

Additional Scenarios

Adult Scenarios

Two-Responder CPR

Setup: You are attending a trade show at a convention center with two co-workers. One of your co-workers, Margaret, has been complaining of chest pains but blamed the pain on indigestion. Suddenly, Margaret collapses. You follow the emergency action steps: **CHECK—CALL—CARE**. Margaret is unconscious and shows no signs of life. The scene is safe. EMS has been called and CPR by one responder is in progress, when an equally trained second responder arrives and offers his or her assistance. Demonstrate how two responders who know CPR can work together to provide effective chest compressions and rescue breaths.

Instructor: **Responder 1 will be giving cycles of chest compressions and rescue breaths when Responder 2 arrives and offers his or her assistance.**

(After observing several cycles)

Participant Action: Responder 1 calls for a change to take place at the end of the next cycle, such as:

"Change and twenty-seven, twenty-eight, twenty-nine and change...."

Responder 2 takes over beginning with chest compressions.

Instructor: **(After observing several cycles) Person shows obvious signs of life.**

Participant Action: Responder indicates that the person should be placed in a recovery position and monitor ABCs.

CPR/Unconscious Choking Scenario

Instructor's Note: *If you want, you can observe a full 2 minutes of CPR if you feel it is necessary. At the end of the scenario, critique the participant's performance and provide positive and/or corrective feedback as appropriate.*

Setup: You are at the grocery store when you hear a commotion. People are standing around an adult who has collapsed to the ground. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. The responder taps the person's shoulder and shouts, "Are you OK?"

Instructor: **No response.**

Participant Action: Responder says, "Go call 9-1-1. We have an unconscious adult." The responder then opens the airway looks, listens and feels for movement and breathing.

Instructor: **The person is not moving or breathing.**

Participant Action: Responder gives 2 rescue breaths.

- Instructor:** **The breaths do not go in.**
- Participant Action: Responder repositions airway and tries 2 more rescue breaths.
- Instructor:** **The breaths still do not go in.**
- Participant Action: The responder finds hand position on breastbone and gives 30 compressions, lifts the jaw and tongue, then looks in the mouth for an object.
- Instructor:** **You do not see an object.**
- Participant Action: Responder opens the airway and tries 2 rescue breaths.
- Instructor:** **The breaths do not go in.**
- Participant Action: The responder finds hand position on the breastbone and gives 30 compressions, then looks for an object.
- Instructor:** **You see an object.**
- Participant Action: The responder lifts the jaw and tongue and removes the object from the person's mouth, then gives two rescue breaths.
- Instructor:** **The breaths go in.**
- Participant Action: The participant checks for signs of life.
- Instructor:** **The person has no signs of life.**
- Participant Action: Responder gives 2 minutes of CPR.
- Instructor:** **Signs of life and breathing are restored.**
- Participant Action: Responder indicates that the person should be placed in a recovery position and would monitor ABCs.

AED—Adult Scenarios

CPR/AED (1 responder)

Setup: You are at work taking a break when you find a co-worker who appears to be unconscious. No one else standing around knows CPR or how to use an AED, but an AED is nearby. (Set trainer to 1-shock scenario.)

- Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE.**
- Instructor:** **The person is unconscious.**
- Participant Action: Responder calls or instructs someone else to call 9-1-1 or the local emergency number and get the AED; checks person's signs of life.
- Instructor:** **The person is not moving or breathing.**
- Participant Action: Responder gives care by giving 2 rescue breaths and 30 chest compressions.
- Instructor:** **After about 5 cycles of CPR, AED arrives.**
- Participant Action: Responder gives 1 shock and gives 2 minutes of CPR.

Instructor: AED analyzes: No shock advised.

Participant Action: Responder resumes CPR.

Instructor: The person shows signs of life and is breathing.

CPR/AED (1 responder)

***Instructor's Note:** One participant should be the "responder," another should act as the "bystander" who will be instructed by the responder to ensure EMS personnel are called and the AED is brought to the scene. The responder would have to simulate going out of the restroom to get someone's attention. Once this is done, he or she returns to and continues checking the person (opens airway, then checks breathing, etc.).*

Setup: You walk into the restroom at work and find someone lying on the floor next to the wash basin. No one else is in the restroom (Set trainer to 1-shock scenario.)

