

# SCOUTING IRELAND ADVENTURE SKILLS: EMERGENCIES SESSION GUIDE



**Emergencies Skills  
Stage 3  
5x session plans**





# Emergencies



## Introduction

The session guides created by the SFNI Programme Lead have been designed to help support delivery of SI Adventure Skills Stages 1-4 in Emergencies, with each session pitched at a particular Section or level.

This guide contains a total of **five sessions** that provide activities that are intended to encourage and promote developing the necessary skills and knowledge linked to completion of each of the skills stages.

Sessions have been designed to be delivered within the 'den'. Please note that for the last session CPR, this is written as a theoretical session only, and simulation of **CPR SHOULD NOT be performed on anyone!!!** If you have the resources and expert/ accredited training along with correct equipment you may wish to run an accredited First Aid training session inclusive of CPR.

## Completing the Emergencies Adventure Skill

Before beginning delivery of the Emergency Adventure skill, **it is important to do a few things:**

**Firstly**, read through the session plans and become comfortable with the activities described and the resources required. You may find that through experience that a different approach or activity may be better suited to deliver this training, so please adapt the session for what works best for you and the group.

**Secondly**, take time to plan delivery with the group, utilize **Plan, Do, Review**, ensuring the group have been engaged and explored the Emergencies Adventure Skill and chosen to take part and shape their experiences across this learning journey.

**Finally**, ensure that you as the facilitator are competent, comfortable, and capable of delivering this training. Ensure that any required **Risk Assessments** have been complete regarding these activities.

**The table below** highlights the practical skills that Scouters will be required to demonstrate and the knowledge that a Scouter is required to be confident and able to deliver.

	Practical Skills- Scouters should be able to demonstrate:	Knowledge- Scouters need to know:
Stage 3	<ul style="list-style-type: none"> <li>How to show a range of 'International' distress signals</li> <li>How ABC is used when assessing someone who has had an accident</li> <li>How to apply different dressings and bandages</li> <li>How to treat minor burns and sunburn.</li> </ul>	<ul style="list-style-type: none"> <li>What an escape plan is and the elements to include on the plan.</li> <li>The different type of distress signals that are internationally recognised.</li> <li>Understand the basic elements of ABC</li> <li>Understand basic elements of CPR and the Chain of Survival</li> <li>Symptoms and treatments for bee and nettle stings and minor burns and sunburn and likely scenarios that could cause these.</li> </ul>

## Using the Session Plans

The session plan has been developed to be delivered at a particular **Section/ ability level**.

Each session usually begins with an energizer activity, loosely linked to the learning activity, and contains an introduction, learning activity(s) and a close/ reflection element.

In the first column you will also find the **Adventure Skill objective** that the activity relates to.

A **description** of an activity to complete, related to the title and prompts on how to undertake the activity are provided.

A **suggested timing** has been included, for guidance only. It may be beneficial to slow down and stretch out activities dependent on your group.

A **resource column** includes a list of equipment and/ or external links to additional resources to assist in the delivery of the activity.

The last element of the session plan is a **review activity** which should be complete as part of quality assurance and recording.

