



TEACHERS' GUIDE CHAPTER 4

PRE- MEDICAL FIRST AID



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WHAT YOU GET?

In this chapter, you will find lesson plans, educational content, and supporting materials to help you implement lessons on pre-medical first aid.

The content is divided into two sections, which discuss the topic from the perspective of the person giving help and the person needing help.

Part 1 Pre-medical first aid from the perspective of provider's..... 3

Part 2 Pre-medical first aid through the eyes of the injured/ victim..... 19

PART 1

PRE-MEDICAL FIRST AID FROM THE PERSPECTIVE OF PROVIDER'S



Lesson 1

Firefighters' Personal Safety

Students will learn how to protect firefighters safety during the emergency actions.



Lesson 2

Ensuring safety of the injured in the area of emergency

Students will know, what conditions have to be ensured in the area of emergency to protect safety of injured people



Lesson 3

Securing the area of emergency

Students will know, how to secure the area of emergency

INTRO

This part of Chapter 4 covers what should be done by the rescue teams and the firefighters to ensure the maximum of actions are accomplished in a short period to ensure the safety of the victims and the members of the rescue team.

You will find here:



3 ready-to-use lesson plans (3 x 45 min.) that follow a practical step-by-step guide for a teacher and offer innovative teaching methods and techniques.



Innovative teaching methods and techniques applied:

- interactive learning
- real-life scenarios
- teamwork
- role playing
- discussion
- brainstorming
- stories



Ready-to use lesson resources:

- visual teaching aids
- interactive tools: QR codes, links to educational videos,
- lesson tasks - teacher and student instructions.
- questions and quizzes



Teaching aids supporting teaching/learning process during the lessons:

- PC / laptop,
- Internet access,
- projector & screen or interactive whiteboard,
- students' own devices (smartphones with QR code scanners and Internet access),



Key vocabulary

SCBA (self-contained breathing apparatus), turnouts, Belts & Harnesses, Breathing Apparatus, Hydration Equipment, Fire Helmets, Firefighting Boots, Gloves, Helmets, Accessories and Parts, Helmet Front Holders, Hoods, SCBA, Turnout Gears, SETUP, START, RPM, ABCDE Approach, anaphylaxis (or anaphylactic shock), ASTSBC Mass Casualty, fractures, wounds, burns, shocks, internal injuries, hemorrhage control, tetanus immunization, capillary refill test, hypogonic shock, tachycardia, blunt trauma, abdominal trauma.

PART 1

PRE-MEDICAL FIRST AID FROM THE PERSPECTIVE OF PROVIDER'S



Lesson 1

Fire -fighters' Personal Safety

In this course, students will learn how to ensure the safety of the responders, identify their needs and research priorities related to emergency responders' protection, introduce responsible firefighting culture, behavior and usage of SCBA (self-contained breathing apparatus)

LESSON 1

FIRE -FIGHTERS' PERSONAL SAFETY

PART 1

LESSON 1



Learning objectives

After this course students will acquire a range of skills and knowledge, such as techniques for ensuring the safety of emergency responders, understanding the needs and research areas related to responder protection, fostering a culture of responsible firefighting, and providing instruction on the correct use of SCBA (self-contained breathing apparatus).



Follow the steps

1

Introduction

- Welcome students to the lesson and introduce the topic
- Explain the learning goals, including understanding the importance of personal safety for first responders, identifying common hazards faced by firefighters, and learning basic safety procedures before providing first aid.
- Engage students by asking if they are familiar with firefighters' activities and invite them to describe potential health and safety hazards associated with the profession, highlighting that personal safety must always come first.



5 min.

2

Study

Ask questions to help students understand risks, first actions, teamwork, and communication in mass casualty fire incidents.



5 min.

LESSON 1

FIRE -FIGHTERS' PERSONAL SAFETY

PART 1

LESSON 1



1. Engage Students with a Scenario

"Have you ever heard of a mass casualty fire incident?"

- If students refer to a real incident, use that as the basis for discussion.

- If no incident is mentioned, create a short, hypothetical story of a mass casualty fire to illustrate the scenario.

2. Explore Initial Actions

"What would be your first actions as a responder to this type of event?"

Allow students to share their ideas and strategies.

3. Identify Teamwork and Support

"Who are the other responders you would want to have by your side?"

Encourage students to think about the roles of firefighters, paramedics, police, and other emergency personnel.

4. Moderate Discussion

"Who are the other responders you would want to have by your side?"

- Facilitate a brief discussion summarizing students' responses.

- Highlight key points about personal safety, teamwork, and prioritization during mass casualty incidents.

Introduction of Basic Definitions



5 min.

- Familiarize students with the operations and responsibilities of firefighters.
- Teach them to characterize the fire environment, including hazards, risks, and conditions they may encounter.
- Help students discern when it is safe to approach a scene and when it is not.
- Highlight the importance of personal protective equipment (PPE) for firefighters.
- Encourage students to name as many parts of a firefighter's PPE as possible, reinforcing awareness and recognition of essential safety gear.



Top 8
heartwarming
firefighter stories
of 2020

LESSON 1

FIRE -FIGHTERS' PERSONAL SAFETY

PART 1

LESSON 1

Basic Definitions of Firefighters' Protective and Necessary Equipment



5 min.

During this section, ensure that students become familiar with the essential equipment used by firefighters. Make reference to the following items and briefly explain their purpose:

- **Belts & Harnesses** – for safety and securing equipment.
- **Breathing Apparatus** – provides clean air in smoke-filled or toxic environments.
- **Hydration Equipment** – ensures firefighters stay hydrated during operations.
- **Fire Helmets** – protects the head from heat, falling debris, and impacts.
- **Firefighting Boots** – heat-resistant and protective footwear.
- **Gloves** – protect hands from heat, sharp objects, and chemicals.
- **Helmets, Accessories, and Parts** – including visors, chin straps, and face shields.
- **Helmet Front Holders** – identification and additional protection.
- **Hoods** – protect the neck and ears from heat and flames.
- **SCBA** (Self-Contained Breathing Apparatus) – essential for breathing in hazardous atmospheres.
- **Turnout Gears** – protective coat and pants designed for fire suppression.



[Assessment of Firefighters' needs for PPE](#)



[Personal Protective Equipment](#)

LESSON 1

FIRE -FIGHTERS' PERSONAL SAFETY

PART 1

LESSON 1

Illustrative and Supplementary Part



10 min.

Firefighter Rescue Procedures – Video Analysis

To help students understand the rescue efforts firefighters undertake during emergencies and the associated risks.

Present the Video:

Show the attached video demonstrating firefighters evacuating a burning school or hospital.

Step-by-Step Observation:

- Invite students to describe the actions shown in the video, step by step.
- Discuss the critical details to consider during such operations (e.g., scene safety, prioritization of victims, coordination among responders).



House fire with full
evacuation & EVAC tones

Highlight Risks:

- Emphasize that responding to a fire emergency involves multiple hazards, such as the fire itself, collapsing structures, unstable floors, and falling objects.
- Discuss the risk of injury and long-term health effects that firefighters may experience due to repeated exposure to such hazards.

Emotional Awareness:

- Allow students to express their feelings about witnessing or imagining such events.
- Facilitate a discussion to address and help unravel any distress, anxiety, or concerns that arise.

Questions and Discussion:

- Ask students if they have any questions.
- Moderate a brief discussion, reinforcing key lessons about safety, teamwork, and emotional resilience in emergency situations.