Participant Action: Responder follows emergency action steps, starting with **CHECK**.

Instructor: The person is unconscious.

Participant Action: Responder calls or instructs someone else to call 9-1-1 or the local emergency number; checks person for movement and breathing.

Instructor: The person is not moving or breathing.

Participant Action: Responder provides care by giving 2 rescue breaths.

Participant Action: Responder gives CPR, starting with chest compressions.

Instructor: After about 5 cycles of CPR, AED arrives.

Participant Action: Responder gives 1 shock.

Instructor: Signs of life are restored.

CPR/AED (2 responders)

***Instructor's Note:** Two participants should be responders, another participant, if available, should act as a bystander who will be instructed by Responder 1 to ensure that EMS is called. While Responder 1 begins checking the person (assessing consciousness, and signs of life, Responder 2 is also instructed by Responder 1 to get the AED. He or she will return with the AED once Responder 1 has initiated CPR and completed a couple of cycles. This gives the instructor the opportunity to observe Responder 1's CPR skills.*

Setup: A coworker has been complaining of indigestion. He now states that he has severe chest pain and is nauseous. You notice that his skin is pale or ashen and that he is having trouble breathing. Suddenly, he collapses and becomes unconscious. (Set trainer to 1 shock, then a second shock scenario.)

Participant Action: Responder 1 follows the emergency action steps: **CHECK—CALL—CARE**.

Instructor: The person has no signs of life.

Participant Action: Responder 1 gives CPR.

Instructor: After 5 cycles, Responder 2 arrives with an AED.

Participant Action: Responder 2 uses the AED and gives 1 shock; Responder 1 gives CPR for about 2 minutes, Responder 2 gives 1 shock.

Instructor: **Signs of life are restored.**

CPR/Unconscious Choking

***Instructor's Note:** Two participants should be responders. Responder 2 will be instructed by Responder 1 to ensure EMS is called. Responder 1 begins checking the person (checking consciousness, and signs of life). Responder 1 initiates care for airway obstruction. The instructor prompts that the airway is cleared (rescue breaths finally go in) after Responder 1 has completed several cycles. This gives the instructor the opportunity to observe Responder 1's care for airway obstruction skills and decision-making.*

Setup: You are at the cafeteria when you hear a commotion. People are standing around a woman who has collapsed on the floor.

Participant Action: Responder 1 follows the emergency action steps: **CHECK—CALL—CARE** and tells Responder 2 to call 9-1-1.

Instructor: **The person is unconscious and breaths do not go in after two attempts to give rescue breaths.**

Participant Action: Responder 1 gives care for an unconscious choking adult by giving 30 chest compressions, then looking inside the victims mouth.

Instructor: **You see an object.**

Participant Action: Responder 1 removes the object from the person's mouth, gives two rescue breaths and checks for signs of life.

Instructor: **The person has no signs of life.**

Participant Action: Responder 1 begins CPR.

Instructor: **The person shows signs of life and is breathing.**

CPR/AED (2 responders)

Setup: You receive a call from the sixth floor that someone appears to have had a heart attack. You grab your response kit and AED and proceed to the location. When you arrive, you find that a co-worker has begun CPR. She confirms that EMS has been called. You send someone to meet the ambulance as you prepare the AED for use. (Set trainer to 1-shock scenario.)

Participant Action: Responder 1 continues **CARE** step (CPR cycles) until the AED is ready for use.

Instructor: **The AED is on the scene.**

Participant Action: Responder 2 turns on the AED, prepares to attach the pads to the person and advises Responder 1 to stop CPR. Responder 2 bares the person's chest and wipes it dry, peels the backing off the pads and attaches them to the person's bare chest. Advises all to stand clear while the AED analyzes the person. Ensures that there are no hazards present.

Instructor: **The AED begins to analyze, then prompts the responder to check the pads.**
Participant Action: Responder 2 checks the pads for proper placement, connection and adhesion to person's chest, then advises all to stand clear. AED reanalyzes; Responder 2 gives 1 shock. The AED advises not to shock. Responder 2 tells Responder 1 to begin CPR.