Emergencies			YOUTH PROGRAMME		
Emergencies Adventure Skills Level 1				Session 1 Introduction	
Section/ Skill level	Beavers/ Cubs/ Beginner	Location	Session length	Den	
				55 minutes	
Activity					
Energizer - The Great Egg Fall	The Great Egg Fall is more of an activity than energizer but can be used to introduce Emergencies as it will demonstrate how easily accidents can happen and explore how we can minimize and avoid them.			Suggested time: 10 minutes	Resources: Eggs/ Boiled eggs A range of household items as described Glue/ Tape/ String/ Scissors
Introduction activity - 'What is an emergency?'	<p>Introduce the Emergency Adventure skills (Stage 1) briefly detailing what the group will be learning by naming all the associated outcomes.</p> <p>Explain that the first task will be to look at:</p> <p><b>What is an emergency?</b></p> <ul style="list-style-type: none"> <li>Ask youth members to tell you in their words what makes an emergency an emergency.</li> <li>Definition: For an incident, to be an emergency, it has to conform to one or more of the following, if it: <ul style="list-style-type: none"> <li>-Poses an immediate threat to life, health, property, or environment</li> <li>-Has already caused loss of life, health detriments, property damage, or environmental damage</li> <li>-Has a high probability of escalating to cause immediate danger to life, health, property, or environment</li> </ul> </li> <li>Next, use the 'Is it an emergency or not...?' images (appendix 1) or your own alternatives and ask the group to tell you if what is happening in the scene is an emergency or not. Discuss with the group what the picture depicts, what the emergency may be and what the response to the emergency should be.</li> <li>Finally ask the group to think about what emergency situations may look like for them when completing Scouting activities, record what these are on a sheet and ask for ideas of what you might do.</li> </ul>			Suggested time: 15 minutes	Emergency Adventure skills guide Appendix 1 - Is it an emergency or not cards - No/ Yes/ Yes/ No/ No/ Yes/ Yes/ Yes Pens/ Markers/ Flipchart/ Card
Activity-Roleplay - 'I can be responsible for my own health and safety'	<p><b>Roleplay situations - How do I act responsibly?</b></p> <ul style="list-style-type: none"> <li>Split the group into pairs and give each an emergency scenario, ask the group to tell you how they act responsibly and keep themselves and others safe in each scenario- ask the pairs/ trios to act out the scenario and demonstrate how to act in a safe and responsible way.</li> <li>Conclude by explaining that we are responsible for how we always act and behave and that we should always stop, think, and then act in a responsible way when taking part in any activity/ game or event in and outside the Den.</li> </ul>			Suggested time: 15- 20 minutes	Ideas for emergency scenarios: Twinkl / St John Ambulance
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.			Suggested time: 5 minutes	



# Emergencies

Emergencies Adventure Skills Stage 3			Session 1 Introduction/ Escape & Help	
Section/ Skill level	Cubs/ Scout/ Novice	Location	Den	
		Session length	60 minutes	
	Activity		Time	Resources
<b>Energizer – Game</b>	<b>Helium Stick</b> <ul style="list-style-type: none"> <li>A simple, but reliable game that will encourage teamwork and communication, both skills utilized in an emergency.</li> <li>Split the group into teams and ask each group to form two rows facing one another with their index fingers stretched and tips touching.</li> <li>Place the rod across all the outstretched fingers and challenge the group to raise the stick (making sure it stays level).</li> <li>Fastest team wins.</li> </ul>		<b>Suggested time:</b> 10 minutes	5-8ft Bamboo Cain or light brush handle.
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Recap on the Emergency Adventure Skills delivered to date in Stages 1 &amp; 2, reflecting on the learning and practical application of them across Scouting activities and introduce the areas of learning across level 3 as per the Adventure Skills guide.</li> </ul>		<b>Suggested time:</b> 5 minutes	<a href="#">Emergency Adventure skills guide</a>
<b>Activity- Practical/ Written Emergency Plans</b>  <i>I know how to create an escape plan for a building or activity location in case of fire</i>	<b>Draw me a plan!</b> <ul style="list-style-type: none"> <li>When planning any activity, it is important to communicate that familiarizing yourself with your surroundings is vital to ensuring that events run smoothly and safely.</li> <li>To introduce this concept, the group will create an information and escape plan for two venues traditionally used for Scouting activities.</li> <li>Start the activity by placing the group into pairs and provide them with blank sheets and drawing materials.</li> <li>Ask the pairs to create a <b>floor plan</b> of the <b>den/ hall</b>, ensuring they <b>highlight</b> all <b>rooms</b>, all <b>doorways</b>, all <b>fire-safety paraphernalia</b> (extinguishers, fire blankets, escape signs), <b>emergency exits</b>, <b>assembly point</b> and closest <b>landline telephone</b>.</li> <li><b>Once complete</b>, ask the group to consider the <b>types of emergencies</b> that may arise and use these floor plans to <b>highlight an escape plan</b> for the group to use should a fire or other emergency occur.</li> <li>Complete the activity again, but this time using a <b>local woodland or forest</b> area as the venue, representing a camp. Mark the <b>paths</b> to and from the camp area, <b>highlighting</b> any <b>major obstacles</b> and <b>rivers</b>. Mark <b>water sources</b> and other <b>fire stations</b> and <b>amenities</b> close to the site and agree on an <b>assembly point</b>. Also mark any other <b>potential dangers</b> you may come across in camp.</li> </ul>		<b>Suggested time:</b> 20 minutes	Paper  Pens/ pencils  Map of local woodland/ forest area.
<b>Activity- Discussion</b>  <i>I know the international distress signal and when to use it</i>	<b>Help! I need somebody...</b> <ul style="list-style-type: none"> <li>Discuss with the group ways that you can summon help and highlight that you are in distress.</li> <li>Start by revisiting making an emergency call and what information should be provided.</li> <li>Next explore different ways of making a distress signal when you cannot directly communicate with someone either through discussion or via practical demonstration:</li> </ul> <b>A distress signal can be:</b> <ul style="list-style-type: none"> <li><b>3 fires</b> or <b>piles of rocks</b> in a <b>triangle</b>, or</li> <li><b>3 blasts</b> on a <b>whistle</b>, or</li> <li><b>3 flashes of a light</b>, in succession followed by a</li> <li><b>1-minute</b> pause and repeated until a response is received.</li> </ul>		<b>Suggested time:</b> 20 minutes	<a href="#">International distress guide</a>  Rocks+ branches  Fire materials  Whistle  Torch
<b>Review</b>	<b>Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.</b>		<b>Suggested time:</b> 5 minutes	