LESSON 1
FIRE -FIGHTERS' PERSONAL SAFETY

PART 1
LESSON 1



Related teaching aids:



[Fire Protection
PPE/Turnouts: Don & Doff](#)



[Mass Casualty
Incident Training](#)



[Occupations and
Workplaces - Fire
Fighter](#)



[9 Safety Tips For
Firefighter Survival](#)

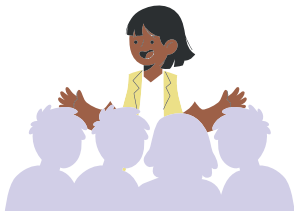
3 Practice



10 min.

Group exercise 1
Managing a Mass Casualty Fire Incident

Students will understand how emergency responders organize and manage a mass casualty incident scene, including zoning, coordination, and evacuation procedures.



Group exercise 2
Role-Playing a Fire Emergency

Students will gain insight into the complexity of real-life emergency response, the critical role of communication and leadership, and the priority of personal and team safety in firefighting operations



[Download
Instructions-
Group Exercise 1](#)



[Download
Instructions-
Group Exercise 2](#)

LESSON 1

FIRE -FIGHTERS' PERSONAL SAFETY

Group exercise 3

Quiz

Give students a quiz and let them choose between three possible answers:

What are the 3 major issues that firefighters' response indicated?

- a) Consideration of human factors
- b) Sizing and fit
- c) Integrity of protection in the interface for improved mobility, protection and comfort



Extension Activity – Visit to a Fire Brigade Station



Take the students on a visit to a local fire brigade station to meet real firefighters.

They can observe equipment, learn about daily operations, and listen to firsthand stories about real emergencies.

Encourage students to ask questions about safety procedures, challenges, and teamwork during rescue missions.

Feedback and assessment



Encourage students to express their feelings and evaluate their preparedness level, fostering reflection and emotional awareness after the activity.

PART 1

PRE-MEDICAL FIRST AID FROM THE PERSPECTIVE OF PROVIDER'S



Lesson 2

To guarantee the well-being of emergency responders, it is important to address their safety, identify their requirements and research priorities concerning protection, promote a responsible firefighting culture, and educate them on the proper use of SCBA (self-contained breathing apparatus).

LESSON 2

ENSURING SAFETY OF THE INJURED IN THE AREA OF EMERGENCY



Learning objectives

Students will learn how to ensure the safety of the injured in the area of emergency, identify needs and research priorities related to emergency injured protection, introduce basic algorithms in assessment and treatment of injured/victims.



Follow the steps

1

Introduction

Welcome students and introduce them the topic and the learning objectives. They will learn how to safely care for injured people, understand their needs, and explore basic ways to assess and respond in emergency situations. Start the lesson by asking questions that encourage them to think.



5 min.

“In a mass casualty event, like a fire in our school, what are the actions to take to ensure our safety and the safety of our injured colleagues?”

“Who are we to call for help in a mass casualty event? (the ambulance, the fire brigade etc)”

2

Study

- Start with a short story of an emergency incident.
- Remind students that safety of the responder always comes first.
- Ask: “Whose instructions should we follow during an emergency at school?”
- Highlight: Teachers’ orders must be followed.
- Explain that in mass casualty incidents, safety requires clearing the scene and following the incident commander’s commands.
- Emphasize: The goal is to help the greatest number of victims, not all at once.
- Mention that some victims may stay on the scene temporarily — they must be stabilized and kept safe.
- Underline that evacuation must be clearly organized and well-coordinated.



5 min.

LESSON 2

ENSURING SAFETY OF THE INJURED IN THE AREA OF EMERGENCY

PART 1
LESSON 2

Ask questions and moderate discussion:



- Question 1:** Who’s orders we are going to follow in an unfortunate event like this at school?
- Question 2:** What should a care provider consider before approaching an injured person?
- Question 3:** What should a rescuer remember when there are many victims in an incident?
- Question 4:** What other important things should a care provider remember about the patients at the scene?



5 min.

Introduce basic definitions



20 min.

1. Present the procedure of ensuring the safety of the wounded

Victim with an Injury:

- Do not move the injured person unless there is a danger of further harm.
- If the injured person is bleeding, place a dry cloth with gentle pressure.
- Keep the injured person warm.

Unconscious victim:

- Check to see if a person is responsive.
- Check to see if a person is breathing, including signs of coughing and rising chest.

2. Introduce basic algorithms

2.1 Assessing the situation (S.A.M.P.L.E)

- S** - signs and symptoms
- A** - allergies
- M** - medical conditions and medications
- P** - prior problems
- L** - last food and drinks
- E** - events

2.2 Responding to major incidents (CSCATT)

- C**ommand and Control,
- S**afety,
- C**ommunication,
- A**ssessment,
- T**riage,
- T**reatment,
- T**ransport

LESSON 2

ENSURING SAFETY OF THE INJURED IN THE AREA OF EMERGENCY

2.3 TRIAGE

Continue by mentioning briefly that victims have to be categorized based on **START (Simple Triage and Rapid Treatment) system**. Cite also the **RPM** abbreviation (Respiration, Perfusion, Mental Status).

No need to extend more this part, there is a whole lesson devoted to triage procedure.

2.4 Present the **ABCDE** Approach (Airway, Breathing, Circulation, Disability, and Exposure).

2.5 Underline that first, life-threatening airway problems are assessed and treated; second, life-threatening breathing problems are assessed and treated; and so on.

At this point you can also explain the degrees of the burns and how we perceive each one.

3. Supplementary part

3.1. Means of protection of the provider:

Explain to the students that when caring for someone, a provider can be exposed to blood or other potentially infectious body fluids.

While the risk of contracting a disease is extremely low, it is prudent to take simple measures to avoid exposure in the first place.

Talk about common accidents and emergencies and indicate how to discern them from Mass casualty incidents. The most typical are:

- Anaphylaxis (or anaphylactic shock)
- Bleeding
- Burns and scalds
- Choking
- Drowning
- Electric shock (domestic)
- Fractures
- Heart attack
- Poisoning, shock
- Stroke



LESSON 2

ENSURING SAFETY OF THE INJURED IN THE AREA OF EMERGENCY

3.2. Provider become a victim

Pose the question and moderate a brief discussion

'In case the provider becomes a victim, what are the actions you should think about doing?'



Introduce the steps to follow in case they are the victims:

- Don't hide in a cupboard or under a table or bed.
- Try and get inside the room having a window.
- Before opening any door, check if it is hot or warm to touch, if so, never open it.
- If smoke, heat, or flames are blocking the exit route, stay in and place a wet towel, sheet, or any available garment under the door and in gaps to block smoke to enter.
- Don't use lift/elevator, use stairs. If there is smoke on the stairs, get low to minimise inhalation, keep hands on the wall to prevent delusions.
- Wave a bright coloured garment or flashlight to signal rescuers to notify your location.
- Never jump from upstairs windows. If you are on the 1st floor, lower yourself through the window to a few feet in length from the ground. Then slowly drop yourself to the ground but before that ensure the ground is soft (not with the flooring of tiles or cement), or first throw a mattress or something like that to cushion the landing.

