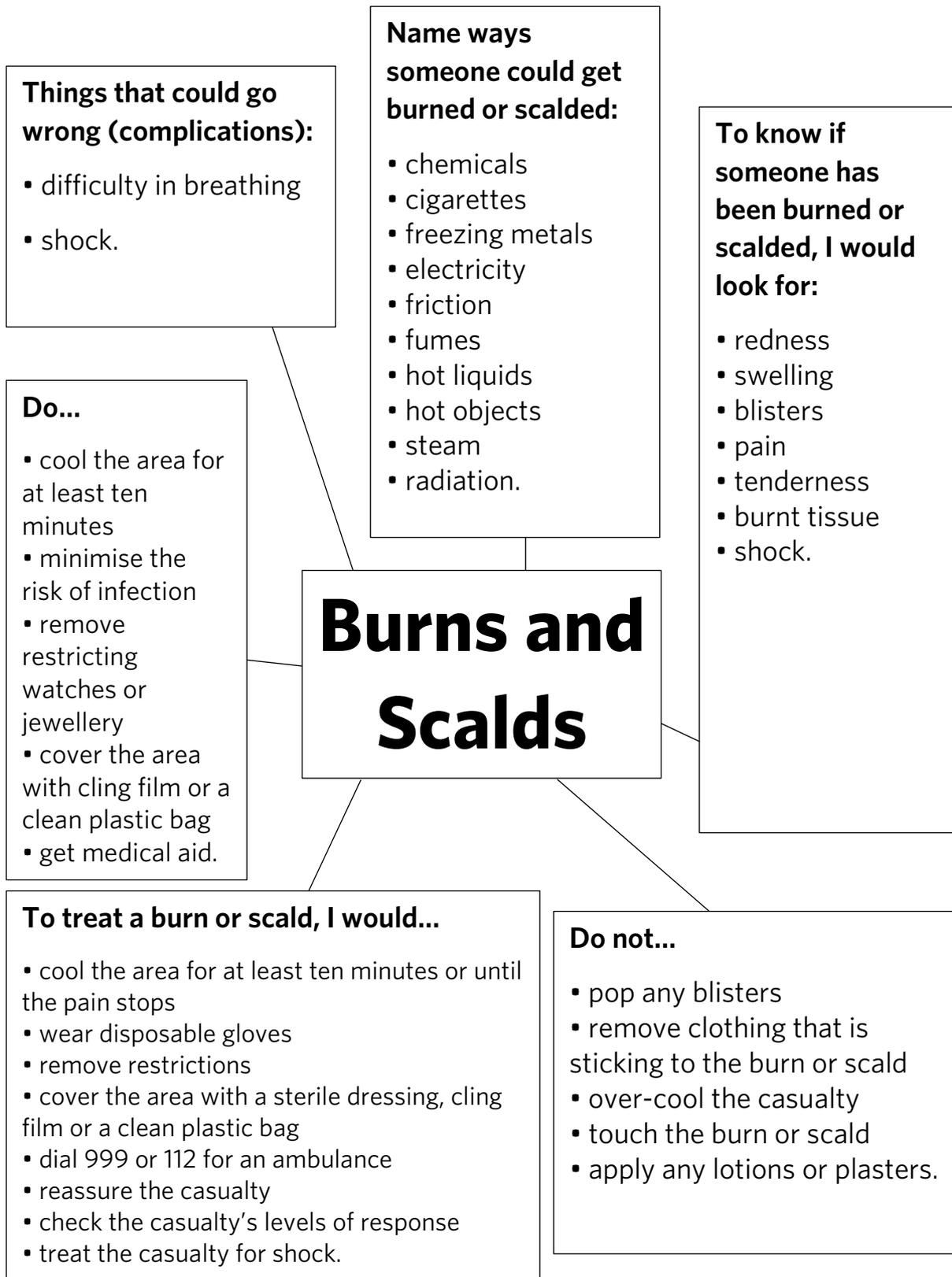
## Week 7 - Burns and scalds - Answers

**2** Which of these statements are true or false?

True/ False

<b>1</b>	False	You should always put butter on a burn or scald.
<b>2</b>	False	Always remove clothing that is sticking to a burn or scald.
<b>3</b>	True	You can cover a burn or scald with a plastic bag or cling film.
<b>4</b>	True	You should hold the burned or scalded area under cold running water for at least 20 minutes.
<b>5</b>	True	You should never pop blisters.
<b>6</b>	True	It is better to remove any jewellery or watches.
<b>7</b>	False	Sunburn is not really that dangerous.
<b>8</b>	False	Burns are always caused by heat.