CPR/AED (2 responders)

Setup: You respond to a call at the stadium that an adult fan has suddenly collapsed near your station. You grab your response kit and AED and proceed to the location. When you arrive, you find that another security guard has begun CPR. EMS has been called.

Participant Action: Responder 1 continues **CARE** step (CPR cycles) until the AED is ready for use.

Instructor: **The AED is on scene.**

Participant Action: Responder 2 turns on the AED, prepares to attach the pads to the person and advises Responder 1 to stop CPR. Responder 2 bares the person's chest and wipes it dry, peels the backing off the pads and attaches them to the person's bare chest. Responder 2 advises all to stand clear while the AED analyzes the person and ensures that there are no hazards present.

Instructor: **The AED begins to analyze, then prompts the responder to check the pads.**

Participant Action: Responder 2 checks the pads for proper placement, connection and adhesion to person's chest, then advises all to stand clear. AED reanalyzes; Responder 2 gives 1 shock. Responder 2 tells Responder 1 to begin CPR.

Instructor: **Signs of life and breathing are restored.**

Participant Action: Responder 1 places person in the recovery position and monitors ABCs.

Child Scenarios

Rescue Breathing/CPR Scenario

Setup: You are walking through the park when you notice people are standing around a child who has collapsed to the ground. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. The responder taps the child's shoulder and shouts, "Are you OK?"

Instructor: **No response.**

Participant Action: Says, "Go call 9-1-1. We have an unconscious child." The responder then opens the airway looks, listens and feels for movement and breathing, counting out loud.

Instructor: **The person is not moving or breathing.**

Participant Action: Responder gives 2 rescue breaths.

- Instructor:** **The breaths go in.**
- Participant Action: The participant checks for a pulse.
- Instructor:** **There is a pulse, but the child is not breathing.**
- Participant Action: Responder opens airway and gives 1 breath every 3 seconds.
- Instructor:** **Two minutes have passed.**
- Participant Action: The responder checks for signs of life and a pulse.
- Instructor:** **There are no signs of life and no pulse.**
- Participant Action: The responder finds hand position on the breastbone and gives 30 compressions, followed by 2 breaths.
- Instructor:** **Observe the responder for 4 more cycles of chest compressions and breaths. Two minutes have passed. The child shows obvious signs of life.**
- Participant Action: Responder indicates that the child should be placed in the recovery position and would monitor ABCs.

AED—Child Scenarios

CPR—Child (2 responders)

***Instructor's Note:** This scenario also incorporates care for an unconscious choking child and rescue breathing. Two participants should be responders. While Responder 1 begins checking the child, (checking consciousness, and signs of life), Responder 2 is instructed by Responder 1 to call for help. Responder 1 initiates care for an unconscious choking child and completes a couple of cycles.*

Setup: You and a friend are volunteering at your local community center when you hear a commotion. People are standing around a small child who has collapsed. The scene is safe. You check and find that he is unconscious and does not appear to have any injuries. You tell your friend to call 9-1-1 as you continue to check the child for life-threatening conditions. You are both trained in CPR and AED.

Participant Action: Responder 1 follows the emergency action steps: **CHECK—CALL—CARE.**

Instructor: **The child is unconscious and breaths do not go in after two attempts to give rescue breaths.**

Participant Action: Responder 1 gives care for an unconscious choking child.

Instructor: **After a couple of cycles of care for airway obstruction: Responder can see an object.**

Participant Action: Responder 1 removes the object from the child's mouth, then gives 2 rescue breaths.

Instructor: **Breaths go in.**

Participant Action: Checks for signs of life and pulse.

Instructor: **The child has a pulse but is not breathing.**

Responder Action: Responder 1 gives 2 minutes of rescue breathing then rechecks for signs of life/pulse.

Instructor: **There is no pulse or other signs of life.**

Participant Action: Responder 1 begins CPR.