3 Practice

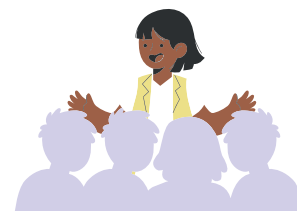
- Group exercise- Role play
- Movies or videos to compare and comment on
- Present the procedure of ensuring the safety of the wounded
- Feedback round



10 min.

1. Group exercise:

- Divide students into two big teams
- Provide them with roles, the responders on one hand and the victims on the other
- Give scenarios in each victim
- The providers will have to explain step by step how they will assess the victims and what are the treatment options



LESSON 2

ENSURING SAFETY OF THE INJURED IN THE AREA OF EMERGENCY

- Providers should also make sure that with their actions, victims remain protected and safe
- Complete this round
- Make a short debrief and answer questions
- Switch roles of the students
- Play the same scenario
- Complete this round
- Moderate a brief discussion



2. Movies or videos to compare and comment on

- Use videos of Mass Casualty Events.
- Discuss the management of the injured in the area of emergency as far as it concerns their protection and safety of the victims
- Analyze basic algorithms of assessment and treatment in the victims of the video
- Moderate a brief discussion
- Answer any following questions



[Mass Casualty Exercise at school environment](#)



[ASTSBC Mass Casualty School Bus Exercise](#)

3. Present the procedure of ensuring the safety of the wounded

S is for Stop. Pause to identify hazards

E is for Environment. Consider your surroundings

T is for Traffic. Be careful along roadways

U is for Unknown Hazards. Consider things that are not apparent

P is for Personal Safety. Use protective barriers



[Putting your safety first when responding to an emergency](#)

4. Feedback round



Students can express their feelings and thoughts about how crucial the safety of their own and their classmates is during a mass casualty event.

PART 1

PRE-MEDICAL FIRST AID FROM THE PERSPECTIVE OF PROVIDER'S



Lesson 3

This lesson introduces the topics of reducing child and youth injuries, how to identify and remove hazards, secure the incident area. It also mentions what measures should be taken to evacuate the non secured area and how to follow instructions of the authorities.

LESSON 3

SECURING THE AREA OF EMERGENCY



Learning objectives

After this lesson, students will be able to:

- identify and remove hazards,
- secure the incident area,
- take appropriate measures to evacuate the non-secured,
- follow instructions of the authorities.



Follow the steps

1

Introduction

1. Welcome the students to the lesson
2. Briefly introduce the topic of the lesson — **“Understanding the Scene of an Emergency.”** Explain what students will learn today, such as:
 - Understanding what the term “scene” means in an emergency context.
 - Recognizing why it is important for the emergency area to be secured and controlled.
 - Learning who is allowed to enter and act within the scene.
3. Engage the students by asking the class the following questions to activate prior knowledge and encourage reflection:
 - “How would you define the word ‘scene’?”
 - “Why is it important for the area of an emergency to be secured and under control?”
4. Facilitate a short class discussion based on their answers.
Encourage students to share ideas and examples, guiding them toward the understanding that an emergency scene must always be organized, controlled, and restricted to authorized personnel.



5 min.

2

Study

Introduction-Describe an Emergency Case:

Begin the lesson by presenting a hypothetical emergency situation (for example, a traffic accident, fire, or natural disaster). Ask the students to imagine the scene and discuss what they would do if they were there.



15 min.

LESSON 3

SECURING THE AREA OF EMERGENCY

PART 1

LESSON 3

Understanding the Term “Scene”:

Guide the students to determine the meaning of the word “scene.” Explain that the scene is the area where the emergency incident has occurred and where emergency services and authorities operate.

Orientation in the Scene:

- Discuss how to orient themselves within the scene:
- Observe the surroundings carefully.
- Identify possible dangers (fire, smoke, broken glass, electrical cables, etc.).
- Locate safe zones and escape routes.
- Stay calm and wait for instructions from the authorities.

Defining the Zones: Gold, Silver and Bronze

Explain the three zones that exist in an emergency scene:

- **Gold Zone:** The command area, where strategic decisions are made by high-level authorities.
- **Silver Zone:** The tactical area, where coordination between different services (police, firefighters, paramedics) takes place.
- **Bronze Zone:** The operational area, where the actual emergency response happens (e.g., rescue, medical assistance).

Highlight the importance of each zone and help students understand where they might be located at any given moment.

Identifying Personnel and Meeting Points

Determine which personnel are found in each zone (e.g., commanders in the Gold Zone, team leaders in the Silver Zone, responders in the Bronze Zone).

Establish clear meeting points where students must gather in case of an unexpected event or evacuation.

Discussion – “Who Has the Right to Enter the Scene?”

Ask students the question: “Who has the right to enter the scene?” Guide them to understand that only authorized personnel may enter.

Emphasizing Safety and Control

Stress that it is essential for the emergency area to be secured. No one should enter or leave without the permission of the authorities.



**Best Practices for
School Security and
Emergency
Preparedness Planning**



**Emergency.
Preparedness and
School Safety.**

LESSON 3

SECURING THE AREA OF EMERGENCY

PART 1

LESSON 3



Ask questions and moderate discussion

Question 1: Are you aware of the emergency exits and evacuation plan of your school?

Question 2: Do you think every student should know where the emergency exits are? Why or why not?

Question 3: Should we already be familiar with the evacuation plan, or is it enough to listen to the teachers during an emergency?



Introduce basic definitions and concepts



School Safety and Emergency Preparedness

15 min.

1. Understanding Safety Precautions and Guidelines

- Begin by helping students understand what safety precautions and guidelines are.
- Explain that these are rules and measures designed to protect students, staff, and visitors in case of emergencies.
- Give simple examples: knowing evacuation routes, following teacher instructions, and using emergency equipment correctly.

2. School Emergency Preparedness Plans

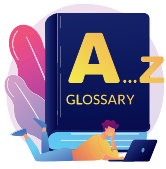
- Discuss the importance of having an updated and practiced emergency plan.
- Explain that schools should regularly review and exercise their plans to ensure everyone knows what to do.
- Key elements of school emergency preparedness include:
 1. **Evacuations**– safe exit routes and procedures.
 2. **Lockdowns**– procedures for securing classrooms and buildings.
 3. **Parent-student reunification procedures**– how students and parents are safely reunited after an emergency.
 4. **Mobilizing school transportation during the school day.**
 5. **Emergency communication protocols** with parents and media.
 6. **Mobilizing mental health services** to support students and staff after an incident

LESSON 3

SECURING THE AREA OF EMERGENCY

PART 1

LESSON 3



3. Importance of Coordination and Meetings

- Highlight that school officials must meet regularly with **public safety partners** such as: police, fire services, emergency medical services, and emergency management agencies.
- These meetings help **plan, review, and improve safety and emergency strategies.**



Work with the parent council to improve safety in and around the school.

4. Role of Parents and Guardians During an Emergency

- Parents and guardians should **wait for official information** from the school district.
- They should **avoid calling the school**, as phone lines may be needed for emergency coordination.
- Parents should **not go to the school or evacuation** site unless explicitly instructed to do so.

5. The Five Preparedness Mission Areas

Explain the five key areas of emergency preparedness and give examples:

- **Prevention** – actions taken to avoid incidents (e.g., security checks, safety education).
- **Protection** – measures to safeguard people and property (e.g., controlled access, alarm systems).
- **Mitigation** – steps to reduce the impact of incidents (e.g., evacuation drills, reinforced buildings).
- **Response** – actions during an emergency (e.g., evacuations, first aid, lockdowns).
- **Recovery** – restoring normalcy and supporting well-being after an incident (e.g., counseling, repair of facilities).