**3** Complete this mind map by adding words or phrases relevant to the treatment of burns and scalds.



## Week 8 - Extremes of temperature - Answers

### 2 Which of these statements are true or false about hypothermia?

#### True/ False

<b>1</b>	FALSE Alcohol causes blood vessels on the skin to dilate causing greater heat loss. It's far better to give warm (not hot) drinks such as sweet tea or soup.	You should give a casualty alcohol to warm them up
<b>2</b>	FALSE It's when the body temperature drops too low. 37°C is normal body temperature. 35°C is moderate hypothermia. 30°C is severe hypothermia.	Hypothermia is when your body temperature gets too high
<b>3</b>	FALSE This heats a casualty too quickly, pulling blood away from where it's needed the most (the brain and the heart). There is also a real danger of burning the casualty.	Always place someone with hypothermia next to a heater
<b>4</b>	TRUE We all have an internal mechanism that regulates our body temperature; it is under-developed in an infant. Poor food, poor heating or illness can affect an elderly person.	The elderly and very young are most likely to get hypothermia
<b>5</b>	FALSE The casualty may be placed in a warm bath (about 40°C) only if they are young, fit and able to climb in to the bath unaided.	A casualty with hypothermia can be placed in a hot bath to warm them up
<b>6</b>	TRUE Chocolate or other high-energy foods will provide the body with the fuel and energy it requires to heat itself up.	You should give a casualty with hypothermia chocolate and warm drinks
<b>7</b>	FALSE To do so would also put you at risk of hypothermia. It's better to seek shelter and cover the casualty with a blanket, foil blanket or even newspapers.	If you are outside, you should give a casualty with hypothermia some of your own clothing
<b>8</b>	TRUE It's known as the 'wind chill factor'. Cold winds can pull warmth away from a person's body very quickly. The situation is made even worse if the person is wet.	Someone is more likely to develop hypothermia on a windy day.

# 3

Complete the following crossword on hypothermia.

	<sup>1</sup> C					<sup>2</sup> P				
	H			<sup>3</sup> T	E	A				
	O					L				
	<sup>4</sup> C	L	O	T	H	E	<sup>5</sup> S			
	O						L			
<sup>6</sup> S	L	O	W	L	Y		O			
	A						<sup>7</sup> W	I	N	D
	T			<sup>8</sup> D						
	<sup>9</sup> E	L	D	E	R	L	Y			
				A						
				T						
<sup>10</sup> A	L	C	O	H	O	L				

**Across**

- 3 This is a good drink to give someone with hypothermia (3)
- 4 If these are wet, they should be replaced with dry ones (7)
- 6 When you warm someone with hypothermia, you should do it like this (6)
- 7 You should protect a casualty from this if they are outside (4)
- 9 This group of people is likely to develop hypothermia (7)

10 You should never give this to someone with hypothermia (7)

**Down**

- 1 This type of food could be given to someone with hypothermia (9)
- 2 If someone has hypothermia, their skin may appear like this (4)
- 5 The rate of breathing of someone with hypothermia (4)
- 8 This may occur if hypothermia is not treated (5)

## 4 How would you recognise that someone has heat exhaustion? Tick the correct answers.

- Loss of appetite and nausea.
- Watering eyes.
- Sweating.
- Pale, clammy skin.
- Persistent dry cough.
- Cramps in their arms, legs or abdominal wall.
- Headache, dizziness and confusion.
- Rapid, weakening pulse and breathing.
- Swelling around their neck.

