Lesson Seventeen
Sports Medicine and First Aid for Active People

Objectives

After participating in this lesson students will:

- View the Educational Video Network (EVN)—Basic First Aid
- Review scenarios that would require action by a first responder.
- Be more familiar with first-aid protocols and responder skills.
- Have the opportunity to share a personal first-aid experience.
- Use reflective writing as a meditation practice.

Time

50 minutes              Prep Time: 10 minutes

Activities

17.1 Review and Plan for the Day       3 minutes
17.2 First-Aid Video       22 minutes
17.3 First-Aid Scenarios       18 minutes
17.4 Closure—Meditation       7 minutes

Key Terms

- First Aid
- Protocol

Materials

☐ EVN Basic First Aid Video
☐ TV and VCR player
☐ First-Aid Scenarios (Activity Sheets 17.3a-e)
☐ 5" x 8" index cards
☐ Paper for journaling

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Put video in VCR player.
- Make copies of First-Aid Scenarios (Activity Sheets 17.3a-e), 1 of each.
17.1 Review and Plan for the Day

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
• First-Aid Video
• First-Aid Scenarios
• Closure—Meditation

Review the previous class. As a segue into this class, ask students if it’s possible to injure yourself while stretching or doing an exercise such as push-ups. Explain that it is possible to pull a muscle and ask what they would do to heal an injury like that.

Explain that today they will be learning about first-aid practices. Ask them what they know about first aid. Acknowledge the responses by writing them on the board or chart paper. Explain that students first will be watching a video that provides some general information on first-aid skills. Emphasize that it’s important to pay attention because, following the film, they will be participating in some first-aid scenarios.

Review the Objectives with students.

17.2 First-Aid Video

Materials: EVN Basic First Aid video, VCR player and TV, notebook paper for students to take notes on

Explain that students will now be watching a video on the basics of first aid (emergency aid or treatment given to someone injured, suddenly ill, etc., before regular medical services arrive or can be reached). It is about 13 minutes long.

• Tell students that you would like them to take notes (see next bullet point) as they watch the video, because they will be reviewing scenarios afterwards and they will need to know how to help the victim in the given scenario.

• Distribute notebook paper for students to take notes on. Tell them they should write the signs and symptoms and the protocol (the action steps a person takes when responding to a first aid emergency) for the injury being discussed on the video. Explain what protocol means. When taking notes they are to listen for the information and write the key points. Explain that to have organized notes it helps to label each section with the injury being addressed and then write signs and symptoms and the protocol underneath the injury name. Provide this example:
  Injury Name
  Signs/Symptoms
  Protocol
• Explain that the video addresses about 10 different types of injuries and that you will stop the video for a couple of minutes after each section to give them time to finish their notes.

• Play the video while students take notes on first-aid protocols within each subject area. After the first segment, stop the video and demonstrate what you want them to write. Stop the video after each section so the students have time to finish writing their notes.

17.3 First-Aid Scenarios 18 minutes

Materials: First-Aid Scenarios (Activity Sheets 17.3a-e), notes that students took on first-aid video, index cards

Once the video is over, explain that you have 5 scenarios that pertain to information learned in the video.

• Have students divide into 5 groups or group them if the class needs this structure.

• Show them one of the First-Aid Scenarios activity sheets. Explain that the index cards are for them to write the protocol on. As an example, read through the following scenario and explain what first aid should be performed on the victim.

You and a friend are walking to the grocery store. A bee is buzzing around your friend, she tries to swat it away but it stings her. The site where the bee stung her becomes red and a little swollen and she says it hurts. You can see that the stinger is still in her skin. What is the appropriate first response?

First-Aid Protocol
Remove the stinger with a sharp, sturdy object like a credit card.
Wash the area.
Cover it with a bandage.
Ice it to relieve pain.
If she seems to be having an allergic reaction, (itchiness on body, difficulty breathing) seek advanced medical attention immediately.

• Explain that they are to do the same for the scenario they will be given, responding with an appropriate protocol based on the information provided in the video.

• Pass out index cards and the First-Aid Scenarios activity sheets, 1 per group of students.

• Go around to the groups to check in with them and answer any questions they may have. Make sure they are on task.

When all of the groups have completed the work, ask for volunteers to present the scenario, the type of injury or illness that was presented and the protocol they would use to help the victim. If they like, they can act it out in a dramatic presentation.
Here are the 5 scenarios:

1—Kitchen Burn
In a small cramped kitchen, you and some friends are preparing a spaghetti dinner. The water is boiling and the pasta is now ready to be carried to the sink to drain. You pick up the pot of bubbling pasta water and start in the direction of the sink. The pot holder slips slightly, causing the water to splash on to your arm. The scalding water burns your forearm. You are experiencing a lot of pain, with a red, blistering burn on your arm. What is the appropriate first response?