6. Questions and Reflection

Conclude this section by asking students:

- “Do you have any questions?”
- Encourage discussion on safety measures, emergency procedures, and their role in helping themselves and others.

LESSON 3

HAND-HELD FIREFIGHTING EQUIPMENT AND EXTINGUISHING AGENTS

PART 1 LESSON 3



Additional activities

Activity 1

Video

Securing the Emergency Area and Evacuating Facilities

1. Present the procedure of securing the emergency area and evacuating facilities through a video.
2. Play the video and pause at key moments to explain what is happening.
3. Explain the procedures step by step.
4. Answer any questions and summarize the main points.



[Emergency Evacuation Procedures](#)

Activity 2

Interviews

Organize interviews with emergency response personnel, such as firefighters, police officers, paramedics, or emergency management officials.

These interviews allow students or school staff to learn directly from professionals who have real-life experience in handling emergencies.



- Invite a guest speaker or arrange small-group interviews.
- Ask them to share their experiences, challenges, and best practices during emergency situations.
- Encourage participants to ask questions about preparedness, teamwork, and communication in critical moments.

LESSON 3

HAND-HELD FIREFIGHTING EQUIPMENT AND EXTINGUISHING AGENTS

PART 1 LESSON 3

3 Practice

Group Exercise 1

Developing an Emergency Preparedness Plan

Objective: To help students apply their knowledge of emergency management by designing and presenting an emergency preparedness plan for a specific scenario.



[Download
Instructions-
Group Exercise 1](#)



10 min.



[Download
Instructions-
Group Exercise 2](#)



Feedback round

At the end of the lesson, conduct a feedback session to ensure that students have fully understood the key safety measures and evacuation procedures.

- Ask students to summarize what they learned about securing an area in danger and executing proper evacuation procedures.
- Encourage them to share any feelings of insecurity, confusion, or concern they may still have.
- Provide clear answers to their questions and clarify any misunderstood points.
- Reassure students about the effectiveness of safety plans and the importance of remaining calm and following instructions in an emergency.

PART 2

PRE-MEDICAL FIRST AID THROUGH THE EYES OF THE INJURED/VICTIM



Lesson 1

Triage principles (assessing the condition of the injured)

Students will learn what the Triage is and how to apply the algorithms.



Lesson 2

First aid kits

Students will learn what to carry around in extreme conditions



Lesson 3

Non-instrumented resuscitation - cardiopulmonary resuscitation (CPR)

Students will learn how and when to perform non-instrumented resuscitation and

PART 2

PRE-MEDICAL FIRST AID THROUGH THE EYES OF THE INJURED/VICTIM

Lesson 4

Providing assistance with fractures, wounds, burns, shocks, internal injuries

Students will know a variety of medical conditions on the field and how to effectively give the first aid



Lesson 5

Securing the injured until the arrival of medical assistance

Students will learn how to stabilize the injured/victims to protect them from further damage.



INTRO

The section is dedicated to Personal Protective Equipment (PPE) utilized by firefighters, covering topics such as personal protective clothing, respiratory protection gear, and personal alert safety systems.

You will find here:



5 ready-to-use lesson plans (timing to be adjusted), following a practical step-by-step guide for a teacher, offer innovative teaching methods, techniques, and materials.



Teaching methods and techniques applied:

- role playing
- discussion
- simulations
- group activities



Ready-to use lesson resources:

- research documents
- videos
- presentation



Teaching aids supporting teaching/learning process during the lessons:

- PC / laptop,
- Internet access,
- projector & screen or interactive whiteboard,
- colorful Post-it notes (to simulate the triage procedure)
- different color markers



Key vocabulary

Triage, S.T.A.R.T. procedure, mass casualty, “Basic Life Support”, CPR, resuscitation, First aid kit, see-listen-feel rule, DNR card

PART 2

PRE-MEDICAL FIRST AID THROUGH THE EYES OF THE INJURED/VICTIM



Lesson 1

Triage principles (assessing the condition of the injured)

In this course, students will gain knowledge about the concept of Triage and develop skills in applying the algorithms associated with it.

LESSON 1

TRIAGE PRINCIPLES (ASSESSING THE CONDITION OF THE INJURED)



Learning objectives

Students will have the opportunity to learn about the Triage procedures. They will know what the Triage is, who should apply the procedure, how to do it, and when.



Follow the steps

1 Introduction

1. **Welcome and Context:** Begin by welcoming students to the lesson. Briefly explain that today's session focuses on how first responders decide whom to help first in an emergency situation.
2. **Set Learning Goals:** Present the learning objectives clearly. For example:
 - Understand what triage means.
 - Recognize why triage is important in crisis management and first aid.
 - Reflect on the human perspective — what it might feel like to be the injured person waiting for help.
3. **Activate Prior Knowledge:** Ask students if they have ever heard the word "triage."
 - Encourage them to share what they think it means.
 - Note their ideas on the board to return to later in the lesson.
4. **Transition to Main Activity:** Conclude the introduction by explaining that they will soon learn how triage works in practice and why these principles are essential in saving lives during emergencies.



5 min.

2 Study

1. Start the lesson with a story

Describe an emergency with multiple victims (e.g. a bus accident).

Ask: "What would you do first?"

Lead students to realize the need for prioritization.

2. Explain the Concept

Define triage as "the process of assessing and prioritizing victims according to the severity of their condition."

Discuss why support must first go to those who need it most.



10 min.

LESSON 1

TRIAGE PRINCIPLES (ASSESSING THE CONDITION OF THE INJURED)

PART 2
LESSON 1

3. Explore Real-Life Examples

Ask where triage might be needed (e.g. disasters, fires, large accidents).

5. Where to Start

Ask: "If victims are spread out, where do you begin?"

Highlight that triage starts with the nearest victim.

4. Who Performs Triage

Emphasize that triage is a simple pre-medical procedure — anyone trained can do it, not just professionals.

6. Safety and Calmness

Remind students to ensure personal safety first and to stay calm in all emergency situations.



20 min.

Explain and Illustrate Triage

1. Give the definition of triage and the colour categorization meaning






Triage

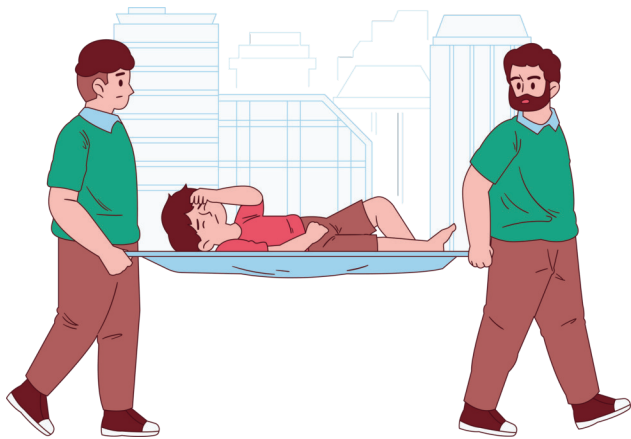
Fast sorting of victims to prioritise care for those who need it most.