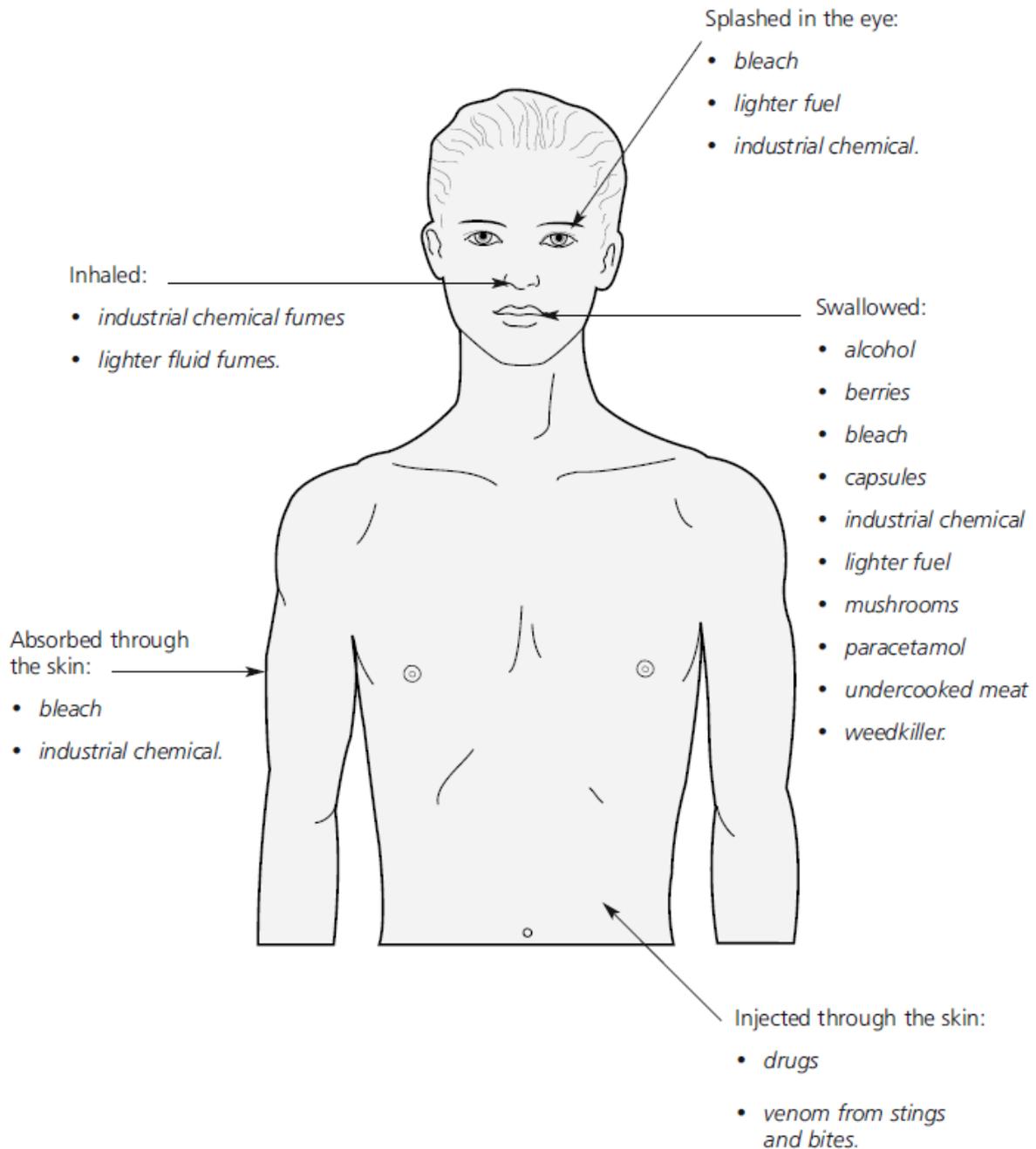
## 5 Complete the following statements about the treatment of heat exhaustion.

Help the **casualty** to a **cool** place. Ask them to lay down then **raise** their **legs**. Give the casualty plenty of **water**. If possible, follow it with a weak salt solution (one teaspoon of **salt** per litre of **water**). Even if the casualty **recovers** quickly, ensure that they see a **doctor**. If the casualty's **condition** deteriorates, place them in the **recovery position** and dial **999** or **112** for an **ambulance**.

## Week 9 - Foreign objects and poisons - Answers

**2** Label the diagram below to show how each poison could access the body.

berries    paracetamol    alcohol    wasp    mushrooms    bleach  
weed killer    capsules    lighter fuel fumes    undercooked meat  
industrial chemical    needle and syringe



### 3 Describe what a poison is in one sentence.

A substance that enters the body and can cause harm.

### 4 Use the words below to complete the sentences about food hygiene.

raw   waterproof plaster   bacteria   wash   hands  
food   meat   fridge   multiply   waterproof gloves

You should never eat **raw** meat. It needs to be cooked properly first to kill any harmful **bacteria**. Always **wash** your **hands** before eating or preparing food. Never keep food lukewarm for a long time; bacteria can **multiply** very quickly. Always store perishable food (food that will go off), such as **meat** in the **fridge**. If you have any cuts on your hands and you are touching **food**, always make sure you wear **waterproof gloves** or a **waterproof plaster** over the area.

### 5 If a foreign object is found in the eye, you should:

- a Rub the eye until the foreign object is removed.
- b If you can see the foreign object, try to remove it using tweezers.
- c Carefully wash out the foreign object by leaning the casualty's head back and pouring clean water in to the corner of their eye.