# Emergencies

Emergencies Adventure Skills Stage 3			Session 2 ABCs	
Section/ Skill level	Cubs/ Scout/ Novice	Location	Den	
		Session length	60 minutes	
Activity			Time	Resources
<b>Energizer – Game</b>	<p><b>Stop &amp; Go</b></p> <ul style="list-style-type: none"> <li>This activity will encourage listening skills, whilst energizing the group. Listening is important when being taught new and challenging learning, so this activity will support the groups' ability to listen to the instructions provided in the activity.</li> <li>Start by asking the group to spread out across the room, when you say 'Go' the group should start moving, when you say 'Stop' they stand still.</li> <li>Run these commands in quick succession over a one-minute period.</li> <li>Next invert the meaning of the words 'Stop = Go/ Go = Stop' and run the activity to test listening skills.</li> <li>Add new variations into the mix – 'Name'/'Clap' and run the activity for a further few rounds.</li> </ul>		<p><b>Suggested time:</b> 10 minutes</p> <p>Large playing space</p>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Recap on the Emergency Adventure Skills delivered in the last session, reflecting on the learning and practical application of them across Scouting activities and introduce the areas of learning as (ABCs) for this session.</li> </ul>		<p><b>Suggested time:</b> 5 minutes</p> <p><a href="#">Emergency Adventure skills guide</a></p>	
<p><b>Activity-Practical</b></p> <p><i>I can assess an emergency quickly, and summon help</i></p> <p><i>I know how to check for the ABC of basic First Aid</i></p> <p><i>I know how to care for an injured person until help arrives</i></p>	<p><b>The ABC's of ABC</b></p> <ul style="list-style-type: none"> <li>Run a <b>practical demonstration</b> of what to do to check the <b>Airway</b>, <b>Breathing</b> and <b>Circulation</b> of a patient and then in pairs, ask the group to demonstrate the process as below:</li> </ul> <ol style="list-style-type: none"> <li><b>1. Check for danger</b> -make sure the area is safe.</li> <li><b>2. Response</b> -ask questions and gently tap shoulders, ask the patient to "Open their eyes".</li> <li><b>3. Shout for help</b> -ask for someone to come and help</li> <li><b>4. Airway</b> -if not clear, open by placing a steady hand on the forehead and tilting the chin upwards using two fingers.</li> <li><b>5. Breathing</b> -use look, listen and feel to check for breathing</li> <li><b>6. Circulation</b> -If breathing is normal, check for signs of bleeding around the body.</li> <li>If breathing normally, place into <b>Recovery position</b> and <b>call 999</b>, ensuring that the information you give details what you have found (incident, sex, age), and where your location is etc.</li> <li><b>8. Care</b> -Make the patient <b>comfortable</b>, keep them <b>warm</b>, provide shelter if necessary and <b>monitor</b> them until help arrives.</li> </ol> <ul style="list-style-type: none"> <li>Divide the group into pairs or trios and ask them to demonstrate what to do across all points as above.</li> </ul>		<p><b>Suggested time:</b> 30 minutes</p> <p><a href="#">ABCs Guide</a></p> <p><a href="#">Recovery Position Guide</a></p> <p>Blankets</p>	
<b>Filler Game</b>	<ul style="list-style-type: none"> <li>Run a quick energiser or game that you know the group enjoys just as a way of easing back from the learning, providing rest bite and a space with different energy not connected to the activity just completed.</li> </ul>		<p><b>Suggested time:</b> 5 minutes</p> <p>Resource as required.</p>	
<b>Review</b>	<p><b>Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.</b></p>		<p><b>Suggested time:</b> 5 minutes</p>	