1 First-Aid Protocol
Place the burned area into cool water right away.
Cover the burn with a clean bandage.
Do not pop blisters. The intact skin protects the burned part from infection. Blisters heal on their own in a few days.
The victim may take a pain reliever to reduce discomfort.
Pain relieving preparations can be applied to reduce discomfort while healing.

2—Tennis
You are playing tennis with your friend. You hear an older man on the court next to you say he hasn’t played in quite awhile. He says his left arm and shoulder are a bit sore. Suddenly he grabs his chest. He stubbornly says he’ll continue as soon as this passes. You go over to offer help. When you ask him to lie down in the shade he refuses because he says he feels nauseous. What are your next actions as first responder?

2 First-Aid Protocol
Immediately send for an ambulance.
Sit or lay the victim down, propping up the head.
Help administer heart medication unless person is unconscious.
Treat for shock.
In case of cardiac arrest, perform CPR if you have been trained.

3—Soccer in the Park
At a barbeque in the park, a pick-up soccer game starts up. You’re having fun and really going for it at high speed. Suddenly you step in a hole and feel your ankle fold over. A burst of pain shoots through your lower left leg. The ankle joint swells and turns purple in minutes. What should the first-aid response be?

3 First-Aid Protocol
Apply R.I.C.E.
Rest—Do not use the injured part.
Ice—Use ice packs to prevent swelling.
Compression—Wrap the injured part in an elastic bandage
Elevation—Elevate the injured part above the level of the heart.
Have the injury checked by a medical professional.
4—At the Food Court
You are with friends at the mall. Everyone wants to go have short ribs at the Chinese place. During the meal there is lots of conversation and laughter. Josh starts to gag and looks panicked. He holds his throat and is not making any noise or coughing. What is the appropriate response?

4 First-Aid Protocol
Ask the person if he is choking and needs help. If the person can talk, he is getting air.
If the victim can cough, encourage him to continue in order to dislodge the obstruction.
Send someone for help. Call 9-1-1.
If the victim is unable to talk or barely able to cough, perform abdominal thrusts as seen on the video.

5—in Algebra Class
Your class has been in session for about 15 minutes. The instructor is going over homework on the board. The student in the desk next to you suddenly becomes rigid and starts to jerk violently. The student slumps to the floor and the convulsing continues. You’re next to a shelf stacked with books and other supplies. What is the appropriate response?

5 First-Aid Protocol
Remove any objects from the immediate area which the person might bump.
Loosen tight clothing.
Call for medical help.
Do not put anything into the person’s mouth while he or she is convulsing.
If the person is unconscious turn the head to the side and observe if he/she is breathing.
Wait for convulsions to stop.
People who are unconscious after convulsions should be laid on their sides.
If the person is not breathing, start rescue breathing if you are trained.

17.4 Closure Meditation 7 minutes

Materials: Notebook paper for reflective writing, pencils

Explain that students are going to practice reflective writing again as a meditation practice.

• Have students find a place in the room where they will not be distracted by others.

• Introduce the concept of reflective journaling as a way of meditating on an issue. Remind students that this is similar to the practice they did a couple of classes earlier.

• Explain that this time they will be given a subject to write about and they may share it with another student afterward if they choose to.
• Tell them you would like them to write about a time when they felt either in physical danger or emotional distress. Ask them to write how they felt during the experience and how their bodies responded physically and emotionally.

Once students understand what is to be done, give them a few minutes to write about their experience. When everyone is done or time is up, have everyone come back to their seats and ask them to choose someone to share with. (Be sensitive to students’ experiences, as they could write about something major that they experienced in their life.)

Resources

EVN-Basic First Aid Video
To order: www.evndirect.com/shopping/product_details.php?id=625
Phone: 1-800-762-0060
First-Aid Scenarios
1—Kitchen Burn

In a small cramped kitchen, you and some friends are preparing a spaghetti dinner. The water is boiling and the pasta is now ready to be carried to the sink to drain. You pick up the pot of bubbling pasta water and start in the direction of the sink. The pot holder slips slightly, causing the water to splash on to your arm. The scalding water burns your forearm. You are experiencing a lot of pain, with a red, blistering burn on your arm. What is the appropriate first response?

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What is the appropriate first response?

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