# Week 10 – Head injuries and spinal injury - Answers

## 2 Complete the following statements.

- a. Someone who has a head injury may feel **nauseous** and, if their condition deteriorates, may **vomit**.
- b. Following a blow to the head, a person may become **lightheaded** and **dizzy**.
- c. Someone who is deteriorating may become **unresponsive** very quickly.
- d. A forceful movement causing the brain to shake may result in **concussion**.
- e. **Compression** is a build-up of fluid causing direct pressure on the brain.
- f. Someone who has a head injury may appear **drowsy** and state that they are **tired**.
- g. Direct pressure on the brain following a head injury will cause the casualty to complain of a **headache**.
- h. A casualty who forgets things has **amnesia**.
- i. A casualty who is becoming unresponsive, but who is still breathing, should be placed in the **recovery position**.
- j. Clear fluid or watery blood coming from the nose or ear of a casualty may indicate they have a **skull fracture**.

## 3 What is the spine?

The backbone

## 4 List three causes of a spinal injury.

- A fall
- A sporting injury
- An injury to the head or neck – including whiplash.

**5** Put the following sentences in the correct order to show how to treat someone who may have a spinal injury.

- 6** a. Continue to support the casualty's head until medical help arrives.
- 3** b. Kneel behind the casualty's head.
- 7** c. Monitor vital signs until medical help arrives.
- 5** d. Without moving the casualty's head, support it at either side, making sure not to cover the casualty's ears.
- 4** e. Steady the casualty's head so it does not move.
- 1** f. Advise the casualty not to move.
- 2** g. Dial 999 or 112 for an ambulance.

## Week 11 - Airway emergencies - Answers

### 2 Complete the following quiz on asthma.

<b>1</b>	<b>Name three factors that may trigger an asthma attack</b>	a cold infection, allergy, e.g. animal fur, cigarette smoke, dust, exercise, stress.
<b>2</b>	<b>When do people with asthma usually use the preventer inhaler?</b>	Usually twice a day or as prescribed by their doctor.
<b>3</b>	<b>When do people with asthma usually use the reliever inhaler?</b>	At the first sign of an asthma attack.
<b>4</b>	<b>Make a list of the symptoms of asthma (they can be different for different people)</b>	Difficulty in breathing (with a long breathing out phase), wheezing, difficulty in speaking, distress, anxiety, coughing, blue lips.
<b>5</b>	<b>How long does it take for an inhaler to work?</b>	It usually works within a few minutes.
<b>6</b>	<b>How could you help someone who is having an asthma attack?</b>	Calm and reassure the casualty, encourage them to breathe deeply and slowly. Encourage them to adopt the position that they find most comfortable for their breathing. Get them to take a puff of their inhaler as soon as possible.
<b>7</b>	<b>What should you do if the person's inhaler doesn't work or their asthma attack gets worse?</b>	Dial 999 or 112 for an ambulance.
<b>8</b>	<b>If the casualty becomes unresponsive, what should you do?</b>	Open their airway and check breathing. If the casualty is not breathing dial 999 or 112 for an ambulance. Start cardiopulmonary resuscitation (CPR) with 30 chest compressions followed by two rescue breaths. Continue CPR until help arrives.

### 3 Complete the crossword on choking.

			<sup>1</sup> T									
			H					<sup>2</sup> M				
		<sup>3</sup> B	R	E	A	T	H	E				
	<sup>4</sup> C		O					D				
<sup>5</sup> S	P	E	A	K				I				<sup>6</sup> T
	R		T					<sup>7</sup> C	O	U	G	H
								A				R
			<sup>8</sup> B	A	<sup>9</sup> C	K	B	L	O	W		U
			L		H							S
			U		O							T
<sup>10</sup> F	I	V	E		K							S
					I							
					<sup>11</sup> N	U	T	S				
					G							

#### Across

- 3 Someone who is choking will find this difficult or impossible to do (7)
- 5 Someone who is choking can't do this (5)
- 7 You should ask someone who is choking to do this (5)
- 8 The name given to the action of hitting someone on the back when they are choking (4,4)
- 10 The maximum number of back blows you should give in one cycle (4)
- 11 Do not give young children these as they can choke on them (4)

#### Down

- 1 If someone is choking, they may point to this part of their body (6)
- 2 The type of advice sought if abdominal thrusts are used (7)
- 4 What you should do if a choking person becomes unresponsive (3)
- 6 Abdominal \_\_\_\_\_ (7)
- 8 The colour of a choking person's lips (4)