# Emergencies

Emergencies Adventure Skills Stage 3			Session 3 Treating Bleeds	
Section/ Skill level	Cubs/ Scout/ Novice	Location	Den	
	Session length		55 minutes	
	Activity		Time	Resources
<b>Energizer – Game</b>	<b>Body Parts/ Clump</b> <ul style="list-style-type: none"> <li>This activity will inject a bit of fun into the evening and get the group ready and prepared to listen and take part in the practical/ demonstration activities.</li> <li>Have the group walk around the space and then call out a number and body part, for example 5 elbows.</li> <li>The group must get into groups of '5 and touch elbows' in this instance.</li> <li>Repeat with different numbers and body parts. Whatever number you want in each group call out that number for the final clump.</li> </ul>		<b>Suggested time:</b> 10 minutes	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Recap on the Emergency Adventure Skills delivered in the last session, reflecting on the learning and practical application of them across Scouting activities and introduce the areas of learning for this session: <i>Treating wounds /minor injuries &amp; nosebleeds.</i></li> </ul>		<b>Suggested time:</b> 5 minutes <a href="#">Emergency Adventure skills guide</a>	
<b>Activity- Practical</b>  <i>I know how to deal with a bleeding injury and nose bleeds.</i>	<ul style="list-style-type: none"> <li>This activity will revisit some of the prior learning across Stage 2 and introduce additional dressing and bandage work. Ensure that you reference assessing scenarios, checking for danger, and keeping yourself safe before delivering first aid.</li> <li><b>Wound dressing-</b> using a mixture of sterile, non-sterile and improvised dressings (for example cling film to use on scalds and burns) demonstrate and allow the group to practice placing these on 'mock' wounds.</li> <li><b>Remember-</b> Check for danger/ assess the situation/ use good hygiene practices/ ask patient to apply pressure and elevate wound/ apply dressing/ use a sling to keep wound elevated.</li> </ul>		<b>Suggested time:</b> 25 minutes  Bandages & dressings  <a href="#">How to treat cuts &amp; grazes video</a>  <a href="#">How to bandage a hand video</a>	
<b>Activity- Demonstration</b>  <i>I know how to deal with a bleeding injury and nose bleeds</i>	<b>Nosebleeds-</b> Discuss and demonstrate with the group the actions required to stop a nosebleed. <ol style="list-style-type: none"> <li>To stop a nosebleed sit down and firmly pinch the soft part of your nose, just above your nostrils, for at least 10-15 minutes</li> <li>Lean forward and breathe through your mouth – this will drain blood into your nose instead of down the back of your throat</li> <li>Place an ice pack or bag of frozen vegetables covered by a towel on the bridge of your nose</li> <li>Stay upright, rather than lying down, as this reduces the blood pressure in the blood vessels of your nose and will discourage further bleeding.</li> <li>If the bleeding eventually stops, you won't usually need to seek medical advice. However, in some cases you may need further treatment from your GP or in hospital.</li> </ol>		<b>Suggested time:</b> 10 minutes  <a href="#">How to stop a nosebleed guide</a>	
<b>Review</b>	<b>Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.</b>		<b>Suggested time:</b> 5 minutes	

External web links – SFNI are not responsible for 3<sup>rd</sup> party content and information found on these sites.