Explain Colour Categorization

Help the students keep in mind the colors of the categories and how to mark them on the injured/victims (stickers, pens, lipsticks, etc)

-  Deceased / expectant (no signs of life or unsalvageable)
-  Immediate (life-threatening but survivable with rapid care)
-  Are given to those with minor injuries for whom a doctor's care is not required
-  Minor (walking wounded)
-  Delayed (serious but not immediate)



LESSON 1

TRIAGE PRINCIPLES (ASSESSING THE CONDITION OF THE INJURED)

2. Tell students which system you'll use

We will use the START (Simple Triage And Rapid Treatment) system for this lesson because it is simple, widely taught, and suitable for drills with multiple victims.

Note: other systems exist (for example SALT, WHO's IITT) and may add life-saving interventions during triage — you can mention these as advanced alternatives.

3. Teach the START Algorithm Step-by-Step

1

Global command (quick sort):

Loudly ask "If you can walk, come here!"

Anyone who walks:
GREEN (minor).



If any of the RPM checks fail, tag **RED**;

If all are OK and not ambulatory, **YELLOW**.

2

For non-ambulatory victim:

Check if they are breathing



If not breathing, open airway (chin lift / jaw thrust).

If still not breathing **BLACK (deceased/expectant).**



If breathing: check respiratory rate:
• > 30 breaths/min **RED (immediate).**



If ≤ 30 → check perfusion:
• Use radial pulse or capillary refill ≤ 2 sec.
• Absent radial pulse / cap refill > 2 s **RED.**



If perfusion adequate then check mental status:
• Can they follow simple commands? (e.g., "Squeeze my hand", "Open your eyes")
• Cannot follow commands **RED.**
• Can follow commands **YELLOW (delayed).**

LESSON 1

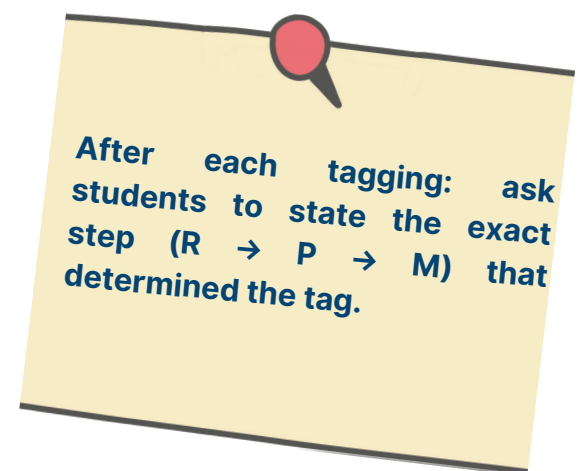
TRIAGE PRINCIPLES (ASSESSING THE CONDITION OF THE INJURED)

4. Short practice examples

Give students scenario cards, let them assign a colour, then explain aloud using START. Instructor then confirms.

- 1 **"Walking wounded"**
 - Patient A: Heard the command and walked to the collection area.
 - Tag: **GREEN**
 - Reason: ambulatory / able to move (minor)
- 3 **"Severe"**
 - Patient C: Not walking, breathing 36/min.
 - Tag: **RED**
 - Reason: respiration >30 (immediate)

- 2 **"Slow breathing, responsive"**
 - Patient B: Not walking, breathing 12/min, radial pulse present, follows simple commands.
 - Tag: **YELLOW**
 - Reason: respiration ≤30, perfusion OK, mental status OK (delayed)



5. Highlight the importance of roles' assignment and the significance of registration of injured/victims

Key roles: triage officer (decides tag), tagger/runner, recorder (logs ID, tag, time, brief findings), treatment/transport leader, safety officer/crowd control.

Registration: record a simple log: tag colour + unique ID + time + brief reason (e.g., "RR 36"). This supports future re-evaluation and hospital handover. Registration is essential and must happen during/shortly after triage.

6. Emphasize that triage is a dynamic and time-sensitive procedure

Triage is not one-and-done: victims can deteriorate or improve re-triage at set intervals (or before movement/transport). Emphasize speed first, accuracy second — START is designed to be fast (seconds per patient)

LESSON 1

TRIAGE PRINCIPLES (ASSESSING THE CONDITION OF THE INJURED)

7. Notify the medical interventions that are allowed on the field. Explain them sufficiently



During triage, only simple life-saving interventions are routinely performed (and only if within responder skill & local protocol):

- control major hemorrhage (direct pressure, tourniquet if available),
- open airway (jaw thrust/chin lift; rescue breaths for children if indicated),
- chest decompression only if trained and authorized,
- auto-injector antidotes (if indicated and trained).

Do not perform prolonged interventions that delay sorting-lifesaving interventions should be quick, aimed at allowing immediate survival and transport.

8. Equipment checklist (basic)

- triage tags or coloured stickers, permanent marker
- gloves, simple PPE, tourniquet(s)
- shears, bandages, pressure dressings
- clipboard/triage log, watch/stopwatch
- blankets, basic airway adjuncts (only if trained), oxygen (if available)

9. Discuss what the team must do after the triage finishes and all the victims on the scene have been evacuated

10. Moderate a discussion and let students to share their thoughts or questions

LESSON 1

TRIAGE PRINCIPLES (ASSESSING THE CONDITION OF THE INJURED)

PART 2 LESSON 1



20 min.

3 Practice

Divide practice into three progressive stages, moving from guided examples to full simulation.

Group Exercise 1

Triage Simulation – Practicing the START System

Objective: Students apply the START triage algorithm in a realistic emergency scenario and practice decision-making as a team.



[Download
Instructions-
Group Exercise 1](#)



[Download
Instructions-
Group Exercise 2](#)

Group Exercise 3

Role-Play Simulation Full Scene Triage Practice

Objective: Students experience both victim and responder roles, enhancing teamwork, communication, and decision-making under pressures



[Download
Instructions-
Group Exercise 3](#)

LESSON 1

TRIAGE PRINCIPLES (ASSESSING THE CONDITION OF THE INJURED)

PART 2 LESSON 1



1. Triage means prioritizing and is used to classify patients and people affected by emergencies and disasters.

- a) True,
- b) False

2. In order to perform triage in a mass casualty incident it's required to be a specialized physician.

- a) True,
- b) False

3. According START system, you should complete patient evaluation and categorization in

- a) 30 seconds,
- b) 30 minutes,
- c) 3 hours

4. What are the four colors used in a triage system ?

- a) Green, Yellow, Purple, Black
- b) White, Yellow, Red, Black
- c) Green, Yellow, Red, Black
- d) Green, White, Red, Gray

(Answer key: 1-a, 2-b, 3-a, 4-c)



Ask guiding questions, such as:

1. "How confident do you feel performing triage now?"
2. "Which part of the START system was easiest or hardest to apply?"
3. "What would you do differently in a real situation?"
4. Encourage sharing of experiences or feelings about decision-making under pressure.
5. Clarify any final questions and summarize key takeaways:
6. The purpose of triage
7. The meaning of the color codes
8. The importance of calm, safety, and reassessment
9. Thank the students for their participation and emphasize that triage accuracy improves with practice.



[START Triage Basics](#)



[Accuracy of Triage Systems in Disasters and Mass Casualty Incidents; a Systematic Review, Jafar Bazyar et al](#)



[Disaster and Mass Casualty Triage, Christopher H. Lee, MD, State of the art and science, June, 2010, AMA Journal of Ethics](#)

PART 2

PRE-MEDICAL FIRST AID THROUGH THE EYES OF THE INJURED/VICTIM



Lesson 2

First Aid Kits

Students in this course will learn what items are essential to have in extreme conditions.