## Week 12 - Chest pain - Answers

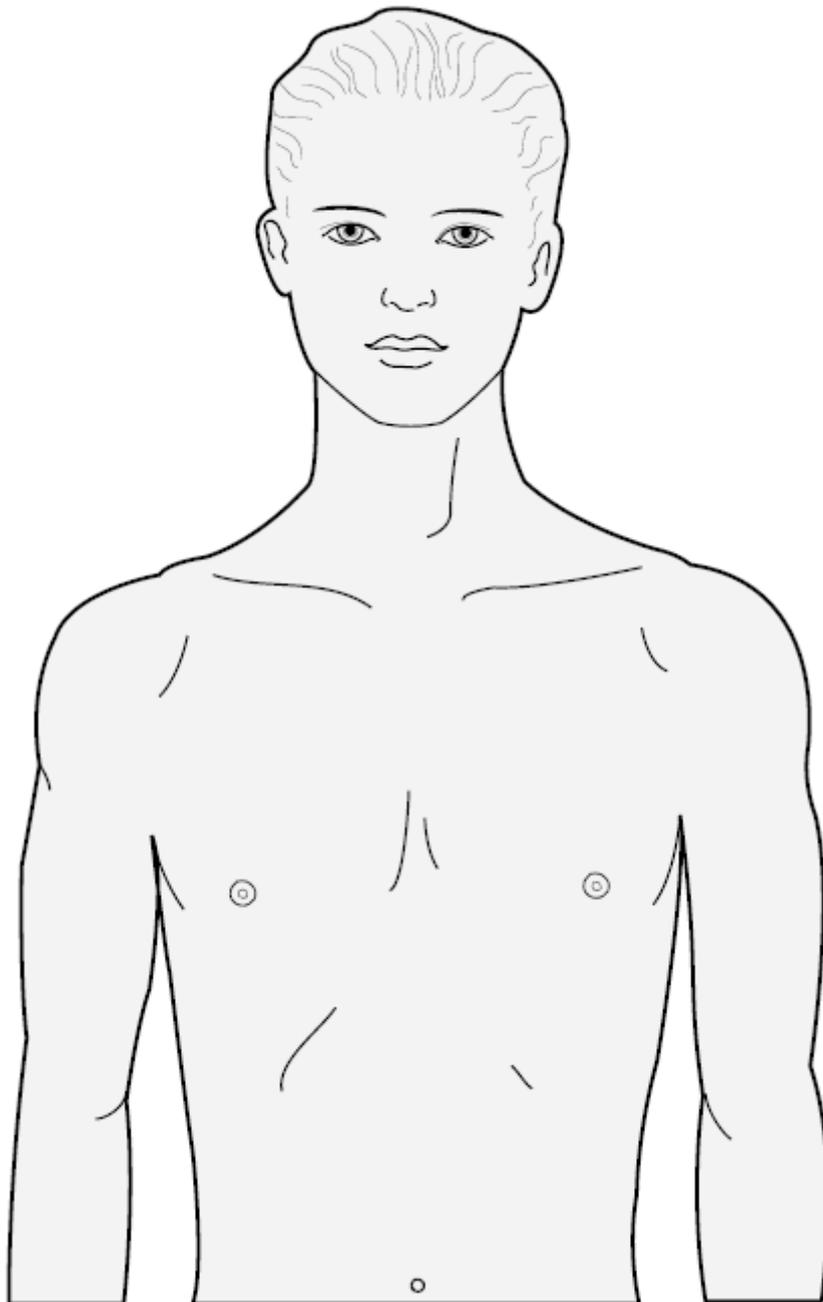
**2** Complete the following true or false quiz on chest pain.

True/ False

<b>1</b>	True	The risk of a heart attack is increased by eating a fatty diet and being overweight
<b>2</b>	False	A lot of exercise is dangerous for the heart as it may pump too fast
<b>3</b>	False	Smoking is dangerous to the lungs but not to the heart
<b>4</b>	False	When someone has a heart attack they always collapse and become unresponsive
<b>5</b>	True	Someone having a heart attack looks very pale, and possibly blue, in the face
<b>6</b>	True	Someone having a heart attack may have a lot of pain in the chest and sometimes also in the arms
<b>7</b>	True	If someone is unresponsive and breathing, you should put them in the recovery position
<b>8</b>	True	If possible, the first aider should stay with the casualty and ask someone nearby to dial 999 or 112 for an ambulance
<b>9</b>	True	The function of the heart is to pump blood around the body
<b>10</b>	False	When you call for an ambulance, you should never tell the emergency operator that you think it may be a heart attack in case you are wrong

### 3 On the picture below:

- Show where the heart is
  - The heart should be shown to be in the middle of the chest.
- Show where the pain from a heart attack may be experienced.
  - Arrows pointing to the chest, one or both arms and the jaw.