Instructor: **The child shows obvious signs of life.**

AED—Child (1 responder)

Instructor's Note: *Set the AED trainer to a 1-shock scenario.*

Setup: You are coaching a summer league basketball team when you hear some commotion at the side of the court. As you look toward the noise, you hear Chris say, "Johnny is not moving!" You notice Johnny, who is 6 years old, appears to be unconscious. You do not know if anyone knows CPR or how to operate the AED hanging on the wall nearby. Follow the emergency action steps: **CHECK—CALL—CARE**. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. Taps and shouts, "Are you OK?"

Instructor: **The child is unconscious.**

Participant Action: Responder instructs someone else to call 9-1-1 or the local emergency number and get the AED and checks the child for movement and breathing.

Instructor: **The child is not breathing.**

Participant Action: Responder gives 2 rescue breaths, then checks for a pulse.

Instructor: **There is no pulse.**

Participant Action: Responder gives CPR.

Instructor: **After observing several cycles of CPR, tell responder: “A bystander arrives with the AED and confirms that 9-1-1 has been called.”**

Participant Action: Responder turns on and prepares AED for use, verifying pediatric pads, coordinates the interruption of CPR and applies the pediatric pads. Responder reminds everyone to stand clear during analyzing and when shock is advised. A shock is advised. Responder says “Everyone, stand clear” and gives 1 shock, then gives 2 minutes of CPR and follows prompt from the AED after the AED reanalyzes.

Instructor: **The child’s pulse and breathing are restored.**

Participant Action: Responder leaves AED powered up and pads on child. Responder indicates that the child should be placed in a recovery position and would monitor ABCs until advanced medical help arrives.

CPR/AED—Child (2 responders)

Instructor’s Note: *Two participants should be responders. While Responder 1 begins checking the child (checking consciousness, signs of life and pulse), Responder 2 is instructed by Responder 1 to call for help and get the AED that is equipped with pediatric pads. He or she will return with the AED on your signal, but allow for Responder 1 to initiate care and complete a few cycles. After the first shock, the AED trainer will prompt the responder to perform CPR before analysis is reinitiated for a second shock.*

Setup: You and another teacher are assigned to watch the children at an after-school recreation activity when you notice that a first grader has collapsed on the playground. The scene is safe. You check and find that he is unconscious and does not appear to have any injuries. You tell the other teacher to call 9-1-1 and get the AED with pediatric pads as you continue to check the child. You are both trained in child CPR and child AED.

Participant Action: Responder 1 follows the emergency action steps: **CHECK—CALL—CARE.**

Instructor: **The child is not moving or breathing and has no pulse.**

Participant Action: Responder 1 gives CPR.

Instructor: **After observing several cycles: Responder 2 arrives with an AED and confirms that 9-1-1 has been called.**

Participant Action: Responder 2 prepares the AED for use, verifying pediatric pads and coordinates the interruption of CPR; applies the pediatric pads and gives

1 shock; Responder 1 gives CPR for about 2 minutes, Responder 2 then gives another shock and waits for, and follows, prompt from the AED.

Instructor: **A sign of life is restored.**

CPR/AED—Child (1 responder)

***Instructor's Note:** One participant should be the responder and another should act as the bystander who will be instructed to ensure that EMS is activated and that the AED with pediatric pads is brought to the scene. The responder should check the scene, then the child. Once the responder directs someone to call 9-1-1, he or she continues checking the child and provides appropriate care. After the first shock, the AED trainer will prompt the responder to perform CPR before analysis is reinitiated for a second shock.*

Setup: You are the coach of a Little League baseball team. During the game, a 7-year-old is struck in the chest by a line drive and collapses to the ground, apparently unconscious. You grab the first aid kit and quickly approach the child. The scene appears to be safe. An AED with pediatric AED pads is located in the cashier's office next to the concessions stand. You are the only one trained in CPR and AED.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE.**

Instructor: **The child is unconscious.**

Participant Action: Responder instructs someone else to CALL 9-1-1 or the local emergency number and to get the AED. Responder checks child for movement and breathing.

Instructor: **The child is not moving or breathing.**

Participant Action: Responder gives 2 rescue breaths, then checks for a pulse.

Instructor: **There is no pulse.**

Participant Action: Responder begins CPR.