- <https://sfni.org/wp-content/uploads/2021/03/Emergencies-Adventure-Skills-1.pdf>
- <https://www.youtube.com/watch?v=4e7evinsfm0>
- <https://www.youtube.com/watch?v=fKzdiuseElw>
- <https://www.youtube.com/watch?v=PmmhxW0vVXA>



Emergencies Adventure Skills Stage 3			Session 4 Treating Ailments	
Section/ Skill level	Cubs/ Scout/ Novice	Location	Den	
		Session length	60 minutes	
Activity			Time	Resources
<b>Energizer – Game/ Relay</b>	<b>Pairs Stand</b> <ul style="list-style-type: none"> <li>This energizer should emphasize trust and teamwork, both important when dealing with an emergency.</li> <li>Divide group into pairs with each pair sitting back-to-back,</li> <li>Ask pairs to link their arms together and ask them to stand up together.</li> <li>When a pair is successful, get them to make a four with another pair, all link arms as before and try to stand together again.</li> </ul>		<b>Suggested time:</b> 10 minutes	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Recap on the Emergency Adventure Skills delivered in the last session, reflecting on the learning and practical application of them across Scouting activities and introduce that this session will explore how to treat a range of common injuries associated with undertaking a Scouting adventure.</li> </ul>		<b>Suggested time:</b> 5 minutes <a href="#">Emergency Adventure skills guide</a>	
<b>Activity-Demonstration</b>  <i>I can treat bee stings and nettle stings.</i>	<b>Nettle Stings</b> <ul style="list-style-type: none"> <li>Discuss with the group a time when they have experienced or have seen a <b>nettle sting</b>- explore where and when these are likely to occur.</li> <li>Explain that these stings look like - burning, itching, redness, swelling (occasionally small blisters will form) on the skin along with a numbness.</li> </ul> <p><b>To treat-</b> when out in nature, the Dock leaf is a good remedy. Pull these leaves, crush them, and rub them over the affected area.</p> <p><b>Recommended treatment is as follows:</b></p> <ol style="list-style-type: none"> <li>1. Wash the area with soap and water as soon as possible to relieve the sting and remove the nettle hairs. If no water is available, clean the area with a cloth or other available material.</li> <li>2. Local symptoms of pain and itching can be relieved by applying a moistened cloth and/or ice pack to the area. It is also important to refrain from scratching or rubbing the itchy areas.</li> <li>3. Antihistamines may be effective in relieving local itching and swelling, while creams such as hydrocortisone containing creams can help reduce inflammation. These are available at your local pharmacy.</li> <li>4. Use cool, light, bedding, and clothing as this will also help relieve itching</li> <li>5. Avoid extreme heat- have lukewarm baths and showers</li> </ol>		<b>Suggested time:</b> 10 minutes  First Aid Manual  <a href="#">Guidance on how to treat nettle stings</a>  Resources/ Equipment for demo as listed	
<b>Activity-Demonstration</b>  <i>I can treat bee stings and nettle stings.</i>	<b>Bee Stings</b> <ul style="list-style-type: none"> <li>Next discuss with the group bee stings. Explain that the sting can cause pain, redness and swelling for a few hours, some people may have a mild allergic reaction that lasts up to a week. Serious allergic reactions can also occasionally occur, causing breathing difficulties, dizziness and a swollen face or mouth.</li> </ul> <p><b>To treat:</b></p> <ol style="list-style-type: none"> <li>1. Remove the sting or hairs if still in the skin.</li> <li>2. Wash the affected area with soap and water.</li> <li>3. Apply a cold compress (such as a flannel or cloth cooled with cold water) or an ice pack to any swelling for at least 10 minutes.</li> <li>4. Raise or elevate the affected area, if possible, as this can help reduce swelling.</li> <li>5. Avoid scratching the area or bursting any blisters, to reduce the risk of infection – if your child has been bitten or stung, it may help to keep their fingernails short and clean.</li> <li>6. <b>Avoid traditional home remedies</b>, such as vinegar and bicarbonate of soda, as they're unlikely to help.</li> </ol> <p><b>Dial 999 for an ambulance immediately if you or someone else has symptoms of a severe reaction, such as:</b>            Wheezing or difficulty breathing/ A swollen face, mouth or throat/ Feeling sick or being sick/ A fast heart rate/ Dizziness or feeling faint/ Difficulty swallowing/ Loss of consciousness</p>		<b>Suggested time:</b> 10 minutes  First Aid Manual  <a href="#">Guidance on how to treat bee and other insect stings</a>  Resources/ Equipment for demo as listed	