LESSON 2

FIRST AID KITS

PART 2

LESSON 2



Learning objectives

The main goal of the lesson is to familiarize students with information about what is really necessary in emergency, for all injured/victims, and for use by all help-providing staff.



Follow the steps

1

Introduction

1. Welcome students and introduce the topic of First Aid Kits.
2. Present the learning goals for the lesson – understanding what a first aid kit is and what it includes.
3. Ask: “What is a First Aid Kit?”
4. Encourage a brief discussion on what items it may contain and their purpose.



5 min.

2

Study

1. Learning areas and topics:

1. Begin with a story involving an emergency situation.
 - Ask students: “Is a First Aid Kit necessary? If yes, why?”
 - Change the story setting (e.g., school, home, outdoors) to help students realize the importance of having a first aid kit in different contexts.
2. Demonstrate how to prepare a first aid kit for various scenarios.
3. Introduce the basic requirements of a first aid kit:
 - **Practicality:** appropriate size, weight, and essential supplies.
 - **Familiarity:** only include equipment you know how to use.
 - **Maintenance:** ensure all items are within their expiration date.
4. Discuss waste management and replenishment:
 - Where to dispose of used or expired materials.
 - What items can be cleaned and reused.



10 min.

LESSON 2

FIRST AID KITS

PART 2

LESSON 2

- Ask: "Who is responsible for refilling the kit?"
- 5. Mention the importance of medication:
 - Keep track of doses and expiration dates.
- 6. Encourage creative thinking:
 - Ask: "What alternatives could you use if certain items were missing or used up?"

2. Supplementary Part

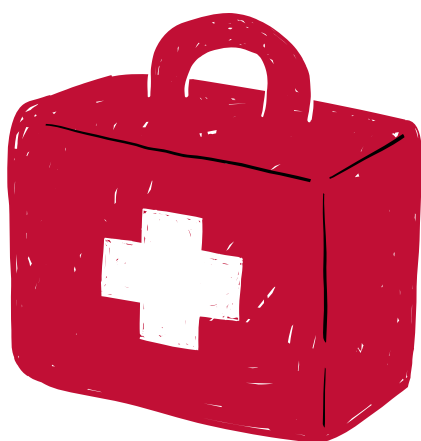
- ① Start a discussion on the main principles of using first aid supplies.

Emphasize the idea of doing the greatest good for the greatest number, keeping backups or extra supplies stored near the scene.

- ② Explain that the first aid kit should be used after triage is completed.

This ensures better control of resources and a more accurate assessment of needs.

- ③ Highlight the importance of improvisation/ adapting or substituting equipment when items are missing or unavailable.



10 min.

- ④ Ask: "Would you give drugs to anyone?"

Lead a short discussion on why medication use should generally be avoided, due to: Lack of monitoring, Fragility (e.g., glass containers), Risk of contraindications or overdose.

- ⑤ Explain why bedside equipment (e.g., thermometers, COVID tests) should not be included in a first aid kit.

Such items require time, training, and are often forgotten or misplaced during emergencies.

- ⑥ Highlight the importance of inventory management:

One person should be responsible for keeping a record of all contents, checking expiration dates, and refilling as needed.

LESSON 2

FIRST AID KITS

PART 2

LESSON 2

3 Practice

1. Provide students with photos and a list of appropriate first aid equipment

Discuss each item separately and explain its purpose and proper use.



[First Aid Equipment](#)



[Build a Preparedness Kit](#)



10 min.

2. Group Exercise

Designing a First Aid Kit for Different Scenarios

Objective: Students will learn to identify essential first aid equipment and adapt their choices to different emergency settings.



[Download Instructions- Group Exercise 1](#)



[Survival Kit Supplies- American Red Cross](#)

3. Mini Quiz

Which object is less necessary while creating a First Aid Kit?

- a) Torch
- b) Gauges
- c) Gloves
- d) Hairbrush



4. Feedback round

Conclude with a feedback round to reflect on what they learned and allow time for questions and clarifications.



LESSON 2

FIRST AID KITS

PART 2

LESSON 2

Useful Material



10 min.

1.Extra Videos



[How to Assemble a Home Emergency Kit Using Basic Grocery Items](#)



[Make a first aid kit- American Red Cross](#)



2. Basic conditions of a first aid kit

A first aid kit should be lightweight and waterproof, and ideally resistant to high temperatures.

It must be stored away from direct sunlight and kept in a known, accessible location so that everyone can find it easily in case of emergency.

When used in the field, it is best to keep the kit in one designated place, allowing responders to come and take what they need efficiently.



3. Equipment included in a first aid kit

- Tourniquets or in general bleeding-stop equipment
- Gauzes
- Survival blankets
- Soft neck collars,
- Bandages
- Masks
- Gloves
- Antibiotic spray for wounds
- Spray for burns
- Cold spray for fractures or strains
- Ice pack for heat related conditions
- Scissors
- Torch
- Wound cleaning solutions
- Saline water
- Gel for topical allergies
- Bag for getting rid of dirty material

PART 2

PRE-MEDICAL FIRST AID THROUGH THE EYES OF THE INJURED/VICTIM



Lesson 3

Non-Instrumented Resuscitation- CPR

Students in this course will learn when and how to perform non-instrumented resuscitation.

LESSON 3

NON-INSTRUMENTED RESUSCITATION- CPR

PART 2

LESSON 3



Learning objectives

The main goal of the lesson is to familiarize students with what Basic Life Support is, who is eligible to do it, how to perform it, and when to do it.



Follow the steps

1

Introduction



5 min.

1. Welcome students to this lesson
2. Introduce the topic and their learning goals for today
3. Ask them 'Have you ever heard of CPR?' 'How do you recognize when someone is alive?'
4. Allow students to express their thoughts



2

Study



10 min.

1. Learning areas and topics:

- Introduce the basic principles and definitions of a living human being (response, breathing)
- Let them know how to identify victims of cardiac arrest
- Inform them about the see-listen-feel rule (and the changes done regarding covid-19) and about the external stimuli they must provide
- Talk to them about the meaning of Basic Life Support, the significance of CPR, how many lives are saved based on statistics
- Explain how to effectively perform it, how much time until you start the start the CPR, for how long you continue CPR
- Ask them 'Who is eligible to perform it?'
- Clarify that safety comes first and that they have to pay attention to the surroundings
- The need of two providers is always subsequent. Ask for help as soon as possible.
- Make a brief reference to the Automated External Defibrillator (AED). Ask them, 'Do you know what an AED is?' 'Have you ever seen one of them?' Analyze its use, possible location sites, maintenance needed

[Stayin' Alive, American Heart Association](#)



[What is CPR](#)

LESSON 3

NON-INSTRUMENTED RESUSCITATION- CPR

PART 2

LESSON 3

Elaborate Basic Life Support

1. Enlighten them about the chain of survival
2. Explain each step of the chain thoroughly.
Refer to the changes needed in covid times
3. Show the proper way to perform CPR
4. Make sure the area is safe for you (eg no glasses below your knees or the victim's back)
5. Let them know that even if the victim recovers, he/she is still in great danger and must be admitted to the hospital
6. In positive outcomes demonstrate the safety position and highlight that even then, the patient remains in critical condition
7. Discuss about when to stop or when not even start (eg in a Do-Not-Resuscitate card holder)
8. Triage if more than one injured/victims need CPR
9. Inform them about the possibility of being watched and interrupted, and help them develop the social skills needed to ask for help from a moderately injured/victim
10. Know that legally you are obliged if you know CPR to perform it (of have a look in your national legislation or that of the country you visit)
11. Moderate a brief discussion about moral and legal implications



10 min.