Instructor: **After observing several cycles of CPR: Another coach arrives with the AED and confirms that 9-1-1 has been called.**

Participant Action: Responder turns on and prepares the AED for use, verifying pediatric pads and coordinates the interruption of CPR; applies the pediatric pads and gives 1 shock; gives 2 minutes of CPR, then 1 shock and waits for and follows prompt from the AED.

Instructor: **The child's signs of life are restored.**

Infant Scenarios

Rescue Breathing—Infant

Setup: You are visiting your sister and your niece Darlene. As you walk by the nursery, you think things seem very quiet. You decide to check on Darlene. When you arrive you notice that she is lying face-up and appears to be unconscious. You will follow the emergency action steps: **CHECK—CALL—CARE.**

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE.**

Instructor: **The scene is safe.**

Participant Action: Responder taps the infant's shoulder or flicks the infant's foot to see if she responds.

Instructor: **There is no response.**

Participant Action: Responder gives care for 2 minutes, then calls 9-1-1 or the local emergency number. Tilt the head back and lift the chin to open the airway. Look, listen and feel for movement and breathing.

Instructor: **You do not feel or see any signs of breathing.**

Participant Action: Responder gives 2 rescue breaths.

Instructor: **The breaths go in.**

Participant Action: Responder checks for a pulse and severe bleeding.

Instructor: **The infant is not breathing, but has a pulse.**

Participant Action: Responder gives 1 rescue breath about every 3 seconds, and continues for about 2 minutes or about 40 breaths.

Instructor: **About 2 minutes have passed.**

Participant Action: Responder rechecks for a pulse and breathing.

Instructor: **Infant is still not breathing but has a pulse.**

Participant Action: Responder continues rescue breathing as long as a pulse is present and the infant is not breathing.

Unconscious Choking—Infant

Setup: You and your coworkers are eating lunch at a local restaurant. Suddenly, a woman screams that her baby is not breathing. You quickly run over to her table and find her infant lying face-up on the table. The infant appears to be unconscious. You will follow the emergency action steps: **CHECK—CALL—CARE.**

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE.**

Instructor: **The scene is safe.**

Participant Action: Responder taps the infant's shoulder or flicks the infant's foot to see if the infant responds.

- Instructor:** **There is no response.**
- Participant Action: Responder gives care for 2 minutes, then calls 9-1-1 or the local emergency number. Tilt the head back and lift the chin to open the airway. Look, listen and feel for movement and breathing.
- Instructor:** **You do not feel or see any signs of life.**
- Participant Action: Responder gives 2 rescue breaths.
- Instructor:** **The breaths do not go in.**
- Participant Action: Responder repositions the infant's airway by retilting the head and gives 2 rescue breaths again.
- Instructor:** **The breaths still do not go in.**
- Participant Action: Responder finds the finger position in the center of the chest over the breastbone. Place the index finger and the pads of your middle finger and ring finger on the breastbone just below an imaginary line between the nipples. Place your other hand on the forehead to maintain an open airway. Compress the chest smoothly to a depth of about 1/2 to 1 inch, 30 times in about 18 seconds. Lift the jaw and tongue and look for a foreign object.
- Instructor:** **You see a foreign object.**
- Participant Action: Remove the object with your little finger. Give 2 rescue breaths.
- Instructor:** **The breaths goes in.**
- Participant Action: Responder checks for signs of life and breathing.
- Instructor:** **There is a pulse but no breathing.**
- Participant Action: Responder gives rescue breaths until EMS arrives and takes over.

CPR—Infant

Setup: You are working as an aide at the local library. It is near the end of the day and many patrons are starting to leave. You are anxious for the day to end. All is going smoothly until you hear a man yell that his child is not breathing. You quickly run over to the man and see his infant lying face-up on the table. The infant appears to be unconscious. Follow the emergency action steps: **CHECK—CALL—CARE.**

- Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE.**
- Instructor:** **The scene is safe.**
- Participant Action: Responder taps the infant's shoulder or flicks the infant's foot to see if she responds.
- Instructor:** **There is no response.**
- Participant Action: Responder gives care for 2 minutes, then calls 9-1-1 or the local emergency number. Tilt the head back and lift the chin to open the airway. Look, listen and feel for movement and breathing.
- Instructor:** **You do not feel or see any signs of life.**

Participant Action: Responder gives 2 rescue breaths.

