

# **SECTION 6.**

## **APPLYING INJURY PREVENTION & FIRST-AID**

**Objectives for General Emergency Response Section:**

***Participants will be able to:***

- Practice applying the injury triangle to injury situations in small groups.
- Practice using their emergency guidelines and applying them to scenarios
- Practice assessing a child and performing first-aid skills.

**Topics:**

- A. Applying the Injury Triangle (15 minutes)
- B. First-aid Roleplays (40 minutes)
- C. Wrap-up (5 minutes)

**Handouts Available:**

H1-6 = Injury Prevention Situations  
All handouts from Sections 1-6 of Program

**Transparencies/Slides Available:**

T1-6 = Questions for "Applying the Injury Triangle"  
T2-6 through T10-6 = Pictures of smiling children

**Activities Available:**

A1-6 = First-aid Role Plays



---

***Injury Scenarios:***

1. Brad, a 3 month-old infant was found suffocated in his crib. A diaper bag was found over his face.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Check children frequently.
- **Environment** - Clear crib area of any objects that are within the baby's reach.

2. Debbie, a 5 year old was sent home with severe (covering arms, legs and back & forming blisters) sun burns after spending a summer day outside.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Teach day care staff to apply sunscreen to children and re-apply it throughout the day.
- **Environment** - Keep children out of the extreme sun part of the day 12:00- 2:00.

3. Terrance, an 8-year old child in a day summer camp was marked in his file a non-swimmer. Terrance was found floating face down in the swimming pool. EMS tried to save him but it was too late.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Staff need to check files before field trips, monitor non-swimmers carefully.
- **Environment** - Swim only in pools with life-guards, well-monitored, etc.

4. Alan (5 years old) and Todd (6 years old) are playing with toy trucks when an argument erupts over a particularly desirable truck. Todd throws one of the trucks in Alan's direction and it hits Alan in the eye. Alan's eye has been cut by the toy and is bleeding.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Supervision, Teach sharing skills, teach that throwing is not allowed

5. Sam suffered a dislocated elbow when his day care center staff picked him off the ground in a rough manner.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Teach staff about muscular or bone injuries that children are susceptible to, Teach staff proper techniques to lift a child without injury
- **Environment** - Screen staff carefully, hire or do not hire staff that handle children roughly or abuse children.

---

6. An 18-month old infant crawled up to a cupboard, opened the door and found something liquid in a bottle. The baby drank the clear liquid which turned out to be bleach. The baby had to be hospitalized.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Supervision. When children are old enough, teach them about poisons.
- **Environment** - Remove pretty poisons, keep poisons out of reach of all children.

7. Sunshine Day Care Center planned a field trip to a nearby park. Eight of the center's children (all over 4 years old) are loaded into the van. None of the children are wearing seat belts. On the way to the park, the van is broad-sided by a car. Five of the children are seriously injured as they are tossed about the car. Three of the children receive minor cuts and scrapes.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Teach staff the importance of seat restraints. All staff wear seat belts to role-model behavior for children.
- **Environment** - Put all children in an age-appropriate seat restraint. Information is included in the participant handouts about child occupant protection.

8. Casey, a five year old, is running through his center when he slips and falls on a wet floor. He hits his head on the corner of a cabinet and requires stitches for his injury.

***Suggestions if participants do not respond with ideas***

- **Behavior** - Keep floors dry, watch for wet surfaces, remove sharp corners or pad them with soft material.
  - **Environment** - Do not allow running in center, injuries are much more likely this way.
-


## B. First-aid Roleplays (40 minutes)

### ***First-Aid Roleplay Instructions***

- In our last activity, you will be able to use the first-aid information that you learned throughout the program. For the next 40 minutes, you will respond to injury and illness situations.
- You will be able to apply the emergency action principles, assess the severity of the situation and administer first-aid. I encourage you to refer to your handouts or emergency guidelines for help.
- There are stations set up around the room containing different emergencies. You will either be a victim in need of assistance or a caregiver ready to provide the needed first-aid.
- You will move from station to station and each station will contain the information that you need to play out your role. Read your role (*and only your role*) carefully first.
- For the first half of the activity, you will be either the victim or the caregiver. For the 2nd half, you will switch roles.

▶▶**Note to Instructor:** *Set up the role play stations before beginning part 6 or during a break period. Allow each participant the opportunity to be in the first-aid caregiving role for **at least two scenarios**. Set up the number of stations according to the number of participants you have. For example, if you have 12 participants, you will need 6 stations set up so that each pair has a station. Leave two scenarios at each station. Allow each group to work through both scenarios before moving on to a different station and switching roles. If time permits, allow the participants to continue with more than 2 scenarios.*

- I will time each station and indicate when you will move and when you will switch roles. After each scenario, I will give you about 2-3 minutes to discuss the situation with your partner. Use each other as a source of information.
- This activity will be most effective if the “victims” take their roles seriously.
- At the end of the activity, you will have the opportunity to discuss how you felt about participating as a caregiver and victim and to have any specific questions answered which you did not have answered during the roleplay.

▶▶**Note to Instructor:** *Make yourself available to the participants during the roleplays to answer any questions. Float from station to station to observe how they are performing. If you see any “mistakes”, correct the participant gently. Remind them to refer to their handouts and emergency guidelines for assistance. Make certain that all the participants are clear on the appropriate first-aid for the condition before moving on.  **Use A2-6 Now.***

### **A2-6 First-aid Roleplays**

### **Processing the Roleplay Activity**

▶▶**Note to Instructor:** Allow 10-12 minutes at the end to discuss the groups' reaction to this activity. Use the questions which follow as a guide. Try to reassure the participants if they are feeling anxious or upset about what happened. Remain mindful of time limitations, but allow them to vent their feelings.

1. What are your general reactions to this activity?
2. How did it feel to be in the caregiving role?
3. In your victim role, did your caregiver do or say anything that seemed to make a difference to you or put you at ease?
4. Does anyone have any questions about what is the appropriate first-aid to provide in their situation?


### **C. Conclusion (5-7 minutes)**

### **Review of Questions from Program Introduction**

▶▶**Note to Instructor:** Review the list of questions from the introduction section of the program. If there are specific questions that you did not cover within the program, answer them now or provide a resource where they can find the information.

I know that you all care about children and want to do the right thing to help them stay safe and happy in your center. I encourage you to continue to learn about safety and first-aid for children. The handouts which you received contain most of the information covered in the program. They are yours to keep and refer to. I also strongly encourage you and all the staff in your center to seek training in CPR for children.

Thank you all for your participation in this program. I'd like to leave you with a few of the best reasons why we are all here today.

 **Use T2-6 - T10-6 Now**

▶▶**Note to instructor:** Show the slides of the children, pausing about 5 seconds for each.

T2-6: Smiling Child  
T3-6: Smiling Child  
T4-6: Smiling Child  
T5-6: Smiling Child  
T6-6: Smiling Child  
T7-6: Smiling Child  
T8-6: Smiling Child  
T9-6: Smiling Child  
T10-6: Smiling Child