[Recovery position](#)



[Netter images](#)



[Playlist of 13 videos
- CPR training](#)

LESSON 3

NON-INSTRUMENTED RESUSCITATION- CPR

PART 2

LESSON 3



2. Ask questions and moderate discussion



5 min.

Question 1: What are BLS and CPR?

Question 2: Who can perform them and when?

Question 3: Are you legally allowed to?

3. Present the procedure of CPR,

Show appropriate and reliable videos from the American Heart Association (e.g. disco video), or the European Resuscitation Council, etc., and keep a mannequin to practice on.

3

Practice



15 min.

- The aim of this part is to demonstrate accurately the CPR procedure with videos and live demonstration on mannequin.
- Inform students about the purpose of the following part and its purpose
- Use appropriate and reliable videos from American Heart Association to demonstrate CPR
- Start the video and pause if necessary in order to explain the steps of chain of survival
- Then, place students in a circle and the mannequin in the center of it
- Demonstrate CPR in 2 phases. In the first phase, in a real-time scenario, show the chain of survival, without explaining anything. In the second phase, perform the same scenario, but take some time to elaborate each step



[Ken Jeong AHA Hands-Only CPR](#)

LESSON 3

NON-INSTRUMENTED RESUSCITATION- CPR

PART 2

LESSON 3

1.Group Exercise

CPR Practice in Pairs

Objective: Students will understand and apply the correct steps of Cardiopulmonary Resuscitation (CPR) and experience the physical effort and teamwork required in an emergency situation.



[Download](#)
[Instructions-](#)
[Group Exercise 1](#)

2. Feedback



- Give brief, constructive feedback on performance, teamwork, and technique; highlight key improvements.
- Invite questions from students, clarify uncertainties, and summarize main takeaways before closing.

PART 2

PRE-MEDICAL FIRST AID THROUGH THE EYES OF THE INJURED/VICTIM



Lesson 4

Providing assistance with fractures, wounds, burns, shocks, internal injuries

Knowing different medical conditions that can occur on the field and knowing how to administer first aid effectively.

LESSON 4

PROVIDING ASSISTANCE WITH FRACTURES, WOUNDS, BURNS, SHOCKS, INTERNAL INJURIES



Learning objectives

Understanding a variety of medical conditions on the field and how to effectively give first aid.



Follow the steps

1

Introduction

1. Welcome students to this lesson
2. Introduce the topic and their learning goals for today
3. Ask them 'What type of medical condition may occur on the field?'
4. Allow them to express their thoughts



5 min.

2

Study

1. Learning areas and topics:

- Begin by explaining that there are universal principles relevant to any medical emergency in the field.
- Discuss briefly these principles- such as maintaining clean hands, ensuring access to clean water, using sterile bandages, and having adequate lighting during care.
- Emphasize the importance of early recognition and effective stabilization of medical conditions that may occur in various types of disasters.
- Conclude by announcing the topics that will be covered next: wounds, fractures, burns, internal injuries, and shock.



5 min.



LESSON 4

PROVIDING ASSISTANCE WITH FRACTURES, WOUNDS, BURNS, SHOCKS, INTERNAL INJURIES

PART 2 LESSON 4

2. Introduce basic definitions and concepts



5 min.

Fractures

- Start with the question: "Do you know what a fracture is?"
- Briefly explain the mechanism and seriousness of fractures, noting that larger bones (e.g., hips) involve greater risk and complications, while small fractures (e.g., in the foot) may still allow movement.
- Highlight the importance of stabilization- immobilize the broken bone using available materials or improvised bandages, and instruct the victim to minimize movement.
- Demonstrate how to make and apply bandages, including folded shapes for support.
- Explain that open fractures should be covered with wet sterile gauze.
- Teach how to assess for broken ribs by careful observation or gentle palpation, and note that such injuries should raise the triage priority (from green to yellow if necessary).
- Remind students that severe fractures can cause massive bleeding and sometimes require surgical intervention.
- Stress the importance of gentle handling and awareness of the victim's pain during assessment and treatment.
- Conclude with a brief Q&A to clarify concepts and ensure understanding.



Additional teaching aids



[First aid - fractures - broken bones. Mayo clinic. Text](#)



[Emergency advice. Broken bones](#)



[How to treat a fracture and fracture types](#)



[First aid for a broken bone- Red Cross](#)



[Apollo Hospitals- Immediate Care for Broken Bones: What to Do | First Aid Tips](#)

LESSON 4

PROVIDING ASSISTANCE WITH FRACTURES, WOUNDS, BURNS, SHOCKS, INTERNAL INJURIES

Wounds

- Start with the question: "What do you think is important to do when taking care of a wound?"
- Allow students to share their thoughts, then emphasize the importance of cleanliness. Explain that wounds should be gently cleaned with normal saline or clean water, and an antibacterial spray can also be used.
- Teach them to stop any visible bleeding and to assess for foreign bodies. Stress that only small objects can be safely removed- never large ones, as they might have penetrated a blood vessel and removing them could cause severe bleeding.
- Remind students that wounds may be hidden under clothing, so it's essential to check all potential injury areas carefully.
- Discuss the need for tetanus immunization within 48 hours after an injury.
- Encourage them to advise the injured person to report all wounds to medical personnel once they arrive.
- Conclude with the reminder: "Don't underestimate the importance of wounds."
- End with a short Q&A session to clarify understanding.



5 min.



**Additional
teaching
aids**





**Cuts and
scrapes: First
aid**




**How to Treat Cuts and
Grazes - First Aid
Training - St John
Ambulance**




**How to Treat Severe
Bleeding - First Aid
Training - St John
Ambulance**




**Treating cuts and
bruises. Video**

LESSON 4

PROVIDING ASSISTANCE WITH FRACTURES,
WOUNDS, BURNS, SHOCKS, INTERNAL INJURIES

PART 2

LESSON 4

Burns

- Begin by asking: “What makes a burn important?” and “How would you recognize a burnt area in a victim with clothes?”
- Moderate a short discussion to help students think critically about burn identification and assessment.
- Teach them how to estimate the total body surface area affected and how to assess the degree of burns. Explain that a careful examination may change the triage priority of the victim.
- Discuss the importance of clean procedures and demonstrate how to safely remove burnt clothes and jewelry, especially around swollen areas or joints (e.g., elbows).
- Advise them to keep the victim warm and hydrated at all times.
- Highlight the risk of thermal burns from inhaled smoke — signs include burnt eyebrows, soot in the nostrils, and breathing difficulties.
- Emphasize the greater vulnerability of babies and elderly people, who require special care and close monitoring.
- Conclude by reminding them that a doctor must always assess burn injuries later on.
- Finish with a short Q&A session to ensure understanding.



5 min.