# Week 13 - Case studies - Answers

**1** Using the knowledge and skills you have learnt over the past 12 weeks look through the following case studies and decide what you would do in each scenario.

 <p><b>Case Study 1</b></p> <p><b>Your teammate was sucking a boiled sweet when they tripped on a tree root. They clutch their throat and can't talk.</b></p> <p><b>What would you do?</b></p>	<ul style="list-style-type: none"><li>&gt; You should ask them: "Are you choking?"</li><li>&gt; You should encourage them to cough, if they can</li><li>&gt; You should remove anything obvious from their mouth</li><li>&gt; If still choking, you should give them up to five back blows. You need to stop if the obstruction clears</li><li>&gt; If the obstruction doesn't clear, you need to give up to five abdominal thrusts</li><li>&gt; If they are still choking you should dial 999 or 112 for emergency help</li><li>&gt; Repeat back blows and abdominal thrusts until the obstruction clears. If they become unresponsive prepare to start CPR</li><li>&gt; If you used abdominal thrusts, they must seek medical advice.</li></ul>
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Download the case study answers from [www.sja.org.uk/outdoorscenariocardsanswers](http://www.sja.org.uk/outdoorscenariocardsanswers)

## Week 14 - Secondary survey & First aid kits

**2** Complete the words below to show the stages in history taking as part of the secondary survey. After each word, list some questions you could ask the patient related to each stage.

### Allergy

Do they have any allergies? For example, nuts or any medication such as penicillin or aspirin?

### Medication

Are they taking any medication?

### Previous Medical History

do they suffer from any medical condition such as diabetes, epilepsy or heart disease?

Have they had any previous injuries or surgery?

### Last meal

when did they last eat or drink?

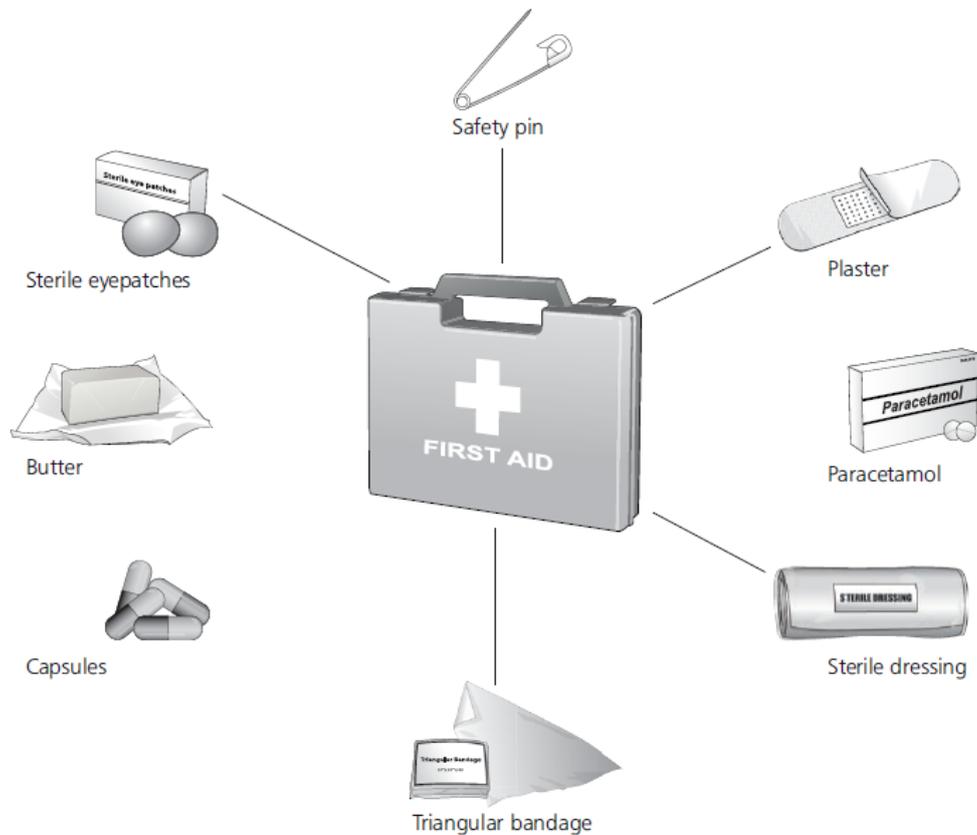
### Event history

What happened and where? Is the incident due to an illness or an accident? Ask any people nearby what happened and look for any clues that may give you more information.

**3** What is the difference between a sign and a symptom?

A sign is something you can look, listen, feel and smell for any signs of injury such as swelling, deformity, bleeding, discolouration or any unusual smells. A symptom is something the casualty can tell you about the way they are feeling e.g. do they have any pain? where is the pain? when did the pain start? can they describe the pain, is it constant or irregular, sharp or dull? Is the pain made worse by movement or breathing?