SESSION 4 CONTINUED		
<p><b>Activity-Demonstration</b></p> <p><i>I know how to treat minor burns and sunburn</i></p>	<p><b>Minor Burns</b></p> <ul style="list-style-type: none"> <li>For this activity, revisit the make-up box and create a few mock scenarios and burns. Ask the group what Scouting activities may potentially cause a burn and then practice treatment as below:</li> </ul> <ol style="list-style-type: none"> <li>Stop the burning process as soon as possible. This may mean removing the person from the area, dousing flames with water, or smothering flames with a blanket. Do not put yourself at risk of getting burnt as well.</li> <li>Remove any clothing or jewelry near the burnt area of skin, including babies' nappies. But do not try to remove anything that's stuck to the burnt skin, as this could cause more damage.</li> <li>Cool the burn with cool or lukewarm running water for 20 minutes as soon as possible after the injury. Never use ice, iced water, or any creams or greasy substances like butter.</li> <li>Keep yourself or the person warm. Use a blanket or layers of clothing but avoid putting them on the injured area. Keeping warm will prevent hypothermia.</li> <li>Cover the burn with cling film. Lay the cling film over the burn, rather than wrapping it around a limb. A clean, clear plastic bag can be used for burns on your hand.</li> <li>Raise the affected area, if possible. This will help to reduce swelling.</li> </ol>	<p><b>Suggested time:</b> 10 minutes</p> <p>First Aid Manual</p> <p><a href="#">Guidance on treating minor burns.</a></p> <p>Resources/ Equipment for demo as listed</p>
<p><b>Activity-Demonstration</b></p> <p><i>I know how to treat minor burns and sunburn</i></p>	<p><b>Sunburn</b></p> <ul style="list-style-type: none"> <li>For sunburn discuss the following steps as way of treatment but focus on prevention and ensuring that when planning an activity you think about weather, locations and suitable suncreams to use.</li> </ul> <ol style="list-style-type: none"> <li>Get out of the sun as soon as possible.</li> <li>Cool your skin with a cool shower, bath, or damp towel- take care not to let baby or young child get too cold)</li> <li>Apply after-sun cream or spray.</li> <li>Drink plenty of water to cool down and prevent dehydration.</li> </ol>	<p><b>Suggested time:</b> 10 minutes</p> <p>First Aid Manual</p> <p><a href="#">Guidance on treating sunburn</a></p> <p>Resources/ Equipment for demo as listed.</p>
<p><b>Review</b></p>	<p><b>Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.</b></p>	<p><b>Suggested time:</b> 5 minutes</p>