[First Aid for a Burn, Mayo Clinic](#)



[First Aid for a Burn, Mayo Clinic](#)



[First aid: helping someone who has a burn](#)



[Learn first aid: burns. TEXT](#)



[Burns and scalds. Treatment. TEXT](#)

Additional
teaching
aids

LESSON 4

PROVIDING ASSISTANCE WITH FRACTURES,
WOUNDS, BURNS, SHOCKS, INTERNAL INJURIES

PART 2

LESSON 4

Shocks

- Begin the topic by asking: “What is shock?” and “What types of shock are there?”
- Encourage students to share their ideas before explaining the main types of shock, with emphasis on haemorrhagic and hypovolemic shock.
- Explain that shock can develop gradually, and it’s important to recognize early warning signs such as tachycardia (rapid heartbeat).
- Demonstrate how to check the pulse and perform a capillary refill test.
- Discuss late signs of shock, helping students understand how the condition worsens over time.
- Emphasize that patients in shock must always be prioritized.
- Discuss prevention and stabilization strategies: keep the patient warm, hydrated, calm, and minimize bleeding until help arrives.
- Conclude the session with a Q&A round to reinforce understanding.



5 min.



[Shock](#)



[How to Treat Shock - First Aid Training - St John Ambulance](#)

Additional
teaching
aids



[Electric shock](#)



[Hypovolemic shock](#)



[Types of shock and their treatment](#)

LESSON 4

PROVIDING ASSISTANCE WITH FRACTURES,
WOUNDS, BURNS, SHOCKS, INTERNAL INJURIES

PART 2

LESSON 4

Internal injuries

- Begin by asking: “How can I recognize an internal injury?”
- Guide students to understand that blunt trauma may not be immediately obvious and can occur in the chest, abdomen, or head.
- Discuss common mechanisms of injury, such as falls from heights, motorcycle accidents, or vehicle collisions, which increase the risk of internal damage.
- Emphasize the importance of monitoring for signs of shock, especially in victims who appear quiet or withdrawn.
- Teach students to assess and prevent bleeding and highlight the need for re-evaluation of individuals showing altered mental states: confusion, lethargy, or new/intense pain.
- Remind them to always maintain a high suspicion for internal injuries in patients with altered mental status.
- Conclude with a Q&A session to clarify concepts and ensure understanding.



5 min.



[Helping someone who is bleeding heavily., British Red Cross](#)

Additional
teaching
aids



[Basic abdominal trauma care](#)



[SAFE STEPS First Aid: Severe Bleeding](#)



[First aid. Internal and external bleeding](#)



[Abdominal injuries](#)

LESSON 4

PROVIDING ASSISTANCE WITH FRACTURES, WOUNDS, BURNS, SHOCKS, INTERNAL INJURIES

3 Practice

10 min.

1.Exercise 1: Additional material

Provide students with the additional material that demonstrates key procedures, including:

- Immobilizing fractures,
- Cleaning and dressing wounds,
- First aid for burns.

Ask students to review the material carefully and then practice the techniques either individually or in pairs.

Encourage them to follow each step as demonstrated, paying attention to:

- Proper handling of injured limbs,
- Maintaining cleanliness to prevent infection,
- Safely removing clothing or jewelry from burned areas,
- Applying bandages or dressings correctly,
- Keeping the victim comfortable and minimizing movement.

3.Group Exercise 1

Altered State Victim

Objective: Students will learn to identify, assess, and prioritize care for victims in an altered mental state, and practice decision-making under realistic conditions.



2.Exercise 2: First aid supplies

Provide students with first aid supplies such as bandages and tourniquets.

Ask them to practice on each other, focusing on:

- How tight a bandage should be to control bleeding without causing harm,
- Proper application of a tourniquet, understanding when and how to use it safely.

Encourage students to observe and correct each other, reinforcing correct technique.

Conclude with a brief discussion to clarify any doubts and emphasize safety and comfort of the injured person.

4. Feedback



Conduct a feedback round and allow time for questions at the end.

PART 2

PRE-MEDICAL FIRST AID THROUGH THE EYES OF THE INJURED/VICTIM



Lesson 5

Securing the injured until the arrival of medical assistance

Stabilizing the injured/victims - Protecting them from further damage.

LESSON 5

SECURING THE INJURED UNTIL THE ARRIVAL OF MEDICAL ASSISTANCE



Learning objectives

Students will be taught how to stabilize injured or victimized individuals, ensuring their protection from any additional harm.



Follow the steps

1

Introduction

1. Welcome students to this lesson
2. Introduce the topic and their learning goals for today
3. Pose the following questions 'What does securing the victim mean?', 'Why stabilizing the injured is important?'
4. Moderate discussion



5 min.

2

Study

- Begin the lesson with a scenario where medical assistance is delayed. Invite students to think about what actions they would take first and in what order of priority.
- Highlight the importance of maintaining safety in hazardous environments, such as ongoing natural disasters or terrorist attacks, especially when injured victims are gathered.
- Ask students: "How will you further prevent any more damage?" Discuss their ideas and emphasize: Keeping victims still, Maintaining warmth possibly using foil/survival blankets, Hydration and helping victims look after each other.
- Explain the importance of stabilizing injuries, including wounds, fractures, and burns, to prevent worsening conditions.
- Introduce the concept of a second evaluation: re-check injuries, provide extra care, and improve treatment as needed.
- Discuss continuous monitoring, re-triaging victims if their condition changes, and evaluating new or worsening signs to adjust care appropriately.



10 min.

LESSON 5

SECURING THE INJURED UNTIL THE ARRIVAL OF MEDICAL ASSISTANCE

PART 2

LESSON 5

Illustrative and supplementary part

- Begin by explaining stabilization procedures for different injuries and scenarios.
- Use a short video to demonstrate proper techniques, and optionally demonstrate live with the help of two students.
- Inform students that they may need to guide or inform medical personnel about evacuation, for example in the case of a terrorist attack or mass casualty incident.
- Discuss briefly techniques to keep the victims’ spirits up and manage group behavior, predicting natural instincts of the mass.
- Emphasize the importance of providing accurate, detailed information to responders even before they arrive, and always hand over first those in the most serious condition.
- Stress the need to continuously observe all victims, reassess their condition, and re-triage if necessary.
- Allow time for questions, clarifications, and discussion about practical challenges in stabilization and victim management.



10 min.

Additional teaching aids



How to use the NAR Survival Blanket



[How To Use A Foil Blanket](#)



[The best way to keep the patient warm](#)



[Major trauma - assessment and initial management](#)



[Taking the chill out of trauma victims](#)

LESSON 5

SECURING THE INJURED UNTIL THE ARRIVAL OF MEDICAL ASSISTANCE

PART 2 LESSON 5

3

Practice



1.Group Exercise 1 Securing and Stabilizing Victims under Delayed Medical Assistance

Objective: Students will practice team-based decision making, prioritization, and stabilization of victims in emergency situations where professional help is delayed.



[Download
Instructions-
Group
Exercise 1](#)



2. Feedback round

Facilitate a discussion where students can share:

- What they learned during the lesson.
- Which activities or methods helped them understand the content best.
- Any challenges they faced and how they overcame them.
- Their personal reflections on teamwork, problem-solving, or practical skills.

Provide your observations and guidance, highlighting effective strategies, clarifying misunderstandings, and reinforcing key concepts.

Allow time for questions and discussion to ensure understanding and promote confidence.

ABOUT US



READY CRISIS

Authors:



Editor:



You have read **Chapter 4 Pre- Medical First Aids** of the **Inspirational Educational Guidelines for VET Teachers & educators**. This material has been developed by the Ready4Crisis project team.

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