**5** Look at the pictures around the first aid kit. Draw lines from the first aid kit to the items that should be included.



**6** Describe what each of the items below that you may find in a first kit are used for.

Plasters are used to cover small wounds to prevent infection

Triangular bandages are used to support arms, elevate injured hands or to cover dressings. They can also be used for head or scalp injuries.

Safety pins are used to secure a triangular bandage.

Disposable gloves are used to prevent infection entering the wound and to help protect the first aider from infection.

Sterile dressings are used to cover large wounds and burns; to help stop the bleeding and to prevent infection.

Sterile eye patches are used to cover an eye to help the eye rest. They also prevent infection and eye damage.

Clinical waste bags are used to dispose of dirty dressings.

## Week 15 - Slings

### 2 What is the difference between an arm sling and an elevation sling?

An arm sling holds the forearm in a horizontal position and can support an injured upper arm, forearm and wrist. An elevation sling is different to an arm sling. It supports the casualty's forearm and hand in a raised position.

## Week 16 - Fainting

### 2 What is a 'faint'?

It is a brief loss of consciousness caused by a temporary reduction of blood flow to the brain.

### 3 What sort of things might cause someone to faint?

- Emotional shock;
- Exhaustion;
- Lack of food;
- Pain;
- Sitting or standing for too long.

### 4 Draw a picture to show how you would treat someone who was feeling faint.



**5** Number these statements to show the order of treatment for someone who feels faint.

4 Reassure the casualty and help them to sit up slowly.

---

1 Advise the casualty to lay down.

---

3 Make sure the casualty has plenty of fresh air.

---

5 If the casualty starts to feel faint again, advise them to lay down.

---

2 Kneel down, raise their legs and support the casualty's ankles on your shoulder.

**6** Explain why laying someone down and raising their legs helps someone who is feeling faint.

This improves the flow of blood to their brain.

**7** A group of friends are playing in the park. Robyn slips over and lands heavily on her arm. She screams out in pain and faints. What would you do?

- The friends should be careful not to slip over as well;
- The friends should support the arm with coats and jumpers to stop it from moving;
- They should try and raise their friend's legs;
- They should dial 999 or 112 for an ambulance;
- The friends should make sure all bystanders leave plenty of space.

## Week 17 - Seizures

Read the following scene and write down what you would do if you were the first person to find the casualty. Remember to think about keeping yourself safe and how you should treat the casualty.

**Peter was going to his friend's house one evening after school. David's mum let him in to the house and Peter went to find David in the lounge. He opened the door to find David on the floor having a seizure. David had fallen off his chair and broken glass was all over the floor.**

### 2 What are the dangers to you and the casualty?

- You could cut yourself or the casualty could cut themselves on the broken glass;
- The casualty may hurt themselves during the seizure;
- You may get hit by the casualty.

### 3 What would you do first?

- Make the area safe by removing the broken glass;
- Try to move any furniture away from the casualty;
- If possible, place something soft under the casualty's head.

### 4 What first aid action would you carry out?

- When the seizure finishes, open the casualty's airway and check to see if they are breathing;
- If the casualty is not breathing, commence chest compressions and rescue breaths at a ratio of 30 compressions to two rescue breaths with five initial rescue breaths if a child;
- If the casualty is breathing, place them in the recovery position and monitor their vital signs.

### 5 When would you call for an ambulance?

- it is the casualty's first seizure
- they are having repeated seizures
- the cause of the seizure is unknown
- the seizure continues for more than five minutes
- the casualty is unresponsive for more than 10 minutes

## Week 18 - Diabetic Emergencies

**2** Which of the following may be a sign that someone has low blood sugar? Tick the correct answers.

- Strange actions.
- Sweating with cold and clammy skin.
- Diabetic's warning card/medical alerts.
- Persistent headache.
- Swollen ankles.
- Angry and confused.
- Muscle tremors.

**3** Name three suitable products to give a person with low blood sugar.

- Their own glucose gel or glucose tablets;
- Three teaspoons of sugar or sugar lumps;
- 150ml glass of fruit juice or non-diet fizzy drink;
- Three sweets such as jelly babies.

**4** Are the following statements true or false? Tick the correct answer.

d) You should pour a sweet drink in to an unresponsive casualty's mouth.

- True                       False

e) Low blood sugar is infectious.

- True                       False

f) Someone with low blood sugar will improve if they are left to sit quietly.