Instructor: **The breaths go in.**

Participant Action: Responder checks for a pulse.

Instructor: **The infant has a pulse but is not breathing.**

Participant Action: Responder gives 1 rescue breath about every 3 seconds. Continue for about 2 minutes or about 40 breaths.

Instructor: **2 minutes has passed.**

Participant Action: Responder rechecks for breathing and a pulse.

Instructor: **Infant is still not breathing and has no pulse.**

Participant Action: Responder finds the finger position in the center of the chest over the breastbone. Place the pad of your index on an imaginary line between the nipples. Place the pads of the two fingers next to your index finger on the sternum. Place the other hand on the forehead to maintain an open airway. Compress the chest smoothly to a depth of about 1/2 to 1 inch, 30 times in about 18 seconds. Then give 2 rescue breaths.

Instructor: **The breath goes in.**

Participant Action: Responder performs 4 more cycles of 30 compressions and 2 rescue breaths (about 2 minutes).

Instructor: **Stop the responder after observing several effective cycles, then tell the responder that he or she has now completed 2 minutes of care. Infant shows obvious signs of life. Responder monitors ABCs.**

CPR—Infant (1 responder)

Instructor's Note: *If you want, you can observe 2 minutes of rescue breathing and CPR if you feel it is necessary.*

Setup: You are babysitting a neighbor's 10-month-old infant. Upon feeding the infant, you notice that the infant is motionless. The scene is safe and you discover that the infant is unconscious and cannot cough, cry or breathe. Provide the appropriate emergency care.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE.** Responder attempts two rescue breaths.

Instructor: **The airway is blocked.**

Participant Action: Responder repositions the airway and tries to give two more rescue breaths.

Instructor: **The air does not go in.**

Participant Action: Responder begins care for an unconscious infant with an airway obstruction.

Instructor: **After a couple of cycles, tell responders that the air goes in when rescue breaths are attempted.**

Participant Action: Responder rechecks for signs of life and a pulse.

Instructor: **There are no signs of life or a pulse.**

Participant Action: Responder begins CPR.

Instructor: **Stop the responder after observing several effective cycles, then tell the responder that he or she has now completed 2 minutes of care. Infant shows obvious signs of life. Responder monitors ABCs.**

CPR—Infant (with optional conscious choking) (1 responder)

***Instructor Note:** If you want, you can observe a full two minutes of rescue breathing and CPR if you feel it is necessary. At the end of the scenario, critique the responder's performance and provide positive and/or corrective feedback as appropriate.*

Setup: You are babysitting a neighbor's 10-month-old infant. Upon feeding the infant, you notice that the infant is motionless. The scene is safe and you discover the infant is conscious and cannot cough, cry or breathe. Provide the appropriate emergency care.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE** and give a series of five back blows and five chest thrusts.

Instructor: **After several attempts to clear the airway, tell the responder that the infant becomes unconscious.**

Participant Action: Responder places infant on a firm flat surface, opens the airway and looks inside the mouth.

Instructor: **You do not see an object.**

Participant Action: Responder attempts two rescue breaths.

Instructor: **The air does not go in.**

Participant Action: Responder repositions the airway and reattempts two rescue breaths.

Instructor: **Air still does not go in.**

Participant Action: Responder begins care for an unconscious infant with an airway obstruction.

Instructor: **After a couple of cycles, tell the responder that the air goes in when rescue breaths are attempted.**

Participant Action: Responder checks for signs of life and a pulse.

Instructor: **You find no signs of life or a pulse.**

Participant Action: Responder begins CPR.

Instructor: **Stop the responder after observing several effective CPR cycles. Tell the responder that he or she has now completed 2 minutes of CPR. Infant shows obvious signs of life. Responder monitors ABCs.**

First Aid Scenarios

Wound—Controlling External Bleeding

Setup: You are playing softball on your employer’s co-ed team. During the game, Martha attempts to stop the ball by diving for it. As Martha stands to her feet, you can see her forearm is bleeding. “She must have been cut by a piece of glass or something” you think. She appears to be in a little pain but the injury does not appear serious. Follow the emergency action steps: **CHECK—CALL—CARE**. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. “I am trained in first aid, can I help you?”