Emergencies Adventure Skills Stage 3			Session 5 CPR	
Section/ Skill level	Cubs/ Scout/ Novice	Location	Den	
		Session length	40 minutes	
	Activity		Time	Resources
<b>Energizer – Game/ Relay</b>	<p><b>Impulse</b></p> <ul style="list-style-type: none"> <li>This activity will inject a bit of fun into the proceedings before undertaking learning about CPR.</li> <li>Divide the group into two teams. Each team sit in a straight line, shoulder to shoulder, facing the other team.</li> <li>The two lines of participants sit facing each other and close their eyes.</li> <li>The facilitator takes hold of the hands of the people at the front of the line. The facilitator will start the pulse by squeezing both hands at once.</li> <li>When the pulse has reached the last person in the line, they open their eyes and grab a ball set a distance away.</li> </ul>		<p><b>Suggested time:</b> 10 minutes</p> <p>Playing Space</p> <p>Coin</p> <p>Ball</p>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Recap on the Emergency Adventure Skills delivered in the last session, reflecting on the learning and practical application of them across Scouting activities and introduce the areas of learning (ABCs) for this session.</li> </ul>		<p><b>Suggested time:</b> 5 minutes</p> <p><a href="#">Emergency Adventure skills guide</a></p>	
<p><b>Activity- Discussion/ video demo</b></p> <p><i>I know how to use CPR.</i></p> <p><b>To complete this element the youth member must undertake formal training in CPR delivery by a recognised First Aid training organisation/ facilitator.</b></p>	<ul style="list-style-type: none"> <li><b>CPR should NEVER BE SIMULATED on another person. It should be delivered and assessed as part of formal First Aid training facilitated by an appropriately trained First Aid facilitator using a Resuci Anne doll.</b></li> <li>The intent of this element of training is to provide the group with a <b>theoretical understanding</b> of when CPR is used. Explore with the group what CPR is, when it should be delivered, talking through the steps with the group. Reference the ‘<b>chain of survival</b>’, recognising the role CPR has within it. You may wish to print out guides and visual aids to support the discussion.</li> <li><b>CPR</b> is used when an unconscious patient is not breathing. It stands for <b>cardiopulmonary resuscitation</b> and is used to <b>bump blood</b> and <b>oxygen</b> to the <b>brain, helping preserve life.</b></li> </ul> <p><b>What to do (Theory only):</b></p> <ul style="list-style-type: none"> <li>If someone is unconscious and not breathing normally, call 999 and start CPR straight away.</li> <li>When you call 999 for an ambulance, you should be given basic life-saving instructions over the phone, including advice about CPR.</li> </ul> <p><b>Hands-only CPR-</b> To carry out a chest compression:</p> <ol style="list-style-type: none"> <li>Kneel next to the person and place the heel of your hand on the breastbone at the centre of their chest. Place the palm of your other hand on top of the hand that’s on their chest and interlock your fingers.</li> <li>Position yourself so your shoulders are directly above your hands.</li> <li>Using your body weight (not just your arms), press straight down by 5 to 6cm (2 to 2.5 inches) on their chest.</li> <li>Keeping your hands on their chest, release the compression and allow their chest to return to its original position.</li> <li>Repeat these compressions at a rate of 100 to 120 times a minute until an ambulance arrives or for as long as you can.</li> </ol> <p><b>CPR with rescue breaths</b></p> <ol style="list-style-type: none"> <li>Place the heel of your hand on the centre of the person’s chest, then place the palm of your other hand on top and press down by 5 to 6cm (2 to 2.5 inches) at a steady rate of 100 to 120 compressions a minute.</li> <li>After every 30 chest compressions, give 2 rescue breaths.</li> <li>Tilt the person’s head gently and lift the chin up with 2 fingers. Pinch the person’s nose. Seal your mouth over their mouth and blow steadily and firmly into their mouth for about 1 second. Check that their chest rises. Give 2 rescue breaths.</li> <li>Continue with cycles of 30 chest compressions and 2 rescue breaths until they begin to recover, or emergency help arrives.</li> </ol>		<p><b>Suggested time:</b> 25 minutes</p> <p>First Aid Manual</p> <p><a href="#">How to perform CPR video</a></p> <p>Laptop/ Projector if you wish to show the video provided in the link</p>	
<b>Review</b>	<p><b>Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.</b></p> <p><b>Record all elements successfully completed to achieve Stage 3 award.</b></p>		<p><b>Suggested time:</b> 5 minutes</p>	