- True                       False

**5** Fill in the flowchart.

A person who has low blood sugar will be **weak** and they will look **cold** and **sweaty**.

Their pulse may be **rapid** and **strong**



To treat the casualty you should allow them to **sit** or **lay** down.

They should eat **chocolate** or drink **sugary** drinks.



If the casualty is not treated they may become **unresponsive**.

## Week 19 - Electric shock

**2** You are at a friend's house watching TV when you both hear a scream from upstairs. Your friend's sister was drying her hair in her bedroom and received an electric shock.

**a) What is the danger to you and the casualty?**

Further danger from electricity.

**b) What will you do to make it safe?**

Do not touch the casualty until the electricity is switched off and disconnected.

**c) You have made the area safe, now describe how you would help your friend's sister (the casualty).**

- Check responses, airway and breathing;
- If the casualty is responsive, flood the burns with cold water for at least 20 minutes.
- Continue until the pain stops;
- Cover the burns with a sterile dressing, cling film or a clean plastic bag;
- Reassure the casualty;
- Dial 999 or 112 for an ambulance;
- Treat the casualty for shock.

**3** Fill in the gaps

Electric shocks occur when electricity passes through the body. They can be caused by low voltage electricity, **high** voltage electricity and **lightning**

When treating someone who has had an electric shock you should first check that you can make the area **safe**. You should then make sure that you **break** the contact between the casualty and the electrical source.

Once it is safe to do so, you should check for a **response** from the casualty. If they are unresponsive, you should open their **airway** and check to see if they are **breathing**. If they are not, you will need to give chest compressions and **rescue breaths**.

If the casualty is breathing, cool the burns by flooding with **cold water**. If possible, cover the burns with clingfilm, and then a clean, non-fluffy **dressing** and reassure the casualty whilst treating them for **shock** Dial **999** or 112.

**4** Sanjeep hears a scream from the garage next door and runs in to find his next door neighbour lying on the ground. He is not moving. In his hand is an electric drill which is still plugged in. What should he do?

- Sanjeep should turn off the electricity at the mains before touching or going near the casualty;
- If the casualty is unresponsive Sanjeep should open the airway and check for breathing;
- Sanjeep should be prepared to give chest compressions and rescue breaths if necessary;
- Sanjeep should call for help.

## Week 20 - Meningitis

### 2 Which of these statements are true and which are false?

	True/ False	
<b>1</b>	T	If you suspect someone has meningitis call 999/112 for emergency help, even if they have already seen a doctor.
<b>2</b>	F	Meningitis is not a life-threatening condition
<b>3</b>	T	Meningitis can affect anyone, of any age, at any time.
<b>4</b>	T	Those most at risk of meningitis are under 5, 15-24-year-olds and over 65s
<b>5</b>	F	Meningitis is easy to spot in the early stages.
<b>6</b>	T	The symptoms can appear in any order and some may not appear at all.
<b>7</b>	T	Someone with meningitis can get a lot worse very quickly.
<b>8</b>	F	Everyone who has meningitis has a distinctive red or purple rash that does not fade if you press it.

## Week 21 - Stroke

**2** Use the FAST guide if you suspect a casualty has had a stroke, fill in the gaps:



<b>FACIAL WEAKNESS</b>	<b>ARM WEAKNESS</b>	<b>SPEECH PROBLEMS</b>	<b>TIME TO CALL 999</b>
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**4** Fill in the gaps about the different types of stroke, you may need to research on the internet to find the answers.

There are three different types of stroke:

- An ischaemic stroke is caused by a blockage cutting off the blood supply to the brain. This is the most common type of stroke.
- A haemorrhagic stroke is caused by a bleeding in or around the brain.
- A transient ischaemic attack or TIA is also known as a mini-stroke. It is the same as a stroke, except that the symptoms only last for a short amount of time.

**5** Jenny is at home with her husband Steve when she notices his speech has become slurred. She had seen the adverts for FAST on the TV, so decides to perform a FAST test and he is unable to lift his arm. What should she do?

- Call 999 or 112 for emergency help and tell them you suspect a stroke after using the FAST guide.
- While waiting for help to arrive, keep them comfortable, supported and reassure them. Do not give them anything to eat or drink because it may be hard for them to swallow.
- Keep monitoring their level of response until help arrives. If they become unresponsive prepare to treat for an unresponsive casualty.

**7** There are a number of factors that can increase someone's risk of stroke, research what these may be and list five of them below:

1. High blood pressure
2. Atrial Fibrillation (a type of irregular heartbeat)
3. High cholesterol
4. Diabetes
5. Smoking
6. Drinking too much alcohol.

# What next?

## Cadets (ages 10-17)

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