Instructor: **Consent is given.**

Participant Action: Responder follows standard precautions by putting on disposable gloves. Covers the wound with a dressing and presses firmly against the wound. Covers the dressing and continues to apply pressure.

Instructor: **Bleeding appears to be controlled.**

Participant Action: Responder continues to monitor the wound. If bleeding continues, apply additional dressings. Call 9-1-1 or the local emergency number if bleeding cannot be controlled. Take steps to minimize shock.

Sudden Illness—Diabetic Emergency

Setup: You walk into your supervisor’s office to hand in your progress report. As you enter the office, you see Tess leaning oddly over her desk. You ask Tess how she feels. She says that she is not feeling well and is dizzy. You notice a medical alert tag and remember that Tess is a diabetic. Follow the emergency action steps: **CHECK—CALL—CARE**. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. “I think that you are suffering from a diabetic emergency. I am trained in first aid, can I help you?”

Instructor: **Consent is given.**

Participant Action: Since Tess is conscious, give her sugar in the form of fruit juice, candy, a nondiet soft drink or table sugar, either dry or dissolved in a glass of water.

Instructor: **After about 5 minutes she still does not feel better.**

Participant Action: Call 9-1-1 or the local emergency number immediately. Monitor ABCs and keep her from getting chilled or overheated.

Burns

Setup: You are walking over to grab a bag of chips off the picnic table. Suddenly, there is a flash of light near the BBQ stand. You recall seeing Alicia pouring lighter fluid onto the BBQ. Alicia screams “I burned my leg!” as she rushes toward you for help. Follow the emergency action steps: **CHECK—CALL—CARE**. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. “I am trained in first aid, can I help you?”

Instructor: **Consent is given.**

Participant Action: Responder checks for life-threatening conditions.

Instructor: **There are no life-threatening conditions.**

Participant Action: Responder cools the burn with cold water. Responder covers the burn to help prevent infection using dry sterile dressings and loosely bandage them in place.

Instructor: **The burn is not critical.**

Participant Action: Responder should take steps to minimize shock, and comforts and reassures Alicia.

Heat-Related Emergency

Setup: You and your brother Corey are unloading furniture from a moving trailer. It is mid-July and today it is especially hot and very humid. Corey has been complaining about the heat and has not taken a water break for some time. Suddenly, Corey collapses. He does not appear to be fully conscious but is able to communicate. You notice that his skin is very cool, moist and flushed. He had been complaining of a headache and weakness. He is having a hard time getting up from the ground. Follow the emergency action steps: **CHECK—CALL—CARE**. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. “I am trained in first aid, can I help you?”

Instructor: **Consent is given.**

Participant Action: Responder sends someone to call 9-1-1 or the local emergency number. Do a head-to-toe examination.

Instructor: **You find no other life-threatening conditions.**

Participant Action: Move the person into a cooler environment as quickly as possible. Cool the body by using wet towels or blankets. Do not give any fluids since Corey is not fully conscious.

Instructor: **Full consciousness is regained.**

Participant Action: Give small sips of fluids. Take steps to minimize shock. Let the person rest in a comfortable position and watch carefully for changes in his condition.

Sudden Illness—Poisoning

Setup: You are working outside in your garden when you hear your neighbor, Sandy, screaming that her infant may have swallowed some pills. You run to help your neighbor. When you get to Sandy’s house you can see that she is holding her conscious infant in her arms and is clearly frantic. Follow the emergency action steps: **CHECK—CALL—CARE**. The scene is safe.

Participant Action: Responder follows the emergency action steps: **CHECK—CALL—CARE**. You ask the mother “I am trained in first aid, can I help?”

Instructor: **Consent is given.**

Participant Action: Responder checks the scene for clues.

Instructor: **You see a bottle of spilled pills on the floor.**

Participant Action: Responder checks for life-threatening conditions. The infant is conscious. Ask the mother: “What type of pills were they? How many pills are missing? When did the infant get into the pills?” Then call the National Poison Control Center, or 9-1-1 or the local emergency number if a life-threatening condition is found. Give care as instructed by the poison control center personnel.